



No Outsiders for a faith community

EYFS

Text: You choose- Nick Sharratt & Pippa Goodheart
Learning Intention: We all like different things
Success Criteria: I can tell you the things I like / I can make my own mind up/ I can ask others what they think
Starter: Show the children the front cover of the book. Ask them what “You choose” means; what do you think the book is going to be about?
Main: Read “You choose”.
Role play: Say you are going to read the text again but this time you want to know which objects the children would choose. Read the book again but this time stop on each page and ask children for their opinion. Read the first page and say to a child, “You choose”. Then ask the child to ask another child to choose their favourite. Continue through the book till every child has had a go choosing.
Activity: Give children different images of random objects and foods. Children sort images and stick into book under heading “I choose”
Plenary: We all had a turn choosing in the game. That was fair. Why do you think it was important that everyone got a turn to choose? How would you have felt if you had missed your turn? Lots of us chose different things – does that matter? Is it OK to like different things? Say, “That is what I like about this class; even though we are all different and like different things, we all get a chance to talk. What a great class this is!”

EYFS

Text: Red rockets and rainbow jelly- Sue Heap and Nick Sharratt
Learning Intention: We like different things, we are friends
Success Criteria: I know my friends can like different things to me / I know we can still be friends
Starter: Put up images of different fruit on the board: apples, bananas, oranges, carrot sticks. In pairs children to discuss and choose their favourite. Ask the children in their pairs did anyone have different favourites?
Main: Discuss LI. Read the text from start to finish. Ask children in talk partners to recall things Nick liked and things Sue liked. Children feedback. Reinforce: “What a lot of different things! Were Nick and Sue friends? So even though they liked different things, did they still like each other?”
Role play: Ask children in pairs to think of one thing they both like. For example maybe they both like swings or slides or both like apples or bananas. Each pair feeds back to class. Now double up pairs so children are in fours



<p>and do the same. Double the group again and repeat the exercise. Repeat again in larger groups and then as a whole class. As a whole class the teacher should lead the discussion; “Now look at us; we are all different; there are children here with long hair and children with short hair; children with different colour skin and children with different eye colour and we are all different shapes and sizes. I wonder; even though we are all different, can we find <i>one thing</i> we all like?” Encourage children to give suggestions; and encourage others to agree or disagree till you reach a consensus. At the end reinforce how brilliant it is that we are all different yet we all like X. (if children nominate friends; encourage objects instead)</p>
<p>Activity Two headings: I like, X (name of friend) likes. Children draw what they like and then draw what their friend likes. Children then write, “We are friends”</p>
<p>Plenary: Today we found things that we all liked, but there are lots of ways we are different too. Can any children think of ways we are different? Are we still friends?</p>

EYFS

<p>Text: Blue Chameleon- Emily Gravett</p>
<p>Learning Intention: I don't have to change</p>
<p>Success Criteria: I know everyone is different in my class/ I know I am different / I can make friends with anyone</p>
<p>Starter: Show image of two friends on board- what is the same about them, what is different?</p>
<p>Main: Read the text from start to finish. Why does Blue Chameleon feel lonely at the beginning? Why does he say hello to all the different objects and animals? How does he feel when everyone ignores him? Why does he change shape and colour each time? How does he feel at the end when the other chameleon says hi?</p>
<p>Role play: Let's all be chameleons- explain we are going to stand in a circle and when you ring a bell/ bang a tambourine you want children to come to the middle of the circle, find a new friend and say “hello” (if there is an odd number ask for one child each game to help you make sure no one is left out by pairing children up). Children go back into the circle with their new friend. Repeat; each time children must find a different “friend” and say hello. Can we find 10 new friends?</p>
<p>Activity: Give children blank outlines of two chameleons to colour. The chameleons can be any colours they want to be. Give each chameleon a speech bubble so children can write their own greeting.</p>
<p>Plenary: Look at the two chameleons at the end- are they the same colour? No! Are they still friends? Of course! Chameleon thinks he has to change to</p>



make a friend; he thinks he has to look like his friends. What advice would you give to Chameleon?

EYFS

Text: Hello Hello by Brendan Wenzel
Learning intention: Use my pupil voice
Success criteria: I know in my class we are not all the same / I know I can make friends with different people / I know how to make friends/ I know what pupil voice is
Starter: Show the front cover of the book- what does it say? When do we use the word "Hello"? What does it mean? Why do we say "Hello"? Do you have to know who someone is first to say hello?
Main: Read "Hello Hello" and discuss: What do you notice about the animals in the book? (all different) Look at the page 'hello colour, hello bright' contrast the animals Why do you think the animals are saying hello to each other? Many of the animals look happy – why do you think that is? "A world to see, a world to know" what does this mean? "Where to begin, hello hello" why is "hello" a good beginning?
Role play: use photo cards of children or name cards. Say you want to make sure this is the friendliest class in the school where everyone says hello. Ask a child to select a name card randomly; they approach the child selected and say, "hello!" before the child replies with a "hello!". Are the children smiling? Why do you think they smile when they say hello? What signal does a smile give? Ask different children to randomly select a name and approach, smile and say hello. Is this a friendly game to play? How does it make us feel when someone approaches, smiles and says hello?
Activity: Children draw two of the animals in the book or two children in our class with the words "hello".
Plenary: what other languages have a word for hello? Do we know any other ways of saying hello? Share with class, search on white board for more examples. Why do all languages have a word for hello? What does that show about different people around the world? Why is hello a great word to use when you don't know someone? (because when you say hello people will usually say hello back) If you are meeting someone new and you say hello, what is a good thing to say next?

EYFS

Text: Ten little pirates- Mike Brownlow and Simon Rickerty
Learning Intention: Boys and girls can play together
Success Criteria: I know boys can play exciting games/ I know girls can play exciting games/ I know boys and girls can play together



<p>Starter: With a partner identify two exciting games you like to play. Why do you like them? Who do you play with?</p>
<p>Main: Read the text from start to finish. What exciting things do the pirates do? Why are the numbers counting down? What happens at the end? Are any pirates left out of the games and activities? Why not? (The pirates make sure no one is left out)</p>
<p>Role play: Role play the story with ten pirates at the front of the class and other children role playing the obstacles (shark, hurricane etc). Make sure there is a mix of boys and girls in the pirate group.</p>
<p>Activity: We all play with each other in our class; boys and girls can play every game in school. Children choose one of the pirate activities from the book and record boys and girls in the class carrying it out. Label the children you choose to draw.</p>
<p>Plenary: Are some games only for boys and some games only for girls? No! In our school everyone can play any game they wish! It's not obvious in the book whether the pirates are boys or girls, which is great for the lesson because everyone joins in together. Make a list of games boys and girls can play together at our school and end by saying that's what you like about your class- we make sure no one is left out and everyone joins in if they want to.</p>

EYFS

<p>Text: Mommy Mama and me- Leslea Newman, Carol Thompson</p>
<p>Learning Intention: To talk about my family</p>
<p>Success Criteria: I know the people in my family are special / I can tell you who loves me</p>
<p>Starter: Go round the circle, children say their favourite thing to do at home.</p>
<p>Main: Read the text from start to finish. Who is the book about? What do they like doing together? Ask the children, is there anything in the book you like doing together? Which activities are your favourite? Does your family do any of the activities shown in the book?</p>
<p>Role play: Make a list with the children of the activities in the book. Can anyone act out any of the activities? Stand in a circle and ask for a volunteer to act out one of the activities; once other children recognise the activity they should join in till everyone is role playing the activity. Exclaim, "What fun it is when we join in together!"</p>
<p>Activity: Children draw and record a sentence for activities they like doing at home with someone in their family. Or children draw and label the people in their family.</p>
<p>Plenary: Look at the child's facial expression on each page- how are they feeling? How do we know? Why do you think the child feels happy? (because Mommy and Mama love the child). Who loves you in your family?</p>



Y1

Text: Elmer- David Mckee
Learning Intention: I like the way I am
Success Criteria: I know ways we are different/ I know how to make my class a welcoming place
Starter: Prepare a collage on the interactive white board of children from different ethnic and cultural origins. Include images of children in different clothing. Ask children to identify differences in appearance between the children shown.
Main: Read the text from start to finish. When Elmer changes, ask the children, why is he doing that and what will happen next. Talk about Elmer being different in the story. Did he like being different at the start? How does he try and fit in? Should Elmer try to change the colour of his skin?
Role play: Sit the children in a circle and place a large cut out of Elmer in the middle of the group. Place a bowl of different colour squares next to the cut out. Explain we are going to make our very own Elmer to celebrate his difference and show him that if he came to our class, he would be welcome. We are going to celebrate the different colours that make Elmer who he is. He needs to know that it is ok to be different. Ask children to choose a coloured square and glue it onto Elmer. When he is complete hold him up and do a round of applause. Isn't Elmer beautiful!
Activity: Give children three key events from story: the picture where the elephants are asleep and Elmer is thinking, the picture where he covers himself in berries and the picture where the berries are washed off. Children describe how Elmer is feeling at each of the different sections of the story.
Plenary: Why did Elmer want to fit in? If Elmer was in our class what would we do and what would we say to him to make sure he didn't feel like that? Go round the circle asking children to say things to help him to like the way he is. Put Elmer on the wall so if he ever does come to our, School he knows he is welcome and that people like him the way he is

Y1

Text: Hair, it's a family affair by Mylo Freeman
Learning Intention: I am proud of my family
Success Criteria: I know we are all different / I know I am different / I know how I am different / I like the way I am
Starter: Show the front cover of the book and ask children what they think this story is about. Everyone on the cover has different hair, open the first page where there are many more head / hair pictures. How the hair on this page different? Is there anyone in this class with exactly the same hair as you? Is there anyone with very different hair?



<p>Main: Read “Hair, it’s a family affair”</p> <ul style="list-style-type: none"> - look at the picture of the class on the first page, what do you notice about the different children and their hair? <ul style="list-style-type: none"> - why has grandma’s hair changed? - look at the picture of Macy’s sister and her friends; do you think they are proud of the way they look? How do you know? - how does Mum cut little brother’s hair? - why do you think Mum says hair is a family affair? - what does Macy want to be when she grows up? What does her best friend Troy want to be? - do you think Macy is proud to have different hair? How do you know?
<p>Role play: In the story Macy tells the class about her family and their different hair. Ask children to think about their family or the people who live in their house; does everyone have the same hair? Do some people wear hats or scarves? In pairs tell each other about the different hair in your family. Ask some children to fee back.</p>
<p>Activity: Children draw a picture of the people in their family with a focus on the different hair. Label each person and think of words to describe their hair.</p>
<p>Plenary: In every picture we see of Macy, she looks happy. Why do you think Macy is so happy? Does Macy feel proud to have different hair? What does Macy know about being different? Why is this story about No Outsiders?</p>

Y1

<p>Text: That’s not how you do it by Ariane Hofman-Maniyar</p>
<p>Learning intention: We do things in different ways</p>
<p>Success criteria: I know we do some things in the same way, I know we do some things in different ways, I know it’s ok to be different</p>
<p>Starter: Show the children a simple maths sum such as 4+9 and ask for a child to solve it and explain to the class how they worked it out. Now ask the children if anyone knows a different way of working out the answer. Are there any other ways? What different apparatus could we use to help us? Is there only one way of doing the sum or are there lots of different ways?</p>
<p>Main: Read “That’s not how you do it” and ask children to talk in partners about Lucy. What was Lucy good at? When did everything change? How do you think Lucy felt about Toshi? We see Lucy thinking, “That’s not how you do it” but she doesn’t say it out loud, why not? When she does shout at Toshi, does Toshi get upset? What does he do?</p>
<p>Role play: Say to the children we are going to role-play the part of the book where Toshi does things differently. Ask for a child to draw something in front of the class</p>



like a house or a cat, then ask for another child to be Lucy and exclaim, "That's not how you do it!" to which the class can reply in unison, "It's ok to be different!". Ask for a new Toshi volunteer to draw something different, repeat with a new Lucy so that lots of children get to be Toshi and Lucy and the class get to rehearse the line "It's ok to be different".

Activity: At the end of the story Toshi and Lucy make stars together in different ways. Show children different ways of making a star shape (stars can be any shape) and ask them in pairs to make a night sky full of different colour stars using different shapes.

Plenary: What do you think Lucy learns in this story? Do we have to do things the same way in our class? What do we say about being different? When Toshi first meets Lucy how does she treat him? (Like an outsider). What does Lucy need to do differently next time she meets someone or something new?

Y1

Text: Max the champion- Sean Stockdale, Alexandra Strick, Ros Asquith

Learning Intention: Our bodies work in different ways

Success Criteria: I know everyone is different/ I know you can't always see difference

Starter: Show children the cover of the book; in pairs children predict what they think will happen in the story/ what is Max like?

Main: Read and discuss "Max the champion". What kind of person is Max? Is Max shy or confident? How do you know? Does Max ever speak in the story? I wonder why not? Does he have friends? Does he look happy? Why do you think Max is happy?

Is there anything different about Max? Look at the page where Max shows his art pictures- what is he using to help him breathe?

Look at the same page again- is there anything else different about Max? Max is wearing a hearing aid; what is a hearing aid and how does it help Max?

Has anyone in the class got any experiences of inhalers or hearing aids that they could share? How do these things help the child?

Activity: Max has lots of different friends; look at the last page where they are all together. Draw Max and three of his different friends together with a headline, "We are all different".

Plenary: Does the hearing aid or the inhaler stop Max doing the things he loves? Is Max happy and confident? Do the other children like Max? Of course they do! It's just like our class where we all get along! What a fantastic place our school is- everyone helps and nobody is left out.

Y1

Text: The family book- Todd Parr

Learning Intention: All families are different



Success Criteria: I know who is in my family / I know all families are different
Starter: Put the word “Family” on the board- ask children, what is a family?
Main: Read the text from start to finish. Ask children in talk partners to recall the different families mentioned in the book and feed back to class. Ask the children, were there any families in the book that were like your family? Focus on the pages “All families like to hug each other” why?
Role play: ask children if any of the families in the book are like their family. Discuss the different families that exist n the class (allow children to bring up the way their families are different than pointing out differences for them)
Activity: Children draw their own family and label the people.
Plenary: Today we talked about different families- are all the families in our class the same? What different families do we have in our class? What have we learned today? All families are different and that’s okay

Y1

Text: My world your world – Melanie Walsh
Learning Intention: We share the world
Success Criteria: I know I live in the world / I know the world is full of different people
Starter: Stand in a circle and play “The sun shines on”. Say; “The sun shines on everyone who has black shoes” and everyone wearing black shoes swaps places. Next say, “The sun shines on everyone who has brown eyes” and everyone with brown eyes swaps places. Repeat for blue eyes, “who likes bananas”, “who likes ice cream” etc
Main: Read the text from start to finish. Ask, are there any children in the class who do the same things as the children in the book?
Role play: In pairs children identify one thing that is different about them and one thing that is the same. Feed back to class; e.g. ”I like tomatoes, they likes cheese but we both like football”
Activity: Give children an image of the world to stick in books. Put up the image of the cover of the book on the white board. Children write a sentence about sharing the world or sharing the stars together, or about different people living together in the world, or copy the cover of the book. Children draw an image of two children with different skin colour/ dress next to the world to show an understanding of diversity.
Plenary: What is the world? Hold up a globe. Where do we live? What other countries are there in the world? Has anyone been to another country?

Y2

Text: The great big book of families- Mary Hoffman & Ros Asquith
Learning Intention: I know what diversity means
Success Criteria: I understand what diversity means/ I know how my school is diverse
Starter: What is diversity? If children don’t know, tell them it means everyone being different. Children to come up with ways we are different in our class.



<p>Talk about the book cover; how are the people on the front of the book different? What does this cover show us about living in Britain today?</p>
<p>Main: Read the text from start to finish. At the end ask the children how the book helps us to understand what diversity is. What examples of diversity are there in the book? Do any of the children recognise themselves represented in the book?</p>
<p>Activity: Tell the children it's great to live in the UK because we are so diverse. Give the children an outline of the UK map and around it children record ways in which we celebrate diversity – different religions, different families, different genders etc</p>
<p>Plenary: Imagine if we lived in a place where everyone was the same and did the same things every day - what would it be like? Are lots of countries diverse? Why is diversity a good thing?</p>

Y2

<p>Text: Can I join your club? by John Kelly and Steph Laberis</p>
<p>Learning intention: Welcome different people</p>
<p>Success criteria: I know we are all different / I can name ways we are different / I have friends who are different / I don't leave people out</p>
<p>Starter: What is a club, what is a club for? Is anyone in the class a member of a club? Why might someone join a club? Look at the front cover of the book and the body language of the animals- what do you think this story is about?</p>
<p>Main: Read "Can I join your club?" as you go through the story, discuss with the children the following questions</p> <ul style="list-style-type: none"> Why does Duck want to join a club? Why do the different animals turn him away? How did this make Duck feel? When tortoise asks to join Duck's club, why doesn't Duck check if tortoise could make a good quack noise? Tortoise is very different to duck, why did Duck approve tortoise? Why did Duck choose to call the club "Our Club" instead of "Duck Club"? What did the animals learn at the end of the story?
<p>Role play: Ask for a volunteer to set up a club. Start by giving them a sign that says their club name eg "Ismail's Club" and ask them to stand at the front of the class. Ask a child to join the club; the child should ask, "Can I join your club?" to which Ismail replies, "Yes!". Then change the sign to "Our club" and one by one children ask to join, with the club members answering, "Yes!" each time. Once you have about ten children stop the role play and ask Ismail, "Who is allowed in your club?" and get the class to shout "Everyone!"</p>
<p>Activity: Say to the children what you like about the club we have invented today is that it is full of people who are different; no one is the same but no one is left out! Ask children to create a "Our club" poster and around the lettering draw children and label differences – identify and celebrate differences in the class first (say the best thing about our class is that we have differences – different skin, eye colour, hair, genders, maybe different religions, different families, some wear glasses, some have inhalers etc) Children shouldn't name individual children from</p>



the class with their differences on the poster, rather create a poster showing generic children with differences.

Plenary: Why doesn't Duck learn to make different noises to fit in to the clubs? What can we learn from Duck? Why is this story about No Outsiders? Who was made to feel like an outsider in the story? What can we do in our school to make sure no one feels like an outsider?

Y2

Text: The odd egg- Emily Gravett
Learning Intention: To understand adoption
Success Criteria: : I know what adoption is / I know there are different families / I know some children don't look like their families
Starter: Show image of a hen sitting on an egg- what is happening in the picture? What will happen to the eggs?
Main: Read and discuss "The odd egg". Why does this book have that title- what does odd mean? How do you think the birds feel when they have laid their eggs? (proud). Does the duck feel proud when he finds an egg? How do we know? (he thought it was the most beautiful egg in the whole world). Look at the ducks teasing him- how does he feel? How do the birds feel when their eggs hatch? Right before his egg hatches, how is duck feeling? Do you think duck feels proud or ashamed when a crocodile comes out?
Role play: Act out the story using blankets to cover over children before they hatch. Read the story again and put some children in to the middle of the circle with their "eggs". As each egg hatches have the child showing pride in their new baby and taking them to join the circle. Leave the duck and his egg till last and build up tension by knocking on the shell and saying, 'It's not coming out!'. Get all the children to lean in expectantly while the egg begins to hatch and then count 3-2-1 before the croc bursts out and everyone screams (remind the child playing the croc that in the story the croc doesn't hurt or touch anyone). End the role play by having the croc turn to duck and saying, "Mama!" as they return to the circle. Give them a clap.
Activity: Draw a picture of the croc bursting out form the egg and draw a speech bubble to show what the duck feels (I still love you even though you are different/ I am proud of you/ it doesn't matter that you're not a duck etc)
Plenary: Some people might say duck can't look after his baby because it is a croc. What would you say if you heard the other birds say "That's not a real family"? Can it be a real family? (Yes it can – if duck wants to look after croc then he is allowed to. All families are different) why is this story about adoption? Does it matter that Duck is male? (No, It's just another example of a different family)

Y2

Text: Just because- Rebecca Elliot



Learning Intention: Talk about disability
Success Criteria: I know some bodies work in different ways/ I can find things people are good at
Starter: In pairs children find two ways they are the same and two ways they are different, feed back.
Main: Read the text from start to finish. What things can't Clemmie do? Does it matter why she can't do those things? What does her sister say when people ask why she can't do them? What does Clemmie use to get around? (a wheelchair) Why does she use one? (two answers: because her body works in a different way and a chair helps her move, or "just because!"- that's the way it is and we are all different)
Role play: Turn to the page where Clemmie makes sweet noises, pulls funny faces and wears silly hats. If Clemmie visited us what could we do to make her feel welcome? Children make hats so that if Clemmie does ever come to visit the school, we can show her our hats and swap them- then she will feel welcome.
Plenary: We all now have hats that we could share with Clemmie; what else could we do with Clemmie if she came to visit? Is there anything about our school that Clemmie would find difficult? How/ what could we adapt so that Clemmie could join in? Show positive images / film clips of people with disability; the aim is to counter any negative narrative that may exist about disability.

Y2

Text: Blown away- Rob Biddulph
Learning Intention: People of different race get along
Success Criteria: I know everyone in my class is different/ I can work with anyone/ I like working with different people
Starter: Play the 5 second swap game. Put a hoop in the middle of the circle and explain that there have to be three children in the hoop at all times. Count down from 5-1 and as you do three children move in to the hoop. Count again 5-1 and three different children stand in the hoop. Continue till everyone has had a turn. Children are not allowed to just move round the circle three at a time, rather the three children need to be taken at random. If four children move into the hop one must leave. This is a game to promote co-operation.
Main: Read the text from start to finish. Discuss the characters. How do they know each other? Are they the same animals or are they different? Does any character in the story ever say, "No, I'm not helping you!"? Why not? When the flying animals arrive on the island, are they turned away? What does this show us about the animals living on the island and how they see race / difference?
Role play: Role play the story. Ask a child to be penguin and to hold on to an imaginary kite. Penguin should be blown around the circle holding on to the kite as you read the book again. Add more animals to the line and have them 'pulled' around the circle (another child could be the kite). You could add more



animals to the story by asking children to suggest an animal they could be that wants to help and joining on the end of the line; could the whole class join the line one by one? Have the rest of the children (or you, if all the children are in the line) blow them off the island together as a gust of wind. Have the children in the line get dropped off back one by one and wave goodbye to their new friends as they go. At the end everyone is sitting back in the circle.

Activity: The aim is to demonstrate that we can work with everyone in our class so ask the children to draw themselves holding on to a kite string. Write a paragraph to show we can work with anybody, we will help anybody. It doesn't matter if we look different.

Plenary: Some people may say that different animals can't be friends; bears can't be friends with seals, and seals can't be friends with penguins because they are different. What do we say in our school if people are different? Can different people get along and help each other? Of course they can! We say there are No Outsiders in our school; what does that mean? (It means no one is left out / everyone is welcome). Are there any outsiders in the story? What about the monkey who tags along without being noticed? He is a bit like an outsider because as no one knows he is there so no one talks to him. Do you think if the monkey had asked to come along, that the animals would have let him? What should he have said to them? Why do you think he didn't say anything? How do we make sure no one feels like the monkey in our school? How do we make sure there are no outsiders?

Y2

Text: What the Jackdaw saw by Julia Donaldson and Nick Sharratt

Learning intention: Communicate in different ways

Success criteria: I know there are different ways to communicate, I know what sign language is (do not share the success criteria till after the lesson)

Starter: Look at the image on the book cover, what do you notice about the animals? How are they different? What is a jackdaw?

Main: Read "What the Jackdaw saw"; before revealing why the animals are touching their head, ask the children to come up with possible explanations. At the end, ask what does touching your head mean in sign language? Why do you think the animals use sign language to communicate with owl? Look at all the different animals on the cover; why is sign language a good idea to use? (because they all make different noises but they can all understand sign language) Why does jackdaw use sign language at the end of the story? (to make sure everyone understands and on one is left out)

Role play: Put the children in to a circle and ask for a volunteer to be Jackdaw. Jackdaw flies around the circle asking children to come to the party. Each child tries to warn Jackdaw about the storm using signing. Look at the sign words at the back of the book; children could choose "storm" or "danger" signing. After a few children have tried to warn Jackdaw, have everyone blow and make lightning and thunder actions to make a storm. Jackdaw falls to ground. Then ask



for someone to pick up jackdaw and explain what everyone was trying to communicate, then teach Jackdaw how to sign storm / danger. Show jackdaw how to sign “Thank you” (fingers to chin and bring fingers forward like blowing a kiss but below the mouth)
Activity: use the image at the end of the story of the party bus as a stimulus for children to draw a “No Outsiders” party where everyone is welcome.
Plenary: Why is learning to sign useful? Is sign language only for deaf people? Why should people who are not deaf learn a few words in sign language? If someone came to our class who was deaf, how might they feel? What could other children do to make sure no one felt like an outsider?

Y3

Text: Oliver- Birgitta Sif
Learning Intention: what does lonely feel like?
Success Criteria: I understand how difference can make people feel excluded/ I know we are all different in my class
Starter: In pairs children come up with definitions for “lonely” and “included”
Main: Read the text up to the page where Oliver stares out of the window (“Oliver feels different”). What does Oliver need at this point in the story? If you were writing the story what would you do next? If you saw Oliver, how would you help him? What does he need? Continue the story to the end. When he meets the girl, we don’t know who spoke first; who do you think spoke first and what did they say? Why does the final page say, “The beginning” when it is the end of the book?
Role play: Give everyone a slip of paper and ask them to think of one way they are different to everyone else. The each person fold their paper tightly in to a square. Show the children a container or envelope and as the teacher go round the class asking each child to out their difference into the container. As each child deposits their difference they should say, “I’m different.” The teacher should reply, “You belong in my class.” No one should say what their difference is. Once everyone has placed their paper in the container, shake it up and seal it. It can then be displayed as a reminder of difference in the classroom. Use it in the future to refer to if there is any bullying about someone being different.
Activity: With a partner each child draws themselves and their friend (in both of their books). Label names and write, “I am different and so are you”
Plenary: We are all different in our class but unlike Oliver we make sure there are no outsiders and no one is left out. How do we do that? If Oliver came to our school what would you say to make him feel welcome?

Y3

Text: This is our house- Michael Rosen
Learning Intention: what is discrimination?



<p>Success Criteria: I know how someone can feel like an outsider/ I know how to make sure there are no outsiders in my school</p>
<p>Starter: Show image of children on playground. Identify children in the picture who are included and children in the picture who are excluded- how can you tell?</p>
<p>Main: Read the text from start to finish. What are the reasons George gives for not allowing people in to his house? What does discrimination mean? How is George showing discrimination? What does the term, “outsider” mean? Who is made to feel like an outsider in the story? How does George change at the end of the story?</p>
<p>Role play: Ask children to write on a label one thing about them; what they like doing or their faith or their ethnicity etc. When all children are wearing labels, tell them you are going to play the part of George in the story. Explain this is going to be very hard because George says things that you would never say. Wear a hat when you are speaking as George so that when you take off the hat you are back as yourself and the discriminatory things George says are gone with the hat. Show the children a mat at the front of the class and explain this is your house. Now ask children one at a time to come to your house and ask to come in. Tell each child they cannot come in because of their label- “There are no Christians in my house”, or, “There are no black people in my house” or, “people who like football are not welcome in my house” etc. There will be a reaction from the children but remind them that this is what George says. After four or five, take off the hat and tell the children how hard that was for you because those lines were things you have never said and that have no place in our school. Throw the hat away and show the children that you never want to have to wear it again. Now ask the same children you had before to come back and ask again; this time say, “Of course! Christian people are welcome in my house”, or, “Of course, black people are welcome in my house” etc. At the end, exclaim how much better you feel now that everyone is welcome and no one faces discrimination.</p>
<p>Activity: Children design a poster with the title, “This is our school!” Children demonstrate on the poster that everyone is welcome in our school and there are no outsiders.</p>
<p>Plenary: What can we learn from this book? How can we make sure no one feels like an outsider in our school? George changes his mind; what does that show us about ideas and feelings about difference?</p>

Y3

<p>Text: The Huey’s and the new jumper- Oliver Jeffers</p>
<p>Learning Intention: Be yourself</p>
<p>Success Criteria: I know why it can be hard to be different/ I know how to help someone to be confident</p>
<p>Starter: Show the children the image at the start of the story where all the Huey’s are the same. What would it feel like if you lived there but thought things should be different? What would stop you from speaking out?</p>



Main: Read the text from start to finish. Stop at key points in the story and ask children to predict what comes next. At the end children discuss in talk partners how to come up with a description of what the story is about. Each pair to feed back, “The new jumper is about.....” Discuss what happens to Rupert throughout the story; does he feel happy throughout the whole story? Why not?

What does the expression “stood out like a sore thumb” mean?

Role play: Role play the section of the story where Rupert first wears a new jumper. Use party hats instead. Ask for a volunteer to put on the party hat and then ask the other children to give “Huey” responses (that’s ugly / take it off / you can’t wear it / you’re not allowed to be different etc) Ask Rupert to describe how he feels listening to all those comments (Like an outsider?) Ask for a volunteer to be Gillespi, Gillespi says, “I don’t mind you being different” to Rupert and tries on a hat. Now say to the class, “Hmm, now there are two people wearing hats, I think I’m changing my mind.... I think the hats look quite good.” Ask the children if anyone else is changing their mind too, and invite children one at a time to approach Rupert and say “I like your hat”, to which Rupert can reply, “Would you like to try one” and give them a hat.” Give out 5 or 6 hats and then say you wish you’d bought more so that everyone could try one if they wanted!

Activity: Ask children to focus on four different events in the story: one where Rupert is first wearing his jumper; one where the Huey’s are pointing at him in horror; one where Gillespi knits a matching jumper; one where lots of Hueys are wearing jumpers. Children use images either as stimulus for a recount or to write sentences under each describing how Rupert is feeling and explaining why.

Plenary: Why do you think Oliver Jeffers wrote this book? What does he want us to do in our lives? Why do you think the Huey’s react so fiercely towards Rupert when he first wears his new jumper? Do you think they are scared? What message would you give to the Hueys? What is this book really about?

Y3

Text: We’re all wonders by RJ Palacio

Learning intention: Choose kind

Success criteria: I know everyone has differences, I know what unique means, I know how people can feel hurt, I know what a bystander is, I know what to do if I see someone being unkind

Starter: What does unique mean? How can a person be unique? What does bystander mean? (when someone sees something they know is wrong but chooses not to say anything or do anything) In what situation might someone be a bystander? What do you think “Choose kind” means?

Tell the children, there is one part of the story where we see children act as bystanders; at the end of the lesson you will ask for children to identify that part.

Main: Read “We are all wonders”. Auggie says he is not an ordinary kid; in what ways is Auggie ordinary and how is Auggie different from other kids? Why are Auggie’s feelings hurt? Why does Auggie say he is a wonder? Why does Auggie



say he wants people to change the way they see? Look at the page where the boy holds out a ball to Auggie; what's changed for Auggie on this page? Which part of the book shows people being bystanders? What needs to happen here?

Role play: We are going to practice using our pupil voice and choosing not to be bystanders. In this story Auggie is called names for being different and everyone acts like a bystander because no one uses their pupil voice to speak up for him. Show a doll that can be used to represent Auggie and give out cards to every child. All the cards are blank except for a small number which have a star on them. Explain to the children that we are going to role-play the part of the book where children choose to be bystanders but some of us are going to practise choosing not to be bystanders. If your card is blank, for this role play you need to remain a bystander but if you have a star you need to choose to use your pupil voice and speak up for Auggie. Tell the class you cannot ask anyone to pretend to be unkind towards Auggie so you will take that role. You are going to tell Auggie (the doll) he is different and doesn't belong here but then say you want to hear people who have stars speak up, use their pupil voice and defend Auggie (*you might want to rehearse some ideas first*). Repeat the role play with different children being Auggie and different children speaking up. For the last one don't give out cards and say you want everyone to speak up. Praise the class for not being bystanders and using their pupil voice.

Activity: Children draw "Don't be a bystander" posters showing different responses to bullying.

Plenary: In the story when children call Auggie names why doesn't Auggie use his pupil voice and speak up? Ask children who role played being Auggie how they felt when you said they were different and didn't belong, and how they felt when children used their pupil voice. Discuss what children can do if they see bullying (tell an adult, remove the child: ensure children have strategies)

Y3

Text: The truth about old people by Elina Ellis

Learning Intention: To recognise a stereotype

Success Criteria: I know what a stereotype is / I know how stereotypes affect people / I know everyone is different

Starter: Show an image on the board of a child with an elderly person. Discuss differences and similarities between the two people. Ask the children what they know about old age; what can an elderly person do that is different to us? Is there anything an elderly person cannot do?

Show the cover of the book; what do you think this book is about?



<p>Main: Read “The truth about old people” and discuss</p> <ul style="list-style-type: none"> -what is a stereotype and how are stereotypes used in this book? - why do some people say old people are not much fun? - what does the boy in the story think? - why do some people say old people are slow? - what does the boy in the story think? - why do some people say old people are clumsy? - what does the boy think? - why does the boy think his grandparents are amazing? <p>Consider why the author has chosen to use illustrations as a response to each stereotype rather than having the boy say, “But I disagree”. What do the illustrations allow the reader to see?</p>
<p>Role play: In the book are a list of stereotypes about old people. Some people think that people are all the same; some people think that old people are all the same, or that boys are all the same or that girls are all the same, or that people who have different skin or religion are all the same. What is the best thing to do if you hear someone using a stereotype? (tell them it’s not true, give them an example to break the stereotype)</p> <p>Explain there are many stereotypes about boys and girls. Prepare a selection of cards; on each card write a stereotype e,g</p> <p>Girls like pink, boys like blue / girls like dolls, boys like cars / girls like skipping, boys like football / boys like dirt, girls like clean / boys are good at maths, girls are good at english / girls can cook, boys can’t cook / men go to work, women stay at home and look after children.</p> <p>Lay the cards out face down on the floor and ask children one at a time to pick one and read it. How does it feel to hear the stereotype? What can we say if we hear someone say that? Practice responses to stereotypes.</p>
<p>Activity: Use the book as stimulus, ask children to think of a stereotype and write it down, but instead of writing a response, draw a response in the way the book does. For example, “Girls don’t play football” and a picture of a girl scoring a goal.</p>
<p>Plenary: Why are the illustrations more effective than arguing back in response to a stereotype? If we don’t respond to stereotypes, what can happen? Why is it important to respond when we hear someone using a stereotype? Today we have talked about gender stereotypes, but what other stereotypes might we hear?</p>

Y3

Text: Beegu- Alexis Deacon
Learning Intention: what is an outsider
Success Criteria: I know the behaviour that makes someone feel like an outsider/ I know how to me someone feel welcome



<p>Starter: Write up the word, “Outsider” and ask children in pairs to make a list of behaviour or situations that make someone feel like an outsider. Children feed-back; write up on board to refer to later in the lesson.</p>
<p>Main: Read the text and discuss what happens in the story. How does Beegu feel in the story (Like an outsider) why? (people make him feel unwelcome). How do people make Beegu feel unwelcome? Who does make Beegu welcome in the story? (the children) Why do you think the children make Beegu feel welcome? At the end Beegu says he will remember the little ones- what does he mean and why does he say that?</p>
<p>Role play: We are going to play the welcoming game. Send a child out as the detective and while they are gone identify one child to be the welcoming child. Arrange the children in a circle and ask the detective to come back in. The job for the detective is to find the welcoming child within 5 guesses. The detective approaches a child and says, “Hello”; if the child is the welcoming child, they reply, “Hello! Come and stand with me,” and move aside to let them in the circle. However, every other child turns away when approached and ignores the detective. Can the detective find the welcoming child?</p>
<p>Activity: Look at the list made at the start of the lesson, of situations where people are made to feel like an outsider. Children record a situation and their response to demonstrate that they know how to stop someone feeling like an outsider and know how to make someone feel welcome.</p>
<p>Plenary: Ask children to feed-back some of their responses. How do we make sure in our school that there are no outsiders? How do we make sure where we live that there are no outsiders? Every morning when we come to school and meet different people on the playground, do we say, “Good morning!” to everyone? Shall we do that tomorrow?</p>

Y4

<p>Text: Along came a different by Tom McLaughlin</p>
<p>Learning intention: I’m not afraid of difference</p>
<p>Success criteria: I know we are different, I can tell you ways we are different, I know why some people are afraid of difference, I can help people to accept difference.</p>
<p>Starter: Look at the cover of the book; what do you see? Look at the language used and the images; what do you think this story is about? The title doesn’t make sense; what is missing from the title sentence? Why do you think the author has chosen this title?</p>
<p>Main: Read “Along came difference”. Discuss and feed-back: Why do all the colours think their colour is the best? Why do they start to separate and make rules? Why doesn’t anyone say they don’t agree?</p>
<p>Role play: Give out cards to children, children have either red, yellow or blue cards. Ask children to move into groups according to colour so that every group has their own space. Now put the following rules up on the board: Each colour to stay in their own area</p>



<p>Blues can only talk to Blues, Reds can only talk to Reds, Yellows can only Talk to Yellows.</p> <p>No talking to each other No sharing No being friends</p> <p>Ask the groups to discuss what they think of the rules and to feed back to the class. Say to the class you are the teacher so its your job to enforce the rules but of anyone disagrees then now is the time to say. Say children if children want to change the rules they need to explain why.</p> <p>Discuss the rules as a class and write new rules if children decide that is what is needed.</p> <p>Note: if children decide they want to keep the original rules, skip to the plenary and discuss. discuss what happened in the book when different colours and shapes joined the story. What did the colours learn? Look at the faces when the rules are up and contrast to faces at the end of the book – why are they all happy at the end of the book</p>
<p>Activity: Children work in pairs to cut out different colour shapes, stick them on to a poster with a title, “Being different is the best thing ever!”</p>
<p>Plenary: Discuss what happened in the book when different colours and shapes joined the story. How did life change for the colours? What did the colours learn? Look at the faces when the rules are up and contrast to faces at the end of the book – why are they all happy at the end of the book</p> <p>At the start of the story, why did the colours think they couldn’t be friends? Why do the colours say at the end, “Being different is the best thing ever!”? How are we different in our class? What can we learn from this book? Why is this book about No Outsiders?</p>

Y4

<p>Text: Dogs don’t do ballet- Anna Kemp & Sarah Oglivie</p>
<p>Learning Intention: to know when to be assertive</p>
<p>Success Criteria: I know what assertive means/ I know why being assertive is sometimes hard</p>
<p>Starter: Write up “Pupil Voice” on the board: what does it mean? Do we have Pupil voice at school? Give examples. Why is it important to speak up and be heard? What does assertive mean?</p>
<p>Main: Read “Dogs don’t do ballet”. What is the message in the story? How does the dog feel when people say he can’t do ballet? Why do you think people say that? Look at the image on the page near the start where the girl sits on the step; “My dog thinks he’s a ballerina” How do you think the girl is feeling? Do you think she loves her dog? Does she try to stop him? What helps to make people change their minds at the end of the story?</p>
<p>Activity: Write a letter to the dog giving him advice. If you think he should give up the ballet tell him so and explain your reasons. If you think he should continue tell him why and give an explanation (This could be used as an example of persuasive letter writing).</p>



Plenary: What does assertive mean? Is it difficult to stand up for yourself if everyone around is telling you that you are wrong? Is it easier to just do things people tell you so you fit in? Why do some people just fit in without speaking out even if they don't like something? What is the right thing to do? How can we make sure in our school people are allowed to be who they are without worrying about being different?

Y4

Text: Red: A crayon's story- Michael Hall

Learning Intention: To be proud of who you are

Success Criteria: I know why people sometimes don't speak up/ I know everyone in my school should be proud of who they are

Starter: With a partner make a list of as many colours as you can- who in the class has the most?

Main: Read and discuss "A Crayon's story". What did the red crayon find difficult? What made everyone think he was red? What colour was he inside? How did other characters try to help him become red? Make a list of advice from different characters- Mum/ teacher/ grandparents- why did his grandparents give him a red scarf and not a blue scarf? After the page where everyone tells Red he's getting it wrong, ask children what advice they would give to red. What does Red need to hear? Stop at the point where Red draws a blue ocean and is told how good it is. What do you think will happen next?

Activity: Draw red in his red cover and write your new advice for him. Should he continue trying to be red? Why/ why not?

Plenary: Who in the story changes everything for Red? (The Berry crayon asking him to make a blue ocean). How do you think that changed Red's life? Look at what his Mum says on the last page (Olive says, "My son is brilliant!") how do you think that makes Red feel? At the end he appears to change his name- why? Does Blue now feel accepted and proud? Why? How can we make sure at our school that everyone feels proud to be who they are?

Y4

Text: Mixed by Arree Chung

Learning intention: To consider responses to racist behaviour

Success criteria: I understand what racism is / I can recognise racist behaviour / I know what to do if I hear or see someone being racist.

Starter: What is racism? Come up with a class definition. (racism is where someone is treated differently because of the colour of their skin or because of where they come from)

Main: Read "Mixed" stop at points in the story to discuss following questions and predict what comes next:

The first time a Red shouts, "Reds are the best!" how do the other colours react? (Look at their faces)



<p>Look at the faces of the different colours when they divide the town; why are they looking so sad?</p> <p>“Life felt so vibrant!” what does this mean?</p> <p>Why were the other colours unhappy about Blue and Yellow being friends?</p> <p>Why was Blue and Yellow’s child the colour green?</p> <p>Why did the town tear down the walls?</p> <p>What did the colours learn at the end of the story?</p>
<p>Role play/ Art activity: When Red first shouts “Reds are best!”, compare the responses of the Blues and Yellows. Does either response change the situation? Why not? Role play with two volunteers the Red shout and the Yellow response; why doesn’t the yellow response change the situation? (the Yellow response is no better than the Red behaviour). With two different volunteers role play the Blue response; why doesn’t the Blue response change the situation? (ignoring the situation has no effect) Why does no one tell Red they disagree? When no one puts another point a view across, what happens to the town? How can we stop the colours putting up walls? What could Blues and Yellows do at this point in the story to stop the walls going up? (they could work together and persuade the reds to change their mind).</p> <p>We need to show the Reds that we can work together. Put the class in to groups of three and give each person a colour to work with (red, blue, green). Each group to create a poster to show the three colours work together successfully/ They can use words and images, but the aim is to show the three colours united.</p>
<p>Plenary: What is the word that describes Red’s behaviour? Red is being racist because he is judging a group of people by their skin colour. Red thinks he can only be with people who are the same colour. What does Red learn at the end of the story?</p> <p>If you hear someone behaving like Red, what can you do? If you don’t feel able to speak up at the time, who can you tell? Remember, not everyone understands about or agrees with No Outsiders, but anyone can change their mind. If you hear someone saying something like, “Reds are best,” what can you say? You need to tell them about No Outsiders. Tell them about our school / town and how we’re all different – different skin, different religion, different families, but we all get on and it works!</p>

Y4

Text: When sadness comes to call by Eva Eland
Learning Intention: To look after my mental health
Success Criteria: I know what mental health is / I know what situations can affect my mental health / I have strategies to look after my mental health
Starter: What is mental health? (ask what dental health is as a way in if children are unsure) Look at the inside cover of the book; what do you see? How are people feeling? (explore wider vocabulary than just “sad”)



Main: Read “When sadness comes to call” discuss

- why has the author chosen to represent sadness in this way?
- Why does sadness arrive “unexpectedly”?
- “You try to hide it but it feels like you’ve become sadness yourself” what does this mean?
- What advice does the author give on how to deal with sadness? (Give at a name, listen to it, ask where it comes from and what it needs) why does the author say this?
- The author suggests taking sadness for a walk, listening to music, drinking hot chocolate – why?
- “Today is a new day” why has the author chosen to end with this line?

Role play: The author suggests recognising sadness and talking; “Maybe all it wants to know is that it is welcome”. We are going to practice speaking up, using our pupil voice and sharing our feelings when we need to. In the book the character tries to hide sadness away but it doesn’t work – why not? Ask the children to think, when was the last time someone said to them, “Are you ok?”

When was the last time they asked someone else. “Are you ok?”

If someone says, “I feel sad,” or, “I feel lonely,” what is a good response? Discuss (a good response is, “Can I help” or, “Do you want to talk about it?”)

Put the children in to pairs and ask them to label themselves A and B. A is the character in the book; think about a reason for their sadness. B is a friend who wants to help.

Ask B to offer help by starting a conversation with, “Are you ok?” and then encourage the children to talk. Encourage B children to offer help by developing the conversation. The aim is to encourage children to think about how to have conversations rather than to have to find solutions.

Activity: Say we want to develop a culture in our class where talking about and recognising our feelings is ok. Children to design a poster to encourage others to speak up. A good title would be, “Are you ok?” but children may think of others.

Plenary: sometimes people pretend to be happy when inside they feel sad; why do they do that?

Look at the inside cover at the back of the book and compare it to the front; what has changed? How have the characters dealt with their feelings of sadness?

What is mental health? Why is good mental health important to us? Why is this about No Outsiders? (Feeling like an outsider is not good mental health; we need to make sure no one feels like an outsider in our class)

Y5

Text: Where the Poppies now grow- Hilary Robinson and Martin Impey

Learning Intention: To learn from our past

Success Criteria: I know why people fight in wars / I know Britain fought in two World Wars/ I know why we remember those who died



<p>Starter: When was World War 1 and World war 2? How old would a person aged 18 in World war 1 be now? How about an 18 year old from World War 2? In World war 1 trenches were used in fighting: what was a trench? How did it work? Why did so many soldiers die while they fought in the trenches?</p>
<p>Main: Read, “Where the poppies now grow”; how did the boys feel about war before they went to fight? How did they feel when they were there? Why do you think Ben was left to die in the field? Was it because no one cared or for another reason? (fear/ safety/ they thought he was dead). How old are Ben and Ray now? How do you think they feel now about the war? Why are they saluting in a field of poppies? Why don't they just forget about the past?</p>
<p>Activity: There are many photos available on the internet showing veterans on parade or services. Children to record questions they would like to ask veterans about their experience. Use the “We will remember them” poem as stimulus for art or poetry work about remembrance day.</p>
<p>Plenary: How do we remember people who fought in wars today? Why is the poppy used? Each year there are less and less soldiers ion attendance at Remembrance services for the two World Wars- why is this? Do you think we should continue to hold Remembrance services when there are no soldiers left? Why?</p>

Y5

<p>Text: Rose Blanche- Ian McEwan and Roberto Innocenti</p>
<p>Learning Intention: explore prejudice and discrimination</p>
<p>Success Criteria: I know what prejudice is, I know what discrimination is, I know what can happen if prejudice is unchallenged.</p>
<p>Starter: Show an image of Jewish children in the second world war. What is happening in the picture/ why? / who were the Nazis/ how did the Nazis justify their actions at the time?</p>
<p>Main: Read “Rose Blanche”. How do you know the book is told from a child's perspective? Where are the lorries in the story going? What are they carrying? Why? Explain concentration camps were set up in World War 2 in Germany and Poland to remove people who were Jewish and also any people who were different to the Nazis (disabled, gay, anyone who disagreed). Millions of people were killed. What does Rose do in the story? Why does she do that? How do you think her mother would have felt if she found out? What would the soldiers do to Rose and her family if they found out? What happens to Rose at the end of the story? Look at the language in the last paragraph; “ Fresh grasses advanced across the land. There were new explosions of colour. Trees put on their bright new uniforms” What does the author want to convey in this language?</p>
<p>Activity: Rose's actions are very brave. Why does she risk her life to do that? Write a letter from Rose to a friend explaining what she has discovered and how it makes her feel; describe what she has chosen to do and why.</p>



<p>Use the text as stimulus for art, showing how today we are free to practice our religion and be who we are without fear of discrimination.</p> <p>Or use the text as an art stimulus where discrimination or religious prejudice is explored.</p>
<p>Plenary: If Rose had written a letter describing her actions in Nazi Germany what would have happened? In the prison what was the effect on the prisoners of Rose's kindness? Did she do the right thing? How can we make sure that situations like this never happen again where we live? Why is this story about No Outsiders?</p>

Y5

<p>Text: How to heal a broken wing- Bob Graham</p>
<p>Learning Intention: To choose to help</p>
<p>Success Criteria: I know people have different life experience to me / I can empathise with others / I know I am responsible for the choices I make</p>
<p>Starter: Put up word "empathy" on board- in partners come up with a definition</p>
<p>Main: Read text. What are the themes in the story? Discuss in talk partners and feed-back. Once everyone has fed back read the post script at the end about Amnesty. Now partners talk again about what the book might be about. Explain Amnesty International helps people around the world who are in prison because they speak up about wanting freedom of speech and democracy. Discuss meaning of these terms. Explain in the UK we have freedom of speech and democracy but in some countries people are not allowed to vote or disagree with the government. Amnesty helps people who are in prison and can't tell their story, by speaking up for them. Read the book again and ask the children to think about what the bird represents. When "No one looked" what does that mean? Why didn't the bird ask for help from the people around it? Because it had no voice so the boy stopped and spoke up for it. If the boy had walked on, what would have happened to the bird? What was the effect on the bird when the boy stopped and helped?</p>
<p>Role play: Prepare cards with mathematical sums on, making enough for each child to have one card. Most sums are easy but include three sums where the questions are a real challenge for children and difficult to do in their head. Give the sum cards out to the children. No one should show their card to anyone else. Explain most of the sums are easy to work out in your head and we are going to go around the circle saying the sum and the answer. However if you are not sure of your answer you need to think about your options. You could say, "I can't do it", you could say, "I'm not doing it", or you could ask for help when it is your turn. Make the point here that if someone gets a sum wrong what do we do? Do we laugh or do we help? You are looking to see who gives each other respect. Go round the circle and ask children to give their answers. When you get to the child with the difficult sum</p>



praise children who help/ offer solutions. (You could have more than one difficult card).
Activity: There are many pages in the book with no words. Select a page and ask children to write a descriptive piece of writing about the image. Encourage use of feelings / emotion words.
Plenary: How did the role play feel? How did it feel to have an easy sum? How did it feel to have a difficult sum? Were you worried about how people might react when you couldn't do it? How would you have felt if no one had offered help? If you see someone needs help, what can you do? Why might they not ask for help? How can we make sure in our class everyone knows it is okay to ask for help? Return to empathy definition- do we want to change it?
AFL questions: Today I have learned... / If I think someone needs help I can .../ Empathy means

Y5

Text: Prince Henry – Olly Pike
Learning Intention: Ideas can change
Success Criteria: I know why we have rules / I know I can speak up if I think something is unfair/ I can discuss rules with my friends
Starter: Put “the law” on the board. In talk partners discuss: What laws or rules do we have in our school Why are laws important? Can laws be changed?
Main: Read “Prince Henry”. Stop at key points in the text to ask children to predict what will happen next. For example, stop when the King gets angry and ask the children why you think he’s getting angry. Stop after prince Henry asks Thomas to marry him to consider what Thomas will answer. Stop after Thomas says no to Prince Henry so the last line is “Who knows, maybe in one year or five or ten I will ask you to marry me” Discuss: In talk partners children discuss, what was the story about? Why doesn’t the king want Prince Henry to marry Thomas? Is that fair? How does Prince Henry change his father’s mind? Why doesn’t Thomas say yes to Prince Henry when he is asked to marry? What do you think of this ending?
Role play: In the story the king changes his mind about the law in his land, and he then rips up the old laws and writes new ones. Show the children a pile of papers and say these are some laws for our school but they have got mixed up. Some of the ideas don’t belong in our school, and some of the ideas do belong. Can the children help you to sort the laws out? Keep the laws we agree with in our school and rip up the laws we don’t agree with. Put the laws face down in a pile in the middle of a circle. Children come to the centre of the circle one at a time, pick up the top one and read it out. For each law the class decide, do we agree or should it be ripped up? After discussing each, ask the children, “What shall we do with it?” and have the children vote for either, “Keep it” or “Rip it up!”



<p>Use the following laws: (simple answers in brackets)</p> <p>In our school there must be only one religion (<i>no, we welcome all religions</i>)</p> <p>In our school everyone must have the same eye colour (<i>no, all eye colours welcome</i>)</p> <p>In our school you can have black, white or brown skin (<i>yes, everyone welcome</i>)</p> <p>In our school all families must be the same (<i>no, different families are welcome - mum and dad, two mums, one mum, one dad, two dads, grandparents, foster families etc</i>)</p> <p>In our school girls can only be friends with other girls (<i>no we can be friends with everyone</i>)</p> <p>In our school football is only for boys (<i>no, football is for everyone</i>)</p> <p>In our school we must all look the same (<i>no, we are all different</i>)</p> <p>People who are different do not belong in our school (<i>no, we like everyone and we are all different in some way</i>)</p> <p>People who speak a different language are welcome in our school (<i>yes, it's great to be friends with different people</i>)</p> <p>Prince Henry and Thomas are welcome in our school (<i>yes, everyone is welcome in our school. Ask the children what's different about Prince Henry and Thomas and ensure children understand what the word gay means - when people love someone of the same gender. We know Thomas and Prince Henry are gay because they love each other and want to get married. Gay people are welcome at our school, no one is an outsider</i>)</p> <p>People born in another country are not welcome in our school (<i>yes they are; Everyone is welcome</i>)</p> <p>In our school there are no outsiders (<i>correct, no one is left out or excluded</i>)</p>
<p>Activity: Choose and record three rules for our school that you think are important, or re-write the rules we ripped up so that they fit in our school.</p>
<p>Plenary: Read the rest of the story. A few years ago, people who were gay were not allowed to get married in the UK but now the law has changed. Why did the law change? Some people think gay people should not be allowed to get married; there are different ideas in our society. Why do you think British law says people can choose who they marry?</p>

Y5

<p>Text: The artist who painted a blue horse- Eric Carle</p>
<p>Learning Intention: To paint freedom</p>
<p>Success Criteria: I know what freedom is / I know how freedom can be taken away / I know what we can do today to ensure freedom is protected</p>
<p>Starter: Discuss LO. Look at paintings by Franz Marc. In pairs describe what you see and what is different about the paintings. How would you describe the style of Franz Marc?</p>
<p>Main: Read the book and discuss the pictures. What is different about the pictures? Read the text at the end of the book about Franz Marc, Eric Carle and his teacher Herr Krauss. Who were the Nazis? The Nazis believed the</p>



<p>opposite to what we say in our school - why? What would have happened to Herr Krauss if the Nazis had found out he showed Eric the paintings? Would the Nazis have allowed us to teach using books like “The artist who painted a blue horse”? Why do you think Herr Krauss showed the paintings?</p>
<p>Role play: Visit Reception class to paint different animals with the children there. We are going to remember Herr Krauss in our lesson and allow his teaching to live on; we are going to encourage young children to express themselves freely using different colours.</p>
<p>Activity: The Nazis wanted to stop children in schools talking about difference and diversity and freedom of expression. What things do we do in our school to make sure those ideas don't exist here? Make a list, justify why we do them and what is the impact on the children in our school. Or Write an account of what you did in the Reception class; why was it important, do you think you made a difference? How? How can we make sure the young children in our school continue to feel free in their expression.</p>
<p>Plenary: What do you think is meant by “paint freedom”? Why is it important to encourage young children to express themselves freely? Is a good imagination important? Why? Did the Nazis want people to express themselves or to question things? Why not? If you could meet Franz Marc, what would you say to him? Why do you think we talk so much about No Outsiders in our school?</p>
<p>AFL questions: Today I have learned... / What have we learned about today? / If I could travel back in time and meet Franz Marc, I would say to him,....</p>

Y5

<p>Text: And tango makes three- Justin Richardson and Peter Parnell</p>
<p>Learning Intention: To exchange dialogue and express an opinion</p>
<p>Success Criteria: I know there are different ideas about equality around the world / I can exchange dialogue and express my opinion</p>
<p>Starter: Show the cover of “And Tango makes three” and tell the children you are going to read them a story that has been banned in some places. What does “banned” mean? Log on to a book shop on the board and show the class that the book is available in the UK without problem; it's not banned here and it is available in libraries across the country. But in Hong Kong the government think this book is not suitable for children to read. You have to ask for it with an adult. The same has happened in Singapore. In 2006 libraries in Missouri, USA removed the book from their shelves. Ask the children, why do they think the book might have been banned? Are there any clues on the cover? Do you think it's ok to read it here?</p>
<p>Main: Read the book. After the book, ask children what is the book about? Ask the children to discuss in pairs why they think some people think the book should be banned. What are the arguments for and against the book being</p>



banned? What are some people afraid of? Ask children to consider their own response.

Activity: Ask children to write responses to these three questions:

- What is the story about?
- Why are some people saying the book should be banned?
- What do you think?

Explain children can write whatever response they wish; there are no right or wrong answers to the questions and the aim of the lesson is to exchange dialogue and express an opinion; children can decide for themselves and write what they think as long as they back up their decision with explanations.

Plenary: Can animals be gay? Discuss and then read the author note about the story being true. What does the law today in the UK say about LGBT people? Some people say they don't agree with people being LGBT and some say their religion says it is wrong to be LGBT. There are different ideas around the world and in different communities, but we can still have respect for each other even if we disagree. Why is this story about No Outsiders? .

Y6

Text: The Whisperer- Nick Butterworth

Learning Intention: To recognise peer pressure

Success Criteria: I know what a rumour is / I understand reasons why some people might choose to hide their feelings/ I understand how people are labelled by rumours and assumptions/ I can identify ways to stand up to prejudice and challenge rumours

Starter: Define peer pressure; children give examples of how a person can suffer peer pressure..

Main: Read and discuss "The whisperer". When the parents tell Monty and Amber to leave each other, what do you think they should have done? Did they do the right thing? Where is the example of peer pressure in this story? What is a rumour? Why does the rat say; "Better than a letter, better than anything, everybody hears the whisper but they don't see the whisperer!" what does he mean and how does the rumour affect Amber and Monty? What changes attitudes for Amber and Monty when they return? (Tiger). What do you think of the ending? Is there a message in this book?

Role play: Show the children a pile of cards and explain they are all blank except one, which has a cross on it. Give out the cards while you are talking and tell the children they must not show anyone their card. If you have the card with the cross the object of the game is to have no one find out; if you have a blank card the object of the game is to find out who has the cross. Explain children have five minutes to mingle and find out who has the cross;



<p>you do this by asking people if they have the cross, and everyone will say they don't have it but one person will be lying; can you work out who is that person? Remind the children they must not show their card to anyone. After five minutes sit the children in a circle and say you want each of them to reveal who they think has the cross. The person who does have the cross at this stage will have to lie again and say someone else. Go round the circle so everyone gets to name someone. When children nominate a name ask them to give their reason for thinking it's that person. When everyone has named someone go round the circle again and this time ask the children one at a time to reveal their cards and say whether they had the cross or not. Did the person with the cross manage to remain hidden?</p>
<p><u>Post role play discussion:</u> How did the person with the cross feel about having to lie to everybody? If people were nominated while in the circle at the end how did that feel? Did anyone hear any rumours during the game about who may have the cross? Did the person who had the cross spread any rumours and if so, why did they do that? (to deflect attention) Can you think of any real life situations where this situation might happen? Are there examples where people hide their identity?</p>
<p><u>Plenary:</u> What is the equality act 2010? How is it relevant to our school? What are the 9 characteristics and how can we make sure that everyone feels welcome at our school. If you feel peer pressure to change your behaviour, what can you do?</p>

Y6

<p>Text: The island- Armin Greder</p>
<p>Learning Intention: Challenge causes of racism</p>
<p>Starter: Put word "racism" on board. Children in pairs draw mind map and discuss what it is/ what is the cause. Feed back ideas to class.</p>
<p>Success Criteria: I know what prejudice is/ I know what can happen if racism is not challenged/ I know how to challenge racist behaviour.</p>
<p>Main: Read "The Island". Describe the character of the man washed up on the beach. What is the reaction of the people on the island? On one of the early pages there is an image of children pointing sticks at another child; what are they doing and why? Why didn't the man stay in the goat pen? Everyone gave a reason why the man couldn't work with them- why? List the rumours that were spread about the man; why do you think he eats bones with his hands? What is the role of the Fisherman? What happened to him as a result? What do you think happens to the man at the end? Why do the people build a wall? Is there a message in this story? What is it?</p>



Activity Draw a cartoon strip telling the story of the Island. Limit your cartoons to six images; children to ensure they include the main features of the story. Include language from the book

Plenary: Talk about the wall built around the island- what will be the consequence of having a wall? The people will never meet anyone different to them. How will that affect their lives? Where does racism come from? Will the wall help or hinder the people to overcome racism? Have you heard any racist comments in our school? How can you respond if you hear comments based on prejudice? What does our school say about racist behaviour?

Y6

Text: The only way is badger by Stella J Jones and Carmen Saldana

Learning intention: To consider freedom of speech.

Success criteria: I know what Freedom of speech means / I know how language can be used to persuade people / I know how important pupil voice is

Starter: What does Freedom of speech mean? Explain it is the freedom to say what you think. Can words hurt people? What if someone says a group of people should be hurt – is it always ok for people to say what they think?

Main: Read “We are all Badger” stop at points in the story to discuss following questions:

- How does Badger make other animals listen to him?
- Discuss the language Badger uses such as “I’m only trying to help you” – why is this effective?
- When Badger starts chanting “No deer here” what is the impact on a) deer b) other animals?
- Why does Badger interrupt Moose when he says, “I really think..”
- When Badger instructs the animals to bark, why does rabbit say, “I don’t like where this is going?” what is rabbit realising?
- Why does Badger end up alone?
- What does Badger learn at the end of the story

Role play: By the end of the story the forest is empty; Badger has made everyone an outsider. At the end of the story he changes his mind and hopefully he has learned it’s ok to be different, but many animals had to leave their homes during this story. How will these events affect the animals in the forest? When would have been the best time to stop this happening?

Look at the very start of the story – how does it all begin? Give children the lines that Badger says on the first two or three pages; in the story the animals comply, but what other options are there when we hear people saying these lines? Ask children to consider responses and reply to Badger; speak up, use pupil voice and change the outcome of the story.

Activity: The ending is very quick. Does Badger really understand or is he only changing his behaviour because all his friends have left? What happens next? Do you think the animals accept Badger? Continue the story to show what happens next and show how the animals make sure this never happens again, or devise a



lesson plan for young animals in the forest school to teach about diversity and difference so that this never happens again.

Plenary: Consider freedom of speech- what is it? Should Badger have freedom of speech? Do you think if we had a discussion with Badger at the start, we could have changed his mind or maybe stopped animals having to leave? If Badger believed all deers should be killed, should he be allowed to say that? Would Badger just change his mind by himself? How do people change their minds? How do we get people to hear and think about different ideas? What is freedom of speech? Should everyone have freedom of speech? Is there a time when someone should be denied freedom of speech?

Y6

Text: Love you forever- Robert Munsch
Learning Intention: To consider life changes
Success Criteria: I know we all grow old/ I understand the cycle of life
Starter: Ask children in groups to identify the main life stages. Start with baby- what is the next life stage and how do we change?
Main: Read "Love you forever" How does the mother feel towards her son? Do her feelings change as he grows up? How does she feel when he is being difficult as he grows up? How do you think her son feels when she sings the song? What do you think about the end of the story? Why does the man sing the song to his daughter? Is there a message in this story? In talk partners discuss what is the message in this story and give examples to justify your response.
Activity: Compile a time line for an imaginary person to show how they change in their life. What sort of life events may happen? Do they love anyone? Practice religion? Get married? Stay single? Have children? Move to a different country?
Plenary: Why do you think the author wrote this book? The story is called "Love you forever"- is love for ever? Can people change whom they love? As we grow older, how do you think we might change?

Y6

Text: Introducing Teddy: Jessica Walton and Dougal MacPherson
LI: To support friends
Starter: Show an image of children on a playground. Who looks happy, unhappy, lonely, angry etc How can you tell if someone feels unhappy? What does empathy mean? Write a list of feelings demonstrated in the image.
Main: Read and discuss the story. At the beginning of the story what games do Errol and Thomas play together? One day Thomas doesn't feel like playing; what does Errol do? Why doesn't Thomas tell Errol what the worry is? Why does



<p>Thomas think Errol won't want to be friends? What does Errol say to reassure Thomas?</p>
<p>Role play: What is the name for the transition that we see Tilly go through? Return to the page where Tilly says she has always known she was a girl. Why do you think Tilly was so worried about telling Thomas? Explain Tilly is transgender. What does the term 'transgender' mean? (when a person is different to the gender they are given at birth. When we are born the doctor says, "You are a boy" or "you are a girl" but as they grow up some people know that they are different. Tilly is trans because she is now living as her true self.) What response does Errol give Tilly when she first says she is a girl? Errol is accepting and doesn't care. What response does Ava give? How do you think Tilly feels when her friends are so supportive?</p>
<p>Activity: Write a letter to Tilly giving her advice on speaking out and being herself. Tilly is frightened; what does she need to hear? Why should Tilly come to our school? How would she be treated here? Why do we say there are no outsiders and how would that affect Tilly is she joined us?</p>
<p>Plenary: Look at the front cover of the book and the image showing the mirror; what does this image show? When Tilly tells Errol about her true self, does this change her friendship with Errol? What can we learn from Errol?</p>

Y6

<p>Text: Dreams of freedom – amnesty international</p>
<p>Learning Intention: To understand how the Equality Act affects me</p>
<p>Success Criteria: I know I have rights/ I know I can decide how I live my life when I grow up/ I know I can be what and who I want to be</p>
<p>Starter: What are the rights of a child? Does anyone know what the Universal Declaration of Human Rights is? Why was it written? For whom?</p>
<p>Main: Read "Dreams of Freedom". Why do you think the author wrote the book? Did any pages stand out for you? Any images? What do you think is the key message in the text?</p>
<p>Role play: Give children the quote from Chief Standing Bear of the Ponica Tribe: "My hand is not the colour of yours. But if I pierce it, I shall feel pain. If you pierce your hand, you shall also feel pain. The blood that will flow from mine will be the same colour as yours. I am a man. The same god made us both" Or the quote from Aung San Suu Kyi "The only real prison is fear and the only real freedom is freedom from fear. You should never let your fears prevent you from doing what you know is right" Or the quote from Claire Balding: "If I am different I make no apology and I hope that others will have the courage to be themselves and stand up for what they believe in, fight for those who need protection. Love who they want to love and be proud of it"</p>



In groups children discuss the quotes and what their meaning is. Prepare a response to read to the class giving an explanation and examples of how the quote affects us in school and in our life.

Activity Show the image for the first page: “Freedom to dream, to achieve great things, we must dream as well as do”. Children make their own posters to illustrate the quote by Anatole France. Draw themselves in a group and show what their dreams are.

Plenary: If you were asked to contribute a quote for this book, what would you write? Children write their own quotes and read out if they wish. Why is this book about the Equality Act and No Outsiders? How does this book relate to me?

By kind permission of Andrew Moffat, author, “No Outsiders in our school: Teaching the equality act in primary schools” (Speechmark, 2015)