

EYFS (Autumn 1)-No Outsiders The Family Book by Todd Parr

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Core theme; Health and wellbeing</p> <p>To understand that all families are different and how to celebrate my family.</p>	word	definition	love	A strong emotion that makes you want to look after and care for each other.	<p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
	family	Group of people who live, love and care for each other	adopt	When a child is brought into a different family permanently.	
	different	Things that are not the same	Step families	When new parents and children joins a family.	
	children	Young people	celebrate	Share special days with each other and have fun.	
	parents	Adults who care for children in the home.			
	pets	Animals that are part of the family.			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>1. To understand that all families are different. To celebrate my family</p>	<p>Children will learn what it means to be a family. What is a family? Families that live together and are made up of lots of people, two mums, two dads, one mum, one dad. Some families have grandparents living with them.</p> <p>Children will learn that all families are different. Children understand families should love and trust each other. Some families have two mums, two dads, one mum, one dad. Some families have grandparents living with them.</p> <p>Children twill learnt o say what they like about their family and draw a picture of them. Possibly label their own name, mum, dad.</p>	<p>Children understand what makes a family. To know that emotional links bind a family together</p> <p>Children understand and can analyse and draw conclusions about differences in families.</p> <p>devise and Children understand use questions to describe and discuss similarities and differences and significances in families.</p> <p>Children understand how to compare their family make up with others.</p>

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Children to understand that every family is different.	<p>The text shows different types of family in terms of race, make up and relationships.</p>
<i>Celebrating differences</i>	Being different can be positive and help us build healthy relationships.	

Outcome	Character Traits	Stickability	WOW
Draw and add some labels of their family (e.g. their name and Mum/Dad)	Kindness Respectful Curious	What do you already know about families? Who is in your family? Revisited for each session.	Photos of different families.

EYFS (Autumn 2)-No Outsiders—You Choose by Nick Sharrett

Curriculum Objectives	Vocabulary			Links Across the Curriculum
Core theme; Health and wellbeing To say what I think.	choose	Being able to say what you like and dislike with a reason.		P4C/ Oracy- speaking and listening ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	because	To share the reason behind their choice.		
	or	To choose one thing instead another thing.		

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To say what I think and to make choices.	Children learn to choose appropriate things between alternatives using the text and the pictures as a basis.	Children understand how to choose and disregard things based on personal preferences.
	Children learn to be secure in their choice and accept other peoples choices (no right and wrong.)	Children understand how to describe the reasons for their choices.
		Children understand how to use the language because and or to justify their choices.
		Children understand how to compare the choices with others and to know that differences in choices and different preferences are okay.
		Children understand how to ask what other people think.

Themes		Diversity in the Curriculum
Inclusion	Everybody can choose what they like and have individual preferences.	"You Choose"
Celebrating differences	Respecting that everyone will choose differently and that that is okay.	

Outcome	Character Traits	Stickability	WOW
Children to listen to others choices and their reasoning. Photo wall of choices.	Articulate, Ambitious Resilient, kind Respectful, curious	To revisit choices through out the day. Play "Would you rather"	Have physical objects to choose between.

EYFS (spring 1) -No Outsiders—Mommy, Mama and me Leslea Newman

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme; Relationships To celebrate my family I can tell you who loves me. To know that your family is special.	mother	Woman caring for a child	playing	Exploring things a fun way.	ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	mum	Woman caring for a child	nurturing	Looking after people's feelings	
	caring	Looking after people			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To celebrate my family	Children will learn to explore who looks after them at their house. Children to explore the things they do with their family/Dad/Mum/grandparents and wider family. What is your favourite? Children will learn to describe the people who look after them and how- How do your parents look after you? Children to know who their trusted adults are.	Children understand what makes a family. To know that emotional links bind a family together Children understand how to analyse and draw conclusions about differences in families. Children understand how to devise and use questions to describe and discuss similarities and differences and significances in families. Children understand how to compare their family make up with others. Children understand and can analyse who looks after and cares/nurtures them. Children understand how to make connections between who loves/cares nurtures them at home.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Children to understand that every family is different.	The text shows different types of family in terms of race, make up and relationships.
<i>Celebrating differences</i>	Being different can be positive and help us build healthy relationships.	
<i>Previous learning</i>	In Autumn 1 children learnt about families being different through The family book"	

Outcome	Character Traits	Stickability	WOW
Role play different activities that they do with the adults in their family.	Kindness Respectful Curious	What do you already know about families? Who is in your family? Revisited for each session. Revisit "The family Book"	Photos of different families

EYFS (Spring 2) -No Outsiders—Blue Chameleon Emily Gravet

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To make friends with someone who may be different	lonely	Feeling sad when you are by yourself			ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	friend	Someone you have fun with			
	feelings	A way of describing what is going on inside your body.			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To make friends with someone who may be different. To know everyone is different in my class and I can make friends with anyone.	Children will learn how they don't have to change to fit in. Children will learn that everyone is different and unique and that is okay. Different, hair, skin colour, eye colour, tall, small. Children will learn how to discuss how the chameleon tries to change to fit in and that made him miserable. When was he the most happy? When are you the most happy with your friends.	Children understand how to articulate how they and others are feeling. Children understand how to choose and disregard things based on personal preferences. Children understand how to describe the reasons for their choices. Children understand how to use the language because and or to justify their choices. Children understand how to compare the choices with others and to know that differences in choices and different preferences are okay. Children understand they can ask what other people think. Children understand that it is okay and valuable to be different from each other.

Themes		Diversity in the Curriculum
Inclusion	Everybody can choose what they like and have individual preferences. You don't have to change to fit in.	"You Choose" revisit and build on previous learning from this text.
Celebrating differences	Respecting that everyone will choose differently and that that is okay.	

Outcome	Character Traits	Stickability	WOW
Pictures of/outline of chameleon with a speech bubble for a different greeting.	Resilient Respectful Curious, Kind	To revisit "You Choose" Play "Would you rather"	Look at your friend and describe how you are similar and dissimilar. What do you like that is the same?

EYFS (Summer) -No Outsiders—Red Rockets and Rainbow jelly—Mike Brown-

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Living the Wider World To understand that it is okay to like different things	likes	Something you would choose	jelly	A pudding that wobbles	You Choose and the Blue Chameleon-No Outsiders books. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	dinosaur	A very old animal	rocket	A machine that flies into space	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1.I understand that it is okay to like different things.	Children will learn to know that they can like different things to their friends.	Children understand how to make considered choices.
	Children will learn to be able to choose their favourites and know that there is no right and wrong. Play bingo with four things and find different children who like each thing.	Children understand how to celebrate differences.
		Children understand how to describe that its okay not to like things.
		Children understand how o be able to be able to choose and disregard things based on personal preferences.
		Children understand how to describe the reasons for their choices.
		Children understand how to use the language because and or to justify their choices.
		Children understand how to be able to compare the choices with others and to know that differences in choices and different preferences are okay.
		Children can ask what other people think.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in.	See the text
<i>Celebrating differences</i>	Respecting that everyone will choose differently and that that is okay.	

Outcome	Character Traits	Stickability	WOW
Draw a picture of what they liked and another picture of what their friend likes.	Kind, curious, respectful, resilient, articulate	What choices have you made today? Discuss what the children have remembered from "You choose" and "Blue Chameleon"	Play would you rather.....

Year 1 (Autumn 1) -No Outsiders—Egg -Sue Hendra Paul Linet

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To accept difference	difference	Things that are not the same			PHSE- Growing and Changing RSE- Relationships Links back to EYFS—You choose, Blue Chameleon, red rocket and blue jelly
	egg	An oval object laid by a bird			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. I accept difference	Children will learn to notice differences between themselves physically and emotionally and preferences. Children will learn that you can be friends with different people and it is brilliant. Children will learn to solve problems even though people might think differently this is okay.	Children understand how to choose and disregard things based on personal preferences. Children understand how to describe the reasons for their choices. Children understand how to use the language because and or to justify their choices. Children understand how to be able to compare the choices with others and to know that differences in choices and different preferences are okay. Children can ask what other people think. Children understand how that they can work together to solve problems even if they think differently. Have different opinions.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in.	The text Revisit Red rocket and blue jelly Leads on to "The odd egg" Year 2 and "The Hueys new jumper" in Year 3.
<i>Celebrating differences</i>	Respecting that everyone has different ideas and opinions and being respectful about different points of view.	
<i>Previous learning</i>	In EYFS the children read "You Choose" they know you can make choices and discuss their choice with others.	

Outcome	Character Traits	Stickability	WOW
Everyone to design an egg with a different face. Display in the corridor so that children can talk about and see differences daily.	Ambitious, articulate, resilient, respectful, curious, kind	Do we all think the same or different—what can you remember about red rocket and blue jelly.	Look at different eggs—chocolate, chicken, easter eggs,

Year 1 (Autumn 2) -No Outsiders— Ten Little Pirates—Mike Brownlow

Curriculum Objectives	Vocabulary	Links Across the Curriculum												
Core theme: Health and Wellbeing To play with boys and girls	<table border="1"> <tr> <td>pirate</td> <td>A person who lives at sea</td> <td></td> <td></td> </tr> <tr> <td>ship</td> <td>Large floating boat</td> <td></td> <td></td> </tr> <tr> <td>equal</td> <td>Treated fairly</td> <td></td> <td></td> </tr> </table>	pirate	A person who lives at sea			ship	Large floating boat			equal	Treated fairly			Maths—counting back from ten PSHE—respect
pirate	A person who lives at sea													
ship	Large floating boat													
equal	Treated fairly													

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. I know boys and girls play exciting games and they can play together	Children will learn to understand that some children are boys and some children are girls. Children will learn that we all play together regardless of what we are and what we want to play. Children will learn that treating everyone with kindness is the key to good friendships.	Children understand how to be able to articulate how they and others are feeling. Children understand how to be able to choose and disregard things based on a genderless basis. Children understand how to describe the reasons for their choices. Children understand how to use the language because and or to justify their choices. Children understand how to be able to compare the choices with others and to know that differences in choices and different preferences are okay. Children can ask what other people think. Children understand that it is okay and valuable to be different from each other.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in. Gender is different but we can all play and work together.	See texts and previous texts from EYFS.
<i>Celebrating differences</i>	Respecting that everyone has different ideas and opinions and being respectful about different points of view.	
<i>Previous learning</i>	In EYFS children learnt how to make friends with someone who may be different.	

Outcome	Character Traits	Stickability	WOW
Play a board game with boys and girls and take a photo.	Respectful, curious and kind.	Who do you like to play with? Pictures of children playing different games.	Have different toys and games to choose from. Which would you choose and why? Teacher to notice— only girls have, all the boys have etc...

Year 1(Spring 1)- No Outsiders- That's Not How You Do it -Ariane Hofman-Maniyar

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To accept that everyone is different and we are all unique	Half as good	Best effort, I'm learning to be better	strange	Unusual or extraordinary	PSHE- Respecting ourselves and others. Belonging to a community
	unique	Only one of you	crane	A bird	
	different	No two things are the same	skills	Being good at something	
	gymnastics	Exercises			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. To accept we are not the same as everyone else and we are unique	Children will learn to understand that we are all different and we all have skills and sometimes our skills are different to other peoples but when we share our skills we are teaching others how to do things. Children learnt about preferences in EYFS and in the autumn term this is building on this by sharing our talents with each other.	Children understand that it is okay and valuable to be different from each other. Children understand how to compare the choices with others and to know that differences in choices and different preferences are okay. Children understand how to communicate and describe the differences between themselves and others. Children understand how to recognise that we all have skills and we can share these with each other. Children understand how to celebrate and recognise differences in a kind, curious and respectful way.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in. Gender is different but we can all play and work together.	
<i>Celebrating differences</i>	Respecting that everyone has different ideas and skills and being respectful about how others are different from ourselves.	
<i>Previous Learning</i>	Revisit the Blu Chameleon story from the Autumn term.	

Outcome	Character Traits	Stickability	WOW
Everyone to make a star. Place them on display with the caption. "no two stars are the same we are all unique"	Articulate, Respectful, Kind	How is your friend different to you? Are we all the same? Have different pictures of children to discuss?	Talk about the skills of athletes, chefs, mums and dads etc?

Year 1(Spring 2)- No Outsiders-Max The Champion- Sean Stockdale

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships Our bodies work in different ways Everyone one is different, you cant always see differences	filled	Full up to the top	flew	Did something really quickly	PSHE- Respecting ourselves and others Disability Act United Nations Rights of the Child
	dreams	Thoughts when you are asleep	different	Not the same	
	rattled	A noise	Hearing aid	Helps someone to hear	
	dived	To really like what you are doing	Inhaler	Helps someone to breath	
	sped	go fast			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1.To accept we are not the same as everyone else and we are unique	Children will learn to understand that some people are different and they may have a disability. It doesn't mean they cant do things it just means that they may need help from a doctor or a special kind person. Children will learn to articulate the reference's to sporting activities and everyday life e.g. dived into his breakfast, flew on his bike.	Children understand that it is okay and valuable to be different from each other. Children understand how to be able to compare the choices with others and to know that differences in choices and different preferences are okay. Children understand how to communicate and describe the differences between themselves and others. Children understand how to recognise that we all have skills and we can share these with each other. Children understand how to celebrate and recognise differences in a kind, curious and respectful way.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Children to understand that every family is different and that	
<i>Celebrating differences</i>	Being different can be positive and help us build healthy relationships.	
<i>Previous learning</i>	In EYFS children learnt that its okay to be friends with someone who is different from themselves—Blue Chameleon.	

Outcome	Character Traits	Stickability	WOW
Draw a picture of you and your friends and then talk about how you are all unique.	Ambitious, Articulate, Resilient, Respectful, Curious, and Kind.	Who do you like to play with? Pictures of children playing different games.	Look at your friend and describe how you are similar and dissimilar. What do you like that is the same?

Year 1(Summer)- No Outsiders- My world, your world- Melanie Walsh

Curriculum Objectives	Vocabulary				Links Across the Curriculum
<p>Core theme: Living in the wider world</p> <p>To understand that we all share the world and are different people within.</p>	sari	A dress an Asian lady will wear	tickled	A gentle touch that makes you laugh	<p>PSHE -Respecting ourselves and others. Living in the wider world</p>
	warm	Not cold	chopsticks	Wooden sticks to eat with	
	Snow boots	Special shoes for walking in the snow	A flat	A home on one level	
	trainers	Shoes for wearing in PE	Farm house	A home that has animals in the garden	
	bonjour	A word for hello in a different language			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
<p>1.I know the world is full of different people and I know how my school is diverse.</p>	<p>Children will learn to understand that we are all different and we all have skills and sometimes our skills are different to other peoples but when we share our skills we are teaching others how to do things.</p>	<p>Children understand how to celebrate differences.</p>
	<p>Children will learn to notice differences between themselves physically and emotionally and preferences. Children understand that you can be friends with different people and its brilliant.</p>	<p>Children understand how to say its okay not to like things.</p>
	<p>Children will learn to know that they don't have to change to fit in. To celebrate that everyone is different and unique and that is okay.</p>	<p>Children understand that it is okay and valuable to be different from each other.</p> <p>Children understand how to communicate and describe the differences between themselves and others.</p> <p>Children understand how to recognise that we all have skills and we can share these with each other.</p> <p>Children understand how to celebrate and recognise differences in a kind, curious and respectful way.</p>

Themes		Diversity in the Curriculum	
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in. Gender is different but we can all play and work together.	<p>The text shows different people from different cultures. It helps the children to understand we all do things differently, e.g speak and eat.</p>	
<i>Celebrating differences</i>	Respecting that everyone has different ideas and opinions and being respectful about different points of view.		
<i>Previous learning</i>	In EYFS children learnt how families are made up of different people but they are still a family.		
Outcome	Character Traits	Stickability	WOW
To write a short sentence starting with "I like..... And draw a picture.	Respectful, Articulate, Resilient, Curious, Kind	What do the children already know about the world in which we live?	Show the children pictures of different people from around the world and talk about what they are wearing and where they live and how its different.

Year 2(Autumn 1)- No Outsiders- Big Book of Families -May Hoffman

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: health and wellbeing To learn what the word diverse means and how it applies to us.	family	People who live with you	Hand-me downs	Clothes from our big sister/brother	PSHE- Respecting ourselves and others Belonging to a community
	adopted	Living with someone new forever	fuss	A big activity someone makes	
	fostered	Living with someone new for a little while	traditions	Things we do each year because they are special	
	afford	Spare money to use on things we want but do not need	feelings	Things that happen to our body	
	Ready made meals	Meals that made by someone else	Good tempered	A feeling	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1.I know what diversity means	<p>Children learn to be able to discuss with others what it means to live in a diverse country. What is diversity? Diversity is where we are all the same but different e.g lots of boys but they are all different. Crisps are all the same but look different and toast different.</p> <p>Children learn to be able to articulate the people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>Children learn to be able to describe what it means to be a family and how families are different, e.g. single parents, same-sex parents, cousins, aunts and uncles etc.</p> <p>Children learn to be able to describe different people and the role they play in children's lives and how they care for them e.g teachers care for them by listening to them, mum cares for us by giving us food to eat and clothes to wear.</p> <p>Children learn about the importance of telling someone – and how to tell them – if they are worried about something in their family e.g they don't have a packed, they need</p>	<p>To understand the word Diverse and what it means in the context of the world in which we live.</p> <p>To understand and describe the ways in which people are different.</p> <p>To understand that we are all different and we must treat others with respect and compassion.</p> <p>Understand that we all have families and they are all different.</p>

Themes				Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in.			See text
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live. Valuing other people traditions, differences and preferences.			
<i>Previous learning</i>	In EYFS & Year 1 the children began to learn about families and how they are all different. This is now building on this learning by using the word Diverse.			
Outcome	Character Traits	Stickability	WOW	
Children to draw a family tree and talk about their family make up.	Ambitious, Articulate, Resilient, Respectful, Curious, and Kind.	Recap with the children the books they read in EYFS & year 1 about differences, look at the covers and talk about what they can remember.	Show the children different family trees i.e.; kings and queens. Talk to them about how we all have family trees even the teachers.	

Year 2(Autumn 2)- No Outsiders-The First Slodge- Jeanne Willos

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Health and Wellbeing To understand how we share the world	sunset	When the sun goes down at night	moon	A white shape that appears at night time in the sky	PSHE- Respecting ourselves and others Geography- The world and where we live
	slime	Thin, sticky, messy substance	share	When we have something and we give a part of it to someone else	
	universe	The whole world including space	belong	Something that is ours	
	sunrise	When the sun comes up in the morning	star	A shiny thing in the sky at night	

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. I live in a world of different people	Children will learn that there are different people in the world from them, and they share the world with different people. Children will learn that we are all different and we all have skills and sometimes our skills are different to other peoples but when we share our skills we are teaching others how to do things. Children will learn to notice differences between themselves physically and emotionally and preferences. Children understand that you can be friends with different people and its brilliant. Using sentence starters : I can see that has and I have	To understand that we live in a world that we share with others To understand and respect other peoples values and opinions To understand the word Diverse and what it means in the context of the world in which we live. To understand and describe the ways in which people are different. To understand that we are all different and we must treat others with respect and compassion. Understand that we live in different communities.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody can choose what they like and have individual preferences. You don't have to change to fit in.	Celebrating diversity in the world we live in.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live. Valuing other people traditions, differences and preferences.	
<i>Previous learning</i>	Children are building on their vocabulary from EYFS/Year 1 "everyone's different" and the previous book "big families" and celebrating Diversity	

Outcome	Character Traits	Stickability	WOW
Children to share items in the class and be able to celebrate the differences we have. Recording the activity in photos to share.	Ambitious, Articulate, Resilient, Respectful, Curious, and Kind.	Revisit Our Big Families book, remind the children of the differences. Talk partners discussion about recollections. Display of the world.	Show children a video of different cultures and countries around the world. Then use a globe to show where we live and the people live.

Year 2 (Spring 1)- No Outsiders- The Odd Egg- Emily Gravett

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To understand adoption	odd	Strange, different, unusual	relationships	A connection to someone else	PSHE-Families and Friendships Respecting ourselves and others RSE- Relationships
	laid	To put down gently	related	To belong to a family	
	feelings	How are bodies feel in different			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.To understand families are different and some children don't look like their families	<p>The children will learn what is meant by adoption. They will be able to articulate that some families do not stay together and that children may live with people that are not related to them.</p> <p>Children will learn that families are not always related and they are made up of lots of different people.</p>	<p>That children understand that all families are different.</p> <p>To understand that some children cant live with their families so they go to live with another. This could be due to illness, death or for safety reasons.</p> <p>Children understand that we are proud of our families and their makeup. We love them just the way they are.</p> <p>Children understand that families are special to us all, whether they are little or big.</p>

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everybody has a family to which they belong, these are all made up of different people for different reasons in some cases.	See the text.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live.	
<i>Previous Learning</i>	Previously in EYFS/Year 1 children learnt the basic makeup of families they then learnt how some families are different, this book strengthens the diversity of families.	

Outcome	Character Traits	Stickability	WOW
Role play the egg hatching with the children record this in photographs.	Resilient, Respectful, Curious, and Kind.	Revisit the big book of families key words and definitions and ask the children to recall what was discussed.	Surprise eggs, plastic eggs with different items in side for the children to guess.

Year 2(Spring 2)- No Outsiders- What the Jackdaw Saw-Julia Donaldson

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme; Relationships To communicate in different ways	Deaf	Not being able to hear	hoof	Cow or horses foot	PSHE RSHE
	Sign language	How to communicate with your hands	jackdaw	Type of bird	
	tentacle	Octopus hand			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. Learning how to communicate differently with each other	Children will learn to understand that some people are unable to hear when we speak to them with our voices so we have to find a different way to talk to people using our hands. Children will learn to understand that all disabilities are different. Children can describe at least five disabilities including, physical, sensory, mental, sight, speech. Children understand that not all disabilities are visible.	Children understand how to recognise the word disability and the meaning of this. Understand about different ways to communicate with others in a differing way To learn a few simple sign language signs/Makaton for example, cake, biscuit, please, thank you. Children understand how to respect others who are different Children understand how to recognise that not all disabilities are visible

Themes				Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless of their ability			In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live. Valuing other peoples differences.			
<i>Previous Learning</i>	In Max the Champion children learnt about Deafness this book now builds on that by showing the children how we can communicate with those who have a hearing impairment.			
Outcome	Character Traits	Stickability	WOW	
Children to learn some basic Makaton sign for biscuit, cake , please, thank you.	Resilient, Respectful, Kind	Previous Reading in year 1 Max the Champion. Children with disabilities.	Children to teach EYFS some sign language	

Year 2(Summer 1)- No Outsiders- Blown Away- Rob Biddulph

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme; Living in the wider world People of different race get along	race	A name for a specific group of peoples	intrepid	Adventurous,	PSHE- Belonging to a community Respecting ourselves and others. RSE- Relationships
	Maiden flight	A new or first trip	gang	Group of people	
	spies	looking	fix	In trouble	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.How to get along with everyone in my class	Children will learn that regardless of our race we can get along with everyone. We don't have to agree with what they say but we respect each others opinions.	Children understand what the word Race means.
	Children will learn about the word "race " and what it means	Children understand why working as a team is important
	Children will learn that we may be different but we can still work as a team, we all have different skills to bring.	Children understand what discrimination means. And can talk about it in a coherent manner.
	The children will learn about discrimination in the context of race.	
	The children will learn that their class is made up of lots of people, we are all different but we all contribute to our class being a positive place to learn.	

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless of the colour of their skin, their religion or other means.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different building on Max the Champion in Year 1 and Blue Chameleon in EYFS.	

Outcome	Character Traits	Stickability	WOW
Role play the story with one child being a penguin and the other children are becoming attached to the kite. Photographic evidence.	Kindness, respect, articulate	Re-read a part of Max the Champion to build from in this lesson. Working together.	Everyone makes a kits and we join the strings together to demonstrate how we are all different but joined together.

Year 3 (Autumn 1)- No Outsiders- Big Bob, Little Bob by James Howe

Curriculum Objectives	Vocabulary			Links Across the Curriculum
Core theme: Health and wellbeing To use my pupil voice	bystander	Some who looks but does nothing		PSHE—Belonging to a community RSE- Respect and relationships Anti bullying agenda
	bullying	Some who hurts someone else several times on purpose		
	opinion	Someone's choice		

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1 I know what pupil voice is and how to use it	Children will learn how to use their pupil voice and to use it in the right situation. When seeing some being unkind being able to use your pupil voice to speak out and not be a bystander and allow it to happen.	Children understand about treating others with respect
	Children will learn that the choices you make are okay and not be swayed by other peoples opinions	Children understand how to be assertive in difficult or uncomfortable situations
	Children will learn that there are no rules for playing with things, girls and boys can play with everything	children understand how to be confident to challenge others opinions in a safe and secure environment
	Children will learn how to articulate the acronym STOP and its meaning	Children understand how to accept that everyone is different
		To understand that no role should be gender specific
		Understanding what is meant by Bullying and being able to use their pupil voice to make a change to the lives of others

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless of the choices that they make, we all have an opinion.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different building on You Choose and Red Rockets and Rainbow Jelly in EYFS and That's no how you do it, Ten Little Pirates in year 1.	

Outcome	Character Traits	Stickability	WOW
Make a poster with the heading "girls can do what ever they want, Boys can do what ever they want" put these around the school for all	Articulate, Resilient, Respectful and kind.	Revisit previous books, lesson starter recaps.	Pictures; Guess the occupation!! Visitors to come into school. Women's world football team. Female cricketers, male ballerinas, male nurse, female doctors, female firefighters, female plumbers.

Year 3(Autumn 2)- No Outsiders- This is our House- Michael Rosen

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme; Health and wellbeing What is meant by discrimination	discrimination	Being unkind in our choices	ethnic	Relating to a group of who share the same culture, race or nationality	PSHE- Families and friendships. RSE- Relationships Philosophy For Children and P4C
	No outsiders	Everyone's welcome	Ethnicity	Being a member of an ethnic group	
	Faith	A religion that someone belongs to			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To treat others with respect regardless	Children will learn that there are some unkind people in the world who make the wrong choices but they don't have to listen to them	Children understand how to use their Pupil Voice, Children are able to use the correct vocabulary and sentence starters to get their point across,. For example I disagree with.... Because...../I understand what you've said and I would like to add.....
	Children will learn that they have a voice and they can use it in situations in which they feel uncomfortable, challenging others.	To understand that Bullying is unacceptable and to challenge bullying in our school
	Children will learn to discuss the term No Outsiders and what it means to them	Children understand how to describe Discriminatory behaviour to others
		Children understand how to offer arguments and opinions with justification

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless of the colour of their skin, their religion or other means.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different	

Outcome	Character Traits	Stickability	WOW
Children to design a poster for an alien visiting our school, Everyone is Welcome as the title.	Respect, kindness, curious, articulate	See the planning sheet for a role play activity.	United Nations Rights of the Child Rosa Parks, Muhammed Ali. https://www.youtube.co/watch?v=wfn6vjr9TO

Year 3 (Spring 2)- No Outsiders- Two Monsters- David McKee

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme; Relationships To find a solution to a problem	stubborn	Not giving in	rude	Name calling, shouting	PSHE- Respecting ourselves and others RSE- relationships
	arguing	Shouting, name calling, disagreeing	Not listening	ignoring	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1: To understand where problems come from and find a solution.	Children will learn to identify problems and agree on a solutions together. Valuing each and everyone's opinion on how to achieve a solution.	To understand how to problem solve with others.
	Children will learn to draw conclusions from the story with regards to differences and how the monsters could have resolved their problems	To understand how challenge others opinions respectfully
	Children learn to how listening is a key skill in our relationships with others	Understand the key elements in a relationship i.e. Listening and respect
	Children will elearn that the use of unkind words is unkind and that once they are said they cannot be unsaid.	

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	In text reference to diversity
<i>Celebrating differ-</i>	Respecting that everyone is different in the world in which we live and valuing those differences. Respecting others opinions and not using unkind	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different	

Outcome	Character Traits	Stickability	WOW
Children to fold a paper in half and draw themselves on one half and a friend in the other. In the middle they write all the things they have in common.	Kindness, curiosity, re-silience, respect,	Toothpaste tube, squeeze the toothpaste out, and explain that the unkind words are toothpaste can we put it back in the tube?? Just like unkind words they cannot be taken back.	https://www.youtube.com/watch?v=K_GHdvAwKeM

Year 3 (Spring 2)- No Outsiders- The Hueys in the New Jumper- Oliver Jeffers

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core Theme: Relationships To use strategies to help someone who feels different	different	Not the same			PSHE - Respecting others and themselves RSE- respect
	assertive	Forward or aggressive in speech or action			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To know when you are different to someone else.	Children will learn to understand that we are all different and we all have different skills and make different choice. These aren't wrong choices but he right ones for each individual person. Give the children examples ie, I like marmite and you don't, I like swimming and you like running.	To understand that its okay to make your own choices.
	Children will learn to notice differences between themselves physically and emotionally and preferences. Children understand that you can be friends with different people and its brilliant.	To understand that not everyone fits into a group but this is okay.
	Children will learn that they don't have to change to fit in. To celebrate that everyone is different and unique and that is okay.	
	Children will learn that sometimes its can feel scary to be different but its okay there are people who can help and support us.	

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless of the choices that they make, we all have an opinion.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different building on You Choose and Red Rockets and Rainbow Jelly in EYFS and That's no how you do it, Ten Little Pirates in year 1.	

Outcome	Character Traits	Stickability	WOW
Play the Would you rather game???	Respectful, Curious, kin and resilient	Role play activity so that the children are immersed in the story,	Children to recount the story with actions to a visitor to their class

Year 3 (Summer)- No Outsiders- Beegu- Alexis Deacon

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Living in a wider world To understand what it means to be an outsider	outsider	Not belonging	wanted	Some you would like	PSHE - Respecting others and ourselves RSE- respect Anti Bullying Agenda- STOP
	lost	Unsure of where you are	bullying	Being unkind several times on purpose	
	Far away	Long long way to go	isolation	Being alone, no one around	
	alone	No one else is with you			
	friends	People who care			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.I know it can be hard to be different	Children will learn to verbalise how it feels to be different and how someone may feel in this situation for example isolated, not wanted, miserable.	To understand when someone is upset or sad and other words that describe feelings
	Children will learn to recognise and respond accordingly when someone is different e.g someone new joins their class, they recognise when someone may need help and offer support where necessary. Encourage new pupils to join in, in the class and in the playground.	To understand how to act accordingly to discourage negativity towards new pupils
	Children will learn to recognise positive behaviour and negative behaviour and respond to it accordingly- to be welcoming, to use character traits ie, kind and caring	Understand how to use their pupil voice to make themselves understood in certain situations and question others opinions in a positive manner
	Children will learn to treat others with kindness and respect	Understand and demonstrate respect in school and outside, by being a good role model
	Children will learn to relate this book with a previous story in the Autumn term- Our House- children are able to recap the story and the feelings of the people who were turned away.	Understand and demonstrate that they know how to stop someone feeling like an outsider, they will take action to support everyone

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences. Respecting others opinions and not using unkind words.	
<i>Previous learning</i>	In EYFS & early in year 1 children learnt about differences and how we respect these. It outlines how we work together even if we are different building on Blue Chameleon in EYFS, Max the Champion, My world your world in Year 1 and in year 2 the First Slodge.	

Outcome	Character Traits	Stickability	WOW
Children are able to tell each other how to treat others if they are new to our school.	Articulate, resilient, respectful, kind	Lesson starter: How does it feel to be an outsider? Revisit this list at the end of the lesson	Play the welcoming game

Year 4 (Spring 1)- No Outsiders- Dogs Don't Do ballet- A Kemp

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Health and wellbeing I know how to be assertive	assertive	Being strong about what you want	goals	A specific dream of achieving something	PSHE- Safe Relationships Respecting ourselves and others RSE- Relationships
	Pupil voice	Children who are able to say what they want or others want	dreams	A strong hope or goal	
	advice	An idea or opinion offered as help in making a choice/decision	Speaking out	An idea or opinion with the intent of bringing about justice	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1 I know what being assertive means	Children will learn what it means to be assertive . To use the key language to be assertive without being disrespectful.	Children understand and able to challenge and reason in an appropriate manner
	Children will learn to use about Pupil Voice, school council and how it affects them.	Children understand how to debate with another class mate in a positive and constructive manner.
	Children will have the self confidence to challenge where appropriate	Children understand what it means to be self confident
	Children will learn how to relate the story to having their own goals and dreams	

Themes				Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.			In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences. Respecting others opinions and not using unkind words.			
<i>Previous learning</i>	You choose and Red Rockets and Rainbow Jelly in EYFS, That's not how you do it in year 1, Beegu and Our House in year 3			
Outcome	Character Traits	Stickability	WOW	
Children understand that they are able to make choices and have dreams	Ambitious, Articulate, Resilient, Respectful, kind	Classroom debate; should we all wear uniform. Divide the class into yes and no and challenge them to change the minds of the others.	Children to write their own goals and dreams and put them in an envelope to be returned to them in year 6.	

Year 4 (Spring 2)- No Outsiders- King and King by L. de Hann

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Health and wellbeing To understand why people get married	married	When two who love each other and want to be together forever/lawful agreement	relationships	A connection to someone	PSHE- Respecting ourselves and others. Safe relationships RSE- Relationships Religious Education
	A wedding	Celebration of marriage	Conventional	Traditional, put in place by custom	
	nurturing	Looking after peoples feelings	law	A set of rules that people follow	
	related	Belonging to the same family	custom	Something usual or accepted for person in a specific group	
	Traditional	The handing down of customs from parents to children			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1.I know what marriage is	Children will learn what it means to get married. All weddings are different and it's up to the people getting married how they would like to celebrate. Children understand that not everyone wants to get married and that it is a matter of choice and we have the freedom to choose.	The children understand and can describe a wedding and articulate that not all weddings are the same.
	The children will learn that not all weddings are conventional and that the law in England allows same sex marriages.	The children understand and can describe a wedding ceremony from their own culture and the significance to the people getting married.
	Children will learn that some individuals have children and that they don't have to be married to do so.	Children understand and can articulate what it means when a person is "gay"/lesbian".
	Children will learn that people do not have to follow their traditions.	Children understand the British law around weddings
	Children will learn what the law says about marriages.	Children understand and can describe how people feel at weddings.
		Children understand and can debate why some people don't want to get married and some people do.

Themes		Diversity in the Curriculum
Inclusion	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-family-different-families-same-love/zhbt8xs
Celebrating differ-	Respecting that everyone is different in the world in which we live and valuing those differences. Respecting others opinions and not using unkind	

Outcome	Character Traits	Stickability	WOW
Children to design a wedding invitation for two people they know.	Articulate, Respectful, curious and kind.	Children to watch a film of a royal wedding. Children are able to discuss what's happening.	To role play a wedding with guests, a bride and groom, groom and groom etc.

Year 4 (Spring 1)- No Outsiders- The Way Back Home by Oliver Jeffers

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To overcome a language barrier.	barrier	A problem	spanner	A tool for mending engines	PSHE—Belonging to a community
	spluttered	A noise	martian	Someone from outer space	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I can understand how to be friends with some one who speaks another language.	Children will learn that we are not all the same, to respect diversity. Children understand what diversity means and can explain this.	Children understand how to treat everyone with respect.
2.Children to understand diversity and its meaning	Children will learn that there are lots of people in the world and we are all different and we have to find ways to overcome problems to work with everyone. Children can describe differences and give examples of how they overcome challenges.	Children understand how to use a small amount of Makaton words to say hello, good morning, please and thank you, eat, biscuit etc. (building on what they learnt in year 2)
	Children will learn that respecting each other is an important part of life, we may not agree with everyone but we must value each others individuality.	

Themes				Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.			In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.			
<i>Prior learning</i>	Revisit books: Beegu from yr3, the First Splodge from year 2, My World, your world from year 1, Red Rockets and Rainbow Jelly from EYFS			
Outcome	Character Traits	Stickability	WOW	
Children are able to communicate in other ways with another person.	Articulate, Resilient, Respectful and kind.	Children are able to build in the learning from previous books and articulate this to another teacher.	Visitor: BSL teacher, guide dogs for the blind, hearing impaired assistance dog.	

Year 4 (Spring 2)- No Outsiders- The Flower—John Light

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships LO: to learn to ask questions in an appropriate and respectful way.	dangerous	Not safe	smuggled	Taken secretly	PSHE-Respecting others and themselves P4C/Oracy
	dim	Not bright	Junk shop	Shop for things people no longer want	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I can learn to ask questions and I will be respectful when listening and responding to others questions.	Children will learn to understand what it means to be curious and ask questions. Using the questions from the planning What does it mean to be questioning? Is there a right or wrong time to ask questions? Is it good to ask questions about how the world works? Children will learn to understand the importance of being respectful when asking questions. Children will learn to have the confidence and resilience to take part in debate and discussions.	To be confident in asking and answering questions increases. To understand a range of vocabulary when asking and answering questions. Children understand how to respect others opinions and values.

Themes				Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.			In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.			
<i>Previous learning:</i>	You choose, Red rockets and rainbow jelly in EYFS. That's not how you do it (y10 and Beegu and Our House in year 3.			
Outcome	Character Traits	Stickability	WOW	
Children understand that its okay to disagree with someone else's opinion.	Articulate, Resilient, Respectful, curious.	Building on the previous learning in Spring 1 in debating and challenging.	Using P4C videos encourage the children to debate and utilise Sticky questions from the Philosophy man. https://www.thephilosophyman.com	

Year 4 (Summer)- No Outsiders- Red: A Crayons Story- Michael Hall

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships LO: to be proud of who you are	accepted	To be taken as you are	alone	No one else is around	PSHE- Belonging to a community
	proud	Feeling pleased	isolation	A feeling of being on your own	
	unique	Only one of you	prejudice	An opinion formed without knowing	
	difference	No two things the same	outsider	Not belonging	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I know people sometimes don't speak up	Children learn that others are different from them.	Children understand the word prejudice.
2. I know everyone in my school should be proud of who they are	Children learn the differences between each other in the classroom.	Children understand and recognise differences.
	Children learn that some people have the right to be different and they should be free from prejudice. Children understand what the word prejudice means.	

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differ-</i>	Respecting that everyone is different in the world in which we live and valuing those differences.

Diversity in the Curriculum
Pictures of other ethnicities in war, uniform. https://www.archives.gov/topics/wwi/diversity

Outcome	Character Traits	Stickability	WOW
Everyone at our school feels proud of who they are.	Respectful, curious and kind	Recap the story of the egg or Red Rockets and Rainbow Jelly. What's the meaning of the stories, how do they connect with the Crayon.	Children to make a poster with "I am proud of" as a title and present it to another class.

Year 5 (Autumn 1)- No Outsiders- Where the poppies grow- H Robinson

Curriculum Objectives	Vocabulary		Links Across the Curriculum	
Core theme: Health and wellbeing To explore prejudice and discrimination	prejudice	To have an opinion of something without understanding	discrimination	To be biased in our opinion of specific people based on religion, sex, ethnicity or age.
			PSHE- Respecting ourselves and others History- The past and the present	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I know what prejudice and discrimination is. I know what will happen if prejudice is not challenged	Children will learn to understand why some people go to war, what it will mean to the families they leave behind, how they feel about fighting other people.	Children understand and can describe the impact of war on the lives of others.
	Children will learn to describe different ways that people can discriminate e.g they may not include girls in their games, boys only play with cars. Men do not cook, women are always nurses, men are always firemen or car mechanics. The children know about the discrimination that happened in the Second World War and they know what happened to Anne Frank and can explain how she was treated and why.	Children understand and can give examples of discrimination or prejudice
	Children will learn what is meant by prejudice and discrimination and how to challenge this in an appropriate way.	

Themes	
Inclusion	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
Celebrating differences	Respecting that everyone is different in the world in which we live and valuing those differences.

Diversity in the Curriculum
In text reference to diversity

Outcome	Character Traits	Stickability	WOW
Children to write a letter from Rose to her friend telling her how she feels about what is happening.	Resilient, respect and kindness	Children to look at pictures from world war 2 prison camps and describe how it makes them feel. How can people treat each other this way?	A veteran visits and describes their experience of war.

Year 5 (Autumn 2)- No Outsiders- Rose Blanche- Ian McEwan

Curriculum Objectives	Vocabulary		Links Across the Curriculum
<p>Core theme: Health and Wellbeing To explore prejudice and discrimination</p>	<p>prejudice</p>	<p>To have an opinion of something without understanding</p>	<p>PSHE- Respecting ourselves and others History- The past and the present</p>

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>1. I know what prejudice and discrimination is. I know what will happen if prejudice is not challenged</p>	<p>Recount the previous lesson with the children <i>Where the Poppies Grow</i>. The children will be able to outline the story and be able to discuss discrimination. Children will be able to discuss Anne Frank and how she was treated and make connections between the story of Rose and Anne Frank.</p> <p>Children will learn how discrimination should be challenged and how they as British citizens can do this.</p> <p>Children will learn how to challenge discrimination by using their voice, use Oracy principles to help the children challenge. For example I disagree with you because..... I feel that you I don't see it that way..... In my opinion.....</p>	<p>Children understand and are able to give examples of discrimination or prejudice</p>

Themes	
<p><i>Inclusion</i></p>	<p>Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.</p>
<p><i>Celebrating differences</i></p>	<p>Respecting that everyone is different in the world in which we live and valuing those differences.</p>

Diversity in the Curriculum
<p>In text reference to diversity</p>

Outcome	Character Traits	Stickability	WOW
<p>Children will be able to challenge prejudice.</p>	<p>Articulate, Resilient, respectful, kind ambitious</p>	<p>Revisit previous learning <i>Where the poppies grow</i>.</p>	<p>Confidence in children will increase as they become more articulate in challenging others.</p>

Year 5 (Spring 1)- No Outsiders- How to heal a broken wing- Bob Graham

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships I know that we have justice, fairness, freedom and truth in the world in which we live.	empathy	To be able to understand and share the	democracy	Ruled by the people, electing a government	PSHE Religious education Oracy British Values-Individual Liberty, Democracy, Respect and tolerance, Rule of Law. UN Rights of the Child.
	Amnesty International	Human Rights organisation	freedom	Is being able to say and do what you like	
	Freedom of speech	To be able to express ones opinion			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To discuss human rights and To make the right choices	Children will learn to describe Amnesty International. Children will know what justice, fairness, freedom and truth making connections to the lives they live. Children will be able make sense of how this connects to the UN Rights of the child. Children will learn to what the underlying story is in the book ie; with justice, fairness, freedom and truth we can live our lives free from harm, prejudice and discrimination . Children will learn to distinguish between empathy and sympathy. Children will learn to express an opinion on what it means to be free, be fair and be honest. Children will learn to draw on their own experiences of fairness and relate this to the story ie; the bird was ignored, people didn't take notice, people chose not to help. Why?	Children understand how to use their creativity to understand the stories underlying connotations. Children understand how to use oracy skills to describe and detail what it means to be a free person. Children understand how to listen to another persons opinion and offer an alternative opinion in a respectful manner.

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.
<i>Human Rights</i>	The Rule Of Law or Empathy which everyone is entitled to regardless, of their religion, language, ethnicity, sexuality or sexual preference.

Diversity in the Curriculum
In text reference to diversity

Outcome	Character Traits	Stickability	WOW
The children can define freedom.	Respect, Articulate, kindness. Curiosity, resilience	Use the school council as an example of democracy and aske them to your lesson to describe how it feels to be empowered by the other children.	Ask your local MP or councillor to attend the lesson to read the story.

Year 5 (Spring 2)- No Outsiders- The cow who climbed a tree- Gemma Merino

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Relationships To offer a persuasive argument in a cohesive manner	Assertive	To be strong in what we want	Equality Act	A legal document that protects the rights of everyone	PSHE—belonging to a community Respecting ourselves and others. Oracy P4C/Literacy British Values- judiciary, parliament etc
	opinion	A view or judgement, thought or belief			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1 to be able to broker an opinion in a cohesive way	The children will learn to describe what it is to be assertive. They will be able to demonstrate assertiveness in a non threatening manner.	Children understand how to offer an opinion.
	Children will learn to offer an opinion or argument to a discussion by using the P4C dialogue or Oracy skills they have learnt through using sentence starters such as In my opinion..... Although I agree with your comment I would also like to add..... I disagree because.....	Children understand how to describe the Equalities Act and No Outsiders.
	Children will learn that if they have the desire to challenge themselves they will be able to reap the rewards.	Children understand how to use key sentences starters to get their point across.
	Children will be learn to describe the Equality Act and what it means. Children will be able to relate the Equality Act to No Outsiders.	

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.
<i>Previous learning</i>	Recount the previous book How to heal a broken wing. What was discussed about opinions.

Diversity in the Curriculum
In text reference to diversity

Outcome	Character Traits	Stickability	WOW
Childnre will be able to offer an ioinion	Respect, Kindness, Articulate, resilience .	Use "would you rather" questions to get the children started at the beginning of the sessions to elicit conversations around opinions.	Use a Judge and Jury style courtroom in the class room with the children role playing the key roles.

Year 5 (Summer)- No Outsiders- And Tango make Three- J. Richardson

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Living in a wider world To exchange dialogue and express an opinion	family	A group of people that love and care for each other	discrimination	To be biased in our opinion of specific people based on religion, sex, ethnicity or age.	PSHE
	diversity	A variety of things	Equalities Act	A legal document that protects the rights of everyone.	
	prejudice	To have an opinion of something without understanding			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. to be able to broker an opinion in a cohesive way	The children will learn to describe what it is to have an opinion. They will be able to demonstrate opinion in a non threatening manner.	Children will understand, evaluate and respond with good debating skills.
	Children will learn to offer an opinion or argument to a discussion by using the P4C dialogue or Oracy skills they have learnt through using sentence starters such as In my opinion..... Although I agree with your comment I would also like to add..... I disagree because.....	Children will understand the importance of analysing the information they receives and making a personal judgement.
	Children will learn to explain the terminology of LGBT.	Increases oracy skills
	Children will learn to describe in detail the Equality Act and what it means. Children will be able to relate the Equality Act to No Outsiders.	
	Recount the previous book the Cow Who Climbed Tree. What was discussed about opinions. How can be give an opinion in respectful manner?	
	The children will learn that some countries around the world do not have the same opinions as the UK.	
	Children will learn to describe different families structures- does it matter to Tango that he has two dads?? Does it matter if children only have a mum or a dad? Or they are fostered or looked after? Why?	

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.
<i>Previous learning</i>	This lesson builds on the previous two book s- How to heal a broken wing and The cow who climbed a tree.

Diversity in the Curriculum
In text reference to diversity

Outcome	Character Traits	Stickability	WOW
Reinforces the children's skills in debating and having an opinion.	Respect, Articulate, Resilience, Kindness	Recalling other books that have been used in providing a stimulus for debate.	Head teacher/deputy to be introduced to debating in the classroom.

Year 6 (Spring 1)- No Outsiders- My Princess Boy- C.Kilodavis

Curriculum Objectives	Vocabulary		Links Across the Curriculum
Core theme: Health and wellbeing I understand and can explain what Diversity is.	Diversity	Everyone is different	PSHE-Safe relationships and Respecting ourselves and others. RSE- Relationships
	prejudice	To have an opinion of something without understanding	
	discrimination	To be biased in our opinion of specific people based on religion, sex, ethnicity or age.	

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I know what diversity is and I can accept that other people may be different from me.	Children will learn to describe what is meant by Diversity building on what they have learnt in year 5. Children to revisit learning in their PSHE books. Children are able to recount their learning.	Children will understand, evaluate and respond with good debating skills.
	Children will learn to give examples of diversity.	Children will understand the importance of analysing the information they receives and making a personal judgement
	Children will learn to describe the feelings of being an outsider or being different- not just sad but being explicit ie; anxious, depressed, disappointed.	Increases oracy skills

Themes		Diversity in the Curriculum
Inclusion	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	In text reference to diversity
Celebrating differences	Respecting that everyone is different in the world in which we live and valuing those differences.	

Outcome	Character Traits	Stickability	WOW
Children have a clear understanding of Diversity.	Respectful, kindness, articulate,	Using pictures of men in dresses, women in suits and trousers. Recall that women weren't allowed to wear trousers once. How would this affect us now.	

Year 6 (Spring 1)- No Outsiders- The Thing- Simon Puttock

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Health and wellbeing To welcome difference and stand up to discrimination.	prejudice	To have an opinion of something without understanding	British Values	A set of rules to follow to make our world a better place in which to live	PSHE- Respecting others and ourselves RSE Oracy/P4C British Values
	discrimination	To be biased in our opinion of specific people based on religion, sex, ethnicity or age.			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. Defining prejudice and discrimination.	Children will learn how to outline how discrimination should be challenged and how they as British citizens can do this. British Values—children will learn how British Values relates to them? And what they are? democracy the rule of law individual liberty mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Children will learn to describe the feelings of someone who is not included ie; when they don't include others in their games at playtime. Using feeling words not just sad explicit words to be identified by the children building on their previous lesson My Princess Boy- ie; anxious, depressed, disappointed. Children will learn to challenge discrimination by using their voice, use Oracy principles to help the children challenge. For example I disagree with you because..... I feel that you I don't see it that way..... In my opinion.....	Children understand discrimination Children understand and are able to question and challenge misconceptions Children understand and are able to describe a wide variety of feelings . Children understand and are able to apply British Values into their everyday life.

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.
<i>Previous learning</i>	Princess Boy (Y6) and Rose Blanche (Y5)

Diversity in the Curriculum
In text reference to diversity

Outcome	Character Traits	Stickability	WOW
That children understand Discrimination.	Articulate, Kindness, Respectful, Resilient, Curious	Recalling other books that have been used in providing a stimulus for debate.	https://www.youngcitizens.org/resources/citizenship/british-values/

Year 6 (Spring 1)- No Outsiders- The Island—Armin Greder

Curriculum Objectives	Vocabulary	Links Across the Curriculum						
Core theme: Relationships Lo; I know how to challenge racism	<table border="1"> <tr> <td>prejudice</td> <td>preconceived opinion that is not based on reason or actual experience</td> </tr> <tr> <td>racism</td> <td>The harmful belief that one's race or skin colour is better than another's, and as a result, treating someone poorly based on their race.</td> </tr> <tr> <td>UN Rights of the child</td> <td>It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.</td> </tr> </table>	prejudice	preconceived opinion that is not based on reason or actual experience	racism	The harmful belief that one's race or skin colour is better than another's, and as a result, treating someone poorly based on their race.	UN Rights of the child	It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.	PSHE RSHE P4C Oracy British Values RE UN Rights of the child
prejudice	preconceived opinion that is not based on reason or actual experience							
racism	The harmful belief that one's race or skin colour is better than another's, and as a result, treating someone poorly based on their race.							
UN Rights of the child	It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.							

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. To learn how to challenge racism	<p>Children will learn to describe the feelings of the man in the story and make connections to No Outsiders. Children's emotional literacy to be extended to describe feelings including the use of scared, angry, disappointed, frustrated etc. Not just sad.</p> <p>Children will learn to articulate why racism is not acceptable. Using sentence starters such as I believe that racism..... I understand that racism is.....</p> <p>Children will learn to describe the causes of racism and make connections to other no outsiders books they have studied ie; Rose Blanche (Y5), The Way back home (y4), Blown Away (y3), My World, Your World (Y2) Elmer (y1) and in reception the Blue Chameleon. Using these previous titles children can identify feelings and key elements of racism.</p> <p>Children will learn to articulate the characteristics of the Equality Act building on their previous learning</p>	<p>To understand and question racism</p> <p>To understand and challenge others when they are racist</p> <p>To apply their learning in the context of Racism in all situations</p>

Themes	
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.
<i>Previous learning</i>	Rose Blanche (Y5), The Way back home (y4), Blown Away (y3), My World, Your World (Y2) Elmer (y1) and in reception the Blue Chameleon.

Diversity in the Curriculum
In text reference to diversity
Little People Big Dreams: Nelson Mandela and Rosa Parks
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/
Poster of the full list in the PSHE KS2 planning folder.

Outcome	Character Traits	Stickability	WOW
Children are confident in challenging others.	Kindness, Articulate, Respectful, Curious	Provide some paper cuttings of racism and ask the children to discuss.	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/

Year 6 (Spring 2)- No Outsiders - Leaf- Sandra Dieckmann

Curriculum Objectives	Vocabulary		Links Across the Curriculum
<p>Core theme: Relationships</p> <p>LO: To overcome fears about difference</p>	<p>Outsider</p> <p>Some who feels they don't belong</p>	<p>Equality Act</p> <p>A legal document that protects the rights of everyone</p>	<p>PSHE</p> <p>RSHE</p> <p>Oracy</p> <p>P4C</p> <p>British Values</p>

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
<p>1. I can accept and work with people who are different to me.</p>	<p>Children will learn what it means to be accepted. They will be able to articulate acceptance : the ability to see that others have a right to be their own unique person. That means having a right to their own feelings, thoughts and opinions.</p>	<p>Children understand how to challenge others in a respectful and positive manner.</p>
<p>2. I can explore difference without fear.</p>	<p>Children will learn to discuss and find solutions to challenging ideas and situations. They will do this through discussion and debate. (P4C and Oracy)</p>	<p>Children know what being unique is and being able to articulate this.</p>
<p>3.I can look for solutions to challenging situations</p>	<p>Children will learn to describe the Equality Act and how it connects to British Values.</p> <p>religious beliefs</p> <p>age</p> <p>gender</p> <p>race</p> <p>language or dialect</p> <p>history</p> <p>food</p> <p>music</p> <p>dress</p> <p>festivals and celebrations</p>	<p>Children understand the Equality Act.</p>

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	<p>In text reference to diversity</p> <p>https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</p> <p>Poster of the full list in the PSHE KS2 planning folder.</p>
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous Learning:</i>	Red Rockets and Rainbow Jelly (EYFS), That's not how you do it (Y1) Two monsters (y3), The Hueys (y3) Red; a crayons story (Y4),	

Outcome	Character Traits	Stickability	WOW
Children are able to say what the Equality Act is and what it means. Building on their prior learning.	Respectful, Articulate, Resilient, Curious, Kind.	Play Would you rather Would you rather be excluded from a game use examples that illicit response .because you are a girl? Or a boy? Muslim, Christian?	Role play games where some children are excluded and then discuss how they felt as a group.

Year 6 (Summer)- No Outsiders- Dreams of Freedom- Amnesty International

Curriculum Objectives	Vocabulary				Links Across the Curriculum
Core theme: Living in a wider world Lo: To understand how the Equality Act affects me	Freedom	the power or right to act, speak, or think as one wants	Sanctuary	Safe from harm, persecution or other danger	PSHE- Belonging to a community RSE- Relationships P4C /Oracy British Values United Nations Rights of the Child
	Refugees	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster:			

Lessons Sequence	Key Knowledge	Disciplinary Knowledge / Skills
1. I know I have rights	Children will learn what Freedom means to them and others. Children will see pictures of the refugees coming by boat and talk about their rights to freedom and what it means to them to leave their country. Children will learn to relate what the book is telling them to their lives and will be able to articulate this. Children will learn to articulate an explanation of freedom and give examples of the quotes in the book to others in school as part of an assembly.	Children understand how to challenge others in a respectful and positive manner. Children understand what being unique is and be able to articulate this to others.

Themes		Diversity in the Curriculum
<i>Inclusion</i>	Everyone is different and respecting everyone regardless, positive relationships built on trust, honesty, integrity and love.	In text reference to diversity
<i>Celebrating differences</i>	Respecting that everyone is different in the world in which we live and valuing those differences.	
<i>Previous Learning:</i>	Where the poppies grow (y5) The Island (y6)	

Outcome	Character Traits	Stickability	WOW
Children to produce posters of the Equality Act and its meaning.	Respectful, Articulate, Resilient, Curious, Kind.	Children are able to revisit previous books they have read on the Equality Act from previous school years.	Whole School Assembly.