



Love Compassion Respect Believe

## No Outsiders in Our School Collective Worship Plan

No Outsiders is taught through a range of picture books that are selected carefully for each age group. The books allow children to reflect on diversity, equality and inclusion. These books and the message of No Outsiders - Everyone is Welcome - reflects our Christian Values. During our lessons, children get the opportunity for lots of discussion as well as drama and art based activities too.

| Year Group         | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2                                     |
|--------------------|--|---|---|--|--|--|
| Red Reception      | You Choose<br>Nick Sharrat and Pippa Goodheart<br><br>(R)          | Red Rockets and rainbow<br>Jelly Sue Heap and Nick Sharrat<br><br>(R) | Blue Chameleon<br>Emily Gravett<br><br>(R)            | The Family Book<br>Todd Parr<br><br>(R)                                      | Mommy Mama and Me<br>Leslea Newman and Carol Thompson<br>(R) | Elmer by David McKee<br><br><br>(Y1)         |
| Learning Intention | To say what I think  | To understand that it is OK to like different things                  | To make friends with someone different                | To understand that all families are different                                | To celebrate my family                                       | To like the way I am                         |
| Purple Y1/2        | Ten Little Pirates<br>Mike Brownlow and Simon Rickerty<br><br>(Y1) | The First Slodge<br>Jeanne Willis<br><br>(Y2)                         | My Grandpa is Amazing<br>Nick Butterworth<br><br>(Y1) | Max the Champion<br>Sean Stockdale, Alexandra Strick and Ros Asquith<br>(Y1) | My World Your World<br>Melanie Walsh<br><br>(Y1)             | Blown Away<br>Rob Biddulph<br><br><br>(Y2)   |
| Learning Intention | To play with boys and girls  | To understand how we share the world                                  | To recognise that people are different ages           | To understand that our bodies work in different ways                         | To understand that we share the world with lots of people    | To be able to work with everyone in my class |



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|                    |  |  |   |  |  |  |
|--------------------|--|--|---|--|--|--|
| Yellow<br>Y2/3     | The Great Big Book of Families<br>Mary Hoffman and Ros Asquith<br>(Y2) | Oliver<br>Birgitta Sif<br>(Y3)                           | The Odd Egg<br>Emily Gravett<br>(Y2)            | The Hueys in the New Jumper<br>(Y3)                      | Just Because<br>Rebecca Elliot<br>(Y2)                               | Beegu<br>Alexia Deacon<br>(Y3)                     |
| Learning Intention | To understand what diversity is  | To understand how difference can affect someone          | To understand what make someone feel proud      | Use strategies to help someone who feels different       | To feel proud of being different                                     | To be welcoming                                    |
| Blue<br>Y4/5       | Dog's Don't Do Ballet<br>Anna Kemp and Sarah Oglivie<br>(Y4)           | King and King<br>Linda de Hann and Stern Nijland<br>(Y4) | How to Heal a Broken Wing<br>Bob Graham<br>(Y5) | The Flower<br>John Light<br>(Y4)                         | The Artist Who Painted a Blue Horse<br>Eric Carle<br>(Y5)            | Red: A Crayon's Story<br>Michael Hall<br>(Y4)      |
| Learning intention | To know when to be assertive   | To understand why people choose to get married           | To recognise when someone needs help            | To ask questions   | To appreciate artistic freedom                                       | To be who you want to be                           |
| Green<br>Y5/6      | My Princess Boy<br>Cheryl Kilodavis and Suzanne DeSimone<br>(Y6)       | The Whisperer<br>Nick Butterworth<br>(Y6)                | The Island<br>Armin Greder<br>(Y6)              | Rose Blanche<br>Ian McEwan and Roberto Innocenti<br>(Y5) | And tango Makes Three<br>Justin Richardson and Peter Parnell<br>(Y5) | Dreams of Freedom<br>Amnesty International<br>(Y6) |
| Learning Intention | To promote diversity   | To stand up to discrimination                            | To challenge the causes of racism               | To justify my actions                                    | To accept people who are different from me                           | To recognise my freedom                            |



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|                                 | Autumn 1                                | Autumn 2               | Spring 1                          | Spring 2                        | Summer 1   | Summer 2                              |
|---------------------------------|---|------------------------|-----------------------------------|---------------------------------|--|---------------------------------------|
| Whole School Collective Worship | This is Our House<br>Michael Rosen      | Where the Poppies Grow | The Way Back Home                 | Two Monsters<br>David McKee     | Love you Forever<br>Robert Munsch                              | Red: A Crayon's Story<br>Michael Hall |
| Learning Intention              | To understand what discrimination means | To learn from our past | To overcome language as a barrier | To find a solution to a problem | I know that we all grow old and I understand the cycle of life | To be who you want to be              |

Rather than separating the characteristics of the Equality Act 2010 and using books to specifically teach about religion, gender or disability, the books used in the resource focus on diversity as a whole. There are some books to specifically support the LGBT strand, but otherwise the books can be used to celebrate diversity in all its forms.