

NO OUTSIDERS IN OUR SCHOOL

Teaching the Equality Act in Primary School





taking care



Spring Fever

Teaching Package Relationships
and Sexual Health Education



Values Ticket

To:

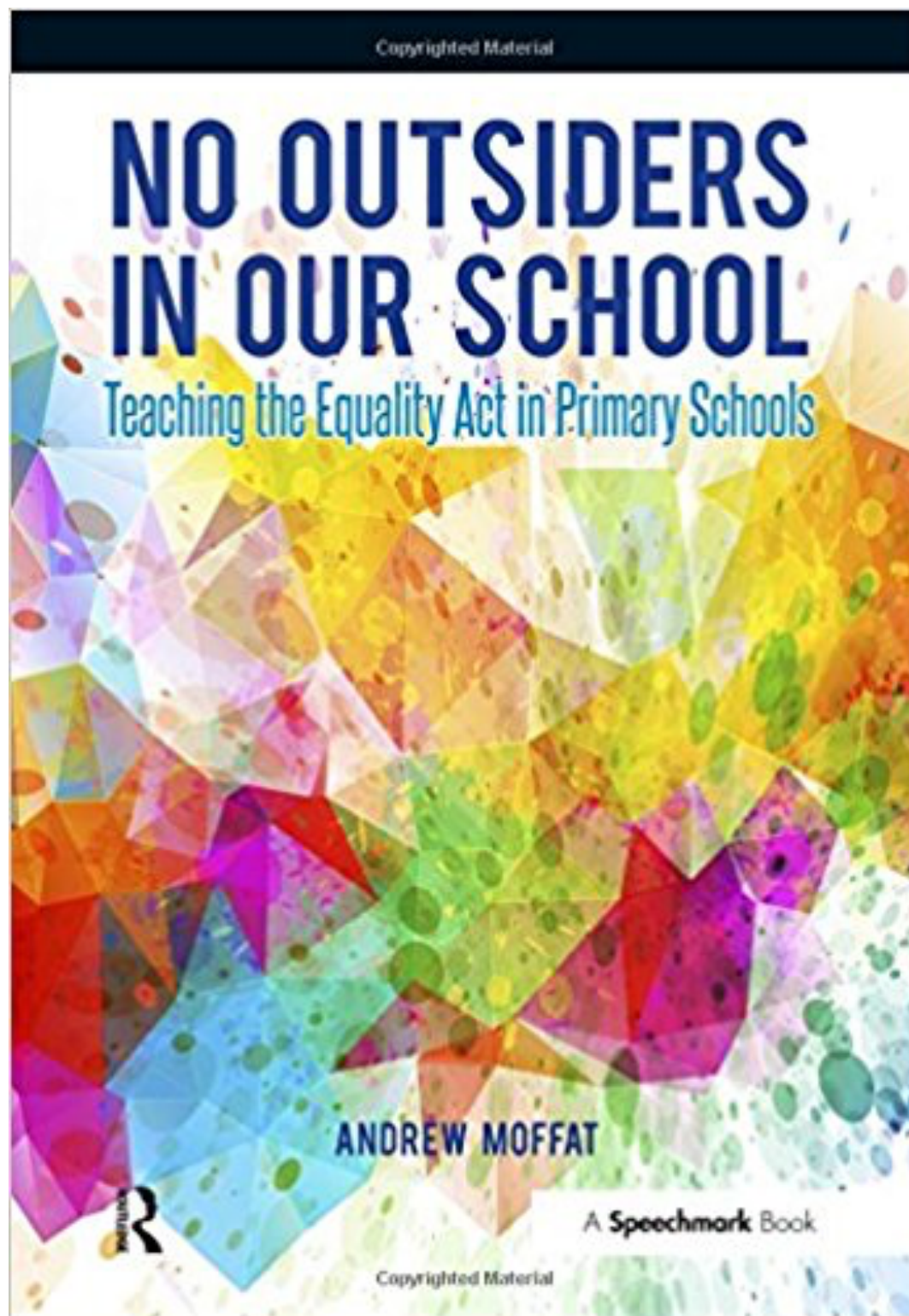
LEGAL TENDER

For:

Staff:

Date:

Braille



“We have to be delivering a curriculum that enables children to understand the benefits that exist in a society where diversity and difference are celebrated. Furthermore we need our children to want to be part of that society, and we have to sell it to them; that desire may not come naturally by itself.”

The Equality Act 2010

- Public bodies have to consider all individuals when carrying out their day to day work - in shaping policy, in delivering services in relation to their own employees.
- It requires that public bodies:
 - Have due regard to the need to eliminate discrimination.
 - Advance equality of opportunity.
 - Foster good relations between different people when carrying out their activities.



What's it like living in the UK today? What messages are we giving our children about equality?

SMSC in Schools (DfE Guidance)

- All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.
- Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.
- It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

Ofsted Handbook

Defining spiritual, moral, social and cultural development

143. The spiritual development of pupils is shown by their:

- ability to be **reflective about their own beliefs**, religious or otherwise, that inform their perspective on life and their interest in and **respect for different people's faiths, feelings and values**
- sense of enjoyment and fascination in **learning about themselves, others and the world around them**

144. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily **apply this understanding in their own lives**, recognise legal boundaries and, in so doing, **respect the civil and criminal law of England**
- interest in **investigating and offering reasoned views** about moral and ethical issues and ability to understand and appreciate the **viewpoints of others** on these issues.

Ofsted Handbook

145. The social development of pupils is shown by their:

- acceptance and engagement with the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to **life in modern Britain**.

146. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide **range of cultural influences** that have shaped **their own heritage and those of others**
- understanding and appreciation of the range of **different cultures within school and further afield** as an essential element of their preparation for life in modern Britain
- interest in exploring, improving understanding of and showing **respect for different faiths and cultural diversity** and the extent to which they understand, accept, respect and celebrate diversity, as shown by their **tolerance and attitudes towards different religious, ethnic and socio- economic groups** in the local, national and global communities.

Parkfield Community School

Parkfield Road, Saltley, Birmingham B8 3AX

Inspection dates	10–11 May 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

"The provision for pupils' spiritual, moral, social and cultural development is a strength and permeates the school's work. This is an inclusive school that celebrates diversity. As a result, pupils demonstrate respect for an individual's age, disability, gender or gender reassignment, sexuality, race, religion or belief."

"The provision for pupils' spiritual, moral, social and cultural development is a key strength of the school. Fundamental British values are actively promoted through the school's work on 'No outsiders in our school', which develops pupils' understanding of how the Equality Act relates to and affects them. As a result, pupils celebrate diversity and are respectful towards others, including those with different beliefs, sexuality, gender or culture. One pupil spoke for many when she told inspectors, 'everyone is an insider in our school, there are no outsiders, whatever their beliefs, whatever their colour, gender or sexuality'."

How do we stop radical ideas permeating school?

- Children must **want to** live in a diverse society.
- We need a school ethos and a curriculum that promotes difference and diversity.
- We have to find ways to encourage children to **choose to** sign up to living in a multicultural and multi-faith UK, where they can live alongside, work alongside and get along with people who are different to them.

The Stour Federation Partnership has developed three aims:

- Develop a curriculum where children are taught to recognise and celebrate diversity and difference in their own communities and in the wider society.
- Respond consistently and confidently if ideological challenges to individual liberty, tolerance and mutual respect for different faiths and beliefs occur.
- Work together with parents and stakeholders to ensure we are part of the wider community and that our ethos permeates respectfully.

PSHE - No Outsiders Curriculum

- 35 picture books from Reception to Year 6 (5 books per year group).
- Lesson plans for each text, with clear progression through the key stages.
- Taught in PSHE or Literacy but not Relationships and Sex Education (no opt-out).
- No Outsiders message covers **all** equalities in the context of British law.
- Creates and develops a whole school ethos.

PSHE - No Outsiders Assemblies



<http://www.equalitiesprimary.com/assembly-pictures.html>



This morning Jax and I were discussing his wild hair. I told him that he needed a haircut this weekend. He said that he wanted his head shaved really short so he could look like his friend Reddy. He said he couldn't wait to go to school on Monday with his hair like Reddy's so that his teacher wouldn't be able to tell them apart. He thought it would be so hilarious to confuse his teacher with the same haircut.

Here's a picture of Jax and Reddy from their Christmas program. I'm sure you all see the resemblance.

If this isn't proof that hate and prejudice is something that is taught I don't know what is. The only difference Jax sees in the two of them is their hair.

Celebrating Diversity

- We are all equal. There are no outsiders here.
- We must respect each other.
- It is not about our belief, it is British law.
- Taking a pro-active approach to bullying.
- Preparing children for life in modern Britain.

