

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

LESSON 1 and 2	Year 1	Year 2	Year 3
	<p>I like the way I am</p>  <p><i>Elmer</i> by David McKee</p>	<p>To play with boys and girls</p>  <p><i>Ten Little Pirates</i> by Mike Brownlow and Simon Rickerty</p>	<p>To understand universal legislation on human rights</p>  <p><i>The suitcase</i> by Chris Naylor Ballesteros</p>

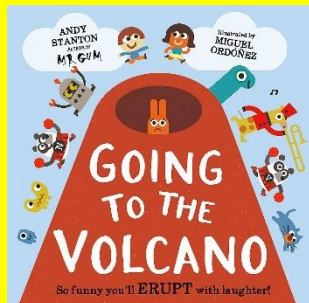
South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

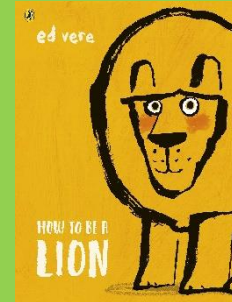
LESSON 3 and 4

To join in

Going to the Volcano by Andy Stanton

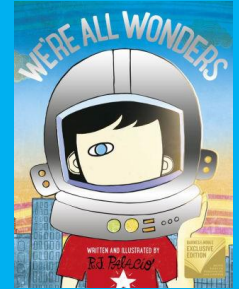


To have self-confidence



How To Be a Lion by Ed Vere

To understand what a bystander is



We're All Wonders by R.J. Palacio

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

		Year 1	Year 2
--	--	--------	--------

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

LESSON 5 and 6

To find ways to play together

To understand what diversity is

The Great Big Book of Families by Mary Hoffman and Ros Asquith

To be welcoming

Beegu by Alexis Deacon

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

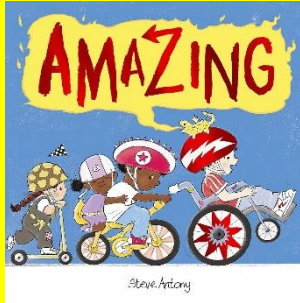
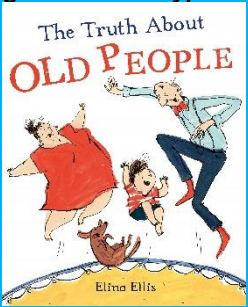
South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

Want to Play Trucks? by Ann Stott and Bob Graham



South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

LESSON 7 and 8	<p>Proud to be me</p>	<p>To think about what makes a good friend</p> <div style="text-align: center;">  <p><i>Amazing</i> by Steve Antony</p> </div>	<p>To recognise a stereotype</p> <div style="text-align: center;">  <p><i>The Truth About Old People</i> by Elina Ellis</p> </div>

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

The main body of the page is divided into three large vertical colored blocks: a green block on the left, a yellow block in the middle, and a blue block on the right. These blocks are intended for organizing the scheme of work content.

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<i>Hair, It's a Family Affair</i> by Mylo Freeman		
	Year 1	Year 2	Year 3

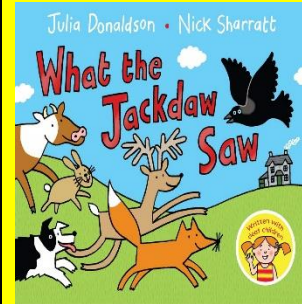
South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

LESSON 9 and 10

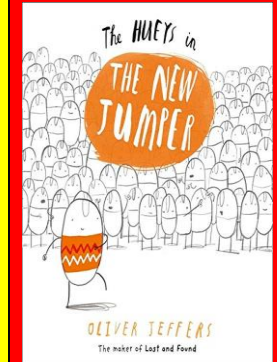
To understand our bodies work in different ways

To communicate in different ways



What the Jackdaw Saw by Julia Donaldson and Nick Sharratt

To recognise and help an outsider

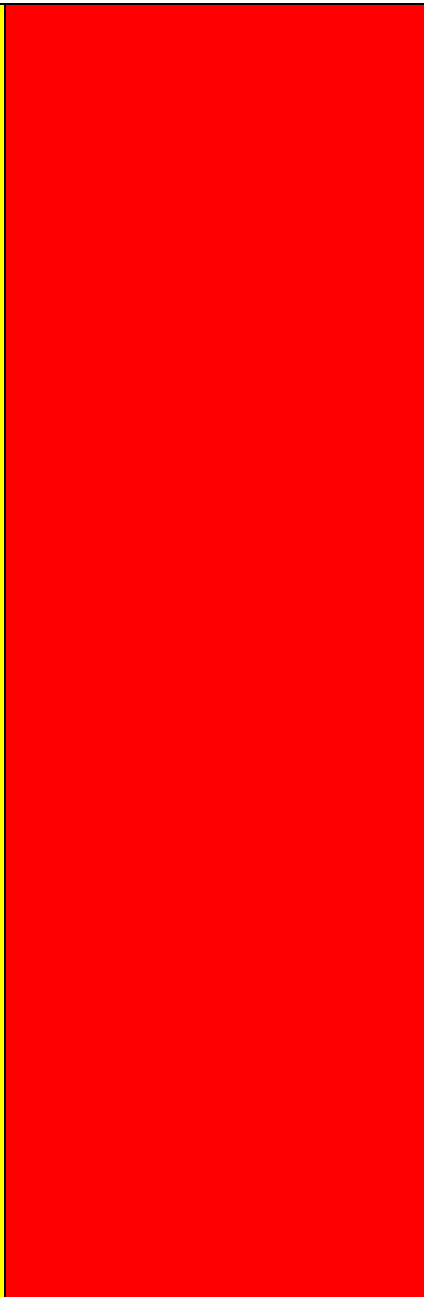
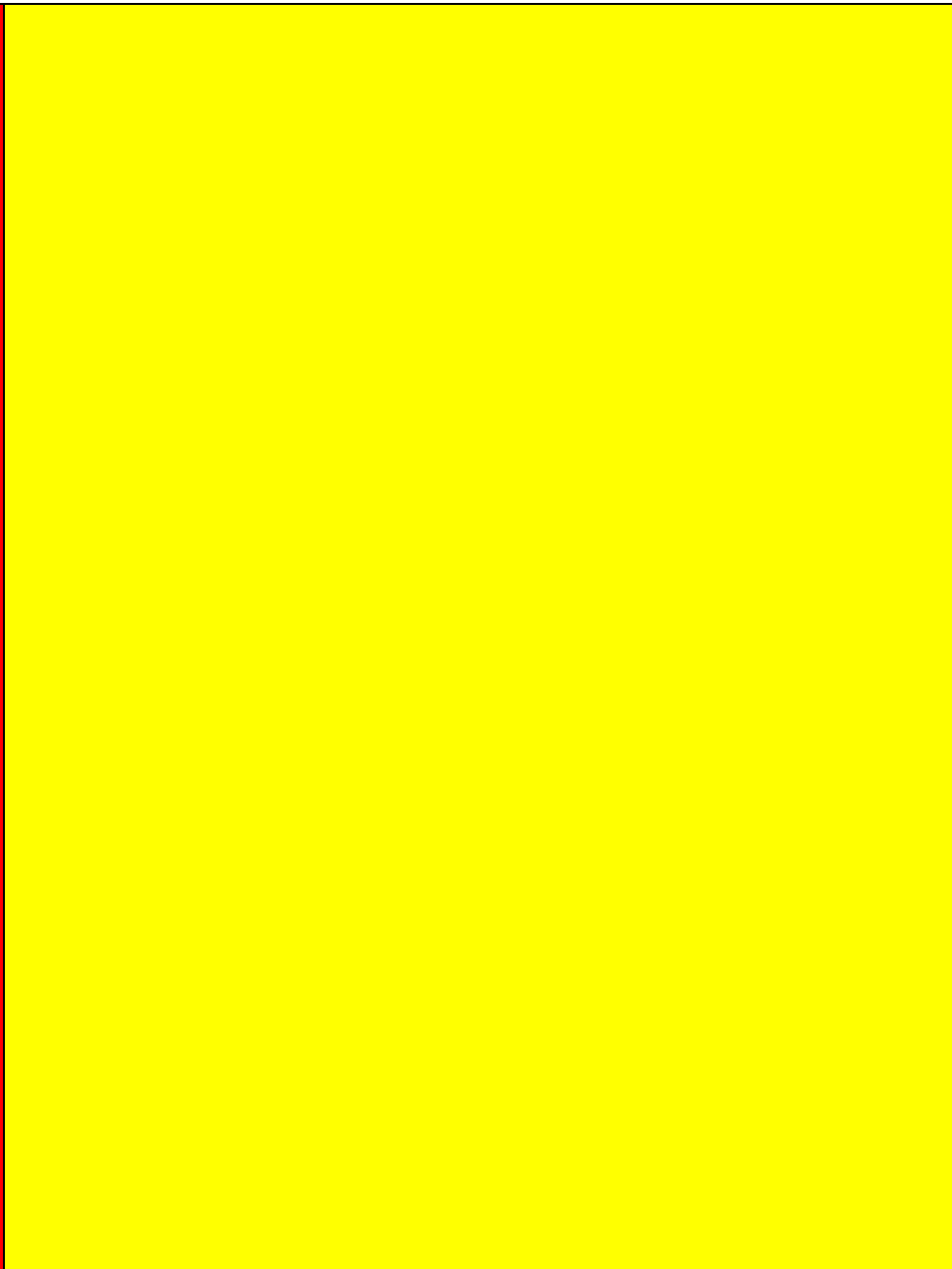
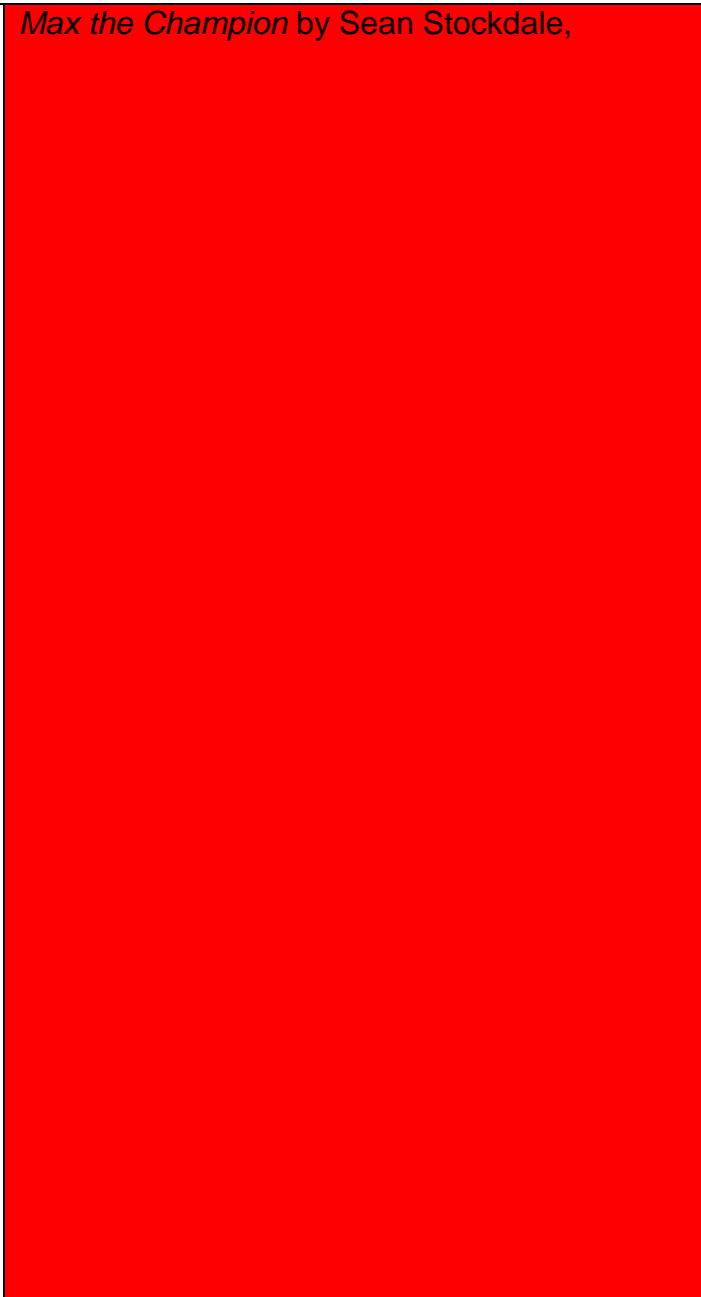


The Hueys in the New Jumper by Oliver Jeffers

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

Max the Champion by Sean Stockdale,



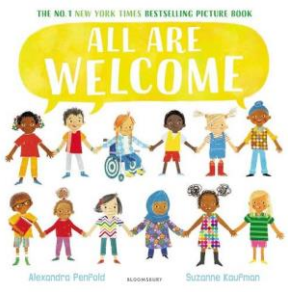
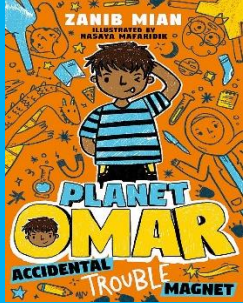
South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

Alexandra Strick and Ros Asquith			
----------------------------------	--	--	--

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

LESSON 11 and 12	To work together	To know I belong	To consider living in Britain today
		 <p><i>All Are Welcome</i> by Alexandra Penfold and Suzanne Kaufman</p>	 <p><i>Accidental Trouble Magnet</i> by Zanib Mian</p>

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

The main body of the page is divided into four large vertical colored blocks. From left to right, they are: a yellow block, a red block, a light green block, and a light blue block. These colors correspond to the values listed in the table above. The yellow block is the largest, followed by the red block, then the light green block, and finally the light blue block on the far right. There is a narrow white margin on the left side of the page.

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

<i>Errol's Garden</i> by Gillian Hibbs		
--	--	--

ASSEMBLIES

Week 1

<https://no-outsiders-assembly.blogspot.com/2019/08/>

Week 1: Back to school

We want to start to start the new year off by modelling to children the behaviour we expect and this picture says it all. Blake was asked by his Mum to choose a design for a shirt to wear on his first day at school and rather than a dinosaur people using #blakesfriends. Blake wants to make sure no one feels like an outsider at his school; he will be their friend.

- What is the first day back at school like?
- What different feelings do children have when they start school?
- Why do you think Blake chose to wear this shirt?
- Why doesn't Blake's shirt say, 'I will be your friend if you are black' or 'I will be your friend if you are white' or ...?
- Does Blake care about the race or religion of his friends? Do you think Blake cares if his friends have disabilities?
- What kind of person do you think Blake is?
- Do you think Blake will have lots of friends? Why?
- Why are people wearing shirts with the message #blakesfriends?
- What can we learn from Blake?
- Why is this story about No Outsiders?

Week 2

Week 2: Friendship

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

<http://no-outsiders-assembly.blogspot.com/2018/>

<https://www.globalcitizen.org/en/content/boy-buys-new-wheelchair-best-friend/?fbclid=IwAR39tB1271LfIXXGfRMscqlaVYWc4WcLNaRVXujNywE55r9i1RidjQcCjgw>

The photo shows Kamden and Paul who are best friends; they both love superheroes and meet up to watch videos. friend's chair tip up and Kamden fall out. The problem was Kamden had grown too big for his chair, but his family co so many times and that sucks. Also he has a really hard time pushing it because it's so heavy.'

Paul decided he needed to help his friend so he investigated ways to raise money. Paul asked his Mum to set up a Go \$5935.

Kamden's mum said, 'What really contributes to their friendship is that Paul does not see Kamden as someone who himself around him.' Paul never acted as though his friend was different.

- Why did Kamden fall out of his wheelchair?
- What do you think Paul did when his friend fell out of his wheelchair? What do you think Paul said to Kamden?
- Why do you think the fundraiser raised so much money so quickly?
- Where did that money come from?
- What does that tell us about people around the world today and attitudes toward disability?
- Kamden's mum says, 'Paul does not see Kamden as someone who has a disability' – what does she mean?
- Who could have been an outsider in this story?
- What happened to make sure that person was not an outsider?
- What can we learn from Kamden and Paul?
- Why is this story about No Outsiders?

Week 3

<https://www.livescience.com/64816-woman-viking-warrior-burial.html>

Week 3: Viking warrior

The photo shows a Viking helmet. Over 100 years ago a Viking grave was discovered in Birka, Sweden. Along with horses and a strategy board showing the person was a military leader who planned battles. The grave has been called

Historian Anna Kjellstrom from Stockholm University was studying the bones for another project and noticed the bones was that the Viking warrior was female. This discovery made news headlines across the world.

- What is your image of a Viking warrior?

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> Why did everyone always think this warrior was a man? What does this show about the way we often see male and female roles? What is a gender stereotype? Anna the historian wrote, 'the biological sex was taken for granted' – what does she mean? How is this story an example of a gender stereotype? What does this story show about how some women were treated in Viking times? What does this story show about ideas about history? (ideas can change) What can we learn from Anna Kjellstrom? What can we learn from this Viking warrior? Why is this story about No Outsiders?
<p>Week 4</p> <p>http://no-outsiders-assembly.blogspot.com/2017/10/jack-and-rani.html</p>	<p>Week 4: Jack and Rani</p> <p>Jack and Rani from a school in Manchester have become famous in the UK because of their friendship and the way they were treated at school until Jack met him and they became friends.</p> <p>Jack said, 'He was in a corner by himself so I thought, "he needs a friend". So I thought I'll go up to him and ask him, "How are you?"</p> <p>'He said Syria and I took a step back because on the TV, on the radio you hear bad things about it. But then I said, "c</p> <p>Jack and Rani appeared on the Channel 4 programme <i>Educating Greater Manchester</i> and since then have been on TV and in the news. They have received a lot of praise on Twitter and social media; one tweet said, 'The whole world could learn something from Jack.'</p> <ul style="list-style-type: none"> What do Jack and Rani have in common? What are their differences? Why was Rani alone? Why do you think Jack approached Rani and said, 'How are you'? Why did Jack take a step back when Rani said he was from Syria? Jack could have walked away at that point but he stayed; what was the impact of his actions? Jack and Rani became famous because of their story; why? What does this show about people in the UK today?

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> • Why are people saying every school needs a Jack? What do they mean? • What can we learn from Jack? • Why is this story about No Outsiders?
<p>Week 5</p> <p>https://www.wedinetgether.org/</p>	<p>Week 5: We dine together</p> <p>The image shows an older child shaking hands with a younger child who appears to be sitting alone. A high school in... eat. 'We dine together' aims to make sure every student has someone to share their lunch break with. Students in the... approach and introduce themselves.</p> <p>Denis Estimon came to the US from Haiti as a child and remembers feeling alone as he started school. He says, 'If w... club with his friends. Denis added, 'It's not a good feeling, you're by yourself. And that's something I don't want anybo...</p> <ul style="list-style-type: none"> • Denis could just sit with his own friends at lunch. Why do you think he chose to set up the club? • Why do some children sit alone? • How do you think a student feels when approached by the We Dine Together Club? • What do you think is the impact on the school? • Could we do that at our school? • What can we learn from Denis? • Why is this story about No Outsiders?
<p>Week 6</p> <p>https://www.grimsbytelegraph.co.uk/news/remember-legendary-moment-its-just-554190</p>	<p>Week 6: Finish line</p> <p>Ten-year-old Riley was 60m from the finish line of a cross country race in Grimsby when he collapsed with a stitch. Local photographer Jon Corken captured the moment perfectly.</p> <p>Later, Julian said, 'I'd rather not have won and helped my friend than leave him there.'</p> <p>The headteacher of Julian's school said, 'What Julian did encompasses how we want our children to be. He has ex... support younger children within the school with extra classes. I am proud to say we have a school full of Julians.'</p>

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> What's happening in the picture? How do you think Riley felt when he collapsed? What were the choices facing Julian as he ran past Riley? Why did Julian choose to stop and help Riley? How do you think Riley felt when Julian stopped for him? In what ways are In what ways are Does the picture suggest either child is bothered about race? What are the words on Julian's shirt? What do you think they mean? What can we learn from Julian? What does Julian's headteacher mean when she says, 'We have a school full of Julians'? Why is this story about No Outsiders?
<p>Week 7</p> <p>http://no-outsiders-assembly.blogspot.com/2016/</p>	<p>Week 7: Dialogue breaking down prejudice</p> <p>Beverley sat down on a plane next to Jiva and watched her write a text to someone in Arabic including the word Allah. Beverley if she had an issue, she could leave the plane instead of Jiva.</p> <p>Jiva and Beverley then sat together for the plane journey and talked. Jiva explained that Allah meant God in Arabic; she wrote, 'HasbiAllahu la ilaaha illaahu alayhi tawakaltu/may Allah make the day easy for you.'</p> <p>Once the pair started talking, Jiva said she could tell Beverley was remorseful; Beverley said, 'It's so scary what the n friends and have since kept in touch.</p> <ul style="list-style-type: none"> Why did Beverley panic? (She didn't understand Arabic, perhaps she has never talked to someone who is Muslim?) What was Jiva's response? Jiva could have shouted 'How dare you!' at Beverley and not talked to her. Why do you think Jiva chose to talk to Beverley? How do you think Beverley felt as Jiva talked to her? How did Beverley and Jiva become friends? What did Beverley learn from this experience?

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> What can we learn from this story? Why is this story about No Outsiders?
Week 8	<p>Week 8: Boys shall go to the ball</p> <p>Disney has apologised for not allowing a boy to join their ‘Princess for a day’ experience. When the boy’s mother tried to take part because he was a boy. Her son was offered a cuddly toy instead.</p> <p>Noah is a <i>Frozen</i> super-fan and loves to dress up as Elsa. Noah’s mum wrote an open letter asking ‘What terrible, awful experience was open to all children aged 3 to 12.</p> <p>Noah’s mother said, ‘If a little girl wants to be a superhero, she can be. If she wants to be a Jedi, she can be. She can be anything she wants to be.’</p> <p>After apologising, Disney released a statement:</p> <p>Diversity is near and dear to our hearts and we want to make sure that all our guests enjoy their experience at our resort. Of course, in addition to all our other special activities.</p> <p>Noah’s story hit news headlines around the world and his mum received huge support on social media following the story of another little boy who wants to, SHALL go to the ball!’</p> <p>The wording on the Disneyland Paris website used to read: ‘Grant every little girl’s wishes with a Princess experience. We will continue to offer this with a Princess experience’.</p> <ul style="list-style-type: none"> Why did Noah’s mum feel so angry? Why did his mum ask, ‘What terrible, awful fate may befall my son if he wears a dress’? What was she trying to say? Why did Disney apologise? Why didn’t Disney continue to say boys could not join the experience? Why have Disney said, ‘Diversity is near and dear to our hearts’? Why have Disney changed the wording on their website? What does this show about Disney and the world today? What law in the UK says that you should not face discrimination because of your gender? (The Equality Act 2010)

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> • Who was facing discrimination in this story? • What can we learn from Noah's mum? • What can we learn from Disney? • Why is this story about No Outsiders?
<p>Week 9</p> <p>https://www.independent.co.uk/news/world/europe/edeka-german-supermarket-empty-shelves-racism-diversity-largest-chain-a7908551.html</p>	<p>Week 9: Food diversity</p> <p>The photo shows a supermarket in Hamburg with empty shelves. The shop emptied shelves of all foreign-made products.</p> <p>Shoppers at Edeka store were able to see how many goods were made outside of Germany, and many shelves were empty. 'This is a sign of diversity.'</p> <p>A spokesperson from Edeka said,</p> <p>Edeka stands for variety and diversity. In our stores we sell numerous foods which are produced in the various regions of Germany. We value the unique variety that our customers value.</p> <ul style="list-style-type: none"> • Why do you think Edeka did this? • What did this show their shoppers? • What does the sign about the boring shelf mean? • Where does the food that we buy come from? Does it all come from England? • Why don't shops in England sell only food that is made in England, and shops in Germany sell only food that is made in Germany? • What does this demonstrate about different people around the world and how we live together? • Some people think that if we have different skin or live in different places or have different faith, that we can't be friends. • What can we learn from Edeka? • Why is this story about No Outsiders?
<p>Week 10</p>	<p>Week 10: Autism poem</p> <p>The photo shows Benjamin Giroux writing a poem. He is 10 years old and for homework he decided to write a poem about autism.</p>

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

<http://no-outsiders-assembly.blogspot.com/2019/03/autism-poem.html>

Benjamin's poem explains how he feels different. The poem has gone viral and the National Autistic Society has shared it.

- What is autism (I asked a child with autism how to describe what autism means. Oliver told me, 'Autism is a different view of the world.' Oliver says some things are harder for him but also he is better at some things than most.)
- Benjamin said he didn't want to write a poem that just rhymed, why do you think he chose to write this poem?
- Why does Benjamin say, 'I'm odd ... I wonder if you are too?' (Is he saying that we are all different; we all have things that are different to us?)
- Why does Benjamin say, 'I feel like a boy in outer space, I touch the stars and feel out of place'?
- How does Benjamin feel when people laugh at him? He says it makes him 'shrink' – what does he mean?
- What does 'castaway' mean? Why does Benjamin choose to use that word?
- Benjamin says 'I dream of a day that it's ok, I try to fit in, I hope that some day I do' – what does Benjamin want?
- This poem has gone viral; why do you think that is? What does this show about how people around the world feel?
- How can we help Benjamin?
- What can we do in our school today to make sure no one feels like a castaway?
- If you could meet Benjamin what would you say to him?
- Why is this story about No Outsiders?

Week 11

<https://www.parliament.uk/mps-lords-and-offices/offices/commons/media-relations-group/news/uk-parliament-lights-up-ahead-of-pride-in-london-parade/>

Week 11: Houses of Parliament Pride

The photo shows the Houses of Parliament lit up in the colours of the rainbow flag to celebrate London Pride in 2017.

The year 2017 marked 50 years since homosexuality was decriminalised in the UK. In 1972 the first gay pride was held in London. In 2017 a parade to celebrate LGBT+ equality and 1 million people lined the streets to watch and cheer to show their support.

- Who works in the Houses of Parliament?
- What is the building for?
- What/who is the rainbow flag for?
- What is London Pride about?
- Why do you think the MPs decided to light up the building in the rainbow flag on the day of London Pride?
- Fifty years ago it was against the law to be LGBT+. What does this picture demonstrate about ideas? (It shows that things have changed.)
- What law in the UK protects LGBT+ people from discrimination? (The Equality Act 2010)
- Who else is protected in the Equality Act 2010?

South Hill Primary School PSHE – No Outsiders – Whole school scheme of work book list and assemblies

South Hill Value	REFLECT	RESPONSIBILITY	RESILIENCE	RESPECT
British Values	DEMOCRACY	THE RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT

	<ul style="list-style-type: none"> Why is this photo about No Outsiders?
<p>Week 12</p> <p>https://no-outsiders-assembly.blogspot.com/2015/</p>	<p style="color: orange;"><u>Disability - empathy- problem solving</u></p> <p>James Williams is a barber from Talbot, UK. He has been trying unsuccessfully to cut the hair of Mason, who was diagnosed with autism. Mason was upset when he has his hair cut and this photo shows the first time he has managed to get a proper hair cut, because James Williams had to change his way of cutting hair.</p> <ul style="list-style-type: none"> - What is happening in this picture? - Why are they lying on the floor? <p>Explain the picture</p> <ul style="list-style-type: none"> - What is Autism? (explain ASD is where the brain works in a different way. Lots of people have autism) - Mason was finding difficulty getting his hair cut. How was the problem solved - did Mason change or did James change? - Why did James make an effort to change the way he cut hair? Why didn't he just force Mason to have his hair in the way James wanted? - What does this say about James Williams? - How do we make sure everyone is welcome in our school? - If you met James Williams, what would you say to him?