



**CONSIDERING WITH HEAD TRACKS**  
 ...because it's part of what adds to the rich tapestry that supports our eco-system and promotes equality and diversity.

**Bridget Norman, Hillcrest Primary School, Bristol:** We started very, very slowly. We talked to our children, we talked to our parents because we wanted to make sure that it was something we would develop, we would embed, listening to us our voices in our community. We didn't want it to be a bolt-on that we might do once a week and then not come back to.

**Simon Kidwell, Hartford Manor Primary School, Cheshire:** The barriers were, 'is it age appropriate?' That was the biggest concern for parents, and I think what's good about the No Outsiders texts is that age-appropriateness. You have a book like 'Mooney Mamma and Me' where we see the lesson plan talks about difference and we do have some families who have parents of the same sex so it's a really clever way of making sure children understand about difference.

**Sarah Watson, Swalecliffe school, Kent:** It's really age appropriate, it's reflected back to them their reality, we do have children here who live in families with same-sex parents; we can't ignore that, we have to reflect back to the children what their lives look like. We are quite diverse, we have children from different faiths, backgrounds, we have children who arrive from different countries that don't speak English when they arrive, and it's all about saying, 'You belong here.'

**Cecile Halliday:** I think our curriculum, at its core, is very book-centred anyway and there is great cracy so lots of truth is often given to the students and my favourite thing is when I observe the lessons, the pupils' ability to discuss and have different viewpoints is fantastic so it was very simple introducing No Outsiders on top of the other work that had already happened with regard to the curriculum.

**Sara Daly, Deansfield School, London:** (No Outsiders) was instant gratification, teachers were immediately, 'This is brilliant. It gives us a real starting point for all those conversations that we want to have and we need to have.'

**David Wearing:** The picture books were a way to really bring to life some complex and to get them ready for the world in which they are going to be immersed.

**Taylor:** I particularly liked the use of books. As a former English teacher, I'm passionate about English Literacy development, the quality of...

**Cecile Halliday:** Our general ethos as a school, we actually have a school mantra which is 'all are welcome' and quite often we interweave that in lots of different ways. I think our parents just see it as an extension of our inclusive, diverse school community and curriculum where we don't want anyone to feel like an outsider and we are comfortable that people are different, but we can still come together as one.

**David Wearing:** We introduced it quite slowly in our school, we introduced the parents to the books, we've had projects with a No Outsiders theme, it's front and centre here so when I'm showing parents around this is my first starting point which talks about our inclusive school. This is what we do here; share the books, share the ethos.

**Nicole Stoddart:** First of all, I spoke to my governors, I said, 'This is the project, I really want to work with this, what do you think?' Governors were on board so then we started to let parents know. We said to parents, 'Please come in and see the books', so we put them out on display in the hall when we had things like parents' evening, our open afternoons, so that parents could literally come in and leaf through the books. That, we found, was really reassuring to parents because they said, 'Oh, they are just children's picture books that carry a really lovely message'.

**Bridget Norman:** Parents know they can come and talk to us so we set our stall out early, we brought the parents on the journey with us, we wanted to be very transparent and honest about how we were going to live and breathe No Outsiders. We started with our endpoint - this is what we want - and then worked backwards and it's worked really well.

**Sarah Watson:** From the very beginning, we told parents what we were doing and then to give it a big impact to start with, we decided we would use our school values day to really think about what is the message of No Outsiders. Each year group took one of the books that was recommended and did a day's work around the book, and all the children came to school dressed as they wanted to, to express themselves.