



January 2026



**Using the No Outsiders approach to teach
the Equality Act (2010) in primary schools**





<https://www.youtube.com/watch?v=BivtPsWTYjs>





What does the law say?



The Equality Act 2010



The Equality Act (2010)

The Equality Act (2010) protects individuals from discrimination for example, in the workplace as employees, in schools and in wider society as service users. It covers nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

The Equality Act (2010)

Section 149 of the Equality Act (2010) sets out the
Public Sector Equality Duty (PSED)

The Public Sector Equality
Duty requires that public
bodies have due regard to
the need to:

Eliminate discrimination,
harassment and
victimisation

Advance equality of
opportunity

Foster good relations
between those who share
a protected characteristic
and those who don't

The Equality Act (2010)

- It is illegal to pay regard to some protected characteristics in the Equality Act (2010), but not others
- So, we cannot promote an ethos in school where, for example, people of diverse faiths or abilities are welcome but those of diverse sexual orientations or ethnicities are not



We are preparing children for the world and workplace beyond school

Where are we now? RSHE (2019)

- Successes in Leicestershire schools with **109** schools trained and continuing commitment from Leicestershire County Council
- Statutory RSHE

36. In teaching Relationships Education and RSE, schools should ensure that **the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010**, (please see [The Equality Act 2010 and schools: Departmental advice](#)), under which sexual orientation and gender reassignment are amongst the protected characteristics.

(Paragraph 36, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), DfE, 2019)

Where are we now? RSHE (2025)

63. Pupils should be **made aware of the relevant legal provisions when relevant topics are being taught, including** for example those relating to:

- **...protected characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

66. Pupils should **understand the importance of equality and respect and learn about the law relating to the protected characteristics** by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Paragraphs 63 and 66, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), DfE, 2025)

Keeping Children Safe in Education (September 2025)

84. Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

85. According to the Equality Act schools and colleges must not unlawfully discriminate against pupils, students or staff because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

86. Whilst all of the above protections are important in the context of safeguarding, this guidance and the legal duties placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted: Education Inspection Framework (2025)

The Equality Act 2010 and the Human Rights Act 1998

Our inspections are intended to raise standards and improve the lives of all learners. The framework is clear that our expectation is that all learners should receive a high-quality, ambitious education.

Inspectors **assess the extent to which the provider complies with the relevant legal duties as set out in the [Human Rights Act 1998](#) and the [Equality Act 2010](#), including, where relevant, the Public Sector Equality Duty.**

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Ofsted: School Inspection Toolkit (2025)

Key Judgement: Attendance and behaviour

Inspectors [will] focus on gathering evidence [about how a school is]:

- **fostering a positive and respectful culture** in which staff know, support and care about pupils
- **creating an environment in which pupils feel safe**, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively

Ofsted: School Inspection Toolkit (2025)

Key Judgement: Personal development and well-being

Inspectors [will] focus on gathering evidence [about how a school is]:

- **supporting pupils to become responsible, respectful and active citizens** who can play their part in public life as young people and adults
- **developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**
- **promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010**

Local Ofsted feedback: Personal development

- The school's curriculum for personal development **does not develop pupils' awareness of fundamental British values and the protected characteristics well enough**. Pupils have only a **superficial understanding of the liberties they are afforded and the ways in which people are different**. Leaders must ensure pupils are provided with wider-ranging and relevant opportunities to learn about these aspects
- Pupils' knowledge of faiths and cultures that are different to their own is not as strong as it should be. Pupils are therefore **not as well prepared for life in modern Britain as they could be**. Leaders should ensure that pupils have an appropriate understanding of faiths and cultures that are different to their own, therefore being better prepared for life in modern Britain.

Curriculum and Assessment Review: Final Report (November 2025)

“...[W]e have heard compelling arguments, some directly from young people in our roundtables, that **the curriculum needs to reflect society, support equality of opportunity, and challenge discrimination.**

Young people have told us **that not seeing themselves in the curriculum, or encountering negative portrayals, can be disempowering and demotivating, a point supported by wider evidence.** To foster engagement and support positive outcomes, **it’s important that the curriculum covers a wide range of experiences and representation, as well as promoting our shared values, to build empathy and understanding of others.**

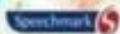
...[W]e make an overarching recommendation that the curriculum reforms should be guided by the principle that they **reflect the diversity of our society and the contributions that have shaped it.**” (p.33)

A Speechmark Practical Resource

NO OUTSIDERS, IN OUR SCHOOL

Teaching the Equality Act in Primary Schools

ANDREW MOFFAT



NO OUTSIDERS: EVERYONE DIFFERENT, EVERYONE WELCOME

Preparing Children for Life in Modern Britain

ANDREW MOFFAT

A Speechmark Book

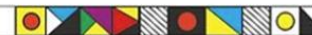


NO OUT SIDERS: WE BELONG HERE

Lesson Plans to Teach Diversity and Equality in Schools

ANDREW MOFFAT

A Speechmark Book



Lessons learned along the way

- Parent/carer engagement is key
- Transparency
- Whole school ethos
- Preparing your path



everyone's
welcome



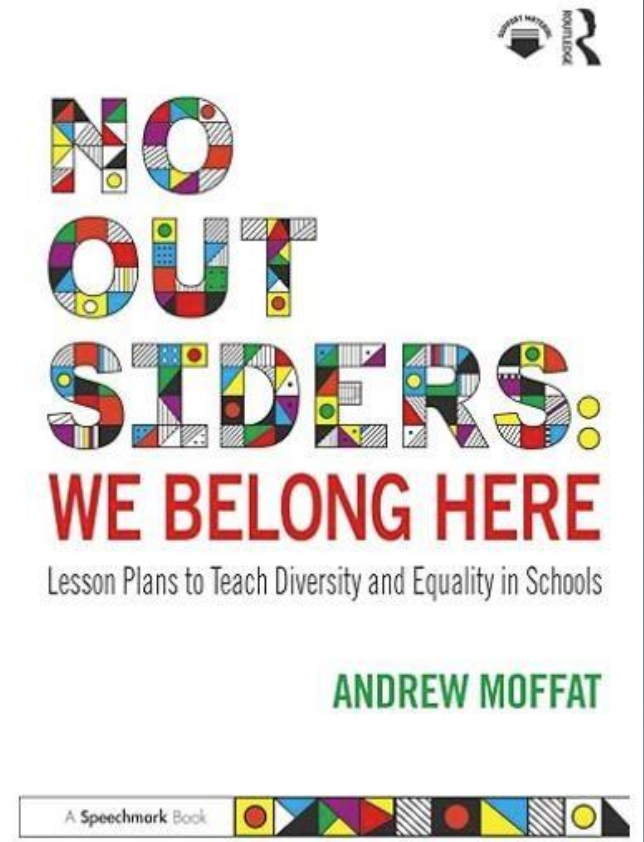


<https://www.facebook.com/cbeebies/videos/everyones-welcome-what-makes-you-two-different-from-each-other/1318677894834176/>



The No Outsiders approach

- Planning
- No Outsiders in practice
- Books, displays and assemblies



Curriculum

- 43 picture books EYFS -Y6
- Lesson plans for each text: starter, main, role play, written activity, plenary.
 - Lesson plans available in the 'No Outsiders: We Belong Here' book and can be downloaded from <https://resourcecentre.routledge.com/speechmark> (then click on the cover of the book)
- Clear progression through key stages
- PSHE/RSHE or Literacy
- No Outsiders message covers all protected characteristics





**What do you need to
do to introduce
Everyone's Welcome
in your school?**



	Task	Notes	What needs to happen?	By what date?	Who?
1	Everyone's Welcome training/briefing: governors				
2	Update policies (e.g. Relationships, Sex and Health Education Policy) and School Development Plan				
3	Everyone's Welcome training: staff				
4	Survey pupils (KS1 & KS2)				
5	Information for parents/carers (letters, invitation to look at books, etc)				
6	Introduce Everyone's Welcome to pupils: assemblies?				
7	Introduce the resources, books: when will it start?				

Introducing Everyone's Welcome in school

Resources: surveys for your pupils

					
I feel safe in school					
I feel happy in school					
When I arrive at school in the morning, someone will smile at me					
I know all the people in my class					
I enjoy play times and lunch times.					
I know who to talk to if I am worried					
I know what bullying is					
If I see bullying I know what to do					
Adults will listen to me and do something if I tell them about bullying in school					
Children with a disability are treated equally and fairly in our school					
We are all different in my class					
I like being in a school where people are different					
I can be friends with someone who follows a different faith					
I like finding out about different faiths					
I know that all families are different					
It doesn't matter if you are a boy or girl in my school					
I know boys and girls can be friends					
I know what Equality is					
I know what No Outsiders means					
I like being me					



**How could you
introduce Everyone's
Welcome to
parents/carers?**



Engaging parents/ carers

Letter to all parents/carers

Parent/carers meetings

- Small groups
- Listen
- Show all books and in order
- British law: Equality Act (2010)
- Ofsted and statutory RSHE
- Covers all protected characteristics
- If any concerns, work together to find answers

Openness with parents/carers about RSHE materials

55. Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics. Schools must consult parents when developing and reviewing their RSE policies, in accordance with the section on developing a policy, above.

56. Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, **and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.**

Paragraphs 55 and 56, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), DfE, 2025)

Engaging parents/ carers

PARENT RESOURCES

Understand your child's journey: click on the links below

— PDF: SAMPLE LESSON AND ASSEMBLY PLANS —

— VIDEO: PARENTS TESTIMONIALS —

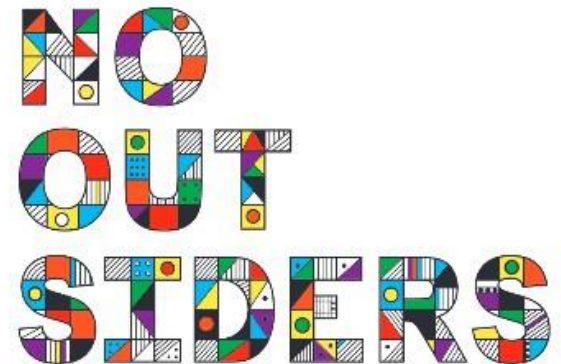
— VIDEO: CHILDRENS TESTIMONIALS —

— VIDEO: LETTERBOX LISTS —

— VIDEO: HEAR FROM A SCHOOL —

— FAQ —

— INFORMATION: PARENT AND CARER —



'All different. All welcome.'

We Belong Here

A guide for parents and carers

Contents

1. Foreword by Andrew Moffat, CEO No Outsiders
2. What is No Outsiders?
3. Picture books used in schools
4. Making sure children feel safe: how to talk about the world around us
5. Answering difficult questions from children

<https://no-outsiders.com/parents-and-carers>

Creating the ethos around school using displays

Everyone's Welcome has to be EVERYWHERE!



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graph TD; A[Everyone's Welcome has to be EVERYWHERE!] --> B[Open and transparent as well as setting expectations]; B --> C[Link displays to real lived experiences]; C --> D[Use the books];
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Open and transparent as well as setting expectations

Link displays to real lived experiences

Use the books

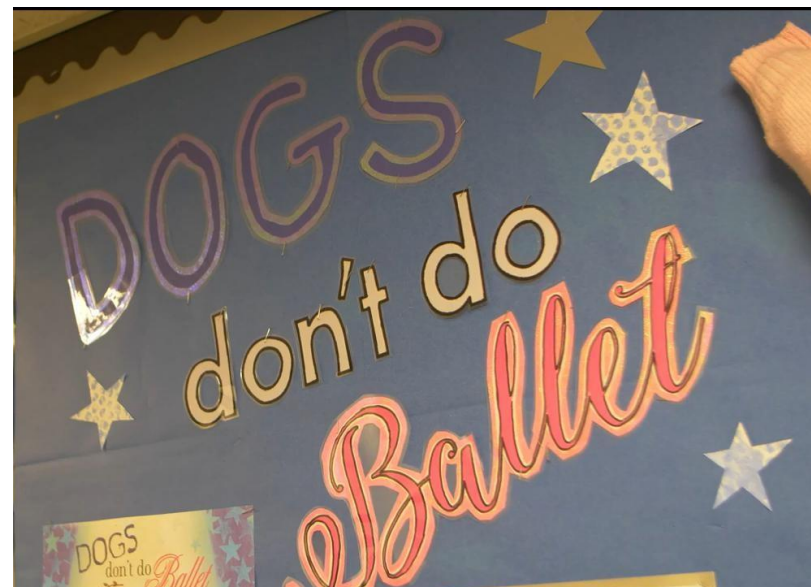
Leicester/
Leicestershire
school
displays

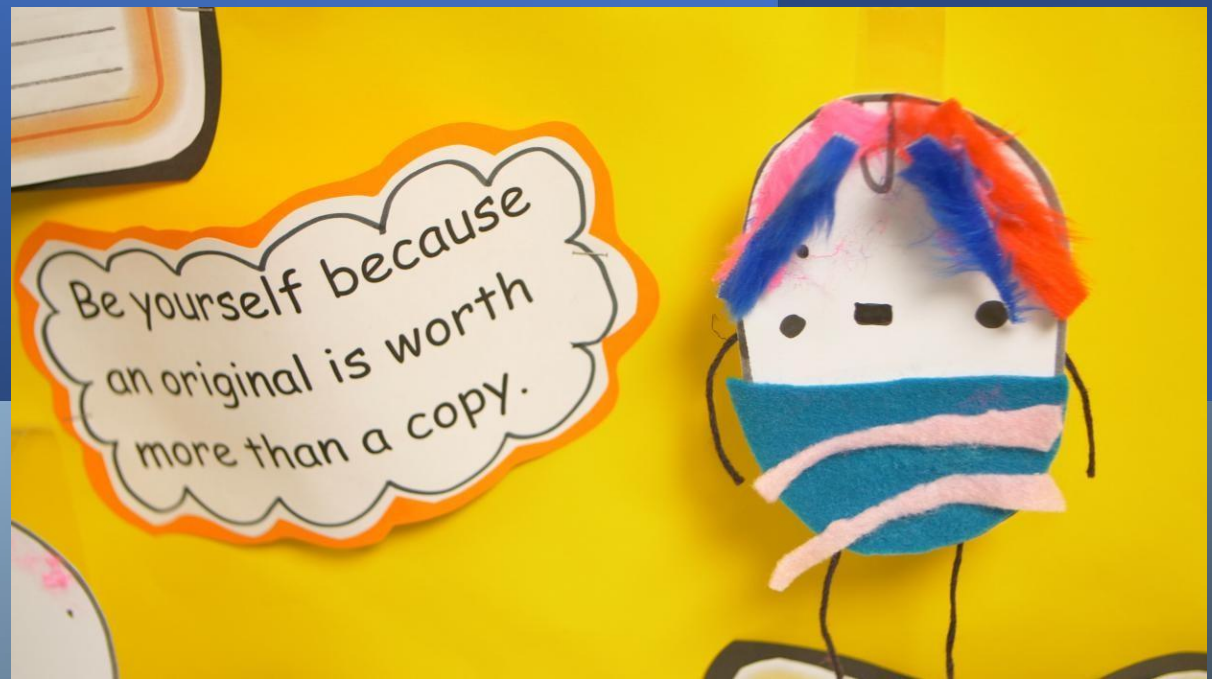












Resources: assembly pictures for you to use

- Why use assembly pictures?
- How to use them
- Dealing with challenging subjects
- Keeping to the consistent theme
- Different content for KS1 and KS2
- 10 most recent assemblies available on the website – updated weekly, so content is current

Website:

<https://no-outsiders.com/implement-no-outsiders>



Blue Sky:

<https://bsky.app/profile/andrewmoffat.bsky.social>

Example assembly: Elephant



What do you see in the picture? What do the words mean? What do you think this story is about?

Tara is an elephant who lives at an elephant sanctuary in Tennessee, USA. Bella is a stray dog who also lives at the sanctuary.

Example assembly: Elephant

People say the empathy and friendship that exists between these animals is a powerful reminder of the beauty of unexpected friendships and the connections that exist in all living beings.

- How would you describe an elephant?
- How would you describe a dog?
- How are the two animals similar and how are they different?
- Why do you think the dogs and elephants in the sanctuary usually stay away from each other?
- What do you think brought Bella and Tara together?
- What can we learn from Tara and Bella?
- Why do you think the photo has the words, "An example for the human world"?
- How do you make friends with someone who is new and different to you?
- What games can you play to make friends if you speak different languages? Can you make friends if you use different words?
- Why is this about No Outsiders?
- Which British value is this about?



everyone's
welcome



Resources: films for training governors, staff and talking to parents/ carers



Hear from children at No Outsiders schools

More and more schools are constantly using No Outsiders within their school, this is what their students have to say



Hear from parents at No Outsiders schools

Parents from schools in Birmingham, London, Whitstable, Crewe, Newport and the Isle of Wight discuss the No Outsiders ethos and the impact on their child.



Hear from teachers at No Outsiders Schools

Class teachers talk about using the picture books and navigating equality education in their settings.



Case study: class teacher

A teacher and child at Shavington Primary School in Crewe talk about the impact of a No Outsiders ethos



Case study: Implementing No Outsiders across a Trust

How to develop and monitor a culture using "No Outsiders" across a Multi Academy Trust

<https://no-outsiders.com/about-us-%2Ffilms>

St Mary's Church of England Primary School's Everyone's Welcome Webpage and Virtual Library

'Everyone's Welcome'

Home >> Parents >> 'Everyone's Welcome'

At St Mary's, we are committed to preparing our children for life in the diverse society, which is modern Britain today. We are proud to be an open and inclusive school, connected to a diverse and inclusive community which embraces equality and diversity - something that is strongly reflected in our core values. To further promote an ethos of inclusion and tolerance, we have introduced 'Everyone's Welcome' programme into our PSHE lessons.

What is 'Everyone's Welcome'?

'Everyone's Welcome' is a whole school approach that uses books to promote equality and diversity, in line with British Values, Ofsted's 'No Outsiders', a scheme that provides teachers with a curriculum that was written originally in 2015 by practising Deputy Headteachers and is now globally celebrated.

Further information about the No Outsiders approach can be found on the website.

Local Authority Pilot

Leicester City Council and Leicestershire County Council jointly funded a pilot of the 'Everyone's Welcome' programme in 2018. Following the success of the pilot, they now plan to roll it out to all schools in the County.

The Law

The Equality Act (2010) requires that schools promote all children's rights. Schools are required to eliminate discrimination based on the protected characteristics of Age, Disability, Gender, Race, Religion or Faith, Sexual Orientation and Civil Partnership; Pregnancy or Maternity; Religion or Faith.

Teaching and Learning Approaches

The 'Everyone's Welcome' programme uses storybooks, role-play, and the development of a whole school community that embraces diversity. The programme includes lesson plans for every primary school year group (EYFS - Year 6). The topics addressed include gender and gender identity, religion, sex, and diversity.

Benefits to pupils

Our commitment to community cohesion through promoting equality and diversity programme will enhance our current PSHE work exceptionally well and celebrates diversity and will help us to create an environment that reflects modern Britain.



<https://www.stmarys.leics.sch.uk/everyones-welcome/>

Thythorn Field Community Primary School's Equality Information Webpage

Equalities

Thythorn Field Primary School is committed to all pupils, their parents, staff and other users of the school. The Governing Body is committed to tackling discrimination and promoting equality of opportunity for all pupils, staff, parents and carers, visitors and community users of the premises, irrespective of race, gender, disability, faith or religion, sexual orientation, age and socio-economic background. The Governing Body is committed to promoting community cohesion at school, local, national and global levels.

"We want everyone to achieve their personal best, be happy, highly motivated lifelong learners, be able to express their feelings and ideas, be confident and independent learners and thinkers, be able to work independently and with others, be able to use technology effectively, adopt a safe and healthy lifestyle.

THYTHORN FIELD COMMUNITY PRIMARY SCHOOL

[HOME](#)[ABOUT US](#)[KEY INFORMATION](#)[NEWS & EVENTS](#)

[Home](#) >> [Key Information](#) >> [Equality Information](#)

Everyone's Welcome



Everyone's Welcome

The Equality Act 2010

The Equality Act (2010) protects individuals from discrimination in the workplace as employees and in wider society as service users. It covers these protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Religion or belief
- Sex
- Sexual orientation

Watch on  YouTube

 Copy link

Please watch our 'Everyone's Welcome' introduction about how we teach the Equality Act at Thythorn Field Primary School. Information is available at the school office.

- We ensure equality of access for all pupils and preparing them for life in a diverse society
- We use materials that reflect the diversity of the school population and the local community in terms of race, gender, disability, ethnic and socio-economic background, without stereotyping
- We deal effectively with any discriminatory incidents that may occur
- We record and monitor prejudice-related incidents
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of

<https://www.thythornfield.co.uk/equality-information/>

The books



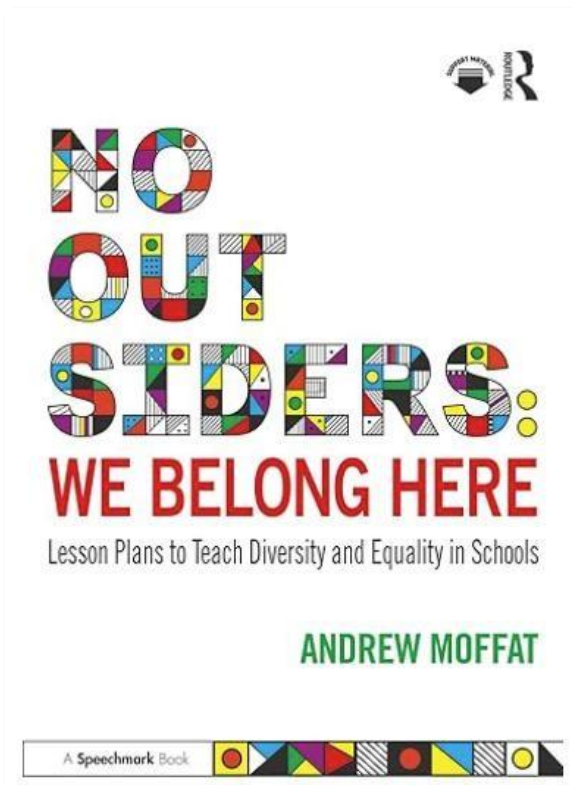
See page x and xi of 'No Outsiders: We Belong Here' for the list of books for each year group



**What book would you
like to share with the
group? Why did you
pick it?**



Find more information



Free content from the No Outsiders website:

www.no-outsiders.com



www.facebook.com/NoOutsidersEducation/



<https://bsky.app/profile/andrewmoffat.bsky.social>

Beyond Bullying Award

- Our acclaimed Beyond Bullying Award is a great way for schools to demonstrate, and gain recognition for, the positive and proactive work you're doing around preventing and tackling bullying and creating a happy, inclusive school environment for your pupils
- The Award takes an academic year to complete (September to June)
- Schools taking part are required to collate evidence around 6 different areas, such as leadership and policy development, pupil voice and staff professional development. Schools work towards a Bronze, Silver or Gold Award
- School's receive tailored support from a member of the Anti-Bullying Team throughout the year, training and a full review of your anti-bullying policy
- The cost for a full year's support is £550
- Contact Sue or Sarah for more details and to register your interest





Questions?





everyone's welcome

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