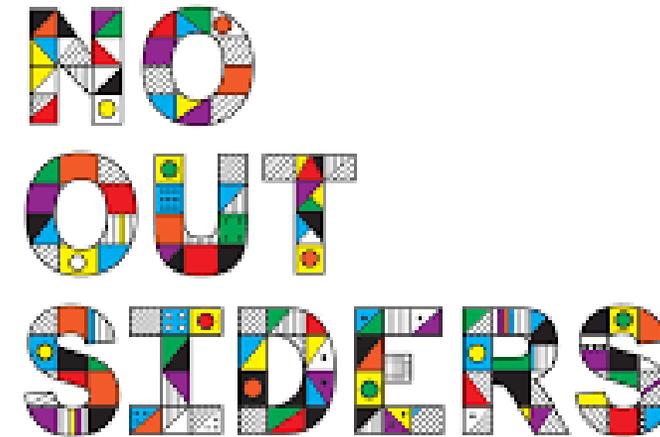


Andrew Moffat MBE

Personal Development Lead, Excelsior Trust, Birmingham

www.nooutsiders.com

@Moffat_Andrew



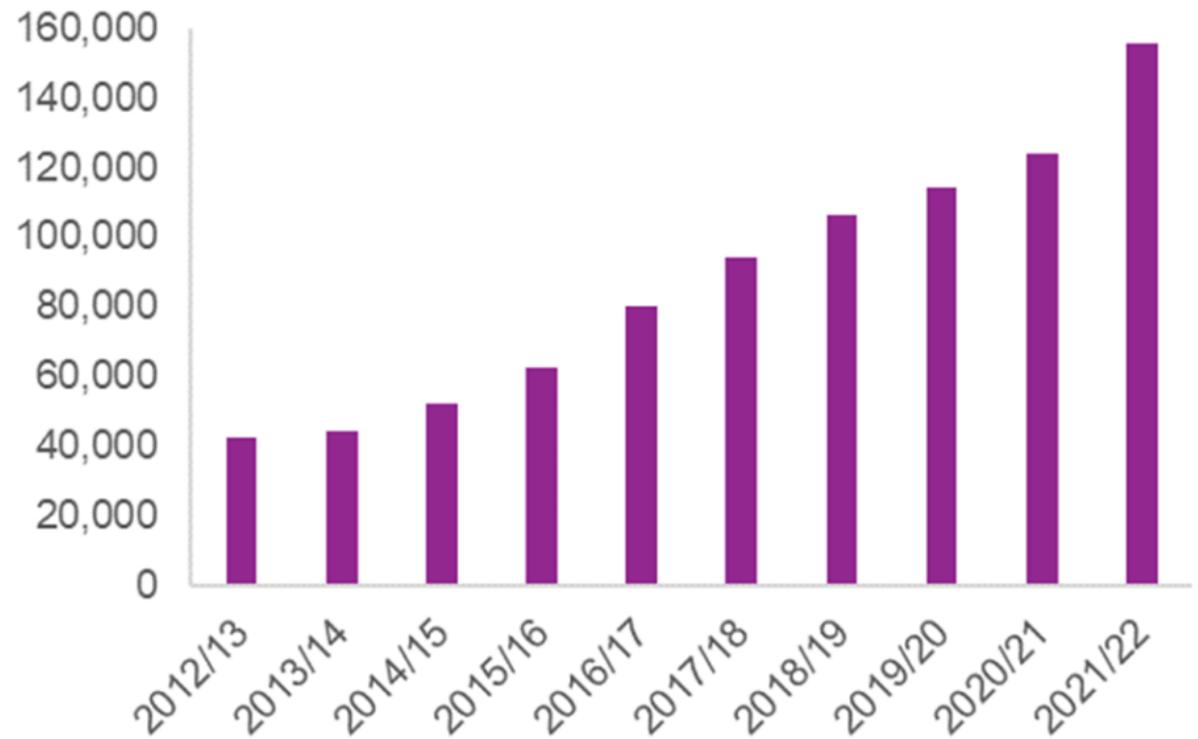
EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.

Why are we here?

Hate crime, England and Wales, 2021-2022

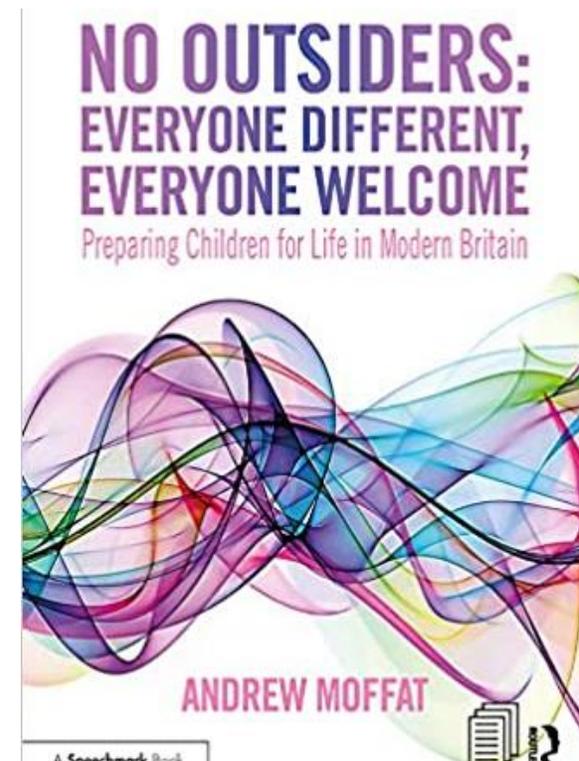
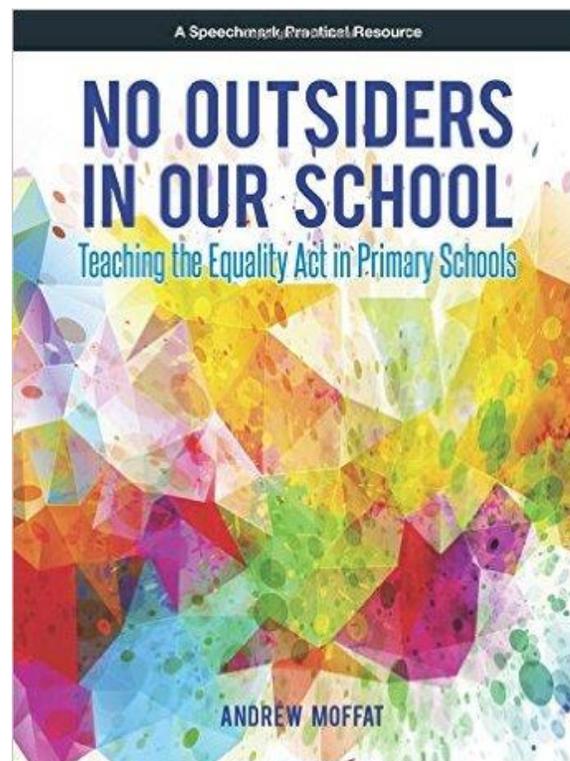
In year ending March 2022, there were 155,841 hate crimes recorded by the police in England and Wales, a 26 per cent increase compared with the previous year.

The majority of hate crimes were racially motivated, accounting for 70% of such offences;



Schools: an alternative narrative?

“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 and in relation to their own employees.

It also 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

(Government Equalities Office, 2013, p13)

What's it like living in the UK today?

What messages
are we giving our
children about.....

Race

Religion

Sex (Gender)

Gender
reassignment

Age

Disability

Sexual
orientation

Pregnancy or
maternity

Marriage or civil
partnership



KCSIE 2022
(p49)

Children who are lesbian, gay, bi, or trans (LGBT)

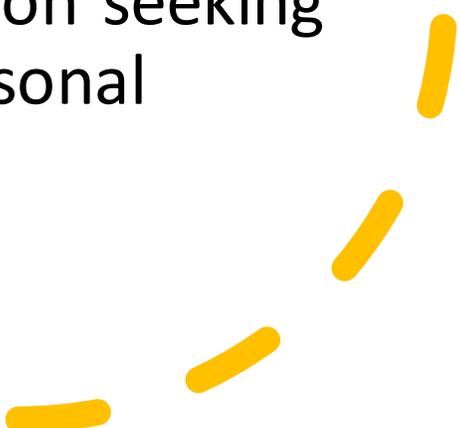
202. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

203. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

204. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

RSE:
Relationships
Education,
Relationships
and Sex
Education and
Health Education
(2021)

Para 55: This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.



Equality

Para 31. Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

Universal Declaration of Human Rights (unicef)

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background
 - Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
 - Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
-
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
 - Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Ofsted guidance 2022 (Personal Development)

Para 293

- develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils



Ofsted:
Inspecting
teaching of
the protected
characteristics
(2022)

No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this.



Ofsted:
Inspecting
teaching of
the protected
characteristics
(2022)

All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

Lessons learned from two schools

The  INDEPENDENT

Gay Birmingham teacher resigns after parents complained that they did not want him to teach their children

Andrew Moffat stepped down after a group of 'mainly Muslim' parents complained

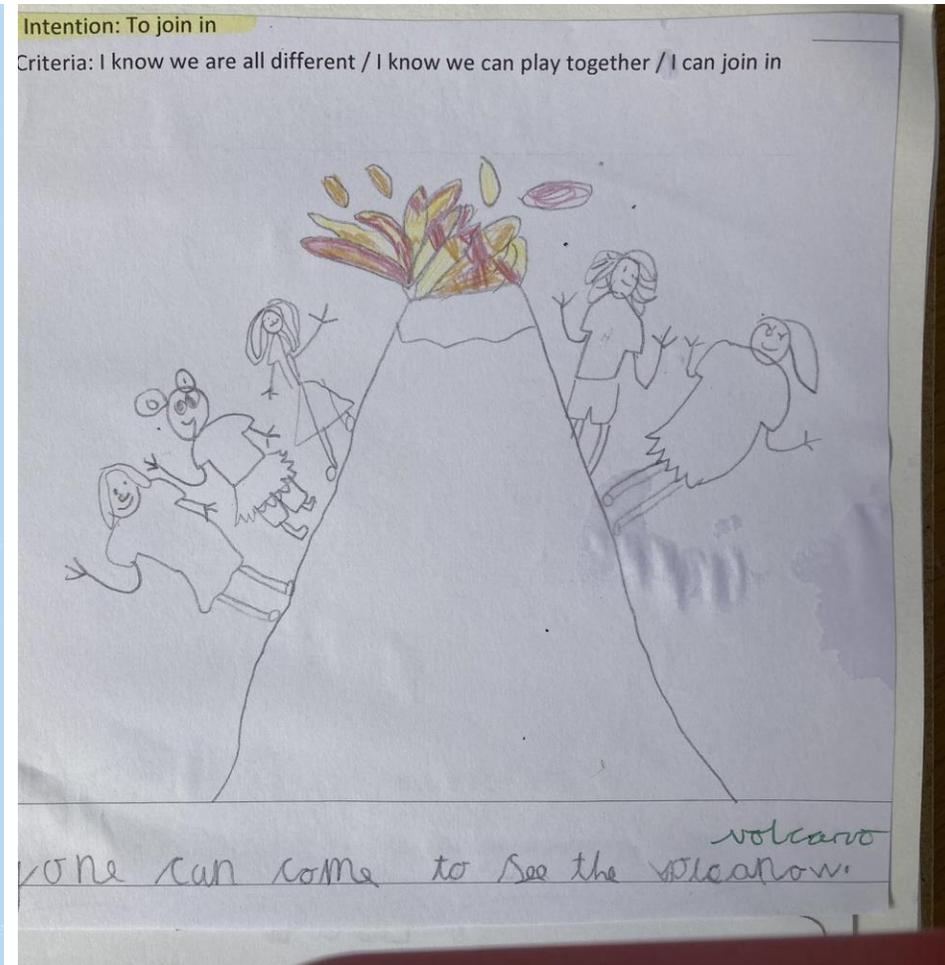
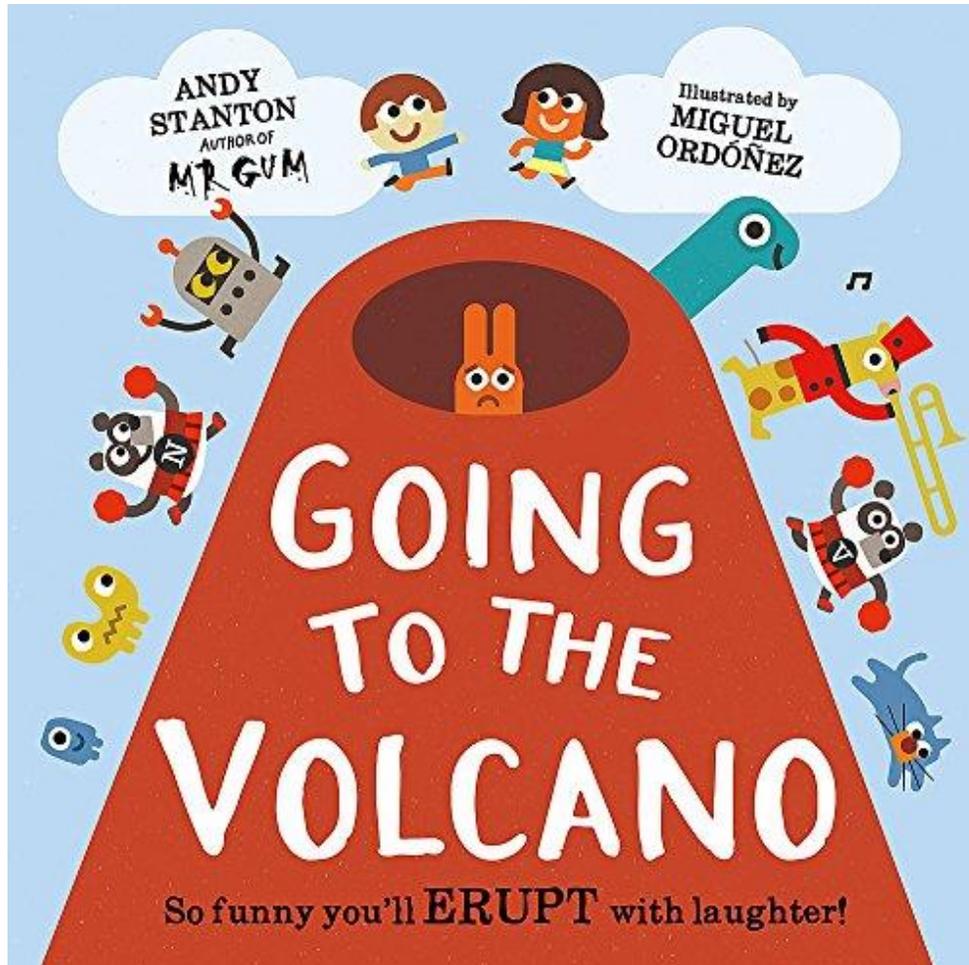
07/04/14

theguardian

'We respect Islam and gay people' ... The gay teacher transforming a Muslim school

Primary teacher Andrew Moffat left his job after a backlash over his sexuality. Now, at a school in the heart of the 'Trojan Horse' area of Birmingham, the results of his work are amazing.

15/02/16



Year one: "To join in"

Year 3: what is discrimination?



George came back.
There was no room for George.
"The house isn't for people with red hair" and "George
George came back.
There was no room for George.
"The house isn't for people with red hair" and "George
In my opinion, I think they ^{were so} wrong
to say George can't come in even if he said
they can't come in because no George might feel
left out and was an outsider. Everyone should
be an insider. George should have treated
everyone equally to start with so the children would
not say those things. I think that George and
the children should think before they say that.

Ofsted: Parkfield Community School (May 2016)

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'.

Film: Building a No Outsiders ethos



What went wrong? January 2019

- RSE
- Global Teacher Prize
- Influence of social media
- Campaign led by people outside the school community



RSE guidance
July 2019
Updated July
2020

Schools should ensure that all of their teaching is **sensitive and age appropriate** in approach and content. At the point at which **schools consider it appropriate** to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are **free to determine how they do this**, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.



When is it age
appropriate to
talk about...

- Gender?
- Race?
- Disability?
- LGBT – different families?
- Equality?

Will my child be taught about LGBT relationships?

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate children about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age appropriate teaching about different types of relationships in the context of the law.

How do we come back from that?



- Accept some things are out of your control
- Don't worry about things that haven't happened yet
- Focus on the supportive parents
- Sometimes you have to step back to move forward
- Model calm, resilient approach
- Support each other- this will not last for ever

How is No Outsiders doing at Parkfield today?

- No Outsiders resumed at Parkfield school September 2019
- No further protests
- Ofsted report November 25th 2022:

"What is it like to attend this school?"

Pupils at Parkfield Community School say there are no outsiders here and that all are welcome. Leaders ensure that pupils understand their rights and pupils speak maturely about how they follow the values of being 'ready, respectful and safe'. Pupils confidently discuss why they enjoy learning. They are very proud of their school."

Tolerate, celebrate, accept?

“I will teach children to explore and celebrate their own identities (note the plural - our intersectionality allows us to hold more than one identity) while accepting the parts of others that make their identities. I want all children, including LGBT+ children to explore who they are and know they belong in my class, and this means talking about LGBT+ identity alongside other identities. Meanwhile I am very happy to be gay myself, and I’m celebrating that every day; I don’t expect you to celebrate my sexual orientation with me, however I do expect it to be accepted without judgement in the same way I will accept the parts of you that may be different to me.”



Plan your relationships, sex and health curriculum (RSE update, September 2020)

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

Excelsior PD policy 2021

- Develop an understanding of the different families that exist in Britain today including families with same sex parents. The DfE guidance (September 2020) says, “Primary schools are strongly encouraged and enabled, when teaching about different families, to include families with same sex parents.”
- Develop an understanding of stereotypes and the harm they can do. Ensure all children know they are welcome and included regardless of personality. The DfE guidance (September 2020) says when teaching about gender and biological sex, “You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.” At Excelsior we believe it is not for any adult to question or define a child’s gender identity.
- Provide access to age appropriate resources when teaching about gender and biological sex. The DfE guidance (September 2020) says, “Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used.” The materials we use will explore acceptance, non-judgement and inclusion; there is no suggestion that non conformity to gender stereotypes is synonymous with having a different gender identity and no adult will suggest to a child that their body is wrong and in need of changing. The DfE guidance September 2020 states, “teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing.”