

### RSE ADDITIONAL COVERAGE INFORMATION

The following information demonstrates where RSE themes link through the curriculum journey, CHIPS and PSCE sessions.

#### Year 3:

AREA	Area to examine	When covered
Families and Carers	<p>To recognise that there are different types of families to their own in school and in the wider world.</p> <ul style="list-style-type: none"> <li>• CHIPS book – and Tango makes three: To discuss and identify different family types.</li> </ul>	<p><b>Autumn term - Robin Hood:</b></p> <ul style="list-style-type: none"> <li>• To identify and discuss how the boy's dad was the only parent mentioned in the story.</li> <li>• Robin Hood's relationship with his Merry Men who he treats like family.</li> <li>• Circle time – to address questions from discussions and to discuss what we can do if our families do change etc or if we see somebody being unkind about another family.</li> <li>• BIG TALK – outside agency linked to recognising different families.</li> </ul> <p><u>Statements:</u></p> <ul style="list-style-type: none"> <li>-Can adapt behaviour to take into account the feelings of others</li> <li>- Can empathise with people in local and distant contexts</li> <li>- Can understand the impacts of prejudice and discrimination</li> </ul>

		<p>- Can describe feelings about changes and events in own setting and the wider world (Discuss how families can change etc.)</p> <p>- Has positivity about the ways in which one is both similar and uniquely different to others</p> <p>- Has a readiness to think through consequences of words, actions and choices, on others (How our actions can effect others)</p>
Caring Friendships	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>CHIPS: Nanny Fox</p> <ul style="list-style-type: none"> <li>- Look at it from the character's point of view. Look at elements such as trust, mutual respect, loyalty</li> </ul>	<p>School culture – opening doors/saying good morning</p> <p>Spring term – Stig of the dump</p> <ul style="list-style-type: none"> <li>- Look at the relationship between Stig and Barney and how it develops.</li> <li>- Stig offers turnip to Barney. Should he take it?</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• That some children may feel different on the inside to how they look on the outside (transgender) and if that happens to them who should they tell?</li> <li>• What a stereotype is and how stereotypes can be unfair, negative or destructive?</li> </ul> <p>CHIPS: Nanny Fox</p>	<p>Links to positive touch</p> <p>Spring term – Stig of the dump:</p> <ul style="list-style-type: none"> <li>- Should Barney take the turnip from Stig who is a stranger? At what point in their relationship should Barney take the food and why?</li> </ul>

	<p>Look at it from the character's point of view. Look at elements such as trust, mutual respect, loyalty.</p> <p>Look at how Nanny fox wasn't the typical fox and felt differently on the inside to the other foxes.</p>	
<p>Online Relationships</p>	<ul style="list-style-type: none"> <li>• That some principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>	<p><b>Autumn term: Deforestation</b></p> <ul style="list-style-type: none"> <li>-Letter to Ross Jones (Mayor of Doncaster) about deforestation. Discuss wording and how we respect her decision to chop trees down.</li> <li>-E-safety day</li> <li>-Internet safety</li> <li>-Tribe time/class assembly</li> </ul>
<p>Being Safe</p>	<ul style="list-style-type: none"> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.</li> </ul>	<p><b>Autumn term: Robin Hood</b></p> <ul style="list-style-type: none"> <li>- What does an appropriate relationship with an adult look like and who may these adults be? – Should Jack have approached strangers for help?</li> </ul> <p><b>Spring term: Stig of the dump</b></p> <ul style="list-style-type: none"> <li>-How should Barney respond to Stig, knowing that he is a stranger?</li> <li>-Should Barney's and Stig's relationship with each other</li> </ul>

		<p>be kept a secret from Barney's Grandma?</p> <p>Additional coverage during Internet safety week/anti-bullying week/acceptable ICT use contract for pupils.</p> <p>When issues arise – issues will be addressed in circle time.</p>
Additional content	<p>Internet safety and harms –</p> <ul style="list-style-type: none"> <li>• Why social media, some computer games and online gaming, for example have age restrictions.</li> </ul>	<p>Additional coverage during Internet safety week/anti-bullying week/acceptable ICT use contract for pupils.</p>

Teach that all people, including children have the right to feel safe:

For example:

- Feeling cared for by our family
- Knowing we will have enough food when we need it
- For some pupils, positive, reassuring touch