

**RSE ADDITIONAL COVERAGE INFORMATION**

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

YEAR 6

AREA	Area to examine		When covered
Families and Carers	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Darwin's Dragons- explored through reading questions about relationship between Syms and Darwin  Wonder- relationships within family. How is the relationship between Summer and Auggie supportive? How does Justin make Auggie feel lonely and exhausted?	Autumn Term- Darwin's Dragons  Spring Term-Wonder
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Examples from The Gulf- children asking the adults for support. Different family structures- the village as a family. Support offered to Juan by the villagers. Lead to children reflecting on own relationships. How do they recognise who to trust? How do they seek help if needed?  PHB- Discuss the relationship in Pig-Heart Boy where Marlon sells Cameron's story  Cloud Busting- Discuss the relationship between Sam and Davey and compare to Marlon and Cam. Should you be embarrassed to be friends with someone?	Spring Term- The Gulf  Spring Term- PHB  Spring Term- Cloud Busting
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	PHB- Use the novel PHB to consider whether Cam has a healthy family life. Reading summarising activity-locate evidence in the novel to support each aspect of healthy family life.	Spring Term- PHB
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Wonder- how do Auggie's family relationships support him in times of difficulty?	Spring Term- Wonder
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	The Gulf- Use the structure of the villagers' families as a discussion prompt regarding different family structures. What other family structures can children think of? What do all the different family structures have in common?	Spring Term- PHB
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should	Wonder / What Mr Darwin Saw? - How do their families compare to Auggie's?	Autumn Term- A Story Like the Wind

	respect those differences and know that other children's families are also characterised by love and care.		
Caring Friendships	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	PHB- Cam overhearing parents' arguing and violence. How should this be resolved from the parents' point of view? Link to resolving conflict. What should Cam do in this situation? Role play resolving conflict from parents' and Cam's point of view. Role play Cam asking for support.  Cloud Busting- Discuss the relationship between Sam and Davey and compare to Marlon and Cam. Should you be embarrassed to be friends with someone?	Spring Term- Pig-Heart Boy  Spring Term- Cloud Busting
	How important friendships are in making us feel happy and secure, and how people choose and make friends  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	PHB- Focus on the relationship between Marlon and Cam. What evidence is there that this is a positive and supportive friendship?  Cloud Busting- Do Sam and Davey have a healthy friendship? What are the signs that they do / do not?	Spring Term- Pig-Heart Boy  Spring Term- Cloud Busting
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	PHB- Marlon gives away Cam's secret. What is the best way for Cam to respond to this? Should Cam trust Marlon again? How can they resolve this? Role play Marlon and Cam resolving his peacefully.  Cloud Busting- Should Davey trust Sam? Should he put up with being treated in this way by Sam?	Spring Term- Pig-Heart Boy  Spring Term- Cloud Busting
Respectful Relationships	The importance of permission-seeking and giving in relationships with friends, peers and adults	The Gulf- children asking the adults for support. Relate this to own experiences.	Spring Term- The Gulf
	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	PHB- Cam overhearing parents' arguing and violence. How should this be resolved from the parents' point of view? Link to resolving conflict. How may Cam feel in this situation? What signs are there that this is not okay? What should Cam do in this situation? Role play resolving conflict from parents' and Cam's point of view. Role	Spring Term- Pig-Heart Boy

	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>play Cam asking for support. What are the indications that Cam's parents are loving and caring towards him?</p> <p>Cloud Busting- Does Sam respect Davey?</p> <p>A Story Like the Wind- Investigate Rami's story. Where has he come from? What is he trying to escape? Read the section about the soldiers coming with guns. Why might the soldiers be there? Use this as an extreme example of what can happen when other people's beliefs and preferences aren't respected. Use to examine real-life examples of persecution and reasons for people seeking asylum.</p>	<p>Spring Term-Cloud Busting</p> <p>Autumn- A Story Like the Wind</p>
	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>		<p>Y5 to Y6 transition</p>
	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>	<p>CHIPS- William's Doll / The Boy in the Dress. Write a letter to William's brothers or the boy's family explaining why they should respect and support the child. Lead into discussion of gender identity.</p>	<p>Summer Term- William's Doll / The Boy in the Dress</p>
	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>Lightning Mary- use the life of Mary Anning to challenge the stereotype of a 'typical scientist'. What challenges did she face as a woman in this field? How did she overcome these challenges? Do people still face these challenges today? Create an award in her name, based on these qualities and select members of the wider community to receive the award.</p>	<p>Autumn Term- Lightning Mary</p>
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>		
	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>PHB- Encounter between Travis and Cam. Role play possible actions that Cam could take.</p>	<p>Spring Term- PHB</p>
	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality</p>	<p>Lightning Mary- Consider the challenges that Mary Anning faced and how she responded to these challenges. Create an award in her</p>	<p>Autumn Term- Lightning Mary</p>

	or backgrounds), or make different choices or have different preferences or beliefs.	name, based on these qualities and select members of the wider community to receive the award.  PHB- Blood attack on Cam. Was it okay for the woman to do this because of her strong beliefs? What else could she have done if she disagreed with what had happened? Rehearsal of expressing our beliefs in a non-confrontational way.	Spring Term- PHB
<b>Online Relationships</b>	That people sometimes behave differently online, including by pretending to be someone they are not  That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	CHIPS- William's Doll / The Boy in the Dress. Extend the stories into the future. What if the characters didn't receive support from their families? Where else might they look for approval? Look at the issues that might arise if the characters try to access support online? How could this be positive / negative? What dangers could there be in seeking support online? Can we trust everyone we meet online? Identify safe and unsafe sources of support, including online. Identify actions to take if you feel unsafe / uncomfortable online.	Summer Term- William's Doll / The Boy in the Dress
<b>Being Safe</b>	How to recognise and report feelings of being unsafe or feeling bad about any adult  How to ask for advice or help for themselves or others, and to keep trying until they are heard,	The Gulf- what are the possible dangers that Juan is trying to escape? Relate to own experiences of danger. What should we do if we find that we are in danger?	Spring Term- The Gulf
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	PHB- Cam's mum slaps his dad. Is this appropriate? What kind of physical contact in appropriate or inappropriate? How do we respond to unsafe or inappropriate physical contact? Role play actions to take in the case of unsafe or inappropriate contact.	Spring Term- Pig-Heart Boy
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	PHB- Dr Bryce is offering Cam an operation. How do we know he can be trusted? Cam is with his parents and they are supporting him in his decision. What if an adult approached you in person or online when you were on your own? How would you respond to this?	Spring Term- Pig-Heart Boy
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	PHB- Cam lies to his parents about going swimming each week. Debate whether this okay. Why might it not be okay to keep a secret. Is it okay to go somewhere without telling your parents? What could the consequences be?	Spring Term- Pig-Heart Boy

<p><b>Puberty</b></p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>PHB- Relationship between the boys and girls- teasing / flirting / falling out. How could Cam improve his relationship with Julie?</p> <p>Comic strip to show how Cam could do this.</p>	<p>Spring Term- Pig-Heart Boy</p>
<p><b>Reproduction</b></p>	<p>Science- describe the changes as humans develop to old age</p>	<p>PHB- Breeding of pigs to provide hearts for humans.</p> <p>Cam's mum pregnant- Cam keeping a diary for the new baby before it is born.</p>	<p>Spring Term- Pig-Heart Boy</p>
<p><b>Additional content</b></p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>Crucial Crew visit- children will experience a range of scenarios relating to personal safety, respectful relationships and risk taking.</p>	<p>Spring Term</p>

	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. Family, school and/or other sources.</p>		
	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>Y6 Residential visit</p>	