

PSHEE/SRE Long Term Plan (2d)

	Early years	Year 1	Year 2	Year 3
Covered Termly	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions) • Individual Liberty (clubs, peer mentoring, personal and social development, class time, lunch time) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL story telling, EAL labelling, parental involvement, language of the month) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • Road Safety (day trips, walk to school week, weekly walk, Pre Prep assembly) • Stranger Danger (day trips) • Personal Hygiene (weekly cookery, class time) • Charitable organisations (house group fundraisers) • Myself and others (SRE) • Family relationships (SRE) • Body and self-awareness (SRE) • Hygiene (SRE) 	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school council, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL story telling, EAL labelling, parental involvement, language of the month) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week, Pre Prep assembly) • Stranger Danger (day trips) • Personal Hygiene (cookery, class time) • Charitable organisations (house group fundraisers) 	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school council, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL story telling, EAL labelling, parental involvement, language of the month) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week, Pre Prep assembly) • Stranger Danger (day trips) • Personal Hygiene (cookery, class time) • Charitable organisations (house group fundraisers) 	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school, travel, sports and eco councils, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL story telling, EAL labelling, parental involvement, language of the month) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week, Pre Prep assembly) • Stranger Danger (day trips) • Personal Hygiene (cookery, class time) • Charitable organisations (house group fundraisers) • Government and politics (current affairs)

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	<ul style="list-style-type: none"> •To demonstrate friendly behaviour and forming good relationships with peers and familiar adults. •To recognise and respect similarities and differences between each other. •To be able to dress and undress independently. •They know about similarities and differences between themselves and others, and among families, communities and traditions. •Special friendship with another child. •Begins to accept the needs of others and can take turns •Talks about why things happen and how things work •Talks about why things happen and how things work •Beginning to be able to negotiate and solve problems •Washing hands, keeping clean, cookery 			
Autumn Term		<ul style="list-style-type: none"> • How to play nicely (PSHEE) • People who help us including vets, nurses, police, fire brigade etc (history, PSHEE) 	<ul style="list-style-type: none"> • Friendships (class time, PSHEE and SRE) • Right and wrong behaviours (class time, PSHEE) • Rules (class time, PSHEE) 	<ul style="list-style-type: none"> • Expressing opinions and debating (literacy) • Career choices (class time/assembly) • Right and wrong behaviours and choices (PSHEE, RE)

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		<ul style="list-style-type: none"> Exploring local community (geography) Personal safety (PSHEE and SRE) Human body (science and SRE) 	<ul style="list-style-type: none"> Likes and dislikes (class time) Teasing and bullying (class time) Naming body parts (SRE) Differences: Boys and girls (SRE) 	<ul style="list-style-type: none"> Self-esteem (SRE) Family differences (SRE) Decision making (SRE)
Spring Term		<ul style="list-style-type: none"> Emotions and behaviours including anger, happiness, fairness, truthfulness (class time, PSHEE) Kind and unkind behaviour (assembly, PSHEE) 	<ul style="list-style-type: none"> What makes a good friend (assembly, PSHEE) Reflection – personal achievements (class time) Healthy Eating (science, themed week) Personal Cleanliness (science) Keeping active (science, themed week, PE) Exploring different cultures (RE) Growing older (Science) Exploring different parts of the world (geography) Environmental issues (geography) 	<ul style="list-style-type: none"> Role models (PSHEE) Stories with morals (RE, PSHEE) Decision making (SRE)
Summer Term		<ul style="list-style-type: none"> How to pack a bag (geography) Family relationships (PSHEE/SRE) Safety and dangers in the home (PSHEE) Friendships (class time, PSHEE and SRE) 	<ul style="list-style-type: none"> Exploring the past and present (history) Happy endings (literacy) Life cycles (SRE and Science) 	<ul style="list-style-type: none"> Environmental issues (geography) Special objects (RE, PSHEE) My special qualities (RE, PSHEE) Challenging gender stereotypes (SRE) Differences: Male and female (SRE)

PSHEE/SRE Long Term Plan (2d)

		Year 4	Year 5	Year 6
Covered Termly		<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school, travel, sports and eco councils, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL labelling, parental involvement) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week visit) • Stranger Danger (day trips) • Personal Hygiene (cooking, class time) • Charitable organisations (house group fundraisers) • Government and politics (current affairs) 	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school, travel, sports and eco councils, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL labelling, parental involvement) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week Redbridge Road Safety team visit) • Stranger Danger (day trips) • Hygiene (cooking, class time) • Charitable organisations (house group fundraisers) • Government and politics (current affairs) • Spending money wisely (maths, class/residential trips) 	<ul style="list-style-type: none"> • Mutual Respect (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends) • Individual Liberty (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall) • Rule of Law (assembly, guest speakers, school behaviour system) • Democracy (school, travel, sports and eco councils, monitors) • Tolerance of different faiths/beliefs (assembly, themed days, festivals, EAL labelling, parental involvement) • Playground behaviour (class time) • Language and manners (dining hall, assembly, PSHEE) • E-Safety (computing) • Road Safety (day trips, walk to school week, Redbridge Road Safety team visit) • Stranger Danger (day trips)

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		<ul style="list-style-type: none"> Spending money wisely (maths, class/residential trips) 		<ul style="list-style-type: none"> Hygiene (cooking, class time) Charitable organisations (house group fundraisers) Government and politics (current affairs) Spending money wisely (maths, class/residential trips)
Autumn Term		<ul style="list-style-type: none"> Explore a range of newspapers (literacy, current affairs) Religious worship (RE) Religion in the family (RE) Family relationships (RE, PSHEE, literacy) Keeping healthy (science) 	<ul style="list-style-type: none"> Role models (PSHEE) Religious worship (RE) Religion in the family (RE) Building relationships (SRE) 	<ul style="list-style-type: none"> Religious worship (RE) Religion in the family (RE) Values (PSHEE) Community (RE, PSHEE) Law and order (magistrate visit) Making decisions (SRE)
Spring Term		<ul style="list-style-type: none"> Family relationships (RE, PSHEE) Values (PSHEE) 	<ul style="list-style-type: none"> Moral dilemmas (RE, PSHEE) Fairness, equality and injustice (RE, PSHEE) Personal Hygiene (PE, PSHEE) Keeping healthy (SRE) Building relationships (SRE) 	<ul style="list-style-type: none"> Moral dilemmas (RE, PSHEE) Personal problems (PSHEE) Rights and responsibilities (PSHEE) Rules (PSHEE) Personal Hygiene (PE, PSHEE) RSE (PSHEE) Law and order (mock trial with local magistrate) Making decision (SRE) Keeping emotionally healthy (SRE)
Summer Term		<ul style="list-style-type: none"> Keeping healthy (PSHEE) Friendships (PSHEE) 	<ul style="list-style-type: none"> Temptation (RE, PSHEE) Human Rights (PSHEE) 	<ul style="list-style-type: none"> Law and order (PSHEE) Human rights (PSHEE, external visitors e.g. British Red Cross)

PSHEE/SRE Long Term Plan (2d)

		<ul style="list-style-type: none"> • Friendships and relationships (PSHEE) • What is puberty? (SRE) • Thinking, feeling, doing – changing relationships (SRE) • Body changes (SRE) 	<ul style="list-style-type: none"> • Britain and the world community (PSHEE) • Right and wrong (RE, PSHEE) • Compassion (PSHEE) • Talking about puberty (SRE) • Reproduction (SRE) • Growing and puberty (SRE) • Building relationships (SRE) 	<ul style="list-style-type: none"> • War and peace (PSHEE) • Puberty and reproduction (SRE) • Relationships and reproduction (SRE) • Making decisions (SRE) • Personal safety (SRE) • Questions answered (SRE)
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Avon House is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.

Avon House is an independent, co-educational preparatory school in Essex offering a happy, stable and disciplined environment for children aged from three to eleven. The school aims to provide the best start in life for the children where emphasis is placed on each child, allowing each one to realise their potential and to thrive in other areas such as sport, music, dance and drama.

In line with the Equality Act of 2010, we are committed to promoting equality of opportunity and tackling discrimination in all its forms. We believe that discrimination on the basis of race, culture, religion, disability, gender and sexual orientation is unacceptable.