

## PSHEE/RHSE Long Term Plan (2d)

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

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<b><u>EYFS</u></b>	<ul style="list-style-type: none"> <li>• To demonstrate friendly behaviour and form good relationships with peers and familiar adults</li> <li>• To recognise and respect similarities and differences between each other</li> <li>• To be able to dress and undress independently</li> <li>• To know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>• To explore a special friendship with another child.</li> <li>• To begin to accept the needs of others and take turns</li> <li>• To talk about why things happen and how things work</li> <li>• To begin to be able to negotiate and solve problems</li> <li>• To understand some ways to deal with bullying</li> <li>• To wash hands and keep clean</li> </ul>
<b><u>Year 1</u></b>	<ul style="list-style-type: none"> <li>• To understand the rights and responsibilities as a member of my class</li> <li>• To understand my changing body</li> <li>• To know the names of the main parts of both boys' and girls' bodies and appreciate the privacy rules</li> <li>• To know how to make new friends</li> <li>• To set goals for success</li> <li>• To understand being healthy</li> <li>• To know how to make healthy choices</li> <li>• To know how to be clean and healthy</li> <li>• To know what bullying is and what to do if someone is being bullied</li> <li>• To know people who help us</li> <li>• To understand medicine safety</li> <li>• To understand road safety</li> <li>• To understand healthy living</li> <li>• To understand similarities and differences between children in my class</li> <li>• To know that actions have consequences</li> <li>• To understand life cycles</li> <li>• To know how to make friends</li> <li>• To work well with others</li> <li>• To be able to stretch my learning</li> </ul>

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	<ul style="list-style-type: none"> <li>• To explore what it means to be a good friend.</li> <li>• To know how to keep safe.</li> <li>• To recognise how it feels to be proud of an achievement</li> <li>• To understand ways that we are different from others</li> <li>• To identify obstacles and figure out how to overcome them</li> <li>• To know how I felt when I succeeded and how I celebrated it</li> <li>• To understand the different types of families</li> <li>• To recognise appropriate ways to greet my friends</li> <li>• To understand change and how to deal with changes around me</li> </ul>
<b><u>Year 2</u></b>	<ul style="list-style-type: none"> <li>• To listen to others and contribute my own ideas about rewards and consequences</li> <li>• To identify some of my hopes and fears for the year</li> <li>• To recognise how my body has changed from a baby</li> <li>• To recognise differences between girls' and boys' bodies and use the correct names for parts of the body, appreciating the privacy rules</li> <li>• To understand that there are lots of forms of physical contact within a family and some are acceptable and some aren't</li> <li>• To understand how following the class charter will help me and others learn</li> <li>• To know some ways to make new friends</li> <li>• To identify the different members of my family and understand my relationship with each of them</li> <li>• To understand that bullying is sometimes about difference</li> <li>• To recognise who it is easy for me to work with and who it is more difficult for me to work with</li> <li>• To understand that sometimes it's good to keep a secret but sometimes it isn't</li> <li>• To understand how medicines work in my body and how important it is to use them safely</li> <li>• To understand that sometimes people make assumptions about girls and boys</li> <li>• To choose a goal and think about how to achieve it</li> <li>• To persevere when something is challenging</li> <li>• To explain what relaxed means and share things that make me relaxed and things that make me stressed</li> <li>• To identify some of the things that cause conflict with my friends</li> <li>• To know what I need to keep my body healthy</li> <li>• To understand the rights and responsibilities of being a member of my class and school</li> <li>• To decide which foods give me energy</li> </ul>

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	<ul style="list-style-type: none"> <li>• To recognise cycles of life in nature</li> <li>• To recognise and appreciate people that help me in my family, school and community</li> <li>• To express appreciation for people in my special relationships</li> <li>• To recognise what is right and wrong and how to stand up for myself</li> <li>• To understand that money comes from different places and can be used for different purposes</li> <li>• To understand simple ways to keep money safe and the different ways to spend it</li> <li>• To understand the difference between a secret and a surprise</li> <li>• To understand there are different forms of media</li> <li>• To know what I am looking forward to when I get to Year 3</li> </ul>
<b><u>Year 3</u></b>	<ul style="list-style-type: none"> <li>• To understand the different feelings experienced when online and how these can change</li> <li>• To appreciate how screen use can affect the way we feel and that it's different for each person</li> <li>• To recognise my worth and identify positive things about myself and my achievements and set personal goals</li> <li>• To face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• To understand why rules are needed and how they relate to rights and responsibilities</li> <li>• To understand that my actions affect myself and others and care about other people's feelings seeing things from their point of view</li> <li>• To make responsible choices and take action</li> <li>• To understand that everybody's family is different and important to them</li> <li>• To understand that differences and conflicts sometimes happen among family members</li> <li>• To know what it means to be a witness to bullying</li> <li>• To know that witnesses can make the situation better or worse by what they do</li> <li>• To recognise that some words are used in hurtful ways</li> <li>• To discuss a time when my words affected someone's feelings and what the consequences were</li> <li>• To explain about a person who has faced difficult challenges and achieved success</li> <li>• To identify a dream/ambition that is important to me</li> <li>• To enjoy facing new learning challenges and work out the best ways for me to achieve them</li> <li>• To be motivated and enthusiastic about achieving a new challenge</li> <li>• To recognise obstacles which might hinder my achievement and take steps to overcome them</li> <li>• To understand how exercise affects my body and know why my heart and lungs are such important organs</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• To set myself a fitness challenge</li> <li>• To identify how I feel towards drugs</li> <li>• To express how being anxious or scared feels</li> <li>• To take responsibility for keeping myself and others safe at home</li> <li>• To respect my body and appreciate what it does for me</li> <li>• To describe how taking some responsibility in my family makes me feel</li> <li>• To know how to negotiate in conflict situations to try to find a win-win solution</li> <li>• To know who to ask for help if I am worried or concerned</li> <li>• To understand that in animals and humans there are lots of changes involved in growing up and to express how I feel when I see babies or baby animals</li> <li>• To understand the needs of a baby to live and grow</li> <li>• To express how I might feel if I had a new baby in my family</li> <li>• To identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• To recognise how I feel about these changes happening to me and how to cope with these feelings</li> <li>• To express how I feel when my ideas are challenged and be willing to change my ideas sometimes</li> </ul> |
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## PSHEE/RHSE Long Term Plan (2d)

	Year 4	Year 5	Year 6
<b>Covered Termly</b>	<ul style="list-style-type: none"> <li>• <b>Rights and Responsibilities (RRS)</b> assemblies, class charters, lesson planning, charity initiatives, House system)</li> <li>• <b>Mutual Respect</b> (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends)</li> <li>• <b>Individual Liberty</b> (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall)</li> <li>• <b>Rule of Law</b> (assembly, guest speakers, school behaviour system)</li> <li>• <b>Democracy</b> (school, travel, sports and eco councils, monitors)</li> <li>• <b>Tolerance of different faiths/beliefs</b> (assembly, themed days, festivals, EAL labelling, parental involvement)</li> <li>• Playground behaviour (class time)</li> <li>• Language and manners (dining hall, assembly, PSHEE)</li> <li>• E-Safety (computing, PSHEE)</li> <li>• Digital wellbeing (PSHEE, RHSE)</li> <li>• Road Safety (day trips, walk to school week)</li> <li>• Stranger Danger (day trips)</li> <li>• Personal Hygiene (cookery, class time, RHSE)</li> <li>• Charitable organisations (house group fundraisers)</li> <li>• Government and politics (current affairs)</li> <li>• Spending money wisely (maths, class/residential trips)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rights and Responsibilities (RRS)</b> assemblies, class charters, lesson planning, charity initiatives, House system)</li> <li>• <b>Mutual Respect</b> (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends)</li> <li>• <b>Individual Liberty</b> (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall)</li> <li>• <b>Rule of Law</b> (assembly, guest speakers, school behaviour system)</li> <li>• <b>Democracy</b> (school, travel, sports and eco councils, monitors)</li> <li>• <b>Tolerance of different faiths/beliefs</b> (assembly, themed days, festivals, EAL labelling, parental involvement)</li> <li>• Playground behaviour (class time)</li> <li>• Language and manners (dining hall, assembly, PSHEE)</li> <li>• E-Safety (computing, PSHEE)</li> <li>• Digital wellbeing (PSHEE, RHSE)</li> <li>• Road Safety (day trips, walk to school week)</li> <li>• Stranger Danger (day trips)</li> <li>• Personal hygiene (cookery, class time, RHSE)</li> <li>• Charitable organisations (house group fundraisers)</li> <li>• Government and politics (current affairs)</li> <li>• Spending money wisely (maths, class/residential trips)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rights and Responsibilities (RRS)</b> assemblies, class charters, lesson planning, charity initiatives, House system)</li> <li>• <b>Mutual Respect</b> (house system, assembly, themed days, festivals, sporting fixtures and events, competitions, Circle of Friends)</li> <li>• <b>Individual Liberty</b> (clubs, peer mentoring, PSHEE, class time, lunch time, Wonder Wall)</li> <li>• <b>Rule of Law</b> (assembly, guest speakers, school behaviour system, mock trial)</li> <li>• <b>Democracy</b> (school, travel, sports and eco councils, monitors)</li> <li>• <b>Tolerance of different faiths/beliefs</b> (assembly, themed days, festivals, EAL labelling, parental involvement)</li> <li>• Playground behaviour (class time)</li> <li>• Language and manners (dining hall, assembly, PSHEE)</li> <li>• E-Safety (computing, PSHEE)</li> <li>• Digital wellbeing (PSHEE, RSHE)</li> <li>• Road Safety (day trips, walk to school week)</li> <li>• Stranger Danger (day trips)</li> <li>• Personal hygiene (cookery, class time, RHSE)</li> <li>• Charitable organisations (house group fundraisers)</li> <li>• Government and politics (current affairs)</li> <li>• Spending money wisely (maths, class/residential trips)</li> <li>• Travelling safely (TfL visit)</li> <li>• Junior citizenship</li> </ul>

## PSHEE/RHSE Long Term Plan (2d)

### Year 4

- To appreciate that different activities or habits can affect the way people feel and sometimes leave us with conflicting feelings
- To understand how to start forming healthy digital habits
- To know my attitude and actions make a difference to the class team
- To understand who is in my school community, the roles they play and how I fit in
- To understand how democracy works through the school council
- To understand that my actions affect myself and others I care about and I should consider other people's feelings and try to empathise with them
- To understand how groups come together to make decisions and to take on a role in a group and contribute to the overall outcome
- To understand how democracy and having a voice benefits the school community
- To understand that, sometimes, we make assumptions based on what people look like
- To know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on
- To understand why witnesses sometimes join in with bullying and sometimes don't tell
- To identify what is special about me and to value the ways in which I am unique
- To know how it feels to have hopes and dreams
- To know how it feels to be disappointed and how to cope with it
- To know what it means to be resilient and to have a positive attitude
- To relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
- To identify feelings of anxiety and fear associated with peer pressure
- To know what is right and wrong
- To know how it feels to belong to a range of different relationships and identify what I contribute to each of them
- To know how most people feel when they lose someone or something they love
- To explain different points of view on an animal rights issue
- To recognise how I feel about changes happening to me and my body and how to cope with these feelings
- To understand that having a baby is a personal choice and express how I feel about having children when I am an adult
- To describe changes to a girl's body that allow her to have a baby and know that I have strategies to help me cope with physical and emotional changes I will experience during puberty
- To be confident enough to try to make changes when I think they will benefit me



## PSHEE/RHSE Long Term Plan (2d)

### Year 5

- To understand what is meant by 'Digital Wellbeing' and how certain activities can have both a positive and negative impact on it
- To appreciate how screen use could make people feel both physically and mentally and that these feelings will differ for each person
- To face new challenges positively and know how to set personal goals
- To understand my rights and responsibilities as a British citizen and a member of my school
- To make choices about my own behaviour because I understand how rewards and consequences feel
- To understand how an individual's behaviour can impact on a group
- To understand that cultural differences sometimes cause conflict
- To understand what racism is
- To understand how rumour-spreading and name-calling can be bullying behaviour
- To explain the difference between direct and indirect types of bullying
- To compare my life with people in the developing world
- To enjoy the experience of a culture other than my own
- To identify what I would like my life to be like when I am grown up
- To appreciate the contributions made by people in different jobs
- To appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
- To describe the dreams and goals of young people in a culture different to mine
- To understand that communicating with someone in a different culture means we can learn from each other
- To know the health risks of smoking and discuss how tobacco affects the lungs, liver and heart
- To make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
- To know how to keep myself calm in emergencies
- To understand how the media and celebrity culture promotes certain body types
- To respect and value my body
- To be motivated to keep myself healthy and happy
- To be aware of my own self-image and how my body image fits into that
- To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
- To describe how boys' and girls' bodies change during puberty



## PSHEE/RHSE Long Term Plan (2d)

	<ul style="list-style-type: none"> <li>• To understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• To be confident that I can cope with the changes that growing up will bring</li> <li>• To identify what I am looking forward to when I am in Year 6</li> <li>• To know how to keep building my own self esteem</li> <li>• To know how to stand up for myself and how to negotiate and compromise</li> <li>• To understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean</li> </ul>
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>• To understand how certain activities may help enhance a person's 'Digital Wellbeing' whilst others may not have a positive effect</li> <li>• To appreciate how we can use our knowledge and tools to make personal choices to create healthy digital habits</li> <li>• To identify my goals for this year and understand my fears and worries about the future</li> <li>• To know that there are universal rights for all children but for many children these rights are not met</li> <li>• To understand that my actions affect other people locally and globally</li> <li>• To make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>• To understand how an individual's behaviour can impact on a group and understand how democracy and having a voice benefits the school community</li> <li>• To understand there are different perceptions about what normal means</li> <li>• To understand how having a disability could affect someone's life</li> <li>• To explain some of the ways in which one person or a group can have power over another</li> <li>• To know some of the reasons why people use bullying behaviours</li> <li>• To appreciate people for who they are</li> <li>• To explain ways in which difference can be a source of conflict and a cause for celebration</li> <li>• To understand why it is important to stretch the boundaries of my current learning</li> <li>• To set success criteria so that I will know whether I have reached my goal</li> <li>• To identify problems in the world that concern me and talk to other people about them</li> <li>• To empathise with people who are suffering or who are living in difficult situations</li> <li>• To know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</li> <li>• To be motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• To say how I feel about using alcohol when I am older and my reasons for this</li> <li>• To know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen</li> </ul>

## PSHEE/RHSE Long Term Plan (2d)

	<ul style="list-style-type: none"> <li>• To know how to help myself feel emotionally healthy and to recognise when I need help with this</li> <li>• To use different strategies to manage stress and pressure</li> <li>• To be aware of my own self-image and identity and how my body image fits into that</li> <li>• To express how I feel about the changes that will happen to me during puberty</li> <li>• To ask the questions I need answered about changes during puberty and reflect on how I feel about it</li> <li>• To explore physical attraction and different types of relationships</li> <li>• To review learning around sexual intercourse and conception and recognise how I feel when I reflect on the development and birth of a baby</li> <li>• To know some of the feelings we can have when someone dies or leaves</li> <li>• To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</li> <li>• To recognise when people are trying to gain power or control</li> <li>• To take responsibility for my own safety and well-being</li> <li>• To use technology positively and safely to communicate with my friends and family</li> </ul>
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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.