



## Wool CE Primary School Behaviour Curriculum

### Introduction

This document is the basis for planning and delivery within each year group for the school behaviour curriculum. The key principle of this document is the belief and understanding that behaviour is taught and not caught. This means that children should be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables a school culture where pupils and staff flourish.

Our statement of behaviour principles is aligned with our therapeutic thinking ethos and trauma informed approach;

- ***A commitment to a positive and respectful culture within our school or setting***

*It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.*

- ***Behaviour is a form of communication***

*Approaches to behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.*

All staff should use knowledge and training to understand that children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings. In a nutshell, not all behaviours are CHOICE.

At Wool Primary we understand that behaviours can CHANGE. Expectations of children's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be affected.

A nurturing and structured school environment is used to keep every child safe. A clear, well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet an individual child's needs including educational, mental health and other needs or vulnerabilities.

It is accepted that there may be a difference between a Child's chronological age, their academic achievement, and their emotional literacy. A child achieving well academically may well still require differentiated planning.

Staff support children throughout their Wool Primary journey to develop internal discipline/self-regulation and resilience. A variety of feedback, reward, or consequence systems are used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour. Every member of staff and Governing body member is committed to equality and equity which we hope permeates throughout our school community.

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

We strongly encourage the engagement of families, outside agencies and the wider community is sought when planning support for a child. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective and their insights are of value in informing planning and decision-making.

## Rationale

Recent government guidance has emphasised the need for schools to develop a behaviour curriculum.

There is an inseparable link between teaching and learning and behaviour.

To help children and young people succeed we believe that we, as educators, must *teach* rather than *tell*. As a result, our 'Behaviour Curriculum' goes beyond the behaviour policy, it identifies the behaviour and skills we expect each child to master at each age and stage.

As we develop both strands it has become obvious that emotional literacy and a behaviour curriculum need to develop together or even that Emotional literacy should be developed and taught within the Behaviour Curriculum.

## Intent

1. Creation of school culture where staff and children flourish safely and with dignity.
2. Develop a behaviour curriculum stating each valued behaviour with specific learning objectives which ensure every child is aware of what positive behaviour looks like.
3. Enable pupils to be self-reflective of their own behaviours

4. Methodology for measuring and recording progress. Where there are identified gaps planned interventions will be used to close the gaps.

5. When pupils' behaviour has a detrimental effect on self and/or others, our school staff should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment.

6. Strategies to teach behaviour will encourage the following skills:

- Developing emotional resilience and positive mental health
- Developing responsibility
- Building confidence and self-esteem
- Developing the understanding of the importance of healthy relationships
- Developing the understanding of what bullying is and how to stop it
- Developing an understanding of how to stay safe
- Developing skills in self-management

*To support the shift from punitive measures such as bribes, punishments and sanctions, to a behaviour curriculum approach based on teaching and learning.*

### Associated documents

- **Behaviour in Schools (DfE, February 2024)**

*Pupils should be taught explicitly what good behaviour looks like.*

*Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first*

*Behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged.....*

- **Mental Health and Behaviour in Schools (DfE, November 2018)**

Recommendations include:

**Prevention:** .....*equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos*

*This can include teaching through curriculum subjects such as relationships education, relationship and sex education, health education or PSHE; counselling; positive classroom management; developing social skills; working with parents/carers; or peer support.*

- **The trainee teacher behavioural toolkit: a summary (DfE, November 2019)**

*[This document](#) is a summary of two projects: the [Carter Review of Initial Teacher Training](#) and a [subsequent report](#) commissioned to locate the features of successful school cultures and classrooms. It summarises:*

*Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils.*

*Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them.*

- **Mental Health and Wellbeing in Schools Report (Children and Young People’s Mental Health Coalition, June 2023)**

*This report is the result of a year-long inquiry exploring the links between mental health and behaviour and the impact of school behavioural policies on children and young people to understand what can be done to improve the approaches to behaviour and mental health in schools. One of the recommendations made in the report is Schools should explore how to integrate mental health and wellbeing within the school curriculum and take steps to embed a whole school approach to mental health and wellbeing, so that it forms a central part of the school*

- Improving behaviour in schools- EEF
- School Behaviour and Relationships policy
- SEND policy
- PSHE curriculum

Our school Motto, 'Rooted in the community to grow and flourish'

## Implementation

We implement our behaviour curriculum through several deliberate and strategically planned approaches:

Assemblies – Whole school focus	SCARF PSHE Curriculum. Personal development opportunities – development of understanding of safety.	Focused purposeful practice of class-based routines.	Learning pedagogy included in all lessons with an Emotional Literacy focus.	Celebrations of valued behaviour and use of consequences (protective/educational) and restorative practice for detrimental behaviours.	Consistency in application of policy.	School culture promoting positive relationships
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Valued behaviours are explicitly taught and regularly reviewed to ensure all children understand the expectations of them. Routines and expectations are taught consistently across the whole school throughout the Autumn term. They are taught alongside all other National Curriculum subjects. This enables routines and expectations to be revisited and become automatic.

Children should be taught the content of the curriculum so that they know it and can recall it.

At the start of each half term across the school we have a 'Grow and Flourish' day. This allows time for routines and expectations to be revisited with children and reset after a break away from school. A tribal classroom principle is applied and taught to the children, so they are all fully on board and are aware that their own actions and decisions have an impact on every member of the tribe. Teachers are the chiefs of the tribe and therefore will model and demonstrate these behaviours and ensure all member of the tribe have opportunities to practice these (particularly on the first few days of a new term).

It is expected that all children will know this content;

Identify the behaviour we expect	Explicitly teach the behaviour	Model the behaviour we are expecting	Practise the behaviour	Notice the behaviour	Create conditions for excellent behaviour
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Staff will receive regular training to help with the implementation of expected behaviour and so they are skilled in the process of teaching this area of the curriculum, just like any other area of the curriculum.

## Essential class routines

### Wool's Behaviour strategies at a glance

#### Classroom routines

##### Greet every child



Every child is greeted warmly every day.

This:

- Gives every child a moment to be noticed and welcomed
- Builds a relationship between teacher/TA and pupil
- A chance for the teacher/TA to check-in with the child, remember important things to the child, remark on something positive, ask how something has gone, pass on a book recommendation, show compassion in a time of difficulty etc.
- Sets a welcoming and respectful tone to relationships in the room
- Teaches children how to greet people politely
- Provides an early opportunity to any issues to be noticed and dealt with quickly then or to be picked up later on.

##### Stopping and settling








Teachers countdown to stopping and settling giving clear instructions and praise as the countdown progresses. This routine is used in every setting across the school.

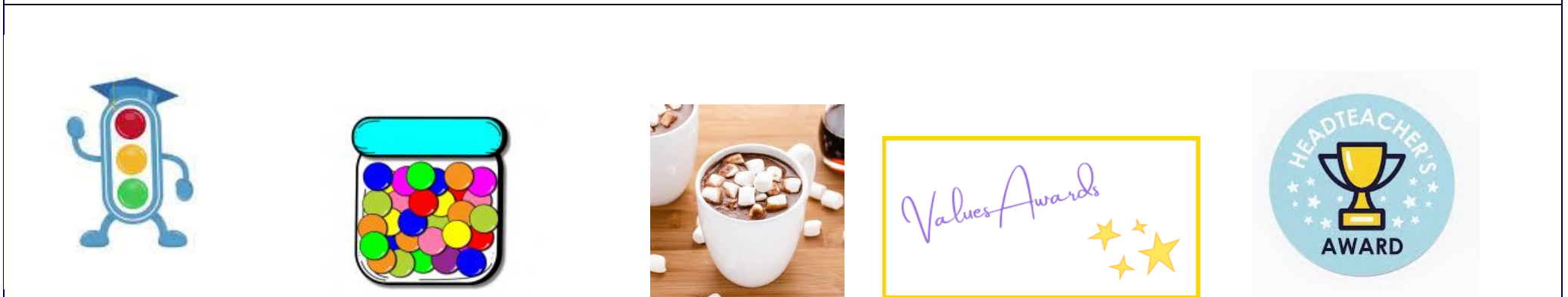
We do this so that:

- Children know what to expect from any teacher in any class
- Transition between teachers and year groups is eased
- Expectations are clear
- Every class can be quickly and simply stopped and settled so that learning can be smooth and at an appropriate pace.

<b><u>T</u></b>	<b><u>R</u></b>	<b><u>O</u></b>	<b><u>G</u></b>	<b><u>S</u></b>

<b><u>Time And Task</u></b>	<b><u>Resources</u></b>	<b><u>Outcome</u></b>	<b><u>Grouping</u></b>	<b><u>Stop Signal</u></b>
Teachers let the children know what they need to do and how long they have.	Teachers let children know what they will need and where it is.	Teachers let children know what they want to see at the end and a reminder of any success criteria.	Teachers let the children know how they will be grouped / organised.	Teachers give a reminder of the signal to stop.
				

**Rewards**



Track it points

Whole class reward

Hot chocolate with  
The Headteacher

School values awards/certificates

Headteacher award

(See behaviour and relationships policy for further information)

## Putting it right together

### Addressing Poor Behaviour



### Restorative Conversation



### Behaviour Pathway

<b>Universal Behaviour Curriculum</b>	<ul style="list-style-type: none"> <li>Establish routines and identify valued behaviours.</li> <li>Include the above within pupil induction.</li> <li>Create and monitor staff code of conduct.</li> <li>Identify context behaviour curriculum.</li> <li>Identify opportunities for learning and create supporting plans.</li> <li>Identify children not making expected progress and refer to Behaviour Policy.</li> </ul>
<b>Targeted Behaviour Policy</b>	<ul style="list-style-type: none"> <li>Policy reflects DE guidance.</li> <li>Policy communicates agreed valued and detrimental behaviours and the agreed responses for the majority.</li> <li>Check if the identified behaviour is covered in policy.</li> <li>Follow the policy.</li> <li>Record the impact of policy on pupil's behaviour.</li> <li>Where policy is not progressing the behaviour of most children, review the policy.</li> <li>Where policy is not progressing the behaviour of an individual, implement further analysis and planning within Early Progress.</li> </ul>
<b>Targeted Plus Early Prognosis</b>	<ul style="list-style-type: none"> <li>Describe the behaviour factually and unemotionally.</li> <li>Gather appropriate and authentic pupil voice.</li> <li>Use the collated information to Assess, Plan, Do, Review.</li> <li>Consider involvement of multi-agency colleagues.</li> <li>Where further intervention is needed, move to the analysis and planning within Predict, Prevent &amp; Progress.</li> </ul>
<b>Specialist Predict, Prevent &amp; Progress</b>	<ul style="list-style-type: none"> <li>Review all information within Early Prognosis document.</li> <li>Complete Risk Calculation.</li> <li>Identify protective and educational consequences.</li> <li>Complete Subconscious and Conscious checklists.</li> <li>Complete Anxiety Analysis for relevant variables.</li> <li>Use all analysis to create a Predict, Prevent &amp; Progress plan.</li> <li>Use the collated information to Assess, Plan, Do, Review.</li> <li>Consider involvement of multi-agency colleagues.</li> <li>Where further intervention is needed move to the analysis and planning within Therapeutic Plan.</li> </ul>
<b>Specialist Plus Therapeutic Plan</b>	<ul style="list-style-type: none"> <li>Ensure all preceding analysis documents are reviewed.</li> <li>Complete the Therapeutic Plan for the individual pupil, including information from all the preceding analysis.</li> <li>Complete a detailed Therapeutic Plan to misconstrue staff responses to identified behaviours.</li> <li>Use the collated information to Assess, Plan, Do, Review.</li> <li>Consider involvement of multi-agency colleagues.</li> <li>Consider group dynamic options.</li> <li>Involve multi-agency colleagues in a review of the effectiveness of meeting need.</li> </ul>

(See Relationships and Behaviour Policy for further information)

Readiness	Respect	Safety
<ul style="list-style-type: none"> <li>• We arrive at school on time, every time</li> <li>• We are sat in our seating positions promptly after each transition/break.</li> <li>• We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</li> <li>• We take part fully in lessons and try our best to exceed</li> </ul>	<ul style="list-style-type: none"> <li>• We always listen when an adult is talking.</li> <li>• We always listen to children in our class giving ideas and feedback.</li> <li>• We are polite and show good manners to everyone.</li> <li>• We respect difference and know we are all equal.</li> <li>• We look after our equipment and share it.</li> <li>• We look after our environment and never drop litter.</li> <li>• We respect the law and the rules of school and society</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions -first time, every time.</li> <li>• We do not tolerate bullying of any kind.</li> <li>• We walk sensibly around our school.</li> <li>• We line up sensibly.</li> <li>• We know who to go to for help and support.</li> <li>• We stay safe online and outside school.</li> <li>• We use equipment safely.</li> </ul>



## Inclusion

While this curriculum is for all children it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary:

**ELSA-** The ELSA Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

**Trauma informed-** staff are trained to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning

## Learning Pedagogy

The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners.

Opportunities to develop these skills are incorporated across the curriculums so that children are able to make greater learning gains. In order to achieve the highest possible outcomes for all learners, children must understand that learning is a process not just an outcome on a test. This ethos is shared and promoted across the school community. This understanding allows the community to use a language that empowers learning.

In Wool CE Primary, our Curriculum Drivers underpin all our subject areas, as well as our Behaviour Curriculum (as demonstrated below).

The skills focused upon are personalised to our school and were identified when considering the learning barriers faced by our vulnerable pupils. These identified barriers are:

- Low self-esteem
- Difficulties with concentration
- Barriers in their ability to communicate
- Lack of independence

The skills we focus on aim to combat these barriers and to be promoted in an accessible way for all families



Communication

(oracy, teamwork and showing empathy)

- Being able to work confidently with others
- Being able to effectively communicate their ideas and understanding
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views
- Work confidently with others, adapting to different contexts and taking responsibility for their own role
- Listen and take account of others' views
- Form collaborative relationships, resolving issues and reaching agreed outcomes
- Adapt behaviours to suit different roles and situations
- Show fairness and consideration towards others



Community

- Self-awareness having a clear perception of your personality.
- Children understand their own strengths and weaknesses
- Children take responsibility for their own learning
- Plan what to do and how to go about it



Curiosity  
(problem solving and analytical)

- The ability to make decisions and solve problem
- Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next.
- Gather, process and evaluate information in their investigations
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes
- Use a range of techniques to collect and organise information



Challenge

- Evaluate their strengths and limitations as learners
- Review their work and act on outcomes
- Set themselves realistic goals and criteria for success
- Monitor their own performance and progress
- Invite feedback and deal positively with praise, setbacks & criticism.
- Make changes to improve their learning

### Learning pedagogy curriculum

Progression of Curriculum Drivers. The progression is developed using 'I can' statements. These statements are explicitly taught in lessons alongside the lessons intended knowledge. Each class has a specific focus to work towards each week. This is built into the behaviour curriculum.

Learning Curriculum Drivers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication (oracy, teamwork and showing empathy)	<ul style="list-style-type: none"> <li>• I work as part of a group or class</li> <li>• I can take turns and share</li> <li>• I show care for others feelings</li> </ul>	<ul style="list-style-type: none"> <li>• I know when I need to talk to someone about a concern and this can help me</li> <li>• I am happy to listen</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why others may feel unhappy or sad</li> <li>• I can suggest a way forward when I have fallen out with</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to make an idea even better and I am willing to try.</li> <li>• I can explain my point of view to</li> </ul>	<ul style="list-style-type: none"> <li>• I am happy to take on a specific allocated role in a group</li> <li>• I respect and tolerate the beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• I can take on a range of roles within a group</li> <li>• I can accept feedback from others in a group</li> </ul>	<ul style="list-style-type: none"> <li>• I appreciate that feelings change over time and I can cope with it.</li> <li>• I can empathise with others,</li> </ul>

	<p>when working together</p> <ul style="list-style-type: none"> <li>• I form good relationships with adults and peers</li> <li>• I know that people have different needs and should be treated with respect</li> <li>• I can say how I feel</li> </ul>	<p>to other people's point of view</p> <ul style="list-style-type: none"> <li>• I can listen to instructions and follow them</li> <li>• I can work collaboratively in a group and take turns</li> <li>• I am happy to engage in collaborative tasks</li> <li>• I can listen to people without interrupting</li> <li>• I am happy to share my ideas.</li> </ul>	<p>someone</p> <ul style="list-style-type: none"> <li>• I am happy to lead and be directed by others</li> <li>• I consider the views of group members in discussions</li> <li>• I am happy to discuss my learning with others in the class</li> <li>• I can help other people with their learning</li> </ul>	<p>different people</p> <ul style="list-style-type: none"> <li>• I am always prepared to listen to the points made by others even when they disagree with me</li> <li>• I show people that I understand their feelings</li> <li>• I can listen to and follow instructions independently</li> <li>• I can work with a range of people in joint activities</li> <li>• I can make sure that everyone takes turns when speaking</li> <li>• I listen to people and can discuss their ideas</li> </ul>	<p>and values of other people in a group</p> <ul style="list-style-type: none"> <li>• I can communicate as part of a team and can try to convince people of my point of view</li> <li>• I except that people may have an opinion that is different to mine</li> </ul>	<p>and can use this to improve</p> <ul style="list-style-type: none"> <li>• I can share a working environment with others and respect that people may need different things</li> <li>• I can help to motivate others</li> <li>• I understand differences of opinions and an respond positively.</li> </ul>	<p>appreciating that different people react in different ways to certain situations</p> <ul style="list-style-type: none"> <li>• I can act as an advocate for views and beliefs that may be different to mine</li> <li>• I show maturity when dealing with disputes</li> <li>• I can be a good role model for learning behaviour</li> <li>• I can cope with criticism and learn from it</li> <li>• I can break suggestions down into manageable steps when working in a group.</li> <li>• I am able to work well with people who have different ideas to my own</li> <li>• I am able to discuss issues to reach an agreement that enables a group to move on</li> <li>• I make the most of others strengths when organising my work.</li> <li>• I can explain my ideas to a range of audiences in a variety of contexts.</li> </ul>	
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<p><b>Community</b> (self-awareness)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can select and use activities and resources independently</li> <li><input type="checkbox"/> I am beginning to know what I am good at.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask for help if the time is appropriate</li> <li>• I can choose and use equipment needed for a set task</li> <li><input type="checkbox"/> I can tell when something is likely to upset me</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of strategies to control my feelings</li> </ul> <p>I know what I am good at and when I might need help.</p> <p>I can set and review my own targets</p>	<ul style="list-style-type: none"> <li>• I will get on with a task without any need to be reminded what to do</li> <li>• I know what I am skilled at and when I need help to improve</li> <li>• I have a go at something before asking for help.</li> <li>• I am able to judge the quality of my work</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to select and choose appropriate resources</li> <li>• I know situations that may make me angry or upset</li> <li>• I know what I am good at and precise aspects of how I need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of my own success and targets for improvement.</li> <li>• I can assess my learning well.</li> <li>• I can prevent myself from getting angry or upset by changing situations</li> <li>• I know when to seek help and guidance</li> <li>• I can try challenges independently and know a range of strategies for when I get stuck</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to control my own mood swings</li> <li>• I am able to effectively assess the quality of my learning and set targets for improvement.</li> <li>• I can act on feedback from myself and others.</li> <li>• I can manage my own learning and effectively choose how best to present my learning</li> </ul>	
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<p><b>Curiosity and Challenge</b> (problem solving and analytical)</p>	<ul style="list-style-type: none"> <li>I can generate questions linked to my learning</li> <li>I can use 'how' and 'why' when trying to find things out</li> <li>I can stay involved when trying to solve a problem</li> <li>I am starting to test my own ideas</li> <li>I use my imagination in role play</li> </ul>	<ul style="list-style-type: none"> <li>I can generate useful questions linked to my learning</li> <li>I work independently and reach a conclusion without referring to my teacher</li> <li>I can play, observe and experiment to find things out</li> <li>I can use my imagination when trying things out</li> </ul>	<ul style="list-style-type: none"> <li>I make suggestions about ways to look at a range of problems.</li> <li>I can make some connections to some previous work</li> <li>I can see the relationship between things and explain ideas to others When I have solved a problem, I am able to suggest a similar problem for a partner</li> <li>I can leave an activity and go back to it, if it takes a while to solve.</li> <li>I can use my imagination to generate ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can prioritise my questions linked to my learning.</li> <li>I recognise that sometimes you need help to solve problem</li> <li>I am beginning to apply some organisation when problem solving</li> <li>I can try something that may not work.</li> <li>I can use my imagination to improvise</li> <li>I can think of different ideas and possibilities.</li> <li>I can improve my learning by imitating others</li> </ul>	<ul style="list-style-type: none"> <li>I can select questions linked to my learning to form an enquiry</li> <li>I can ask questions purposefully to check my understanding</li> <li>I can organise information</li> <li>I can draw inferences and make deductions from some sources</li> <li>I can give alternative solutions or explanations</li> <li>I recognise when you need expertise from others to help solve problems</li> <li>I can plan a longer activity, breaking it into a manageable number of steps</li> </ul>	<ul style="list-style-type: none"> <li>I can use information from a range of sources to help solve a problem</li> <li>I can solve problems and investigations from a range of context including using logical thinking</li> <li>I can link ideas from different learning challenges to solve problems</li> <li>I am happy to keep trying when the solution is not readily available</li> <li>I know the difference between a task that is too difficult and one that requires me to think more carefully</li> <li>I can judge risks and know what is sensible</li> </ul>	<ul style="list-style-type: none"> <li>I present a concise, reasoned proof using, symbols diagrams, graphs and related explanatory text.</li> <li>I can follow my own lines of enquiry based on my own questions and predictions</li> <li>I can use correct logical arguments that has a chain of reasoning to it and use phrases such as 'because' and 'therefore'</li> <li>I can explore more than the first solution I think of</li> <li>I can generate questions that promote higher order thinking</li> </ul>
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<p><b>Learning Pedagogy- Curriculum Progression</b></p>		
<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>

<b>Autumn term</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>
	I can work as part of a group or class	I can select and use activities and resources independently	I can use imagination in roleplay	I can listen to instructions and follow them.	I can ask for help if the time is appropriate.	I can use my imagination when trying out new things.	I can explain why others feel happy or sad.	I know what I am good at and when I might need help.	I can make some connections to some previous work.
	I can take turns and share			I can work collaboratively in a group and take turns.		I can play, observe and experiment to find out new things.	I am happy to lead and be directed by others.		I can leave an activity and go back to it if it takes a while to solve.
<b>Spring term</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>
	I show care for others' feelings when working together.	I am beginning to know what I am good at.	I can stay involved when trying to solve a problem.	I am happy to listen to others' opinions and points of view.	I can tell when something is likely to upset me.	I can generate useful questions linked to my learning.	I can suggest a way forward when I have fallen out with someone.	I can use a range of strategies to control my feelings.	I can use my imagination to generate ideas.
	I form good relationships with adults and peers.		I am starting to test my own ideas.	I can listen to people without interrupting.			I consider the views of group members in discussions.		
<b>Summer term</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>

	I know that people have different needs and should be treated with respect.	I am beginning to know what I am good at.	I can generate questions linked to my learning.	I know when I need to talk to someone about a concern and that this can help me.	I can choose and use equipment needed for a task.	I work independently and reach a conclusion without referring to my teacher.	I am happy to discuss my learning with others in the class.	I can set and review my own targets.	I make suggestions about ways to look at a range of problems.
	I can say how I feel.	I can select and use activities and resources independently.	I can use 'how' and 'why' when trying to find things out.	I am happy to share my ideas.			I can help other people with their learning.		I can see the relationship between things, and explain ideas to others.
				I Can work collaboratively in a group and take turns.					When I have solved a problem, I am able to suggest a similar problem to a partner.

**Learning Pedagogy- Curriculum Progression**

	Year 3			Year 4			Year 5			Year 6		
Autumn term	Communication	Community	Curiosity and challenge	Communication	Community	Curiosity and challenge	Communication	Community	Curiosity and challenge	Communication	Community	Curiosity and challenge
	I know how to make an idea better and I am willing to try.	I can get on with a task without any reminders of what to do.	I can try something that may not work.	I can communicate as part of a team and try to convince people of my point of view.	I am able to select and choose appropriate resource.	I can select questions linked to my learning to form an enquiry.	I can share a working environment with others and respect that some people may need different things.	I am aware of my own success and targets for improvement.	I can link ideas from different learning challenges to solve problems	I can empathise with others', appreciating that different people react in different ways depending on certain situations.	I can act on the feedback for myself and others'	I can explore more than the first solution that I think of.
	I can work with a range of people in joint activities.		I can use my imagination to improvise.	I accept that people may have an opinion that is different to mine.		I can ask questions purposefully to check my understanding.		I can assess my learning well.	I am happy to keep trying when the solution isn't readily available.	I appreciate that feelings change over time and I can cope with that.	I am able to effectively assess the quality of my learning and set targets for improvement.	I can generate questions that promote higher order thinking.
	I can make sure everyone		I recognise that									

	takes turns when speaking.		sometimes you need help to solve a problem.									
	<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>			<b>Year 6</b>		
<b>Spring term</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>
	I can explain my point of view to different people	I know what I am skilled at and when I need help to improve	I can think of different ideas and possibilities.	I can respect and tolerate the beliefs and values of other people in the group.	I know situations that may make me angry or upset.	I can organise information.	I can take on a range of roles within a group.	I can try challenges independently and know a range of strategies for when I am stuck.	I can use information from a range of sources to help solve a problem.	I can act as an advocate for views and beliefs that may be different to mine.	I am able to control my own mood swings.	I can follow my own lines of enquiry based on my own questions and predictions.
	I am always prepared to listen to the points made by others even when they disagree with me	I have a go at something before asking for help	I can improve my learning by imitating others			I can draw inferences and make some deductions from some sources.	I can accept feedback from others in a group and can use this to improve.		I can solve problem and investigations from a range of contexts including using logical thinking.	I show maturity when dealing with disputes.		
	I listen to people and		I can prioritise							I am able to work well		

	can discuss their ideas.		my question linked to my learning.							with people that have different views to my own.		
	<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>			<b>Year 6</b>		
<b>Summer term</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>	<b>Communication</b>	<b>Community</b>	<b>Curiosity and challenge</b>
	I am happy to discuss my learning with others in the class.	I can set and review my own targets.	I can make suggestions about ways to look at a range of problem.	I can show people that I understand their feelings.	I am able to judge the quality of my work.	I am beginning to apply some organisation when problem solving.	I am happy to take on a specific allocated role in a group.	I know what I am good at and precise aspects of how I need to improve.	I can give alternative solutions or explanations.	I can help to motivate others	I can prevent myself from getting angry or upset by changing situations.	I know the difference between a task that is too difficult and one that requires me to think more carefully.
	I can help other people with their learning.		I can see the relationship between things and explain	I can listen to and follow instructions independently.					I can recognise when you need expertise from others to help solve problems.	I can understand difference of opinions and can respond positively.	I know when to seek help and guidance.	I can judge risks and know what is sensible.

			ideas to others.									
			When I have solved a problem, I am able to suggest a similar problem to a partner.						I can plan a longer activity, breaking it down into parts.			

## Behaviour Curriculum

Routines and expectations established across the autumn term. Aspects are revisited termly

In every lesson throughout the school day teachers will have planned and delivered a 2-5 minute emotional Literacy oral questioning session. E.g; In History – How did Mary Seacole feel when she wasn't given recognition for her part in the Crimean war? In Maths – when converting decimals to fractions today how did this make you feel? We are teaching children to identify and name feelings beyond the basic 4. We are also validating children's feelings and exploring those feelings that are different to others.

Routine and expectation	EYFS	KS1	Lower Key stage 2	Upper Key stage 2
Transitions/ routines	Ask to leave the classroom Using walking feet Team stop (hand up signaling stop) Tucking chairs in My turn, your turn  Lining up	5, 4, 3, 2, 1 to move from tables to carpet Team stop-hand My turn, your turn Turn to your partner hand gestures Wonderful walking- walking on the left, calm and in a single file  Lining up in alphabetical order	<b>Mix, pair share-Sticky high 5, Pair discussion, Round Robin and Rally Robin</b> (Using the topic given, the partner that <i>has the longest hair, shiniest shoes, most pets etc</i> goes first)  <b>After the first partner shares one thing, the second partner shares</b> <b>You 'rally' the topic like this until the teacher calls time)</b> 5, 4, 3, 2, 1 to move from tables to carpet Team stop-hand My turn, your turn Turn to your partner hand gestures Wonderful walking- walking on the left, calm and in a single file  Lining up alphabetical order	<b>Mix, pair share Sticky high 5, Pair discussion and Timed pair share</b> (Teacher announces the topic and tells you how long each of you will have. Teacher gives you 'think time'. In pairs, partner A shares as partner B listens. Teacher calls 'time'. Partner B thinks and praises partner A. Partners switch roles) 5, 4, 3, 2, 1 to move from tables to carpet Team stop-hand My turn, your turn Turn to your partner hand gestures Wonderful walking- walking on the left, calm and in a single file  Lining up alphabetical order

<p>Assemblies</p>	<p>Learning what assembly is and how to walk to the hall-single file, arms by the side and using walking feet</p> <p>Sitting in assembly- sitting on bottom with legs crossed or put them in front</p> <p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Learning what assembly is and how to walk to the hall-single file, arms by the side and using walking feet</p> <p>Sitting in assembly- sitting on bottom with legs crossed or put them in front</p> <p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know the sitting space and in which order</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>	<p>Know that we enter/exit in silence and we walk into/out of the hall</p> <p>Know the sitting space and in which order</p> <p>Know that we sit cross-legged with a straight back and hands still</p> <p>Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>Know that we use silent hands-up to contribute</p> <p>Know that we use manners when speaking</p> <p>Know that we participate actively – singing etc.</p>
<p>Break/lunch time</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them</p>	<p>Know that we wash hands before eating</p> <p>Know that we use a quiet voice and talk to the children opposite or adjacent to them only.</p>
	<p>only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The 'Clap' means stop still. The second 'Clap' means line up in front of the adult.</p> <p>Know that we do not speak in the line</p>	<p>them only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The 'Clap' means stop still. The second 'Clap' means line up in front of the adult.</p> <p>Know that we do not speak in the line</p>	<p>only.</p> <p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The 'Clap' means stop still. The second 'Clap' means line up in front of the adult.</p> <p>Know that we do not speak in the line</p>	<p>Sitting sensibly at a table while eating</p> <p>Use of knife and fork</p> <p>Know that we chew with our mouths closed</p> <p>Know that we walk in the dining room</p> <p>Know that we say please and thank you</p> <p>Know that we put our hand up for adult attention</p> <p>The 'Clap' means stop still. The second 'Clap' means line up in front of the adult.</p> <p>Know that we do not speak in the line</p>

<p><b>Readiness- attendance and punctuality</b></p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p> <p>Know that attending school on time every day is important so that you don't miss important learning</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>	<p>Know that you must try to attend school every day.</p> <p>Know that you must try to arrive at school on time every day.</p> <p>Know that attending school on time every day is important so that you don't miss important learning</p> <p>Know to be punctual</p> <p>Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p>
<p><b>Readiness-ready to learn</b></p>	<p>Sitting on a carpet- sitting on bottom with legs crossed or put them in front</p> <p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>My turn, your turn</p>	<p>Sitting on a carpet- sitting on bottom with legs crossed or put them in front</p> <p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p>	<p>Using magnet eyes</p> <p>Using listening ears and not speaking when others are talking</p> <p>Know that we wear full uniform and it is worn correctly</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch, stud earrings and no other jewellery</p>	<p>Know that we wear full uniform and it is worn correctly</p> <p>Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>Know that we can wear a watch, stud earrings and no other jewellery</p> <p>Know to wear correct PE kit as appropriate</p>
<p><b>Respect-Manners</b></p>	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Inside voices</p> <p>Learning how to tidy up in each area</p>	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if</p>	<p>Know that you should always say 'please' when you are asking for something.</p> <p>Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if</p>	<p>Daily meet, greet and smile when meeting adults in corridors. Know that you should say 'Good morning/afternoon' to adults if spoken to.</p> <p>Holding doors open for other adults and children</p>
		<p>spoken to.</p> <p>Know that it is polite to give eye contact to the person you are talking to.</p>	<p>spoken to.</p> <p>Holding doors open for other adults and children</p>	

<p>Respect</p>	<p>Looking after equipment and how to tidy things away.</p>	<p>Understanding that respect means. Having respect is when you feel good about someone because of how they act. Showing respect is when you care how your actions impact others</p> <p>Looking after equipment and how to tidy things away.</p> <p>Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles.</p>	<p>Know that everyone should be respected. Having respect is when you feel good about someone because of how they act. Showing respect is when you care how your actions impact others</p> <p>Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</p> <p>Looking after equipment and how to tidy things away.</p> <p>Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles.</p> <p>Introduction to phase monitoring of cloakrooms and corridors</p>	<p>Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</p> <p>Looking after equipment and how to tidy things away.</p> <p>Knowing how to tidy resources on tables. The introduction of class monitors and understanding of jobs roles.</p> <p>Introduction to phase monitoring of cloakrooms and corridors</p> <p>Understanding of school assistant roles: corridor monitors, giving out registers, break time equipment and tidying.</p>
<p>Safety</p>	<p>Learning how to wash hands- soap, wash, rinse and dry</p> <p>Learning to go to the toilet- ask to use the toilet, shut the door, flush the toilet and wash hands</p> <p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>	<p>Learning how to wash hands- soap, wash, rinse and dry</p> <p>Learning to go to the toilet- ask to use the toilet, shut the door, flush the toilet and wash hands</p> <p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>	<p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>	<p>Know that you must play safely without hurting anyone.</p> <p>Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>

The PSHE curriculum, outlines more taught aspects related to safety.

Pupils are taught about: Health, Physical and mental, Online Safety, Anti-Bullying/Protected Characteristics , RSHE/Consent and Healthy Relationships

*“Effective schools take a zero-indifference approach instead of a zero-tolerance approach.”  
Alice Boon, Senior School Effectiveness Officer, Brighter Futures for Children*