



Federation of Shillington and Stondon Behaviour Curriculum

Intent

Curriculum Aims

The ethos of our federation is to create a positive culture that has high expectations of pupils and staff. Our core values of respect, kindness, honesty, friendship, perseverance and self-belief underpin our approach. They are designed to ensure we develop well-rounded pupils who are well prepared for the next step in their education and life journey.

The aims of our behaviour curriculum is to embed these core values and associated desired behaviours within all aspects of learning.

Behaviour in Schools, DFE advice Feb 2024

Schools are advised to develop a behaviour curriculum for the following reasons:

“Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited.”

“ A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. “

The federation of Shillington and Stondon share this purpose in the aims, implementation and impact of their behaviour curriculum.



EYFS (Reception)

The curriculum aligns with the EYFS Statutory framework, focusing on Personal, Social and Emotional Development.

Activities also draw on guidance from Development Matters (non-statutory) 2023, which states the importance of PSED for future success with young children. "Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."

The curriculum introduces foundational knowledge, skills and behaviours that prepare children for the National curriculum in KS1 and beyond.

Continuity of learning from EYFS to KS1

The curriculum aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression.

Progression

The units of work and lesson within each unit planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development. The behaviour curriculum is embedded within our school curriculum and as such progresses at the age-appropriately.

A spiral curriculum enables us to introduce complex topics to young children in a way that is both accessible and engaging. This method builds a strong pedagogical foundation, which can be developed further as children progress through primary school.

Inclusion and diversity

It is important that all pupils see themselves reflected in the curriculum and are introduced to a broad range of artists, styles and cultural traditions.



Our curriculum's diversity helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity across time and place and allows all children to see themselves within the curriculum.

Specific opportunities to teach children how to challenge stereotypes and prejudice are built into the curriculum.

Implementation

Timetabling

The behaviour curriculum is embedded within all aspects of the school day from expected daily routines, to assemblies and during lessons.

Inclusion and SEND

Our curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners. Specific interventions or approaches that support SEND learners with their behaviour are included in our curriculum map.

Children learn in a variety of ways. All lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.
- Adaptive teaching embedded throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.
- The step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Formative: Assessment throughout the lesson

Formative assessment is embedded throughout our curriculum to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply Art and design skills.
- Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Summative: Summative assessment opportunities

Whilst we do not formally assess our behaviour curriculum, the children's responses in lessons whether written, oral, photographic and creative are used as evidence of progress. The children's behaviour in their learning, social interactions and around school are evidence of the success of the curriculum.

Evidencing progress

Insight is used to track progress in all subjects.

Pupil voice through the TEP engagement platform census and surveys is used termly to gauge whether pupils are engaged, safe and happy at school and are indicators of the impact of the curriculum.

Behaviour curriculum – mapping our schemes of work

	Aut A	Aut B	Spr A	Spr B	Sum A	Sum B
SMSC / values education	Assembly themes Our school code of conduct and values: respect, kindness, honesty, friendship, perseverance and self-belief. Celebrating, respecting and discovering key events / celebrations from major world religions, understanding diversity. Musician of the month – developing an appreciation of different musicians from different cultures, times, religions and gender. British Values – embedded throughout the school calendar at the most appropriate time Behaviour rewards - to develop extrinsic rewards. Good news book, celebration assembly focus on values (values apples) Careers related education – Direct links to careers made to add purpose to learning, challenge bias and stereotyping. Celebrate successful people / careers such as STEM breakthroughs, inventors, famous scientists, NHS. Zones of regulation: Zones of regulation are specifically taught weekly as part of a class assembly / reflective session. These are then in practise in all classes. Discussion guidelines: Referred to during lessons and on display in classrooms to remind children how we discuss with a partner.					
School events (this is not exhaustive and additional opportunities are taken each year)	Harvest: Thankfulness and gratitude Macmillan coffee morning: Thinking of others who are unwell International Dot day: Creativity and growth mindset	Remembrance: Respecting and thanking those who have served our country Children in Need: Respecting and showing kindness towards others KS1 Christmas production: participation and valuing others' performances		Comic relief / Sport relief: (respecting and kindness towards others)	Earth day: respecting our planet International nurse day: Understanding the roles of those who help others	Ocean day: respecting our planet Y4 leavers assembly: Moving on, reflecting on our achievement KS2 production: participation and valuing others' performances
School routines						
Assemblies Assemblies are a key driver due to the opportunity to reinforce and revisit	In the classroom and during lessons Being ready to learn Allowing others to learn	Moving around School Walking sensibly and quietly Hold open doors for others	Break and Lunchtimes Playing safely. Resolving differences Following adult instructions	In the dining Hall Lining up quietly and respectfully Choosing and asking for food politely – please and thank you.	PE / Sport PE is a key driver of our behaviour curriculum due to the dynamic nature of the subject	Manners Holding open doors Please and Thank you Lining up and waiting for our turn

expectations across the whole school ensuring consistency of approach and expectation Behaviour expectations in assembly Contributing and participating Singing Supporting the assembly (helping to set up etc...)	Treating the classroom with respect Keeping the classroom tidy Listening, respecting and working with others	Being mindful of others who may be working Remaining in our place in a line	Lining up Making sure we only go where any adult says we can go. Not being in classrooms Making sure we are only where there is supervision	Using cutlery correctly. Appropriate table manners Tidying away any mess we make.	Correct clothing, hair and removal of jewellery See PE curriculum for specific skills for each unit	
Inclusion Pupils with additional SEND or SEMH needs will be identified and a range of appropriate adaptations or programmes of support are used to develop their understanding of behaviour expectations.	Universal behavioural curriculum Adaptive teaching: Pupils who need support with regulation or self-management are provided with appropriate adaptations to their environment or learning to support them. Zones of regulation: All children are taught to recognise their emotions using the Zones of Regulation and there is a display in each room. Children who require targeted support or an individualised ZoR resources are provided with one and taught how to use it to self-manage their emotions independently. Targeted behavioural curriculum Sensory circuits: Identified children who would benefit from Sensory circuits are provided with timetabled opportunities to participate. ZoR are used to assess engagement and impact. Hamish and Milo: (Emotional, behavioural belonging) Targeted programme to support children to recognise feelings and develop emotional regulation and self-management skills. These are based on an individual's or group's specific and identified needs. Starving the Anger Gremlin (Emotional, behavioural and belonging - CBT approach) Starving the anger gremlin is a targeted workbook and intervention program based on Cognitive Behavioral Therapy (CBT). It teaches children how to recognise anger triggers, challenge irrational thoughts and "starve" the "anger gremlin." Starving the Anxiety Gremlin (Emotional, behavioural and belonging - CBT approach) Starving the Anxiety Gremlin is a targeted workbook and intervention program based on Cognitive Behavioral Therapy (CBT). It teaches children how to recognise anxiety and its triggers, show how thoughts, feelings and behaviours link together and address how to 'starve' the imaginary gremlin by changing how they think and act. It covers a range of different types of anxiety like panic attacks, phobias, social anxiety and OCD. Talkabout (Social, communication and interpersonal skills/friendship) Talkabout is a social skills program (how individuals interact with others). It seeks to build self-awareness, self-esteem and the ability to form positive friendships and navigate social situations successfully. Importantly it teaches awareness of body language, active listening conversational etiquette, understanding sarcasm/humour and managing emotions. The body language element will supplement Zones of Regulation. Lego Therapy (Social communication, teamwork and problem-solving)					

	Lego therapy is a collaborative, play-based intervention used to help children develop social communication, teamwork and problem solving skills. Core social skills developed include turn-taking and sharing, verbal and non-verbal communication, joint problem-solving and collaboration and compromise. Individualised Support plans: Developed with the child, SENCo, class teacher, other professionals and parents / carers to support individuals who need further support. Specialist behaviour curriculum Play Therapist: Where more complex support is required, we will make use of an independent play therapist.		
English Our text based English writing enables us to explore key moral and social issues. Our reading lessons ensure children work with a partner, support children in becoming mutually respectful of one another through reading.			
EYFS	Enjoying literature and a wide range of stories that cover relationships, develop empathy, values and morals, keeping safe and caring for others		
Year 1 / 2	Reading – Y2 whole class reading texts are chosen to meet needs of the cohort. Partner work and discussion opportunities in every reading lesson. Children are taught simple sentence stems to be able to respectfully debate and discuss ideas learning how to agree and disagree. In Year 1 the phonics texts explore a range of social, moral and emotional situations at an age-appropriate level. Respect for others, creatures and nature are inherent within all texts used.		
Year 1 / 2	Essential Writing High-quality literature is a key vehicle to explore subjects that are controversial, difficult and to explore choices made by others. Writing provides an opportunity to consider the reader / audience		
	Labels, lists and captions - Narrative Poetry Recipes – for a class celebration Narrative	Narrative Rules and recount	Non-fiction – appreciating nature and our world Narrative
Year 3 / 4 Cycle A and B	Reading – texts are chosen to meet needs of the cohort Partner work and discussion opportunities in every reading lesson. Children are taught sentence stems to be able to respectfully debate and discuss ideas learning how to agree and disagree. Explore key moral, social and historical issues and dilemmas present in fiction texts Explore environmental, historical and social issues in non-fiction texts.		
Year 3 / 4 Cycle A	Essential Writing High-quality literature is a key vehicle to explore subjects that are controversial, difficult and to explore choices made by others. Writing provides an opportunity to consider the reader / audience		

	Narrative is used to explore difficult subjects or dilemmas exploring themes of loneliness and friendship Poetry creating own poetry requires resilience and perseverance Fables are used to explore moral issues, right and wrong Non-chronological report – self-belief and ambition	Narrative Persuasive speeches – improving the local area Personal narrative poetry – based on a significant moment, respecting personal narrative of others Poetry – linked to work on the local area	Persuasive letters – based on a subject they feel strongly about (respect and balance in an argument) Instructions Non-chronological report – respect for other cultures as based on a religious festival Narrative Poetry – personal reflection, self-belief
Year 3 / 4 Cycle B	Narrative Persuasive Speech – chosen topic of importance Poetry - Explanation Narrative – character experience and feelings	Newspaper reports Travel leaflets Narrative – character development Poetry - awareness of audience	Persuasive letters – environmental or community issues Non-chronological report – pastime or hobby, respect for different pastimes of others Poetry Narrative Poetry – personification, resilience
Mathematics Mathematics mastery approach Our mathematics mastery curriculum enables children of all year groups to develop independence through teaching children to be able to select and use concrete resources, pictorial representations, informal and formal written methods to support calculations and problem solving. Creating a culture of acceptance of error and misconception ensures children develop resilience and perseverance – an essential mathematical skill. Problem solving and investigative mathematics is used to embed both resilience, perseverance as well as developing skills in organisation, collaboration and respecting others ideas. Children work individually, in pairs and as part of groups developing key communication skills alongside the ability to learn with and provide support to others.			
EYFS onwards	Develop skills of using concrete resources appropriately to support mathematical development and a positive attitude towards the learning of maths.		
Year 3 / 4	MTC – preparation with a focus on self-belief, developing resilience under pressure and independently practising times tables skills		
Science Investigative work provides opportunities to teach about co-operation and collaboration, resilience for learning and problem solving. Following explicit instructions for our own and others’ safety.			
Computing Teaching children to have age-appropriate regard for on-line safety (4cs conduct, contact, content and commerce) Computer programming develops critical thinking, collaboration, problem solving and resilience and perseverance skills Creative units explore developing new skills, collaborative learning, problem solving and an appreciation of how computing can enhance or be used to create.			

Functional skills units support children developing independence.

PE

PE is a key driver of our behaviour curriculum due to the dynamic nature of the subject

Our scheme of work Get Set 4 PE includes in each unit and lesson a “whole child” series of objectives that are developed in addition to the National curriculum objectives for PE broken down into social, emotional, thinking. Where these relate to behaviour, they are included below.

EYFS / Nursery	Introduction to PE 1 Social: To share equipment and complete tasks To lead a partner around a space To move with control to keep myself and others safe To be aware of others when working in a space To work sensibly Emotional: To make independent choices in PE To try new challenges To keep practising even if I find things new and challenging	Introduction to PE 2 Social: To play in a safe space and keep myself and others safe To work well with others To use equipment safely and responsibly To take turns To encourage others To talk to a partner Emotional: To play honestly To try my best and try to beat my score	Ball Skills 1 Social: To move sensibly to keep myself and others safe To take turns To work with a partner To help others To work co-operatively Emotional: To keep trying with new challenges or when things are difficult To try new skills by myself To show honesty	Ball Skills 2 Social: To work well with a partner and share equipment To take turns To move safely being careful of others Talk about ideas with a partner Emotional: To keep trying with new challenges or when things are difficult To make my own choices to complete challenges Try my hardest to improve my score To show honesty when playing games	Dance 1 Social: To show an awareness of space, themselves and others To sit quietly when watching others perform To listen to others ideas To work sensibly Emotional: To work independently To be confident to share my ideas and work To say what I liked about a performance	Dance 2 Social: To show an awareness of space, themselves and others To show respect to others when they perform To listen to others ideas To work sensibly To collaborate with the class performing at the right time Emotional: To work independently To be confident to share my ideas and work To say what I liked about a performance To move with confidence
	Fundamentals 1 Social: To help others freeing them if they are stuck To move around keeping others safe To share equipment Emotional: To show honesty when tagging others To challenge myself To try my best To show determination	Fundamentals 2 Social: To take my time and leave a space to work safely around others To congratulate others when they do well. To share equipment and wait my turn Emotional: To challenge myself to do the more difficult tasks To play games honestly To try my best To be confident to try new challenges To understand sometimes we play	Games unit 1 Social: To move sensibly to keep others safe To communicate with my partner to keep the score To work co-operatively as a team To take turns To support and encourage others Emotional: To be confident to share my ideas To be honest in the games I play	Games unit 2 Social: To help others who are stuck To be kind to a partner when playing against them To encourage team mates To take turns To support and encourage others Emotional: To try my best To play honestly To understand how to behave when winning and losing	Gymnastics 1 Social: To move safely with and around others To take turns to make sure everyone is safe To share a mat and wait to take my turn To share equipment Emotional: To show determination to hold my balance To confidently use apparatus To try new and challenging tasks	Gymnastics 2 Social: To move safely To be careful of others and take turns To take turns in my group To help others and remember the order of actions Emotional: To be confident to perform and try new challenges To show concentration and determination when balancing To confidently use apparatus

		games where we get caught and this is only part of the game To confidently use equipment	To understand sometimes you win and sometimes you lose	To keep trying with travelling actions that I find difficult	To be confident to show my actions and use equipment	To show determination to complete a task
Year 1 / 2	Fitness Social: To use kind words in my feedback To work well with a partner To make safe decisions To encourage others to keep trying Emotional: To be confident to share my ideas and contribute to a class discussion To try my best even when things are hard To tell the truth about what I have achieved To explore skills before asking for help To want to complete challenges set	Fundamentals Social: To interact with others To show awareness of others when moving To support and encourage others To help others with the task Emotional: To challenge myself to achieve my personal best To regulate my emotions To play honestly keeping to the rules To persevere when learning new skills	Gymnastics unit Social: To show respect when watching others perform To collaborate with a partner To share a workspace or apparatus being considerate of others To work safely and sensibly in a group Emotional: To be confident to share my ideas and sequence To be accepting if my ideas are not used To persevere when learning new skills	Dance unit Social: To show respect when watching other perform To communicate and share ideas, with a partner To work safely around others To listen to each others ideas Emotional: To be confident to move and perform To try my best in the performance I give To show empathy in the way I provide feedback To accept ideas that differ from my own To attempt challenges outside of my comfort zone	Athletics Social: To make safe decisions when moving around others To take turns To work to my personal best To work collaboratively Emotional: To persevere when things get hard To work independently To be honest and follow the rules To show determination to do my best	Invasion games Social: To congratulate my partner and say "well done at the end of a game." To communicate my ideas and let people know when I am in a space To play co-operatively together and take turns as attacker and defender To show kindness and support and encourage others Emotional: To persevere in the games I play To be confident to share my ideas To show honesty and play fairly To try my best in games
	Team Building Social: To trust my partner to keep me safe. To talk, listen and share ideas To give clear instructions to help to keep my partner safe. To include all members of the group. To talk and listen to my partner to decide who to try to catch or free To talk and listen with my group. Emotional:	Ball Skills Social: To communicate with others To support others Emotional: To persevere in the challenge I am set To show honesty in the games I play	Gymnastics unit Social: To show respect when watching others perform To collaborate with a partner To share a workspace or apparatus being considerate of others To work safely and sensibly in a group Emotional: To be confident to share my ideas and sequence	Sending and receiving Social: To support others To identify when my partner is ready to receive To use kind words Emotional: To challenge myself To be honest in the games I play To explore skills independently	Net / Wall games Social: To encourage my partner and team mates To move safely To communicate with my partner To work co-operatively to take turns and keep score Emotional: To work independently to manage my game To persevere in the games I play and challenges I find difficult	Striking and fielding Social: To communicate with others To work with others to organise our game To show kind behaviour towards others Emotional: To manage my emotions when during challenge and competition To play my games honestly and by the rules

	Keep trying when a challenge is tricky. To be confident to share my ideas. To be confident to let someone else lead me. To be confident to lead and make decisions. To try my best. To keep trying in the challenges.		To be accepting if my ideas are not used To persevere when learning new skills		To show determination to improve To try my best To challenge myself to complete the task	To keep trying if I find hitting the ball difficult To try my best
Year 3 / 4	Fitness Social To collaborate when working with others. To support and encourage others to persevere. To collaborate with others to self manage games. Emotional: To concentrate when developing a new skill. To persevere to make improvements. To persevere to achieve my personal best	Fundamentals Social To show respect towards others when competing. To listen to others and share ideas. To watch my teammates and communicate the technique I see To play fairly with others. To work safely around others travelling in the same direction when skipping. To encourage others in my group Emotional: To challenge myself to work hard and to the best of my ability. To show honesty when playing games To work independently when exploring	Gymnastics Social: To work safely when learning a skill, being mindful of others To support others in their learning. Emotional: To persevere when learning something new. To be confident to provide feedback to others To reflect on the skill I find most challenging. To try my best. To work independently to create my own sequence	Dance Social To share ideas with a partner when exploring actions. To listen to others' ideas and decide as a group which ideas we are going to use. To collaborate with my partner, sharing ideas to create a dance To include all members of my group, listening to everyone's ideas. Emotional To show confidence to perform. To show acceptance if my ideas are not chosen To be sensitive towards others when providing feedback.	Athletics Social To support and congratulate others. To collaborate with a partner to jump our furthest distance. To work with my group to ensure that we are ready for the activity. Emotional To show determination to achieve my best. To be confident to lead others. To show respect and congratulate others for working hard or for using a good technique. To persevere whether I win or lose. To control my emotions regardless of the result To show determination to improve on my previous throw.	Invasion games: Rugby Social To work in a group, communicating with team mates on where to move. To work in a group, sharing and exploring ideas. To work as part of a team with a shared goal To collaborate in a range of roles in my group To communicate with confidence to team mates To keep going even if we are losing or the game is hard. Emotional To play to the rules. To persevere if I don't get the ball or score straight away and try again To be confident to beat or tackle an opponent Being honest with when I may have broken a rule
	Ball Skills Social: To be respectful of my opponent.	Invasion games: Handball Social	Swimming Social: To encourage others	Sending and receiving: netball To work in a group, communicating with	Net and Wall: Tennis Social:	Striking and fielding: Rounders Social:

	To work as a team to manage the activity. To communicate suitable tactics to my teammate Emotional: To persevere when I find possession tricky or when practising or when a game gets harder. To remain calm and concentrate when under pressure. To be motivated to achieve my personal best	To work in a group, communicating with team mates on where to move. To work in a group, sharing and exploring ideas. To work as part of a team with a shared goal To collaborate in a range of roles in my group To communicate with confidence to team mates To keep going even if we are losing or the game is hard. Emotional To play to the rules. To persevere if I don't get the ball or score straight away and try again To be confident to beat or tackle an opponent Being honest with when I may have broken a rule	To be mindful of others when practising skills To follow safety instructions at all times. Emotional To overcome fears and uncertainty To persevere when skills are new or difficult To accept that others may be more or less confident than I am.	team mates on where to move. To work in a group, sharing and exploring ideas. To work as part of a team with a shared goal To collaborate in a range of roles in my group To communicate with confidence to team mates To keep going even if we are losing or the game is hard. Emotional To play to the rules. To persevere if I don't get the ball or score straight away and try again To be confident to beat or tackle an opponent Being honest with when I may have broken a rule	To work co-operatively with others. To work co-operatively with others to self-manage games. To be respectful of my opponent Emotional: To persevere when learning a new skill To play honestly and within the rules	To communicate when fielding and batting. To respect the umpire's decisions To work with my group or team to manage the game and make tactical decisions Emotional: To follow the rules. To apply the rules when umpiring To play honestly
Additional units due to 2-year cycle	OAA Social: To communicate and share ideas. To work with others to create a strategy. To discuss and agree roles in a team Emotional: To show determination To stay resilient when stuck. To stay focused and follow instructions carefully. To play honestly To be aware of my own and others' safety.	Invasion: Rugby Social To work in a group, communicating with team mates on where to move. To work in a group, sharing and exploring ideas. To work as part of a team with a shared goal To collaborate in a range of roles in my group To communicate with confidence to team mates	Bikeability Social: To encourage others To be mindful of others when practising skills To follow safety instructions at all times. Emotional To overcome fears and uncertainty To persevere when skills are new or difficult To accept that others may be more or less confident than I am.	Sending and receiving: Hockey To work in a group, communicating with team mates on where to move. To work in a group, sharing and exploring ideas. To work as part of a team with a shared goal To collaborate in a range of roles in my group To communicate with confidence to team mates	Cricket Social: To communicate when fielding and batting. To respect the umpire's decisions To work with my group or team to manage the game and make tactical decisions Emotional: To follow the rules. To apply the rules when umpiring To play honestly	

		To keep going even if we are losing or the game is hard. Emotional To play to the rules. To persevere if I don't get the ball or score straight away and try again To be confident to beat or tackle an opponent Being honest with when I may have broken a rule		To keep going even if we are losing or the game is hard. Emotional To play to the rules. To persevere if I don't get the ball or score straight away and try again To be confident to beat or tackle an opponent Being honest with when I may have broken a rule		
Art In art lessons key skills related to celebrating different artists and cultures are explored. Each lesson is used to enforce expectations around looking after equipment, putting things away and clearing up after ourselves. Resilience and perseverance in art lessons is a fundamental skill that is developed.						
EYFS	Drawing: Marvellous marks Appreciation for our differences	Seasonal: Making a card for someone and writing a message in it.	Painting and mixed media: Paint my world Looking after equipment and resources Giving compliments and considerate feedback to others		Sculpture and 3D: Creation station Looking after equipment and resources	
Year 1 / 2 Cycle A	Drawing: Exploring line and shape Appreciating art from different cultures. Perseverance when trying a new drawing skills	Seasonal: Making a gift for someone.	Craft and design: Woven wonders Appreciating art from different cultures. Perseverance when trying a new drawing skills Expressing an opinion respectfully.		Drawing: Understanding tone and texture Perseverance when trying a new drawing skills	
Year 1 / 2 Cycle B	Painting and mixed media: Colour splash 6 lessons Appreciating art from different cultures.	Seasonal: Making a gift for someone.	Sculpture and 3D: Paper play 6 lessons Appreciating art from different cultures.		Sculpture and 3D: Clay houses Reflecting on a process.	

	Perseverance when trying a new painting skills		Perseverance when trying a new drawing skills Expressing an opinion respectfully.			
Year 3 / 4 Cycle A	Drawing: Developing drawing skills 7 lessons Creating art from different media Perseverance when trying a new skill, being respectful of others' attempts	Seasonal: Reflective work based on remembrance / children in need	Drawing: Exploring tone, texture and proportion Appreciating art from different cultures. Perseverance when trying a new drawing skills Expressing an opinion respectfully.		Craft and design: Fabric of nature Appreciation and respect for nature and the environment	Seasonal: Summer exhibition in the church – creating art for others to enjoy.
Year 3 / 4 Cycle B	Painting and mixed media: Prehistoric painting Perseverance when trying a new skill, being respectful of others' attempts Management of self in a dynamic environment	Seasonal: Reflective work based on remembrance / children in need	Sculpture and 3D: Abstract shape and space Appreciating art from different cultures. Perseverance when creating a 3d structure Self-belief to try an ambitious design. Expressing an opinion respectfully.		Painting and mixed media: Light and dark Perseverance when trying a new skill, being respectful of others' attempts	Seasonal: Teamwork to create art work for end of year production
Design Technology	Design technology involves children co-operating to create designs, solve problems and evaluate their work critically. Opportunities to use new skills develops perseverance and resilience.					
Reception		Junk modelling Solve problems to build a model		Cooking and nutrition Try new foods		Textiles: Bookmarks Fine motor skills - perseverance
Year 1 / 2 Cycle A		Mechanisms Solve problems to build a model Structures		Simple stitches Fine motor skills - perseverance		Mechanisms Problem solving Food and nutrition Taste testing

		Design something for someone else, consider others				
Year 1 / 2 Cycle B		Food and nutrition Healthy behaviour habits Mechanisms – levers Problem solving, co-operation with others		Structures – chair for a bear Problem solving, perseverance Textiles: Pouches Fine motor skills - perseverance, problem solving		Mechanisms – fairgrounds Problem solving
Year 3 / 4 Cycle A		Mechanical systems: Pneumatic toys Problem solving, working with others and respecting others ideas and creations. Digital world: Wearable technology Using programming and coding to develop problem solving, collaboration and perseverance .		Unit 4: Structures: Product packaging Evaluating and being self-critical to solve a problem		Unit 5: Cooking and nutrition: Eating seasonally Understanding impact on planet of food production. Unit 6: Textiles: Egyptian collars Developing stitching technique develops patience, using equipment safely and perseverance .
Year 3 / 4 Cycle B		Digital world: Mindful moments timer Understanding the importance of looking after our mental and physical		Cooking and nutrition: Adapting a recipe (7 lessons) Adapting a simple biscuit recipe for a chosen target		Mechanisms: Torches Problem solving, developing critical thinking positively.

		health and how technology can help us. Coding – collaboration, problem solving and resilience.		audience. Pupils work collaboratively Structures: Helmets Understanding someone else's needs and making something for another person.		
French	Appreciating and respecting another culture and language Working with a partner to encourage them to have the confidence to speak in another language					
Year 3 / 4 Cycle A	French Greetings with Puppets - Look carefully at a speaker and respond confidently with the appropriate gesture and phrase. - taking turns to speak with a partner					
	This is me -Ask someone how they are feeling and say how they are feeling.		Birthday celebrations -Compare similarities and differences between birthdays in the UK and France. -Appreciate songs in the language. -Compare French festivals and their traditions with English ones.			
World View	World View is another key driver of our behaviour curriculum as the subject explores not only the beliefs and views of others but also encourages children to reflect on non-belief in a respectful way, recognising that we can disagree with another's beliefs but still be respectful and considerate towards them. It expects children to develop their understanding of others beyond their own lived experience which can be challenging and enlightening.					
Reception	What makes us Special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?

	Exploring similarities and differences between themselves, others and the wider community Outcomes Recognise that people have different beliefs and celebrate special times in different ways.	Comparing special times, including Diwali and Christmas, by exploring their meanings, traditions and celebrations Outcomes Recognise that people have different beliefs and celebrate special times in different ways.	Exploring what makes places special by reflecting on places that are important to the pupils and others. Outcomes Recognise that people have different beliefs and celebrate special times in different ways.	Considering what makes the world special by exploring why it is important to the pupils and others. Outcomes Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.	Reflecting on things that are special to people Outcomes Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	6 lessons Exploring how stories can help people understand beliefs and values. Outcomes Understanding the world Recognise that people have different beliefs and celebrate special times in different ways.
Year 1 / 2 Cycle A	What do I believe? A stand-alone introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts. What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging. Outcomes Explain why people use different names for God and show respect for the different names for God across religions.	In all units there is an emphasis on respecting and showing interest in the views and beliefs of others as well as an appreciation for places, objects and nature.	Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature. Outcomes The understand the concept of stewardship in different religions. Identify reasons why it is important to care for the world.	Why do we need to give thanks? Outcomes Identify reasons people may feel thankful and how this is expressed. Talk about what Hindu and Christian followers might learn from stories about gratitude.		
Year 1 / 2 Cycle B	What are big questions? A stand-alone introductory lesson exploring different	Why should we care for others? 6 lessons	In all units there is an emphasis on respecting and showing interest in the views and beliefs of others as well as an appreciation for places, objects and nature.			

	ideas about life's big questions and how they can be answered.	Investigating the importance of taking care of others from different views. Outcomes Describe some reasons why people choose to care for people other than it being their job. Recognise ways of caring that take more effort and receive less thanks. Identify ways of caring for others in Bible, Koran and Torah. Recognise some reasons why Humanist people might believe it is important to care for others. Look for similarities between people's beliefs about caring for others. Explain how people use their skills to care for others while being inspired by their beliefs.				
Year 3 / 4	What are worldviews? A stand-alone introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts.	In all units there is an emphasis on respecting and showing interest in the views and beliefs of others.				
Year 3 / 4	How can we talk about religions and worldviews respectfully? 1 lesson	Where do our morals come from? Thinking about how people decide what it means to live a good		What happens if we do wrong? Investigating who has the authority to decide		

	A stand-alone introductory lesson outlining how to respectfully engage in Religion and worldviews lessons, introducing important vocabulary and key concepts.	life, children reflect on their own opinions about what is right and wrong. Outcomes Explain what morals, rules and guidance are. Identify some of the ways people decide what is right and wrong. Evaluate how Golden Rules might help people make moral decisions today. Present their own ideas for a moral code and explain their ideas clearly.		the consequences of wrongdoing. Outcomes Identify what actions might be seen as wrong and why. Identify what Christians believe about forgiveness from Bible stories. Describe how Jesus teaches forgiveness through his actions and words. Describe similarities and differences between Christian and Humanist ideas about forgiveness and saying sorry. Make simple links between beliefs about God's judgement and Jewish practices such as prayer, fasting, or giving Tzedakah. Recognise that many Muslims believe God judges people by both their actions and their intentions.		
PSHE Our scheme of work using the CORAM Scarf scheme of work for PSHE and RSE is one of the main drivers of our behaviour curriculum. Clear behavioural expectations for mutual respect in all lessons is emphasised alongside specific learning opportunities outlined below.						
EYFS	Rights and Respect 6 lessons All about me What makes me special My feelings 1 and 2	Valuing difference 6 lessons I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping safe 6 lessons What's safe to go onto my body What's safe to go into my body (medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online	Rights and respect 6 lessons Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world	Being my best 6 lessons Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Growing and changing (including RSE) 6 lessons Seasons Life changes – life stages who will I be? Getting bigger Me and my body – girls and boys

			People who help to keep me safe	Looking after money – spending and using Looking after money – saving and keeping		
Year 1	Rights and Respect <i>6 lessons</i> Why we have classroom rules How are you listening Thinking about our feelings Our feelings Feelings and bodies Good friends	Valuing difference <i>6 lessons</i> Same or different Unkindness, teasing or bullying Harold's school rules It's not fair! Our special people balloons	Keeping safe <i>6 lessons</i> Super sleep Good and bad touches Sharing pictures What could Harold Do?	Rights and respect <i>6 lessons</i> Harold has a bad day Around and about the school Taking care of something Harold's money	Being my best <i>6 lessons</i> I can eat a rainbow Eat well Harold's wash and brush up Catch it, kill it, bin it! Harold learns to ride his bike Pass on the praise	Growing and changing (including RSE) <i>6 lessons</i> Healthy me Taking care of a baby Who can help? Surprises and secrets Keeping privates private
Year 2	Rights and Respect <i>6 lessons</i> Our ideal classroom 1 and 2 How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing?	Valuing difference <i>6 lessons</i> What makes us who we are My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Keeping safe <i>6 lessons</i> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Rights and respect <i>6 lessons</i> Getting on with others When I feel like erupting Feeling safe Playing games How can we look after our environment?	Being my best <i>6 lessons</i> You can do it! My day Harold's postcard – helping us to be clean and healthy Harold's bathroom What does my body do?	Growing and changing (including RSE) <i>6 lessons</i> A helping hand My body, your body Respecting privacy Some secrets should never be kept

Year 3	Rights and Respect <i>6 lessons</i> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (co-operation) Friends are special Thunks Dan's dare	Valuing difference <i>6 lessons</i> Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb (diversity)	Keeping safe <i>6 lessons</i> Safe or unsafe? Danger or risk? The risk robot Super searcher Help or harm Raisin challenge	Rights and respect <i>6 lessons</i> Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? environmental project Let's have a tidy up!	Being my best <i>6 lessons</i> Derek cooks dinner (healthy eating) Body team work For or against I am fantastic Top talents Getting on with your nerves	Growing and changing (including RSE) <i>6 lessons</i> Relationships tree Body space None of your business Secret or surprise?
Year 4	Rights and Respect <i>6 lessons</i> Human machines Okay or not okay 1 and 2 An email from Harold (online conduct) Different feelings When feelings change Under pressure	Valuing difference <i>6 lessons</i> Can you sort it? What would I do? The people we share our world with That is such a stereotype Friend or acquaintance Islands	Keeping safe <i>6 lessons</i> Danger, risk or hazard How dare you! Keeping ourselves safe Raisin challenge 2 Picture wise	Rights and respect <i>6 lessons</i> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news Safety in numbers	Being my best <i>6 lessons</i> What makes me, me? Making choices SCARF hotel Harold's 7 Rs My school community Volunteering is cool	Growing and changing (including RSE) <i>6 lessons</i> Moving house My feelings are all over the place Secret or surprise Together