



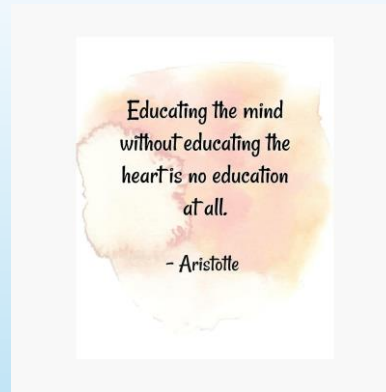
# Positive Relationships and Behaviour Curriculum



Donington Cowley Endowed Primary School  
St Gilbert of Sempringham C of E Primary  
School

*This Curriculum outlines what our children should learn at different stages.*

*Our Positive Relationships and Behaviour Policy sets out how this will be supported and managed in our schools.*

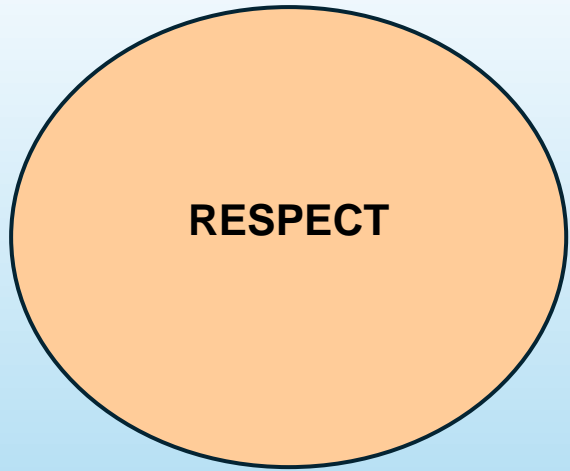


## Curriculum Intent

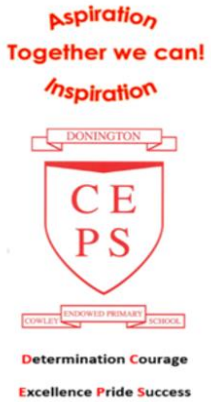
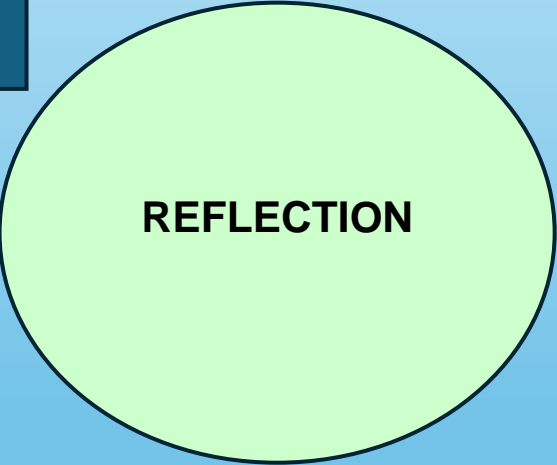
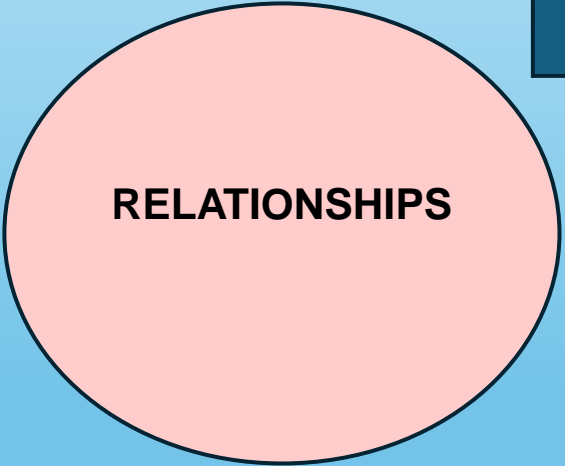
Our curriculum is designed around the 5Rs:

**Respect, Responsibility, Relationships, Resilience and Reflection.**

These guiding principles promote key aspects of citizenship within our school community and beyond and are progressively taught from Reception through to year 6; enabling all of our children to be the best versions of themselves and live out our School Vision and Values and British Values.



**Our Behaviour Principles**





**RESPECT**

Care and consideration for the feelings, wishes, thoughts, opinions and beliefs of others.

**To show  
RESPECT we will  
learn to...**

RESPECT	EYFS	KS1	LKS2	UKS2
<b>In the classroom</b>	Say please and thank you Say hello and goodbye Look after toys and resources Share with others Sit quietly on my carpet spot Use Team stop	Listen carefully Put hand up to ask and answer questions Allow others to learn without distraction	Tidy away resources at the end of lessons Listen to others and respond Help others in their learning	Keep own working area and classroom tidy Support others with their learning Listen carefully to adults and take their feedback on board
<b>Around school</b>	Walk quietly so others are not disturbed. Tidy areas of the school which we have used. Stay where adults can see me		Hold open doors for others. Pick things up and tidying areas around the school without being prompted. Let an adult know if there is a problem- e.g. something is broken. Independently and sensibly move around the school.	
<b>During break and lunchtimes</b>	Walk quietly in corridors led by an adult Use Team-stop when indicated by an adult Use kind hands on the playground. Look after and use equipment correctly. Share with others. Let others take their turn.		Treat equipment respectfully- use it how it should be used and set up/ put away correctly. Line up sensibly and quietly, responding appropriately to Team stop and adult instructions. Model behaviour expectations to younger pupils and support them in these. Play appropriate games in the correct zoned area.	
<b>In the Lunch Hall</b>	Walk quietly in and out of the hall Use Team stop when indicated by an adult Talk quietly to those nearby. Line up sensibly to collect our food. Say please and thank you.		Hold doors open for others. Model behaviour expectations to younger pupils. Offer to help and support adults and younger children. Ensure an appropriate noise level is maintained and the music can be heard.	
<b>During Assemblies</b>	Sit still with legs crossed Listen quietly. Walk in and out of assembly Respond to adults e.g. saying good afternoon/ good morning Clap when other children receive an award		Model high standards of behaviour to younger children. Hold doors open for others. Celebrate the achievements to others. Make appropriate contributions during assemblies e.g. asking/ answering questions.	
<b>On school visits and when we have visitors</b>	Sit still with legs crossed Hands up to answer a question Not talking when others are speaking Look at the person speaking Hands up when you want to ask or answer a question		Thank adults without prompting- e.g. Driver/ visitor Walk quietly and waiting sensibly- independently Ask relevant questions	Greet adults independently- saying 'good morning' Actively listen- through asking questions when appropriate



**RESPONSIBILITY**

Being accountable for my actions  
and aware of my role and duties as  
a member of a community.

**To show  
RESPONSIBILITY  
we will learn to...**

RESPONSIBILITY	EYFS	KS1	LKS2	UKS2
<b>In the classroom</b>	Put toys away. Tidy areas of the classroom. Self-register. Follow instructions for self-care e.g. washing hands after toileting. Follow my class charter.	Ensure all work is named. Answer the register. Respond to marking. Keep workspace and classroom tidy. Understand the class charter.	Ensure all work is completed to the best of your ability Make sure you have the correct uniform/ kit for the day Respond to marking. Know what my roles and responsibilities are in the class charter.	Prepare equipment for lessons Be punctual for lessons Self and peer assess against success criteria. Use feedback to support next steps in learning. Contribute to building and evaluating the class charter.
<b>Around school</b>	Put coats and bags away. Move around the building and outside areas sensibly.	Tidy reading corners. Pick things up in the corridors and around the school.	Show other children where to go if they are unsure. Hold open doors for others.	Make sure areas of the school are well looked after. Welcome visitors to the school and show them round.
<b>During break and lunchtimes</b>	Make sure I am playing nicely with my friends. Try to put on my own coat and clothing to keep me warm or to keep me cool.	Make sure all my items are named. Follow playground rules and use equipment correctly.	Be a positive role model to younger pupils. Lead clubs and lunchtime activities. Support others. Set up activities and equipment.	
<b>In the Lunch Hall</b>	Walking quietly in and out of the hall. Use Team stop when indicated by an adult. Put rubbish in the bin. Sit at the dinner table. Use cutlery correctly. Stay seated when eating. Talk quietly to those nearby.		Help set up and tidy up tables. Support younger children in using cutlery. Model positive lunchtime behaviour. Help serve water and milk. Make positive choices about who to sit near at lunchtimes.	
<b>During Assemblies</b>	Join in with school songs. Walk sensibly in and out of assembly and sit quietly.		Lead relevant assemblies. Hold doors open for others. Act as a role model to younger pupils. Set the hall up ready for assemblies.	
<b>On school visits and when we have visitors</b>	Know who my leader is Walk sensibly led by an adult Listen to and following instructions Carry own bag on school visits	Walk sensibly with my partner Know how to be safe crossing the road and listen to adult instructions Listen to and follow instructions	Carry my own equipment. Be confident in following road safety rules Listen well and follow instructions given Model positive behaviour to younger pupils	Support younger children and model expectations. Look after all our own possessions e.g. money, inhaler. Offer to help and assist others. Welcome and show round visitors to the school.



**RELATIONSHIPS**

Connection between people within a community and how they behave towards one another.



**To build positive  
RELATIONSHIPS  
we will learn to...**

RELATIONSHIPS	EYFS	KS1	LKS2	UKS2
<b>In the classroom</b>	Know who the adults in my classroom are and be able to talk to them if I am worried. Know what a friend is and name several friends in my class who I play with.	Understand what I need to do to be a good friend. Work in partners or on my own. Celebrate my own and my friends' achievements.	Discuss how I am feeling with a trusted adult or friend. Work well within a group, independently or as pair. Praise others and recognise their achievements.	Work with peers across different year groups/ classes and schools. Know my strengths within a group and use these effectively Identify how I am feeling and share with a trusted adult or friend.
<b>Around school</b>	Know who adults in school are and what their roles are. Be able to identify trusted adults I can speak to if I am worried. Make friends with children in other classes as well as my own. Say hello to others.		Support others by accompanying friends if needed or showing others where to go. Holding doors open for others. Greeting others and asking how they are- take an interest and engage in conversation.	
<b>During break and lunchtimes</b>	Enjoy playing games with others. Take turns and follow rules in different games. Celebrate the achievement of others when playing games.		Play games with friends using the zoned areas and equipment. Enjoy time chatting with friends. Support others who may be feeling lonely or who aren't involved in games. Lead clubs which are inclusive to all. Model how to play well to younger children.	
<b>In the Lunch Hall</b>	Respond to adults in the lunch hall. Listen to older children and adults. Say please and thank you.		Support younger children in the lunch hall. Work together to clear tables and help one another. Engage in meaningful discussion with those around you.	
<b>During Assemblies</b>	Say good morning/ good afternoon. Sit sensibly and listen well to teachers or visitors. Clap to show you are proud of your friends. Sing our school songs together.		Be welcoming to visitors and teaching staff who are presenting. Celebrate the achievements of others. Contribute to discussions and group activities e.g. singing.	
<b>On school visits and when we have visitors</b>	Stay with my partner and group- adult led. Wait my turn. Listen well and do not interrupt. Do not speak to strangers- visitors and leaders will be introduced to you. Always stay with an adult.	Be able to sit sensibly with a partner on transport. Listen well and do not put my hand up until others have finished speaking. Ensure you always stay with your group leader. Introduce yourself to friends from different classes and schools.	Be able to make sensible decisions as to who I should be with. Put my hands up to ask questions after listening carefully to the responses of others. Work well with children from different schools.	Support other children on visits including partnering younger pupils where appropriate. Show interest in topic through appropriate questioning. Build relationships with children who attend different schools and introduce yourself and others.



**RESILIENCE**

Working through challenges to reach an end goal, persevering despite the difficulties faced and moving forwards despite of these.

**To build  
RESILIENCE we  
will learn to...**

<b>RESILIENCE</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>In the classroom</b>	Have a go at new things by myself first. Ask for help if I need it.	Use resources which the teacher has provided to help me Ask a friend or my teacher if I need help.	Work towards challenges. Respond to next steps. Know what my targets are. Use classroom resources independently to support learning.	Work with others to problem solve. Use success criteria to challenge myself. Set my own targets.
<b>Around school</b>	Tell adults if something is worrying you or something has happened. Accept you cannot always be chosen but will have the opportunity to have another go. Keep trying even if things are challenging.			
<b>During break and lunchtimes</b>	Play different games. Accept that it is ok to play with different friends some days. Celebrate if others win games. Take turns.		Act as a positive role model and demonstrate good sportsmanship during games. If you are aware of others not making positive choices, tell an adult. Be courageous to walk away if you know something is not right.	
<b>In the Lunch Hall</b>	Try new foods. Try and do things for myself before asking an adult or a friend.		Support younger children to show them how to do things for themselves e.g. cutting up food, clearing plates etc.	
<b>During Assemblies</b>	Celebrate your friends' achievements. Be proud of your own achievement. Stay if you a positive not always chosen.			
<b>On school visits and when we have visitors</b>	Try new things. Enjoy new experiences. If something is difficult ask an adult for help.		Try your best in all you do- persevere even if there are challenges. Look for opportunities to build your own knowledge and skills.	



**REFLECTION**

Time to pause and consider our actions and responses to feelings and emotions.

**To encourage  
REFLECTION we  
will learn to ...**

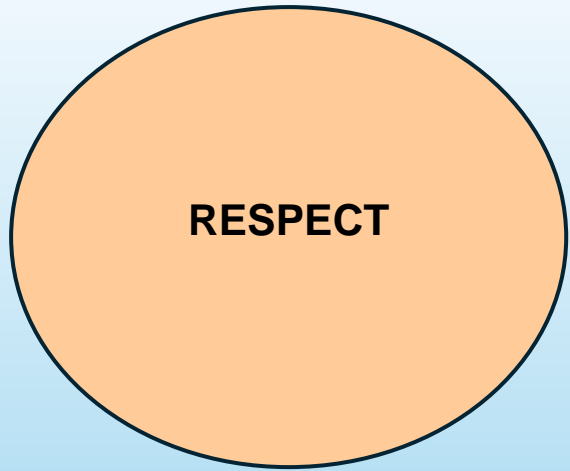
REFLECTION	EYFS	KS1	LKS2	UKS2
<b>In the classroom</b>	Say what I have learned each day. Say sorry if we upset someone. Recognise our own emotions. Begin to recognise how others feel and why.	Act on teacher feedback to improve our work. Understand what sorry means and why we say this Think about our own behaviour and consider what we could have done differently with adult support. Consider how our actions have made others feel. Be able to say how you feel and why.	Use self and peer assessment against success criteria Respond to next steps Be able to identify where problems have arisen and share ideas on how these could have been addressed Empathise with others and see different points of view with support.	Know what helps me in my learning and why Evaluate and self-assess my own work Set my own targets Discuss my feelings where there has been a conflict or difficulty and look for solutions. Independently consider opposing points of view in hypothetical and real situations.
<b>Around school</b>	Think about what I need to do to stay safe around school. Make positive choices based on what I know is right. Follow the classroom and school charter.		Consider the responses of others, adults and other children, when making decisions. Uphold roles and responsibilities around school areas.	
<b>During break and lunchtimes</b>	Take a 'time out' when an adult suggests it. Listen to others and take adult advice. Think about how others feel. Find resolutions to problems with adult support.		Recognise when reflection time is needed and go to the appropriate area. Ask for adult support when needed. Actively seek to resolve conflicts with peers independently where possible and with support if required. Listen to the views of others.	
<b>In the Lunch Hall</b>	Talk to your friends about their day. Listen to the music in the hall. Listen to others.		Use this time to talk to others about how our morning has been. Act as a positive role model to others.	
<b>During Assemblies</b>	Listen to stories and songs and think about their meaning. Understand how the school values relate to us. Take time for mindfulness and reflection.		Think about the stories and values which are being promoted in assemblies and apply these to our own thinking. Listen to the lyrics in songs and reflect on what these mean to you. Consider how we are good role models to others. Be mindful and take time to reflect.	
<b>On school visits and when we have visitors</b>	Think about what you enjoyed about the visit. Say thank you to your group leaders.	Be able to explain what you liked about a visit and what you have learned from it. Say thank you to all adults involved in a visit	Write a letter thanking visitors/ visit leaders Independently thank those involved in visits	Evaluate what you have enjoyed and learned from a school visit/ visitor and what would make it even better. Provide feedback to group leaders and to other children. Apply learning from visits/ visitors in different situations.

# Key Vocabulary

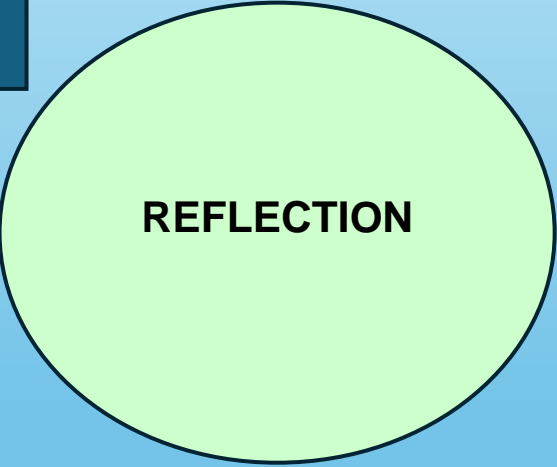
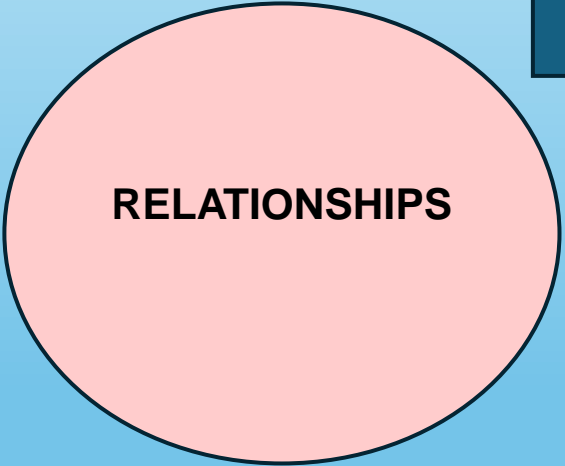
	<b>EYFS and KS1 Vocabulary</b>	<b>KS2 Vocabulary</b>
<b>Respect</b>	Kindness, Care, Consideration, Value, Patience Friend, Neighbour	Acceptance, Appreciation, Regard, Equality, Equity, Reverence, Tolerance, Admiration, Aspiration
<b>Responsibility</b>	Promise, Role, Rule, Job, Importance, Trust, Charter	Commitment, Duty, Authority, Dependability, Trustworthiness, Reliability, Conscientiousness
<b>Relationships</b>	Friendship, Partnership, Class, Family, Team, Security, Co-operation	Community, Connection, Colleague, Kinship, Bond, Relate, Rapport, Union, Association,
<b>Resilience</b>	Try, Brave, Courage, Determination, Success, Strength, Belief	Perseverance, Flexibility, Ambitious, Resolute, Endurance, Stamina, Self-Assurance
<b>Reflection</b>	Thought, Talk, Discuss, Idea, Solution	Consideration, Reason, Rationalise, Perspective, Contemplation, Deliberation, Restoration, Evaluation

# Suggested Teaching Strategies

EYFS/ KS1	LKS2/ UKS2
<p>Instruction games- e.g. follow the leader, Simon says</p> <p>Role play- adults to model expectations</p> <p>Job/ Instruction lists</p> <p>Classroom jobs/ responsibilities</p> <p>Virtual tours and sharing website prior to school visits</p> <p>Speaking and Listening games</p> <p>Visual aids/ prompts</p> <p>Social stories</p>	<p>Key school and classroom roles allocated</p> <p>Success Criteria</p> <p>Conscience Alley</p> <p>Hot seating</p> <p>Pre-teaching re visit/ visitors and ensuring children know how it links to topic</p> <p>Preparing questions in advance</p> <p>Outlining expectations prior to visits/ visitors</p> <p>Evaluations</p> <p>Feedback</p> <p>Displays</p> <p>Assemblies</p> <p>Playground partners</p> <p>Clubs</p>



**Our Behaviour Principles**



Aspiration  
Together we can!

Inspiration



ENDOWED PRIMARY SCHOOLS

Determination Courage

Excellence Pride Success

