

BEHAVIOUR CURRICULUM

Academy Values

Scholarship

Curiosity

Tenacity

Resilience

Empathy

Aspiration

Behaviour Culture

The aims of the behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a **culture** of exceptionally good behaviour: for **learning**, for **community** and for **life**. We aim to **build a community** which **values kindness, care, respect, tolerance and empathy for others** and to help learners take control over their behaviour and be **responsible** for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns we can promote good relationships throughout the academy community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

Modelling the Culture

Teaching the Curriculum

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Astrea learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school.
- The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects
- Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the ‘Astrea learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten ‘Principles of Instruction’ set out by Barak Rosenshine including regular quizzing to check and strengthen retention.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content

The process for teaching behaviour explicitly is as follows

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour



It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach

Maintaining the Culture

There are three overarching behaviour principles

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society 	<ul style="list-style-type: none"> • We follow instructions -first time, every-time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

SEND: While this curriculum is for all pupils 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.

 Thrive	 Team Teach	Trauma Informed
<ul style="list-style-type: none"> • The Thrive Approach is a developmental and trauma-sensitive approach to meeting the emotional and social needs of children. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life. 	<ul style="list-style-type: none"> • The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. 	<ul style="list-style-type: none"> • Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.
These approaches are linked to the PSHCE curriculum with regards to pupil wellbeing and mental health		

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.

Astrea Promise	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	Rights Respecting	Astrea Active	Assemblies
PHSE	RSE	Computing Humanities The Arts	The Arts Physical Education	Community Work, including charity awareness.	Physical Education	Expressive Arts and Design

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Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you 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. 	<ul style="list-style-type: none"> Know that we wear full uniform and it is worn correctly - shirts tucked in etc. Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately Know that we can wear a watch and no other jewellery Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> Know that we enter/exit in silence and we walk into/out of the hall Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit Know the sitting space and in which order Know the expectations for sitting Know that we sit cross-legged with a straight back and hands still Know that we face the assembly leader and face forwards with eyes on the speaker Know that we use silent hands-up to contribute Know that we use manners when speaking Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> Know that we walk around school during lesson time in silence Know that we walk in a straight line Know that we line up in our agreed line order Know that we are polite and courteous to adults / other children with a greeting Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that we follow corridor rules – walk on the left 	<ul style="list-style-type: none"> Know that we wash hands before eating Know that we use an indoor voice and talk to the children opposite or adjacent to them only Know that we line up – one behind the other, quietly. Know that when eating, we stay in our seats facing our food Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) Know that we chew with our mouths closed Know that we say please and thank you Know that we put our hand up for adult attention Know that we walk in the dining room Know that if we have eaten a school dinner, we collect own rubbish and put in bin Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult to leave the dining room
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we walk to the line sensibly Know that we line up in register order Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	<ul style="list-style-type: none"> Know that we walk to the line sensibly know that we line up in register order Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil Learning objective – miss a line after date Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.
Playtime Behaviour		Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground using Fantastic Walking. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly 		<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silent Know that we walk in single file Know that we 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	<p>We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc</p>

If school lines pupils up as they leave, specify the expectation in line with lining up expectation- see moving around school

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All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something or someone does something nice for you. Know that you should let any waiting adults through a doorway before walking through yourself. Know that you should say 'Good morning/afternoon' to adults if spoken to. Know that it is polite to give eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you 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. 	<ul style="list-style-type: none"> Ensure uniform is correct at all times Provide 'spare' correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them Organise class into appropriate order in classroom Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Regularly remind class of expectations when moving through school Line the class up - establish a class order Check smartness of pupils before and after moving In instances of unwanted behaviour – stop the class and recap expectations Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Take pride in appearance – shirts tucked in etc. Praise and reward children Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met- including uniform and volume 	<ul style="list-style-type: none"> Check uniform on entry and exit of dining hall Use the trust 'attention' signal Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the cleaning of plates and cutlery Check and remind of manner Check spaces as pupils leave the eating space Praise and reward the correct behaviour
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise Establish, teach and model routines and expectations Greet children and adults on entry to the room Use clear instructional language Be on time to each lesson To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. Ensure workspaces/classroom is tidy, including their own desk Have the lining up order displayed in the classroom Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Ensure tidy work spaces including their desk area Ensure all space outside their classroom is clutter free Pick up any rubbish and place in the dustbin, do not walk past it Ensure all displays are kept in good order Pick up coats and place back on pegs / report to the class teacher Praise/reward/prompt children as required 	<ul style="list-style-type: none"> Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used Use laminate pouches to protect cover/back of book Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. Follow the marking and feedback policy Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour		Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground using Fantastic Walking. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly 		<ul style="list-style-type: none"> Use agreed stopping strategies Ensure children line up in order- in line with school decision on how that order is decided Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	

BEHAVIOUR CURRICULUM

Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours	Learning Behaviour Focus	Revisit learning behaviours and expectations	Learning Behaviour Focus	Revisit learning behaviours and expectations	Teach routines and expectations explicitly as part of transition activities
Assembly Themes	Respect, International Day of Democracy, International Day of Peace, Black History Month, World Mental Health Day Open the Book	Tenacity Remembrance, Guy Fawkes, Human Rights Day, Christmas Open the Book	Scholarship World Religion Day, NSPCC Open the Book	Curiosity Woman’s History month, International Women’s Day, World Book Day, Ramadan, Easter Open the Book	Aspiration Ramadan & Eid, World Environment Day, VE Day Open the Book	Happiness World Refugee Day, International Day of Friendship, Open the book
SMSC	British Value – Democracy	British Value – Mutual Respect	British Value – Equality	British Value – Individual Liberty	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Mental Health Training	Anti – bullying week	Safer Internet Day	First Aid Training	Staying Safe in the Community: Playing out Staying Safe	Transition
PHSE Curriculum	Being me in my world	What is Bullying? How do we treat others with respect? Celebrating difference	Identifying mental health worries and sources of support	Healthy Friendships Taking personal responsibility Exploitation, including ‘county lines’ and gang culture	Relationships How can we look after each other and the world?	Growing responsibility Coping with change Preparing for transition
PE Curriculum			Youth Sport Trust – Diversity in Sport		Show Racism the red card	Swimming & Water Safety
Computing Curriculum	E-Safety rules	Cyberbullying	Staying Safe Online: How to report a concern Safer Internet Day	Saying Safe Staying Safe: Making Friends online Online gaming and gambling Reducing screen time Dangers of online grooming	How to use technology safely, respectfully and responsibly;	Recognise acceptable/unacceptable behaviour;
Wider Community		Fire service in Police Visit – Talk gangs / Knife Crime (Antibullying Week)	Children’s mental Health Week NSPCC Visit		Swimming and Water Safety Road Safety Week	Being Responsible – Looking after the environment

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating differences Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Safeguarding focus	<ul style="list-style-type: none"> Bonfire night - safety fire work safety - Halloween (being safe). Staying safe in school stranger danger, not opening doors, telling an adult if you see something strange Managing feelings and behaviour Online Safety -passwords private. Safety on the internet - 		<ul style="list-style-type: none"> Healthy relationships Stranger Danger - what to do if... how to keep safe when outside, how to deal with a problem, a stranger etc Healthy Me - through PSHE NSPCC PANTS Rule 		<ul style="list-style-type: none"> Who can help us? Relationships work in PSHE Keeping our bodies healthy Sun Safe - using sun screen/ sun hats Water safe - visit to the seaside keeping safe on the beach Tolerance and understanding - taught through RE Unit 	

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	<ul style="list-style-type: none"> Road safety - how to cross the road and use pavements Anti-bullying week 					
Year 1/2 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owing the Learning Charter.	Celebrating differences Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Dreams and goals Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Healthy me Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness	Relationships Belonging to a family. Making friends/being a good friend. Physical contact. Preferences. People who help us. Qualities as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships	Changing me Life cycles - animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology) Linking growing and learning. Coping with change. Transition
Safeguarding focus	<ul style="list-style-type: none"> Mental health awareness day (10th Oct 2019) Road safety- crossing safely Bonfire night - safety - fire work safety Halloween (being safe). Staying safe in school stranger danger, not opening doors, telling an adult if you see something strange Managing feelings and behaviour Online Safety -passwords private. Safety on the internet Anti-bullying week - bullying focus Bullying (what is it and what can I do?) 		<ul style="list-style-type: none"> Healthy relationships Online safety week national focus and school focus. Keeping your information safe Stranger Danger what to do if..... how to keep safe when outside, how to deal with a problem, a stranger Healthy Me - through PSHCE NSPCC PANTS Rule 		<ul style="list-style-type: none"> Water Safety People who help us and keep us safe. Girls and Boys bodies (identifying body parts). Food danger awareness Who can help us? Relationships work in PSHCE Keeping our bodies healthy Sun Safe - using sun screen/ sun hats Water safe - visit to the seaside keeping safe on the beach Tolerance and understanding - taught through RE Unit 	
Year 1/2 Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.	Celebrating differences Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.	Dreams and goals Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.	Healthy me Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.	Relationships Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.	Changing me Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.
Safeguarding focus	<ul style="list-style-type: none"> Fire Safety Stranger Danger Personal Hygiene keeping clean and healthy Anti-bullying week standing up for myself. Mental health awareness Staying safe online Follow the Digital Trail - digital footprints Can you tell what someone believes by what they look like? 		<ul style="list-style-type: none"> Road safety talk E-safety- including safer internet day. Medicine safety Online safety week - focus week with national and in school focus Stranger danger and keeping safe around animals Managing risks 		<ul style="list-style-type: none"> Keeping safe (physical contact). Secrets Travel safety, road safety and general travel safety water safety Healthy relationships - (domestic violence) My body/your body - safe touching Staying safe away from home - managing risks, managing feelings. Leaving home for a night Being different - How does what believers do show what they believe? Bullying/racism Feeling good to be me! - mental health being confident. 	
Year 3/4 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Setting personal goals. Self-identity and worth. Positivity in challenges.	Celebrating differences Families and their differences. Family conflict and how to manage it (child-centred). Witnessing bullying and how to solve it. Recognising how	Dreams and goals Difficult challenges and achieving success. Dreams and ambitions.	Healthy me Exercise and fitness. Food labelling and healthy swaps. Attitudes towards drugs.	Relationships Family roles and responsibilities. Friendship and negotiation.	Changing me How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family.

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	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	words can be hurtful Giving and receiving compliments	New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	stereotypes Challenging my ideas Preparing for transition
Safeguarding focus	<ul style="list-style-type: none"> Water safety. Trip safety. Online safety. Family conflict. Witness feelings and solutions. healthy bodies PSHCE - looking after me, taking care of yourself mentally, emotionally and physically Everyone is different but we are all people - bullying/racism families come in all shapes and forms - different parenting arrangements, homophobia Anti-bullying week - theme for the school 		<ul style="list-style-type: none"> Careers, financial capability & economic wellbeing. Being safe. - Safety during experiments. Drugs, alcohol & tobacco -drugs education - don't be pressurised, drugs awareness looking after our bodies and peer pressure Online safety talk - cyberbullying and online safety online safety week - drugs, alcohol and tobacco looking after our bodies - peer pressure - showing respect online 		<ul style="list-style-type: none"> Keeping myself safe. Safety in the sun. Emotional & mental health. Food, diet and fitness Keeping safe, looking after our bodies, managing pressure and risks My body is my body 	
Year 3/4 Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice What motivates behaviour	Celebrating differences Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Changing me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Safeguarding focus	<ul style="list-style-type: none"> Protecting yourself from online identity theft. Understanding bullying. - Anti bullying week - school theme Celebrating differences - PSHCE, growing up and changing bodies Respecting different beliefs - What do different people believe about God? Roles and responsibilities - being a good citizen, British values Protecting yourself from online identity theft 		<ul style="list-style-type: none"> Healthy friendships. Using social networks, digital citizenship Celebrating inner strength and assertiveness. Alcohol - Online Safety talk - cyberbullying and online safety online safety week - national and school theme Body Smart and Brain Smart - drugs alcohol and tobacco - saying no to temptation Being proud of who you are 		<ul style="list-style-type: none"> Road safety - Who helps us? knowing who to turn to in different situations Healthy and Safe relationships - making safe relationships and recognising safe relationships at home Staying safe on line. 	
Year 5/6 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy- having a voice, participating	Celebrating differences Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy me Smoking, including vaping Alcohol and antisocial behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Changing me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Safeguarding focus	<ul style="list-style-type: none"> Water safety - swimming pool talk Trusted sites - Understand the importance of using trusted sites and carrying out multiple searches to ensure information found online is accurate and reliable. Racism - Keeping ourselves and others safe 		<ul style="list-style-type: none"> Fire Safety - online safety week Safe parking project - road safety, following laws Understand the causes and consequences of cyberbullying and discuss behaviours and strategies to prevent and stop cyberbullying. 		<ul style="list-style-type: none"> Girlfriends and boyfriends. Relationship talk Social networking focusing on Relationships & technology. Mind safe/body safe 	

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- Mobile/online gaming safety - passwords and digital citizen pledge - ICT
- Be confident - say no, don't give in to peer pressure, know your own mind and think for yourself
- Anti-bullying week - school theme

- Crucial Crew (Y6 Only)

- keeping mentally and emotionally healthy, having time to talk, learning how to express yourself
- Healthy relationships - know what a good friend is/ what is a healthy relationship - DV/ Grooming/safe touching/safe spaces

Year 5/6 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE overview	Being me in my world Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy - having a voice Anti-social behaviour Role-modelling	Celebrating differences Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Safeguarding focus	<ul style="list-style-type: none"> • Disability • Anti-social Behaviour • Homelessness • Domestic Violence • Drugs - Peer Pressure • Being a good community citizen • Family changes - linked to evacuees, people leaving, bereavement, divorce, separation, step families • Preparation for secondary school - what to do in an emergency by yourself • Proud to be me • changing bodies, don't always all have to be the same, we all change differently • Tolerating others - meeting new people who have different beliefs • Managing feelings • How people can persuade us - propaganda posters. Knowing your own mind and making informed choices 		<ul style="list-style-type: none"> • Online safety talk - cyberbullying and online safety week • Getting ready for change - moving on • Temptations -drugs/alcohol/tobacco and peer pressures/knowning the risks and saying no. Making informed choices • Police visit (crime and punishment)- being a good citizen • Healthy bodies • Privacy rules • Keeping your mind healthy - SAT's preparation , keeping calm and confident through pressure • Crucial Crew (Y6 Only) 		<ul style="list-style-type: none"> • Rail safety - don't play or hang around on the railway • Keeping our body safe and healthy - Your body is your body • Respect yourself • Making healthy relationships both online and in real life. • Moving on to upper school and making new friends • Manage risks, know how to protect yourself online and in real life. • Don't be a stereotype • make your own choices and don't copy others. Don't feel you have to do it just because everyone else does. • Emotional Resilience - emotional language, self-esteem and confidence building - School nurse Puberty Talk 	