



The 'Be the Best' Behaviour Curriculum Reception – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups from Reception to Y6	Explicit teaching of the full 'Be the Best' behaviour curriculum	Ongoing revision of content	Longer recap of 'Be the Best' behaviour curriculum	Ongoing revision of content	Longer recap of 'Be the Best' behaviour curriculum	Ongoing revision of content.

Introduction

At St Christopher's, we develop children's character through the 'Be the Best' behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who are able to put others before themselves. 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 Will Durant (1926) states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Teaching the behaviour curriculum

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 'Be the Best' behaviour 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 '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 each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum; teach it explicitly to pupils; continuously maintain the high standards we set and carry this out in a reassuring and positive manner. 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 unimpeded.

Adaptations

While this curriculum is intended 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 difficult to stay in their seat at all times. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Curriculum Content

Our Key Principle

Know that there is one simple behaviour principle. This is to

- **be the best (for ourselves and others).**

Know the following examples of these three principles –

Be the Best – Respectful	Be the Best – Responsible	Be the Best – Ready
Say please and thank you Hold doors open for others Talk kindly to other pupils Say good morning/ afternoon to all. Respect the school uniform policy	Completing work on time. Remembering to be prepared for the day. Tidying up the environment that you have been working in. Accepting responsibility if you make a mistake and saying sorry.	Listening carefully to the speaker Giving the teacher 100% of your attention Working hard on tasks given Being in the right place at the right time

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Know that pupils who do not follow the Be the Best principles and the school rules will have a 'Mend it' meeting to remedy this. These meeting will be during break/lunch times and will work in line with the 'restorative approach'.*

*For more info:

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>

Moving Around School

Know that we walk around school using **Fantastic Walking**. This means that we:

- Face forwards,
- Walk at a steady pace,
- Walk in a straight line,
- Keep hands to ourselves

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

We all use Fantastic Walking to ensure that everyone stays safe and that others aren't distracted.

Classroom routines

Know that we use **Fantastic Listening** in class. This means that we –

- Face forwards.
- Always sit up straight
- Never interrupt
- Track the speaker

Know the routines for lining up.

Know who you stand in front of and who is behind you.

Know where you sit in class during lessons (including 'carpet places')

Know the routine for handing out and collecting exercise books in the classroom.

Know where to hang up your coat in the classroom.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to school equipment will lead to a 'Mend it' meeting.

Know how to put your hand up quietly to answer a question or participate in discussion.

Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.

Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? *Christopher Columbus was a famous explorer.*

We all use Fantastic Listening to ensure everybody is able to learn without distractions.

Speaking in Class

Know that we use '**SHAPE your answer**' in class This stands for –

- **Sentences** - pupils know that they must answer in full sentences when appropriate
- **Hand away from mouth** - Pupils know that they must keep their hands away from their mouths while speaking
- **Articulate**- Pupils know that they must pronounce words clearly
- **Project** - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear
- **Eye Contact** - Pupils know that it is polite to look at the person you are speaking to

We all use SHAPE your answer to help use get our ideas across confidently and clearly.

Manners

Know that we use '**STEPS to politeness**' at school. This stands for-

- **Surname** - pupils know that they must use Mr X or Miss/Mrs X when talking to members of staff
- **Thank You** - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.
- **Excuse Me**- pupils know that they should say 'excuse me' if someone is in their way or when they need to get a person's attention.
- **Please/Pardon** - pupils know that they should always say 'please' when they are asking for something and 'pardon' if they do not hear something correctly.
- **Smile** – pupils (in a regulated state) know that they should be positive and upbeat when talking to adults and each other.

Know that you should let any waiting person through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon Mr/Mrs/Miss/Ms to adults and can sometimes be the first to start these interactions.

Know that it is polite to ask questions such as "How are you today, Miss X?", "Have you had a good morning, Mr X?", "Did you have a good weekend, Miss X?"

Know that it is polite to give eye contact to the person you are talking to.

We all use STEPS to politeness to ensure we are being polite to each other

Playtime Behaviour

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.

Know that, when the bell sounds, you must tidy up and line up on the second bell.

Lunchtime Behaviour

Know where you line up for lunchtime when you are called.

Know that you should put your hand up before eating dessert

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Trips/Events Behaviour

Know that when you are wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully to other schools and other members of the public.

Preventing Bullying

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again
- Can be physical, verbal, and emotional

Know that bullying can be indirect. This means:

- Leaving people out of groups or games
- Talking about someone behind their back
- Standing by and watching someone get bullied without letting an adult know

Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult.

Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St. Christopher's School

Summary

Pupils follow the 'Be the Best' behaviour curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.