

St Mary's CofE Primary School



Behaviour Curriculum Overview

Part 1: Behaviour Curriculum Intent and Implementation

1. Purpose and Intent

At St Mary's, behaviour is taught, modelled, practised and developed just like any other area of our curriculum. Our Behaviour Curriculum sits alongside our Relationship and Positive Behaviour Policy. The policy establishes how adults respond to and support behaviour; this curriculum sets out the knowledge, skills, language and behaviours that we deliberately teach from Nursery to Year 6.

Our approach is relational and therapeutic. We understand behaviour as communication and recognise that positive behaviour develops through strong relationships, explicit teaching, modelling, practice, reflection and consistent adult support. Our ambition is for children to develop increasing internal discipline: to make helpful choices because they understand themselves, other people and the consequences of their actions.

Behaviour at St Mary's is not primarily about compliance. It is part of how we teach children to flourish and to 'shine brighter and brighter'.

Through the Behaviour Curriculum, pupils learn to:

- recognise and demonstrate behaviour that is valued, helpful and safe;
- recognise behaviour that may be detrimental to themselves, other people, the community or the environment;
- understand how their behaviour affects how other people feel;
- identify, name and communicate increasingly complex emotions;
- regulate emotions and behaviour using appropriate strategies;
- communicate respectfully, including when they disagree;
- listen, cooperate, negotiate and resolve difficulties;
- take responsibility for their behaviour - YOYOB: You Own Your Own Behaviour;
- repair relationships following difficulties;
- show empathy and understand different perspectives;
- adapt their behaviour appropriately across different contexts;
- become increasingly independent in managing themselves;
- contribute positively to the school, local community and wider world;
- understand that mistakes provide opportunities to reflect, repair, learn and grow.

2. Links to our Curriculum Drivers

Curriculum Driver	How the Behaviour Curriculum develops this
Ambition for All	Behaviour is taught rather than assumed. Pupils learn independence, organisation, perseverance, attention and self-regulation so that they can access learning successfully. High expectations are maintained for all, with reasonable adjustments and targeted teaching where needed.
World Citizens	Pupils learn that they belong to communities beyond themselves. They develop empathy, appreciate difference, challenge prejudice and understand how their behaviour affects others. They learn to behave respectfully towards people whose cultures, religions, beliefs and experiences may differ from their own.
Respectful Communicators	Pupils explicitly learn how to listen, take turns, disagree respectfully, express emotions, negotiate, apologise, repair relationships and seek help. YOYOB supports children to explain their own behaviour and take responsibility for their choices.
Resilient Individuals	Children learn that difficult emotions, mistakes and setbacks are normal. They develop emotional vocabulary, regulation strategies, perseverance and increasingly sophisticated approaches to problem-solving, reflection and repair.
Environmental Advocates	Children learn that valued behaviour also benefits the environment. They care for resources, reduce waste, look after the school site and increasingly recognise responsibility towards the local and global environment.

3. Our Values in Action

Value	What it looks like in behaviour
Respect	Listening; speaking politely; recognising personal space; valuing difference; taking turns; looking after property and the environment; following agreed routines; disagreeing appropriately.
Courage	Trying when something is difficult; telling the truth; asking for help; speaking up appropriately; admitting mistakes; attempting unfamiliar experiences; standing up for others.
Love	Caring for others; including people; showing empathy; helping; noticing when somebody needs support; contributing to our community.
Forgiveness	Accepting that people make mistakes; listening to others; repairing relationships; apologising meaningfully; allowing people opportunities to make better choices.
Kindness	Helpful words and actions; sharing; encouraging; including others; considering how our behaviour makes somebody else feel.
Joy	Celebrating others; participating positively; showing gratitude; recognising success; contributing to a happy community and helping others to flourish.

4. Core Principles

Behaviour is learned: Children are not expected simply to know how to behave. We explicitly teach the behaviours required to participate successfully in school life.

Behaviour communicates: We remain curious about the reasons underlying behaviour. A behaviour may be unacceptable or unsafe without the child themselves being labelled negatively.

Feelings are not behaviours: All feelings are accepted. Children learn that they may experience anger, jealousy, frustration, anxiety, disappointment or excitement while still learning safe and appropriate ways to express and respond to those feelings.

We teach valued behaviour: Valued behaviour benefits the individual, other people, the community and/or the environment. We deliberately notice, model, practise and reinforce it.

We identify detrimental behaviour: Children progressively understand that some behaviours hurt or hinder themselves, other people, the community or the environment.

Regulation comes before reflection: When a child is dysregulated, adults prioritise safety, co-regulation and de-escalation. Reflection, teaching and repair take place when the child is sufficiently regulated to engage.

Consequences should teach: Where a consequence is necessary, it should be logical and purposeful. Our aim is to help children develop the knowledge and skills needed to make a different choice in future.

5. The St Mary's Universal Behaviour Curriculum

Strand	Pupils learn to...
1. Ready to Learn	arrive and settle; follow routines; organise themselves; listen; focus; participate; manage resources; attempt challenging learning; respond to feedback; persevere.
2. Understanding Myself	identify emotions; recognise triggers; communicate feelings and needs; understand strengths and difficulties; recognise when regulation is becoming difficult; select strategies; seek appropriate help.
3. Respectful Communication	listen; take turns; use appropriate tone and language; express disagreement respectfully; recognise non-verbal communication; explain their perspective; understand another person's perspective.
4. Relationships and Belonging	include others; cooperate; share; negotiate; recognise boundaries; respect difference; identify healthy relationships; resolve conflict; seek and offer help.
5. Responsibility, Repair and Reflection	recognise the impact of behaviour; take ownership; tell the truth; reflect without shame; apologise meaningfully; repair harm where possible; learn from experience; make different choices.
6. Community and Citizenship	behave safely around school; respect shared spaces; care for property and resources; behave appropriately in worship, clubs, trips and public spaces; protect the environment; recognise themselves as representatives of St Mary's.

6. Explicit Teaching Model

KNOW IT → SEE IT → PRACTISE IT → USE IT → REFLECT ON IT

Know it: What behaviour are we learning? What does it look and sound like? Why is it important?

See it: Adults model examples and non-examples using stories, scenarios, role play, photographs or live modelling.

Practise it: Children rehearse the behaviour explicitly in a low-stakes, regulated situation.

Use it: Adults prompt and support children to transfer the behaviour into real situations.

Reflect on it: Children consider what worked, how behaviour affected themselves and others, and what they would do next time.

7. Emotional Literacy as a Golden Thread

Emotional literacy runs through the whole Behaviour Curriculum rather than sitting only within intervention. Progression follows five interconnected areas: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

I can name how I feel → I understand what I am feeling → I can choose a strategy → I understand that another person may feel differently → I can consider both perspectives before deciding how to respond.

Vocabulary is deliberately broadened as children mature. Core words such as happy, sad, angry, worried, scared and surprised remain useful, while older pupils increasingly use more precise language such as frustrated, anxious, overwhelmed, apprehensive, reassured, valued, persistent and resilient.

8. When Behaviour Goes Wrong: Reflect, Repair, Restore

Once a child is regulated enough to reflect, adults use developmentally appropriate restorative questions:

- What happened?
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- What were you feeling?
- What did you do?
- Who was affected and how?
- What needs to happen now?
- What could you do next time?

For younger children this may be simplified to: What happened? → How did it feel? → How can we make it better?

The emphasis is responsibility without shame. Children identify the specific behaviour and its impact rather than being labelled as 'naughty' or 'bad'.

9. Universal and Targeted Teaching

The universal Behaviour Curriculum is provided for every pupil through induction, classroom teaching, PSHE, Collective Worship, curriculum lessons, modelling, routines, rehearsal, reflection and everyday interactions.

Where a pupil has not yet acquired a behavioural or emotional skill through universal teaching, we identify the gap in learning and teach it more intensively.

Identified gap	Possible targeted teaching
Difficulty entering school	Predictable arrival routine; visual sequence; rehearsal at a regulated time; trusted-adult support; gradual increase in independence.
Difficulty managing losing	Emotional vocabulary; recognising physical signs; rehearsing winning and losing; scripts; supported games; reflection.
Physical response to frustration	Trigger identification; regulation strategy; communication script; rehearsal; safe exit/help-seeking routine.
Difficulty collaborating	Explicit turn-taking and negotiation teaching; structured paired task; adult modelling; gradually reduced support.
Hurtful or discriminatory language	Teaching meaning and impact; appropriate vocabulary; perspective-taking; repair; monitored opportunities to demonstrate inclusive behaviour.
Unsafe playground behaviour	Protective adjustment where necessary alongside explicit teaching and rehearsal of safe play, boundaries and appropriate physical contact.

Key question: What does this child need to learn in order to manage this situation more successfully next time?

10. Inclusion and Reasonable Adjustment

Ambition for All does not mean identical provision for all. Some children will require behaviour to be broken into smaller steps, taught more frequently, supported visually, practised individually or reinforced through additional adult support. Children with SEND, communication differences, sensory needs, developmental differences, adverse experiences or emotional needs may require reasonable adjustments to how they are supported to achieve the curriculum end point.

- A child requiring co-regulation is still learning regulation.

- A child requiring a visual routine is still learning independence.
- A child rehearsing a social interaction with an adult is still learning relationship skills.
- High expectations remain, while the route and level of support may differ.

11. Links Across the Curriculum

Area	Behaviour Curriculum contribution
PSHE / Jigsaw	Principal planned teaching of emotional literacy, relationships, difference, resilience, healthy choices and responsible decision-making.
Collective Worship	Values, character, compassion, forgiveness, reconciliation, resilience, community, belonging and reflection through Windows–Mirrors–Doors.
RE	Respectful dialogue; engaging with different religious and non-religious worldviews; discussing beliefs and perspectives that may differ from one's own.
PE	Teamwork, fair play, self-control, winning and losing, physical boundaries and respectful competition.
Computing / Online Safety	Respectful digital communication, privacy, responsibility, boundaries, safe choices and help-seeking.
English	Motives, emotions, consequences, empathy and different perspectives through characters and narratives.
Forest School / Outdoor Learning	Risk awareness, cooperation, resilience, responsibility and environmental stewardship.
Trips / Residential	Increasingly independent opportunities to transfer St Mary's expectations beyond the school site.

12. Induction and Re-teaching

The Behaviour Curriculum is front-loaded at the beginning of every academic year. During Autumn 1, every class explicitly revisits belonging, relationships, classroom routines, movement around school, learning behaviours, playtime, lunchtime, emotional regulation, asking for help, conflict, responsibility and repair.

Expectations are revisited after significant breaks and re-taught whenever pupil voice, observation or behaviour information shows that further teaching is needed.

13. Adult Behaviour Curriculum

For the curriculum to be effective, adult consistency is equally important. At St Mary's, adults will:

- model the behaviour and emotional regulation we expect;
- meet and greet children, check in during the day and say goodbye;
- use consistent, respectful language and refer explicitly to the behaviour expected;
- teach rather than assume expectations;
- notice and describe valued behaviour and explain why it matters;
- remain curious about the function of behaviour - 'be curious, not furious';
- distinguish the child from the behaviour;
- use PIP/RIP - praise in public, reprimand in private;
- give take-up time and aim to de-escalate;
- co-regulate before expecting reflection;
- avoid public humiliation, sarcasm or confrontation;
- follow up incidents and retain appropriate ownership;
- support reflection, repair and restoration;
- make reasonable adjustments where appropriate;
- maintain high expectations alongside compassionate support.

14. Assessing Impact

Evidence	What we are looking for
Pupil voice	Can children explain expectations and why they matter? Can they explain what to do when something goes wrong?
Learning walks	Are routines embedded? Are adults using consistent language? Are pupils increasingly independent?
Behaviour records	Are patterns reducing? Do particular behaviours or contexts identify curriculum gaps?
Emotional literacy	Are pupils increasingly able to name emotions and choose appropriate regulation strategies?
Playground / lunchtime	Can pupils transfer taught behaviour into less structured contexts?
Targeted plans	Can identified behavioural skills be demonstrated with decreasing adult support?
Parent/carer voice	Do families understand the relational approach and notice transferable skills?
Attendance and engagement	Are children feeling safe, belonging and accessing learning successfully?

15. Whole-school End Point

Know myself. Manage myself. Respect others. Communicate well. Take responsibility. Repair when things go wrong. Make choices that help myself, other people, my community and the world around me.

By the end of Year 6, pupils should understand that ‘shining brighter and brighter’ does not mean getting everything right. It means having the courage to learn, the resilience to try again, the respect to recognise our impact on others, the kindness and love to contribute positively, and the capacity for forgiveness and repair when mistakes happen.

Part 2: Whole-School Progression Map - Nursery to Year 6

The progression map identifies the behavioural knowledge, emotional literacy, responsibility and vocabulary that should become increasingly secure and independent as pupils move through St Mary's. Vocabulary is cumulative: earlier language remains available and is refined by more precise words.

Nursery

Area	End-point expectations
Knowledge and valued behaviours	Begin to understand simple routines and boundaries. Listen and look when appropriate. Be gentle. Begin to share and take turns. Look after toys and resources. Follow simple safety instructions. Begin to recognise helpful and unhelpful actions.
Emotional literacy	Identify basic feelings in themselves and others. Communicate simple needs. Begin to notice how another child feels. Accept adult co-regulation. Begin to use simple strategies such as stopping, waiting, taking a break or seeking an adult.
Responsibility and independence	With adult support, recognise what happened and begin to put things right. Follow familiar routines with substantial adult modelling and prompting.
Vocabulary	happy, sad, angry, worried, scared, surprised, kind, friendly, glad, proud, shy, stop, wait, listen, safe, help, gentle, share, turn
Application	Classroom routines; looking after toys; toileting and handwashing; snack and lunch; safe play; Forest School; transitions.

Reception

Area	End-point expectations
Knowledge and valued behaviours	Follow familiar routines with decreasing adult prompting. Take turns and share. Listen to adults and peers. Understand simple classroom and playground expectations. Recognise that actions have consequences for others.
Emotional literacy	Name a broader range of feelings. Talk about what has caused a feeling. Recognise basic signs of emotion in others. Use taught regulation strategies with adult support.
Responsibility and independence	Talk about what happened, recognise whether an action was helpful or hurtful and participate in simple repair. Begin to prepare for learning independently.
Vocabulary	excited, fair, kind, proud, safe, special, upset, valued, calm, settle, choices, feelings, check-in, take a break
Application	Independent classroom routines; continuous provision; turn-taking; playground; lunch; whole-school gatherings.

Year 1

Area	End-point expectations
Knowledge and valued behaviours	Follow school routines consistently. Recognise valued and detrimental choices. Listen without interrupting. Take turns. Work alongside different pupils. Use words rather than physical responses when frustrated.
Emotional literacy	Identify feelings and begin to recognise different intensities. Explain simple triggers. Recognise how another person may feel. Use familiar regulation strategies.
Responsibility and independence	Understand that behaviour affects themselves and others. Begin to explain what they could do differently. Manage familiar resources and routines with growing independence.
Vocabulary	helpful, included, respectful, responsible, welcome, frustrated, calm, choice, consequence, cooperate, focus, routine
Application	Independent learning; partner work; playground disagreements; lining up; lunch; worship; clubs.

Year 2

Area	End-point expectations
Knowledge and valued behaviours	Adapt behaviour to familiar contexts. Cooperate within a group. Recognise personal boundaries. Solve straightforward disagreements through communication. Recognise unsafe or unkind behaviour and seek appropriate help.
Emotional literacy	Describe emotions with increasing precision. Recognise physical signs of escalating emotions. Understand that people may experience the same situation differently.
Responsibility and independence	Explain the likely impact of behaviour and participate meaningfully in restorative conversations. Use routines and regulation strategies with less prompting.
Vocabulary	cooperative, excluded, included, respectful, unfair, disappointed, annoyed, frustrated, confident, manage, self-control, organise
Application	Group work; competitive games; playground; online communication; trips; increased independence around school.

Year 3

Area	End-point expectations
Knowledge and valued behaviours	Recognise when behaviour is beginning to become detrimental. Use strategies before behaviour escalates. Collaborate with others. Accept different viewpoints. Understand that fairness does not always mean everyone receiving exactly the same thing.
Emotional literacy	Recognise mixed and increasingly complex emotions. Identify triggers and patterns. Demonstrate growing empathy. Understand links between thoughts, feelings and behaviour.
Responsibility and independence	Explain their own contribution to an incident without focusing solely on another person's behaviour - increasingly demonstrating YOYOB. Select familiar strategies independently.
Vocabulary	belong, confident, frustrated, included, pleased, responsible, valued, disappointed, jealous, irritated, nervous, focused, regulate
Application	Collaborative learning; playground; competitive sport; digital communication; peer relationships; wider curriculum.

Year 4

Area	End-point expectations
Knowledge and valued behaviours	Make increasingly independent decisions about behaviour. Recognise peer influence. Negotiate disagreement. Demonstrate respectful disagreement. Recognise prejudice and exclusion. Understand how behaviour contributes to the culture of a group.
Emotional literacy	Recognise greater emotional complexity and intensity. Select regulation strategies appropriate to the situation. Demonstrate empathy even when disagreeing with someone.
Responsibility and independence	Reflect on behaviour, impact and possible alternatives. Understand the difference between intention and impact. Make meaningful repairs. Manage transitions and routines independently.
Vocabulary	anxious, belonging, confused, lonely, motivated, pressured, empathy, irritated, overwhelmed, reassured, accepted, rejected, resilient
Application	Leadership opportunities; group projects; sport; trips and residential experiences; online interactions; increasingly independent social situations.

Year 5

Area	End-point expectations
Knowledge and valued behaviours	Maintain valued behaviour when adult supervision is reduced. Recognise group dynamics and social pressure. Challenge discriminatory or unkind behaviour appropriately. Communicate assertively without aggression. Resolve increasingly complex disagreements.
Emotional literacy	Identify complex emotions and recognise how emotions influence decision-making. Anticipate situations likely to be difficult and plan strategies. Recognise how behaviour affects group wellbeing.
Responsibility and independence	Accept responsibility even when others have also behaved detrimentally. Understand longer-term consequences and make purposeful plans for change. Self-monitor with increasing independence.
Vocabulary	empathy, reflective, respectful, valued, apprehensive, resentful, embarrassed, regretful, persistent, determined, self-monitor, prioritise
Application	Independent travel expectations; digital citizenship; team activities; leadership; peer conflict; supporting younger pupils.

Year 6

Area	End-point expectations
Knowledge and valued behaviours	Consistently demonstrate school expectations across contexts. Recognise responsibility as the oldest pupils in school. Make considered choices when adults are not immediately present. Manage disagreement constructively. Recognise manipulation, pressure, prejudice and unsafe group behaviour.
Emotional literacy	Reflect on complex feelings and behavioural patterns. Recognise when support is needed. Regulate increasingly independently. Show empathy while maintaining appropriate personal boundaries.
Responsibility and independence	Give an accurate account of behaviour; understand impact; repair relationships; learn from consequences; set personal behaviour goals and evaluate progress. Prepare to transfer these skills to secondary school.
Vocabulary	confident, empathy, reflective, respectful, responsible, overwhelmed, apprehensive, remorseful, reassured, alienated, resilient, independent, self-monitor, evaluate
Application	Leadership; residential; transition; independent travel; online and social communication; representing St Mary's; preparation for secondary school.

Progression at a Glance

Phase	Developmental emphasis
EYFS	Belonging, routines, safety, basic emotional language, co-regulation, sharing and simple repair.
KS1	Choices, impact, boundaries, communication, familiar regulation strategies and increasing independence.
Lower KS2	Self-regulation, empathy, perspective-taking, YOYOB, respectful disagreement and meaningful repair.
Upper KS2	Independent self-management, group dynamics, social pressure, leadership, complex emotions, self-monitoring and preparation for secondary school.

Part 3: Behaviour in Context - Practical Teaching Matrix

This section translates the progression into the routines and contexts pupils experience every day. It is designed to support consistent explicit teaching across classes while allowing age-appropriate development.

Context	EYFS	KS1	Lower KS2	Upper KS2
Arrival and readiness to learn	Enter safely; greet adults; put belongings away with help; join the first activity.	Arrive, organise belongings and begin the expected task with decreasing prompts.	Prepare resources promptly; settle independently; identify and use a regulation strategy if needed.	Arrive ready to learn; self-organise; anticipate needs; model calm, purposeful routines for younger pupils.
Listening and attention	Stop and attend for short periods; respond to simple cues; wait briefly for a turn.	Listen without interrupting; follow instructions; respond to a speaker appropriately.	Sustain attention; listen to understand; ask relevant questions; recognise when attention is drifting.	Adapt listening to context; weigh different viewpoints; listen respectfully during disagreement; model attentive participation.
Classroom learning	Use resources safely; join in; try; ask an adult for help.	Begin promptly; allow others to learn; persevere; ask for help appropriately; care for resources.	Organise resources; collaborate; manage frustration; respond constructively to feedback and mistakes.	Self-monitor learning behaviours; manage challenge; contribute without dominating; support productive group culture.
Transitions and movement	Walk with adult support; follow simple safety instructions; move calmly between familiar spaces.	Walk safely; respect personal space; use an appropriate voice; follow established transition routines.	Move independently and efficiently; recognise how noise and movement affect others; manage less familiar transitions.	Model safe, considerate movement; make responsible choices when supervision is reduced; support community expectations.
Collective Worship	Enter calmly; listen for short periods; join in or observe respectfully.	Enter and leave respectfully; listen; reflect; respect others' responses; understand that participation is invitational.	Engage thoughtfully with Windows, Mirrors and Doors; contribute appropriately; respect different beliefs and responses.	Model reverence and respect; engage with big questions; allow others space for belief, non-belief, prayer, reflection or silence.

Playground and social time	Play safely; share; take turns; seek adult help; begin to recognise when someone is upset.	Include others; follow game rules; use words to resolve simple disagreements; respect boundaries.	Negotiate rules; recognise when play is becoming unsafe; manage winning and losing; resolve minor conflict with less adult support.	Recognise group dynamics; avoid rough or intimidating behaviour; include younger pupils; intervene or seek help appropriately; act as role models.
Football and active games	Use balls and equipment safely within adult-led rules.	Play in agreed areas; accept simple decisions; control physical contact; stop when asked.	Negotiate teams and rules fairly; manage competitiveness; recognise unsafe physicality; accept outcomes.	Play with self-control; recognise size/age differences; avoid behaviour that intimidates younger children; model fair play and respect.
Lunchtime	Queue with support; sit safely; use simple manners; clear away with help.	Queue patiently; speak politely; use appropriate table manners; clear away; respect food and allergy rules.	Show consideration for catering and lunchtime staff; manage social conversation; make responsible choices in shared spaces.	Model respectful behaviour; support a calm environment; recognise responsibility for younger pupils and shared community spaces.
Working with others	Share resources; take turns; listen briefly to another child's idea.	Contribute and listen; take turns; share responsibility; use encouraging language.	Negotiate roles; disagree respectfully; recognise when someone is excluded; compromise where appropriate.	Balance leadership and listening; manage competing views; challenge exclusion; enable others to contribute.
Emotional regulation	Name basic feelings; accept co-regulation; use a simple strategy with adult help.	Recognise feelings and simple triggers; use familiar strategies such as pause, breathing, break or help-seeking.	Recognise escalation; identify patterns; choose a suitable strategy before behaviour becomes detrimental.	Anticipate difficult situations; plan strategies; self-monitor; seek support appropriately rather than waiting for crisis.
Conflict and disagreement	Use words with support; seek an adult; begin to hear another child's perspective.	Explain what happened; listen to another account; use simple problem-solving; avoid physical responses.	Distinguish fact, feeling and interpretation; negotiate; recognise intention and impact; participate in restorative dialogue.	Manage complex disagreement without aggression; recognise social pressure; communicate assertively; support

				resolution without taking over.
Responsibility and repair	With help, recognise hurt and take a simple action to make things better.	Recognise impact; tell the truth; apologise meaningfully; identify a different choice for next time.	Use YOYOB; explain own contribution; repair harm where possible; learn from logical consequences.	Take responsibility even when others were also involved; evaluate patterns; make a purposeful plan for change; restore trust through action.
Online behaviour	Use devices with adult guidance; tell an adult if something feels wrong.	Use kind language; follow school rules; protect personal information; report upsetting content.	Recognise that online actions affect real people; manage group communication; pause before posting or responding.	Recognise pressure, exclusion and manipulation online; protect privacy; communicate responsibly; report concerns and support others to seek help.
Trips, visits and residentials	Stay with adults; follow safety instructions; care for unfamiliar spaces.	Represent St Mary's positively; listen to leaders; respect venues, members of the public and other groups.	Transfer school expectations to unfamiliar contexts; manage excitement; take increasing responsibility for belongings and conduct.	Demonstrate mature independence; manage shared living and group dynamics; represent St Mary's as role models; respond responsibly when adults are less immediately present.
Environment and shared resources	Help tidy; put resources back; notice litter with adult prompting.	Care for classroom and playground resources; recycle and reduce waste when prompted.	Take responsibility for shared spaces; explain why stewardship matters; participate in environmental action.	Lead by example; challenge waste respectfully; connect everyday choices to local and global environmental responsibility.
End of day and leaving school	Collect belongings with support; wait safely; say goodbye.	Organise belongings; listen to collection arrangements; leave safely and calmly.	Prepare independently; remember equipment/homework; follow safe departure expectations.	Manage departure independently; follow expectations for independent travel where applicable; model safe conduct beyond the gate.

Teaching and Re-teaching Checklist

- Name the behaviour precisely - avoid vague instructions such as 'behave'.
- Explain why the behaviour matters for learning, safety, relationships, community or the environment.
- Model the behaviour and, where useful, a non-example.
- Allow pupils to rehearse it when calm.
- Use the same key language across adults and contexts.
- Notice and positively reinforce successful use.
- Prompt transfer into less structured or unfamiliar contexts.
- Re-teach after breaks, incidents or when patterns show that the behaviour is not yet secure.
- Where universal teaching is insufficient, identify the missing skill and plan targeted teaching or reasonable adjustment.

Key Source Documents Used to Build this Curriculum

This document has been constructed from St Mary's existing Relationship and Positive Behaviour Policy, Behaviour Curriculum draft, whole-school curriculum map, RE, Spirituality and Collective Worship policies, together with the supplied Therapeutic Thinking behaviour-curriculum training materials, Emotional Literacy Framework, Jigsaw emotional-literacy vocabulary progression and Jigsaw knowledge and skills progression map.