



# Burrowmoor's Behaviour Curriculum Launched May 2026

**Charlie Blackman-Doyle with Burrowmoor Primary Academy**

# Burrowmoor's Behaviour Curriculum - Introduction

At Burrowmoor Primary School, every child deserves a calm, safe and supportive environment where they can learn and thrive. Strong behaviour is the foundation for effective learning, not an addition to it. Our Behaviour Curriculum clearly teaches the routines, habits and social expectations that help children contribute positively to school life.

Behaviour is a skill set that must be taught, practised and reinforced — just like reading or maths. Through direct instruction, consistent adult practice and positive relationships, we help pupils understand what good behaviour looks like, why it matters and how to show it every day.

Developed with support from the Fenland SEND Team, our curriculum is inclusive and accessible for all pupils. Expectations are introduced in assemblies, revisited in PSHE lessons and applied consistently across the school through shared staff training.

# Burrowmoor's Behaviour Curriculum - Rationale

Good behaviour is essential for calm classrooms and successful learning. National policy now places behaviour at the centre of school improvement, highlighting the need for clear expectations, consistent systems and strong staff training.

Evidence from high-performing schools shows that behaviour improves when routines are taught explicitly, applied consistently and supported by predictable systems of support and consequence. Our Behaviour Curriculum reflects these principles. Children learn key routines such as listening during input, lining up, moving safely around school, working with others and completing independent tasks. They also develop emotional literacy, self-regulation and restorative skills to help them manage feelings and resolve issues.

Clear boundaries and consistent routines help children feel secure, confident and ready to learn. They reduce uncertainty for staff and create a school culture where everyone can focus on teaching and learning.

# Burrowmoor's Behaviour Curriculum - Approach

Our approach combines:

- **Explicit teaching of routines**
- **Consistent, fair consequences**
- **Positive and constructive feedback**
- **Targeted support for individual needs**
- **Recognition of effort, kindness and positive choices**

This is not a punitive approach — it is a balance of high expectations and high support. It ensures all children receive the guidance they need to behave well and succeed.

In summary, our Behaviour Curriculum equips children with the knowledge, habits and social skills that enable them to flourish in school and beyond.

## **Key Skills covered in a graduated approach**

Sitting on carpet and listening to adult input

Lining up

Walking calmly and respectfully around school

Working with others, group work

Independent work

Self regulation and Emotional literacy

Restorative work

Playtime



# Behaviour Curriculum Nursery and Reception

**Charlie Blackman-Doyle with Burrowmoor Primary Academy**

# Reception Behaviour Curriculum

## Carpet time length

**Autumn term:** 8-9 minutes

**Spring term:** 9-11 minutes

**Summer term:** 11-15 minutes



## Sitting on the carpet

In **Reception**, we aim to build the foundational skills that allow most children to sit on the carpet and attend to the adult for short periods. This will support listening, attention, and engagement in a group setting.

To support this goal, we will **explicitly teach, model, and practise** the following key skills:

- **Personal space** – recognising boundaries and sitting without crowding others
- **Body awareness** – understanding how to control and position the body in a shared space
- **Gross motor control** – using core strength to sit upright and remain settled
- **Sitting with bottom on the floor** – staying seated in one place
- **Staying in carpet spots** – using visual cues to remain within boundaries
- **Facing the adult** – orienting body and eyes toward the speaker
- **Listening skills** – actively listening without interrupting or talking over others
- **Receptive language** – understanding simple instructions, stories, and questions
- **Holding attention** – maintaining focus for short periods, even when not actively involved
- **Understanding routines** – recognising group time signals and expectations
- **Turn taking** – waiting to speak or participate, and responding appropriately when called on

We will build these skills **gradually across the year**, starting with very short, engaging sessions and increasing group time and expectations term by term, always with modelling, praise, and support.

### Pre-requisite skills:

Responds to adult cues and attention signals

Basic body awareness

Tolerates being near others

Basic special awareness

Motor skills for crossing legs

Developing attention span

# Reception Behaviour Curriculum

## Language to consider

First

Last

Behind

In front of

Next to

Follow

## Lining up

In **Reception**, we support children to learn how to walk safely and calmly as a group around the school. This helps them develop awareness of others, self-control, and confidence in routines.

Teachers will consider routines especially at the start of the year, as well as balancing when lining up is necessary and when free flow is appropriate.

To help children develop this skill, we will **teach and practise** the following:

- **Responding to cues or instructions** – such as when to start, stop, or move
- **Impulse control** – waiting patiently and resisting the urge to run or push
- **Awareness of personal space** – keeping a comfortable distance from others
- **Tolerating delay and patience** – waiting their turn and walking at a steady pace
- **Understanding positional language** – knowing terms like “in front,” “behind,” and “next to”
- **Sequencing skills** – remembering the steps involved in lining up and moving as a group
- **Finding and keeping a place in the line** – standing in their spot and staying there
- **Using quiet voices** – walking calmly without loud talking or shouting
- **Facing forward and following the adult** – looking ahead and staying with the group

We will model these behaviours consistently and use visual reminders, songs, and praise to support



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### Pre-requisite skills:

Joint attention

Simple cause-effect understanding

Delayed gratification

Body awareness

Basic frustration tolerance

Short sustained attention

Basic spatial awareness

Memory for simple routines

Recognising familiar places or objects

Voice modulation awareness

# Reception Behaviour Curriculum

## Language to consider

- "My turn"
- "Your turn"
- "Can I have a turn?"
- "Let's share"
- "You can have it after me"
- "I'm waiting"
- "Can I play with that?"
- "Can I play?"
- "Can I join in?"
- "Let's play together"
- "I want to play with you"
- "What are you playing?"
- "I'm waiting for my turn"

## Working in class as a group

**In Reception, we focus on developing the foundational social, emotional, and communication skills needed to engage in group play and learning.**

To help children build these skills, we will teach and support:

- Taking turns with adult guidance, using visual and verbal prompts
- Beginning to use basic expressive language to share ideas and needs (e.g., "My turn," "Can I play?" "Stop please")
- Recognising and managing early signs of frustration
- Calming down and recovering from minor disagreements
- Playing alongside others (parallel play) as a step toward cooperative play
- Listening to and following simple instructions in a group context
- Beginning to share resources with others
- Developing social awareness—noticing how others feel and act
- Learning how to join in with other children's play using simple, respectful approaches

These skills are taught through structured play, story time, adult modelling, guided group tasks, and repeated opportunities across the day.



### Pre-requisite skills:

Attention and Listening  
Basic Receptive Language  
Basic Expressive Language

Impulse Control

Personal Space Awareness

Emotion Recognition

Parallel Play

Frustration Tolerance

Joint Attention

Imitation Skills

# Reception Behaviour Curriculum

## Expected quiet work duration

**Autumn term:** 2-5 minutes

**Spring term:** 5-8 minutes

**Summer term:** 8–10 minutes

## Pre-requisite skills:

Basic Problem-Solving

Basic Emotional Regulation

Early Sustained Attention

Basic Self-Organisation

Confidence and Motivation

Decision-Making

## Independent work

**In Reception, our goal is to build the foundations for independent play and learning.** This means not just keeping children “busy,” but helping them develop early **self-regulation, focus,** and the confidence to manage simple tasks with decreasing adult support over time.

To help children build these skills, we will teach and practise:

- **Turn taking** during shared activities and using visual or verbal cues to support waiting
- **Basic expressive language** to communicate needs, ask for help, or share an idea (e.g., “Can I have that?” “I’m finished”)
- **Receptive language**—understanding simple instructions like “tidy up” or “choose one”
- **Sharing skills**—learning to take turns with resources during independent play
- **Social awareness**—noticing and responding to others in the space
- **Group entry skills**—learning how to join in with activities or play already in progress
- **Frustration management**—supporting children to stay calm when things go wrong or don’t go as expected
- **Recovering from conflict**—beginning to problem-solve with adult support after disagreements
- **Parallel play**—playing alongside others while becoming aware of shared space and resources
- **Developing working memory and executive function**—supporting children to hold and use simple information during a task (e.g., remembering a two-step instruction)

We will also:

- **Model and explain what quiet work and group work look like and sound like**, using visuals, puppets, and role play
- **Show how to access resources independently**, such as pencils, paper, or trays
- **Teach what to do when finished or unsure**, including using visual prompts or asking for help
- **Support children to manage mistakes positively**, using encouraging language and modelling that mistakes are part of learning
- **Provide visual and physical learning scaffolds** (e.g., task boards, prompts, adult guidance) to help children complete tasks successfully

All of this will be supported by **consistent routines, clear adult expectations,** and **positive reinforcement** to nurture

# Reception Behaviour Curriculum

## Other thoughts

When learning new emotion names, try to link the name of an emotion to how your body might feel when you have that emotion.

This helps children identify their emotions in the moment.

## Pre-requisite skills:

Imitation Skills

Symbolic Play

Body Language Recognition

Turn-Taking

Basic Emotional Regulation

Memory and Recall

Simple Perspective-Taking

Routine and Predictability

Awareness

## Emotional literacy

In Reception, we lay the groundwork for emotional literacy by helping children begin to understand and express their feelings in simple, meaningful ways. A rich emotional vocabulary supports **self-awareness**, **social awareness**, and **positive relationships**, and begins with building **receptive and expressive language skills**.

During the year, we will introduce and explore basic emotion words such as: **happy, sad, angry, scared, excited, calm, worried, proud, tired, cross, surprised**

To help children build emotional understanding, we will teach and practise the following foundational skills:

- **Joint attention skills** – learning to share focus with others during emotional learning moments (e.g., looking at a storybook together)
- **Listening and comprehension** – understanding stories, songs, and discussions that explore feelings
- **Facial recognition** – identifying emotions by looking at facial expressions in others and in pictures
- **Recognising and naming emotions** in themselves and others using simple, consistent language
- **Labelling basic needs** (e.g., "I'm tired," "I need help") to build connections between feelings and actions
- **Understanding cause and effect** – recognising that certain events or situations can cause certain feelings (e.g., "I feel sad because my friend said no")
- **Recognising internal cues** – beginning to notice physical signs of emotions like a tummy ache when anxious or a frown when sad
- **Using emotion words** to express feelings rather than relying on behaviour (e.g., saying "I'm cross" instead of hitting)
- **Building empathy** through role-play, shared stories, and guided discussions about how others might feel
- **Categorising emotions** – beginning to group similar feelings (e.g., "happy" and "excited" are both valued feelings)

Through stories, songs, play, and supportive adult interactions, children begin to develop the tools to understand themselves and relate to others in positive, emotionally aware ways.

# Reception Behaviour Curriculum

## Self -Regulation

### Self regulation strategies

Co-regulation with a Trusted Adult  
Comfort Objects  
Singing or Humming  
Simple Repetitive Actions  
Picture Choice Boards  
Sensory Baskets or Corners  
Rhythmic Activities

### Pre-requisite skills:

Object Permanence  
Sensory Regulation  
Following Gestural Cues  
Motor Planning  
Visual Tracking  
Understanding "Stop" or "No"  
Early Narrative Skills  
Basic Play Skills  
Understanding "Same" and "Different"

In Reception, we focus on helping children **begin to recognise and manage their emotions** in simple, supported ways. Developing these early regulation skills helps children feel safe, understood, and ready to learn.

To support this, we will teach and practise:

- **Building emotional vocabulary** – learning and using simple words to name feelings like happy, sad, angry, and calm
- **Exploring different ways to express emotions** – through words, gestures, facial expressions, movement, and play
- **Recognising emotions in themselves and others** – using body language, facial expressions, and context for clues
- **Turn-taking and waiting** – learning to pause, share space and resources, and manage frustration
- **Holding attention and developing working memory** – practising short activities that require focus and remembering what to do
- **Developing impulse control** – beginning to stop and think before acting, with adult support
- **Body awareness** – noticing how their body feels when emotions change (e.g., tense muscles or a fast heartbeat)
- **Social and self-awareness** – beginning to understand how their actions affect others and how to respond kindly
- **Learning simple calming strategies** – such as taking deep breaths, hugging a soft toy, or going to a calm space
- **Understanding contextual rules** – knowing what behaviours are expected in different settings, like story time or playtime
- **Provide opportunities to support making mistakes** – allowing opportunities to overcome mistakes and problem solve them

These skills are taught through **modelling, repetition, and play-based experiences**. We use tools like **emotion cards, visual routines, calm-down corners, and stories** to help children recognise feelings and begin to manage them with gentle guidance. Over time, children grow more confident in noticing their emotions and choosing appropriate ways to respond.

# Reception Behaviour Curriculum

## Language for adults to model/ support

Feelings / Emotions

Social Interaction Words

Conflict / Resolution Phrases

- It's okay
- I feel... (happy, sad, mad)
- I don't like that
- Let's try again
- I'm sorry



## Restorative skills

In the Reception, we help children begin to understand their feelings and how to get along with others after a disagreement or upset.

To support this, we will teach and practise:

- **Basic emotional awareness** — noticing how I feel when I am upset or happy
- **Understanding others can feel differently** — learning that friends may feel sad or angry in different ways
- **Simple communication skills** — using words, gestures, or pictures to share how I feel and listen to others
- **Turn-taking skills** — waiting and sharing time to talk or play
- **Sustaining attention** — listening carefully when someone is speaking
- **Memory skills** — remembering what happened and what was said during the disagreement
- **Understanding cause and effect** — seeing how actions can make others feel hurt or happy
- **Frustration management skills** — beginning to calm down when feeling upset
- **Receptive language skills** — understanding what others say during a problem or apology
- **Expressive language skills** — trying to use words or signs to say sorry or explain how I feel

We will use **stories, role-play, simple conversations, and adult modelling** to help children practice making up, sharing, and being kind to others.

### Pre-requisite skills:

Joint Attention

Imitation Skills

Understanding Personal Space

Following Simple Instructions

Emotional Regulation through Sensory Input

Awareness of Social Routines

Recognition of Social Signals

Basic Problem-Solving

Developing Empathy through Play

# Reception Behaviour Curriculum

## Useful phrases

- Play with me?
- Can I have a turn?
- Your turn now
- My turn now
- Stop, please
- I don't like that
- Let's share
- Help, please
- I'm feeling sad
- Let's play together

## Play time skills

In the Reception, we help children learn how to play happily and kindly with others.

To support this, we will teach and practise:

- **Knowing simple playground rules** — understanding how rules keep everyone safe and happy
- **Joining in with others' games** — coming close and playing nicely with friends
- **Asking friends to join my game** — taught kind phrases or gestures to invite others
- **Sharing, taking turns, and making choices together** — working as a team to make play fun for everyone
- **Solving little problems** — using words or asking for help when friends disagree
- **What playing together looks like** — doing things as a group and helping each other
- **Noticing feelings in myself and my friends** — understanding emotions during play and being gentle
- **Using simple communication** — listening, talking, and using kind words when playing

We support these skills by showing examples, playing together, and praising children when they are kind and cooperative. This helps them make friends and enjoy playing with others.



### Pre-requisite skills:

Joint Attention

Imitation of Play Behaviours

Understanding Personal Space

Following One-Step Instructions

Turn-Around Time Awareness

Basic Cause and Effect

Understanding

Expressing Preferences

Responding to Emotional Cues

Simple Problem-Solving

Seeking Adult Support When Needed



# Behaviour Curriculum

## Year 1 & 2

# Year 1 & 2 Behaviour Curriculum

## Carpet time length

Average 10-15 minutes

Time on the carpet over 20 minutes should be avoided



## Sitting on the carpet

In Year 1 & 2, we aim to support most children to sit attentively on the carpet, focusing on the adult for up to 15 minutes by the end of the year.

To help children develop this skill, we will teach and practise:

- Personal space — understanding where to sit without crowding others
- Bottom on the floor — maintaining a stable, comfortable sitting position
- Using carpet spaces — recognising and staying within designated spots
- Facing the teacher — keeping eyes on the adult to support attention
- Holding attention — practising listening and watching for extended periods
- Using quiet bodies and voices — controlling movement and sound to maintain focus
- Managing self-regulation — recognising when to take a breath or use calm-down strategies
- Following simple instructions — responding promptly to cues and transitions
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We will gradually increase the time children are expected to attend each term to build their stamina and focus.

### Pre-requisite skills:

Holding attention

Gross motor control

Body awareness

Listening skills

Understanding routines

Turn taking

Receptive language

# Year 1 & 2 Behaviour Curriculum

## Common phrases

- "Time to line up!"
- "Find your spot."
- "Hands by your sides."
- "Listen carefully."
- "Follow the leader."
- "Walk like a mouse."

## Lining up

In Year 1 & 2, we want most children to develop the skills to walk quietly and safely in a line when moving around the school as a class.

To help children build this skill, we will teach and practise:

- Personal space — keeping a safe and comfortable distance from others in the line
- Using quiet or silent voices — speaking softly or not at all to maintain calmness
- Finding and holding a place in the line — knowing where to stand and staying in that spot
- Facing the teacher — keeping attention on the adult leading the group
- Keeping in line while moving — walking steadily without leaving the line or pushing
- Responding promptly to cues and instructions — starting, stopping, and moving when asked
- Impulse control — resisting the urge to run, push, or overtake others
- Awareness of surroundings — watching where they are going and staying aware of others

We will provide consistent modelling, reminders, and positive feedback to help children build these skills throughout the year.



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### Pre-requisite skills:

Responding to a Cue or Instruction

Gross motor control

Impulse control

Awareness of personal space

Tolerating delay/ patience

Understanding positional language

Sequencing skills

# Year 1 & 2 Behaviour Curriculum

## Language to consider

- Can I help too?
- Can I have a turn?
- It is your turn now
- Can you help?
- I think we should...
- Maybe we could try
- I don't like that
- Please stop
- Please can we try?

## Working in class as a group

In Year 1 & 2, we want most children to develop the skills to work confidently both independently and as part of a group.

To help children build these skills, we will teach and practise:

- Developing turn-taking skills further — using supports like timers to manage turns fairly
- Group work language — learning words and phrases to communicate effectively with others
- How to encourage and support each other — using positive words and actions
- How to listen carefully to others — showing respect and understanding different viewpoints
- How to make compromises — finding fair solutions when disagreements arise
- How to solve problems or conflicts — using calm, respectful strategies to resolve issues
- How to share jobs and roles — understanding responsibilities and cooperating within a group
- Managing attention during independent work — staying focused and completing tasks
- Asking for help appropriately — knowing when and how to seek adult support

We will model, practise, and reinforce these skills regularly to build children's confidence and cooperation throughout the year.



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### Pre-requisite skills:

Receptive language	Frustration management
Turn taking	Recovering from conflict
Basic expressive language	Parallel play
Sharing skills	
Social awareness	
Group entry skills	

# Year 1 & 2 Behaviour Curriculum

## Expected quiet work duration

**Autumn term:** 5-10 minutes

**Spring term:** 12-15 minutes

**Summer term:** 15 –20 minutes

## Independent work

In Year 1 & 2, learning to work independently in class is a gradual process that requires explicit teaching, clear routines, and scaffolded support. The goal is not just to stay busy, but to develop early self-regulation, task focus, and confidence in managing simple activities without constant adult input.

To help children build these skills, we will teach and practise:

- Developing working memory and other executive function skills — supporting children to hold and use information during tasks
- Explicitly modelling and teaching what silent work, quiet work, and group work look like and sound like
- How and where to independently access resources, such as pencils, paper, or tools
- What to do when finished early or if they get stuck — encouraging problem-solving and asking for help appropriately
- Managing mistakes — understanding that mistakes are part of learning and knowing strategies to move forward
- Using learning scaffolds and supports provided to help complete tasks successfully

We will provide clear expectations, consistent routines, and positive reinforcement to build children's independence throughout the year.



### Pre-requisite skills:

Turn taking

Basic expressive language

Receptive language

Sharing skills

Social awareness

Group entry skills

Frustration management

Recovering from conflict

Parallel play

# Year 1 & 2 Behaviour Curriculum

## Other thoughts

When learning new emotion names, try to link the name of an emotion to how your body might feel when you have that emotion.

This helps children identify their emotions in the moment.

## Emotional literacy

In Year 1 & 2, we want to continue developing pupils' emotional vocabulary to help them better understand and express their feelings. A rich emotional vocabulary supports emotional literacy, self-awareness, and positive social interactions.

Words we will learn and explore include:

**cheerful, mad, annoyed, unhappy, miserable, fear, scared, delighted, grumpy, excited, disgust, calm, safe, ashamed, panic**

To help children build these skills, we will teach and practise:

- Recognising and naming emotions in themselves and others
- Understanding the causes and situations linked to different feelings
- Using emotion words to describe how they feel in various contexts
- Exploring emotions through stories, role-play, and discussions
- Identifying physical signs of emotions (e.g., a fast heartbeat when scared)
- Practising appropriate ways to respond to emotions, such as calming down when upset
- Encouraging children to use emotion words instead of actions (e.g., saying "I'm annoyed" rather than pushing)
- Building empathy by understanding others' feelings and perspectives
- Introducing simple strategies to manage strong emotions, like deep breathing or asking for help

We will use visual aids like emotion charts, feelings flashcards, and daily check-ins to reinforce learning and encourage open conversations about emotions.

### Pre-requisite skills:

Receptive and expressive language skills

Labelling basic needs

Joint attention skills

Listening and comprehension

Facial recognition

Social awareness

Self-awareness

Cause and effect understanding

Ability to categorise

Recognising internal cues



# Year 1 & 2 Behaviour Curriculum

## Self regulation strategies

Breathing techniques

Movement breaks

Sensory tools

Drawing/ colouring

Using safe/ calm spaces



## Self -Regulation

In Year 1 & 2, we want to continue supporting children on their journey to regulate their emotions using appropriate strategies.

To help children build these skills, we will teach and practise:

- Extending emotional vocabulary — naming and understanding a wide range of feelings
- How to identify emotions in themselves and others — recognising clues from facial expressions, body language, and situations
- Beginning to independently use basic calming strategies — such as deep breathing, counting, or taking a quiet moment
- Identifying personal triggers — understanding what situations or events might cause strong feelings
- Learning to ask for help appropriately — knowing who to approach and how to express their needs calmly
- Recognising early signs of emotional escalation — noticing when feelings are building up
- Practising self-awareness — reflecting on their emotions and behaviours
- Using simple problem-solving steps to manage difficult emotions or conflicts

We will model these skills, provide visual supports like calm-down corners and emotion charts, and encourage regular discussions to build children's confidence in managing their feelings.

### Pre-requisite skills:

Holding attention

Impulse control

Working memory

Emotional vocabulary

Ways of expressing feelings

Social and self awareness

Turn taking and waiting

Knowledge of contextual rules

Body awareness

# Year 1 & 2 Behaviour Curriculum

## Restorative skills

### Language

Emotion names

Descriptive language

Restorative sentence starters

Listening and acknowledgement phrases

Turn taking prompts

In Year 1 & 2, we want to build on pupils' skills for restoring relationships and resolving conflicts following any issues.

To help children develop these skills, we will teach and practise:

- Understanding my own feelings — recognising how I feel during and after a conflict
- Understanding others' feelings — developing empathy and seeing situations from different perspectives
- Reflecting on what happened — thinking about the events and their impact on everyone involved
- Listening carefully to others — giving attention and respect when someone is sharing their thoughts or feelings
- Understanding rules and why they are needed — recognising how rules help keep everyone safe and happy
- How to repair harm and restore relationships — using words and actions to make amends and rebuild trust
- How to regulate my emotions next time — using strategies to stay calm and respond positively in future situations
- Practising problem-solving — finding peaceful and fair solutions to disagreements

We will use role-play, stories, and restorative conversations to support children in developing these important social and emotional skills.



### Pre-requisite skills:

Basic emotional awareness

Understanding others can feel differently

Simple communication skills

Turn taking skills

Sustaining attention

Memory skills

Understanding cause and effect

Frustration management skills

Receptive language skills

Expressive language skills

# Year 1 & 2 Behaviour Curriculum

## Useful phrases

Can I play with you?

Do you want to play with me?

Lets take turns

That makes me feel sad, please stop

It's your/my turn now

Lets play something else

Lets ask for a grownups help

## Playground skills

In Year 1 & 2, we want to build on pupils' skills for engaging in positive and cooperative social play.

To help children develop these skills, we will teach and practise:

- Understanding the playground rules and why they are important — keeping everyone safe and happy
- How to join others' games — approaching and participating respectfully
- How to ask someone to join your game — using friendly and clear language
- How to share, take turns, and compromise — cooperating to make play fun for all
- How to solve simple conflicts — using words and strategies to resolve disagreements peacefully
- What cooperative play looks like — working and playing together towards shared goals
- Recognising emotions in myself and others — understanding feelings during play and responding kindly
- Developing basic communication skills — listening, speaking, and negotiating during games

We will support these skills through modelling, guided play, and positive reinforcement to help children build friendships and enjoy social interactions.



### Pre-requisite skills:

Basic emotional awareness

Understanding others can feel differently

Simple communication skills

Turn taking skills

Following simple rules/routines

Understanding cause and effect

Frustration management skills

Receptive language skills

Expressive language skills



# Behaviour Curriculum

## Year 3 & 4

# Year 3 & 4 Behaviour Curriculum

## Maximum input times

**Autumn term:** 15 minutes

**Spring term:** 18 minutes

**Summer term:** 20 minutes



## Listening to adult input

In Years 3 and 4, we aim to support children in sitting attentively in their chairs and focusing on the teacher during whole-class or group input for **up to 25 minutes**, depending on the lesson and context.

To develop this skill, we will teach and practise:

- **Respecting personal space** — sitting in a way that allows others around them to focus comfortably
- **Stable sitting posture** — keeping both feet on the floor and sitting upright to support attention and engagement
- **Facing the front** — looking towards the adult or board to stay visually and mentally engaged
- **Sustained attention** — practising listening, thinking, and watching for longer periods without becoming distracted
- **Quiet, focused bodies** — keeping hands still and voices off unless directed, to support whole-class focus
- **Following instructions** — responding promptly and accurately to verbal or visual cues from adults
- **Self-regulation strategies** — noticing when they are losing focus and using strategies to re-engage (e.g., fidget tools, deep breaths)
- **Understanding learning behaviours** — recognising what listening looks and feels like and why it supports learning

We continue to build children's stamina gradually, using clear expectations, routines, and positive reinforcement to help them take responsibility for their focus and participation during teacher input.

### Pre-requisite skills:

Auditory Discrimination

Working Memory

Impulse Control

Sustained Attention

Emotional Regulation

Body Awareness

Listening Comprehension

Following Multi-Step Instructions

Perspective-Taking

# Year 3 & 4 Behaviour Curriculum

## Walking Calmly and Respectfully Around School

### Common phrases

"Let's line up calmly and quietly."

"Find your place in the line."

"Show me you're ready to move."

"Keep space between you and the person in front."

"Stay in line from start to finish."

"Respect the space and people around you."



In Years 3 and 4, we want children to walk calmly, quietly, and respectfully as a class when moving around the school. This includes transitions to assemblies, lunch, specialist lessons, or outdoor learning.

To help children build and maintain this skill, we will teach and practise:

- **Respect for shared spaces** — understanding the importance of moving quietly to avoid disrupting others.
- **Personal space** — maintaining an appropriate distance between themselves and others while walking.
- **Walking in a steady line** — keeping pace with the class and avoiding overtaking or falling behind.
- **Silent or whisper voices** — speaking only when necessary and using quiet voices in corridors.
- **Responsiveness to adult direction** — stopping, starting, and following movement cues promptly.
- **Self-regulation** — managing impulses to run, shout, or play while transitioning.
- **Awareness and focus** — paying attention to where they are going and any obstacles or hazards.
- **Consistent positioning** — knowing where they are expected to be in the line and sticking to that.
- **Leadership roles** — giving some children responsibility to lead or monitor parts of the line respectfully.
- **Awareness of younger pupils** — adjusting pace and behaviour when walking near or with younger students.

We will support these behaviours through clear routines, role modelling, reflective discussion when needed, and positive reinforcement when children demonstrate safe and respectful transitions.

### Pre-requisite skills:

Awareness of personal space

Impulse control

Following multi-step instructions

Understanding and respecting boundaries

Awareness of environment

Awareness of transitions

Listening while moving

Respect for group routines

Emotional regulation

# Year 3 & 4 Behaviour Curriculum

## Language to consider

Could I join in?	Do you think you could help me with this?
May I have a turn when you're finished?	
It's your turn now, thank you for waiting.	I have an idea we could try.
Would you like some help with that?	How about we try doing it this way?

## Pre-requisite skills:

Basic turn-taking  
Listening to others  
Using simple polite language  
Recognising emotions  
Following group rules

## Working in class as a group

In Years 3 and 4, we aim for most children to **develop greater independence and leadership within group settings**, while continuing to collaborate respectfully and effectively. To support this progression, we will teach and practise:

- **Advanced turn-taking and sharing** — using flexible strategies such as negotiation and self-monitoring to take turns fairly in more complex situations
- **Using more precise group work language** — practising clear, assertive communication and active listening to contribute ideas and feedback
- **Encouraging and supporting peers proactively** — recognising and responding to others' needs with empathy and positive reinforcement
- **Deepening listening skills** — interpreting different viewpoints thoughtfully and summarising others' ideas before responding
- **Negotiating and compromising with reasoning** — developing fair solutions by discussing pros and cons and considering everyone's perspective
- **Applying conflict resolution strategies independently** — using calm, respectful dialogue and problem-solving steps to resolve disagreements without adult mediation
- **Sharing leadership and responsibilities** — taking initiative in organising group roles, checking progress, and supporting group goals
- **Sustaining attention during longer independent tasks** — managing distractions and using self-regulation techniques to stay focused and complete work
- **Requesting help strategically** — recognising when to seek support and how to ask clearly and respectfully for assistance

We will continue to **model, practise, and reinforce these skills regularly**, providing opportunities for children to reflect on their experiences, build confidence, and become effective, respectful collaborators and independent learners.

# Year 3 & 4 Behaviour Curriculum

## Expected quiet work duration

- **Autumn term:** 15–20 minutes
- **Spring term:** 20–25 minutes
- **Summer term:** 25–30 minutes

## Pre-requisite skills:

Basic task-following skills  
Short-term focus and attention  
Recognising and using basic resources  
Asking for help appropriately  
Managing simple mistakes  
Basic self-regulation skills

## Independent work

In Years 3 and 4, developing the ability to work independently becomes more sophisticated. Children are expected to manage longer, more complex tasks with increasing self-regulation and problem-solving, while still benefiting from clear routines and scaffolded support. The focus is on building sustained attention, strategic thinking, and confidence in completing work with less direct adult guidance.

To support this progression, we will teach and practise:

- **Strengthening working memory and executive functions** — helping children to plan, organise, and monitor their work over extended periods
- **Explicitly modelling and practising different working modes** — including silent individual work, paired tasks, and group collaboration, with attention to behaviour and communication expectations
- **How and where to independently access a wider range of resources and materials** — such as reference books, digital tools, and stationery
- **Strategies for managing challenges independently** — including problem-solving techniques, knowing when and how to ask for help, and self-checking work
- **Understanding and learning from mistakes** — encouraging a growth mindset by reflecting on errors and using strategies to improve
- **Using learning scaffolds, graphic organisers, and checklists** — to support organisation and task completion
- **Setting personal goals and self-assessing progress** — fostering ownership of learning and motivation

We will maintain clear expectations and consistent routines while gradually increasing opportunities for children to make choices, take initiative, and build resilience. Positive reinforcement and constructive feedback will support children's growing independence throughout the year.

# Year 3 & 4 Behaviour Curriculum

## Emotional literacy



### Pre-requisite skills:

Basic emotion recognition

Using simple emotion word

Recognising facial expressions and body language

Understanding simple causes of emotions

Expressing feelings with words instead of actions

In Years 3 and 4, we aim to deepen pupils' emotional vocabulary and emotional literacy to help them better understand, express, and manage a wider range of feelings. This supports improved self-awareness, empathy, and positive social interactions in more complex situations.

### Words we will learn and explore include:

joyful, frustrated, irritated, disappointed, anxious, nervous, proud, relieved, jealous, hopeful, calm, confident, embarrassed, overwhelmed, motivated, thoughtful, worried, curious

To help children build these skills, we will teach and practise:

- Recognising and naming a broader range of emotions in themselves and others, including mixed or subtle feelings
- Understanding causes, triggers, and consequences of emotions in different contexts (e.g., school, friendships, home)
- Using precise emotion words to describe how they feel and explain why
- Exploring emotions through more complex stories, role-play, group discussions, and personal reflections
- Identifying physical and mental signs of emotions (e.g., butterflies in the stomach when nervous, feeling hot when angry)
- Practising a wider range of strategies to manage emotions effectively, such as deep breathing, mindfulness, positive self-talk, or seeking help
- Encouraging children to articulate emotions verbally instead of through negative behaviours (e.g., "I'm frustrated" rather than shouting)
- Building empathy by exploring different perspectives, predicting others' feelings, and responding sensitively
- Introducing simple problem-solving skills to cope with emotional challenges and conflicts
- Reflecting regularly on emotional experiences using tools like emotion journals or check-ins

We will continue to use visual aids such as emotion wheels, feeling charts, and daily emotional check-ins to reinforce learning and create a safe space for open conversations about feelings.

# Year 3 & 4 Behaviour Curriculum



## Pre-requisite skills:

Basic emotional vocabulary  
Recognising own emotions  
Identifying simple triggers  
Using simple calming strategies  
Recognising early signs of distress  
Taking turns and sharing attention  
Participating in discussions about feelings

## Self -Regulation

In Years 3 and 4, we continue to support children's development of emotional regulation by teaching more sophisticated strategies and fostering greater self-awareness and independence.

To help children build these skills, we will teach and practise:

- Expanding emotional vocabulary to include a broad range of nuanced feelings and mixed emotions
- Accurately identifying emotions in themselves and others using subtle facial expressions, body language, tone of voice, and contextual clues
- Independently using a wider repertoire of calming strategies, such as mindfulness, progressive muscle relaxation, positive self-talk, and guided imagery
- Recognising personal emotional triggers and early physical, mental, and behavioural signs of escalation
- Learning to proactively ask for help or use self-advocacy skills in a calm and effective way
- Developing self-monitoring skills through tools like emotion journals, check-ins, or mood trackers
- Reflecting thoughtfully on their emotional experiences and behaviours, including understanding consequences
- Applying problem-solving and conflict-resolution techniques to manage difficult feelings and social challenges
- Practising planning and using personalized regulation plans or coping toolkits
- Building resilience by learning to tolerate frustration and recover from setbacks

We will model these strategies consistently, provide visual and practical supports such as calm-down zones, emotion wheels, and personalized coping plans, and create regular opportunities for discussion and reflection to empower children to manage their emotions confidently and independently.

# Year 3 & 4 Behaviour Curriculum



## Pre-requisite skills:

Basic Emotion Recognition  
Taking Turns in Conversation  
Following Simple Rules  
Using Simple Problem-Solving Language  
Basic Self-Regulation Skills  
Asking for Help When Needed  
Recognising the Impact of Actions

## Restorative skills

In Years 3 & 4, we aim to further develop pupils' skills in restoring relationships and resolving conflicts with increased independence and reflection.

To help children build these skills, we will teach and practise:

- **Recognising and managing my feelings during and after conflicts** — understanding complex emotions like frustration, disappointment, or regret
- **Developing empathy and perspective-taking** — appreciating others' feelings and viewpoints in more nuanced ways
- **Reflecting thoughtfully on what happened** — considering the causes, effects, and personal roles in conflicts
- **Active and respectful listening** — focusing fully on others' perspectives and responding appropriately
- **Understanding the purpose and fairness of rules** — recognising how rules maintain respectful and safe environments for all
- **Making amends and rebuilding trust** — using sincere apologies, actions, and ongoing respectful behaviour to repair relationships
- **Applying emotional regulation strategies proactively** — choosing calm responses and problem-solving approaches in challenging situations
- **Engaging in collaborative problem-solving** — working together to find fair, peaceful, and lasting resolutions
- **Recognising when to seek adult support** — knowing when to involve teachers or trusted adults to help resolve conflicts
- **Reflecting on personal growth** — thinking about lessons learned and how to improve future social interactions

We will continue to use role-play, restorative conversations, peer mediation, and age-appropriate stories to deepen children's understanding and confidence in managing social challenges positively and independently.

# Year 3 & 4 Behaviour Curriculum



## Pre-requisite skills:

- Basic turn-taking and sharing
- Understanding and following simple rules
- Recognising personal space and physical boundaries
- Listening to others
- Expressing needs and preferences clearly
- Managing minor disappointments or losses
- Noticing others' emotions and social cues

## Playground skills

In Year 3 & 4, we continue to develop pupils' ability to engage in positive, respectful, and cooperative play with increasing independence.

To help children strengthen these skills, we will teach and practise:

- Understanding and following playground expectations — recognising how shared rules promote fairness, safety, and enjoyment for everyone
- Joining peer games appropriately — using confident, respectful language to ask to join and responding appropriately if the answer is no
- Inviting others to play — noticing when someone is alone and using friendly, inclusive language
- Sharing leadership and making compromises — taking turns leading games and adjusting rules to include others' idea.
- Resolving minor conflicts independently — using agreed scripts or steps to manage disagreements without needing adult help
- Working collaboratively in group games — focusing on shared goals, clear communication, and fair play
- Reading social cues and body language — recognising when others are having fun, uncomfortable, or want space
- Using respectful communication — listening actively, using kind words, and managing emotions during social interactions

We will support these skills through structured games, playground coaching, peer role models, and positive reinforcement to help children deepen their social confidence and friendships.



# Behaviour Curriculum

## Year 5 & 6

# Year 5 & 6 Behaviour Curriculum

## Maximum input times

**Autumn term:** 20 minutes

**Spring term:** 20 minutes

**Summer term:** 20 minutes

Very occasionally 30 minutes.

## Pre-requisite skills:

Ability to follow multi-step instructions

Basic posture awareness

Awareness of personal space

Foundational attention span

Impulse control

Understanding of classroom expectations

Use of self-regulation strategies

Visual and auditory tracking

## Listening to adult input

In Years 5 and 6, we aim to strengthen children's ability to sit attentively and remain focused during extended whole-class or group input, lasting a maximum of 30 minutes in rare instances, depending on the task and context. At this stage, we also encourage pupils to take greater ownership of their focus and engagement.

To develop this skill, we will teach and practise:

- **Respecting shared learning space** — maintaining awareness of others' needs and adjusting their behaviour to minimise disruption
- **Independent posture management** — sitting comfortably and appropriately without reminders, supporting attention and readiness to learn
- **Consistent visual engagement** — choosing to look towards the teacher, screen, or board even when distracted, showing active listening
- **Extended sustained attention** — maintaining mental focus during complex explanations or discussions, with minimal prompts
- **Controlled body and voice** — using internal regulation strategies to remain still, quiet, and ready to participate when appropriate
- **Independent instruction-following** — listening carefully to instructions, remembering multiple steps, and acting on them efficiently
- **Self-monitoring and re-engagement** — recognising personal signs of distraction or fatigue and applying appropriate strategies to refocus
- **Reflecting on learning behaviours** — understanding how attentive behaviour impacts their own learning and the learning of others, and being able to discuss this insightfully

We support this through consistent routines, co-created class expectations, and increasingly reflective discussions to help children understand and take responsibility for their learning behaviours in preparation for secondary school.

# Year 5 & 6 Behaviour Curriculum

## Walking Calmly and Respectfully Around School



### Pre-requisite skills:

Understanding and following basic instructions  
Awareness of personal space  
Impulse control  
Ability to stay in a group  
Familiarity with school routines  
Basic self-regulation strategies

In Years 5 and 6, we want children to demonstrate increased independence, self-regulation, and responsibility when walking calmly and respectfully as a class around the school. This includes transitions to assemblies, lunch, specialist lessons, or outdoor learning.

To support this, we will teach, model, and reinforce:

- **Respect for the learning environment** — understanding how calm transitions contribute to a positive school culture and reduce disruption across year groups.
- **Self-management and regulation** — maintaining calm bodies and voices without direct reminders.
- **Spatial awareness** — walking with appropriate distance and awareness of others, adapting to space and context.
- **Pace control and line discipline** — walking at a steady, appropriate pace without rushing, overtaking, or drifting.
- **Independence in routines** — following known transition routines confidently with minimal adult prompts.
- **Leadership and role modelling** — some pupils taking responsibility for leading the line, supporting peers, or setting a good example for younger students.
- **Responsiveness to cues** — quickly and quietly responding to adult signals (e.g., stopping, lining up, changing direction).
- **Appropriate conversation** — knowing when it is acceptable to talk quietly (e.g., outdoor transitions) and when silence is expected.
- **Respectful presence** — moving through the school with maturity, showing awareness of classes in session or shared spaces.
- **Problem-solving during transitions** — knowing what to do if separated from the group or unsure of the next step, without becoming dysregulated.

We will continue to embed these expectations through routine, modelling, and peer accountability, using reflective conversation and positive reinforcement to promote self-directed, respectful movement around the school.

# Year 5 & 6 Behaviour Curriculum

## Language to consider

"Can I contribute an idea to the discussion?"

"Can we agree on a plan that works for everyone?"

"Thanks for waiting, may I have my turn now?"

"I noticed you're struggling—can I support you with this?"

"Let's hear everyone's opinion before we decide."

"I think we should try it this way because..."

## Pre-requisite skills:

Basic turn-taking and sharing

Active listening

Following group rules and instructions

Expressing ideas clearly

Recognising emotions in self and others

Simple conflict resolution

## Working in class as a group

**In Years 5 and 6, we aim for most children to demonstrate confident independence and refined leadership within group settings, while continuing to collaborate respectfully and effectively. To support this progression, we will teach and practise:**

- **Advanced turn-taking and sharing** — using flexible strategies such as negotiation, self-monitoring, and role flexibility to take turns fairly and adapt to changing group dynamics in more complex situations.
- **Using precise, confident group work language** — practising clear, assertive communication, active listening, and respectful questioning to contribute ideas, give constructive feedback, and engage in meaningful discussions.
- **Proactively encouraging and supporting peers** — recognising and responding thoughtfully to others' needs, showing empathy, offering constructive support, and celebrating group achievements.
- **Deepening critical listening and perspective-taking skills** — interpreting and evaluating different viewpoints thoughtfully, summarising others' ideas accurately, and responding with insight and respect.
- **Negotiating and compromising with logical reasoning** — collaboratively developing fair, balanced solutions by discussing pros and cons, anticipating consequences, and considering diverse perspectives.
- **Applying conflict resolution strategies independently and maturely** — using calm, respectful dialogue, active problem-solving steps, and emotional regulation to resolve disagreements effectively without adult intervention.
- **Sharing leadership and responsibilities confidently** — taking initiative in organising and delegating group roles, monitoring progress, motivating peers, and ensuring group goals are met.
- **Sustaining attention during longer, complex independent and collaborative tasks** — managing distractions, employing advanced self-regulation techniques, and demonstrating perseverance to complete extended projects.
- **Requesting help strategically and independently** — recognising when support is needed and asking clearly, respectfully, and proactively for assistance, while also offering help to others when appropriate.

We will continue to model, practise, and reinforce these skills regularly, providing opportunities for children to reflect critically on their experiences, build self-confidence, and become effective, respectful collaborators and autonomous learners prepared for secondary education.

# Year 5 & 6 Behaviour Curriculum

## Independent work

### Expected quiet work duration

**Autumn term:** 25–30 minutes

**Spring term:** 30–35 minutes

**Summer term:** 35–40 minutes

### Pre-requisite skills:

Sustained Attention

Task Planning and Organisation

Self-Regulation

Working Memory

Problem-Solving

Help-Seeking

Self-Monitoring and Reflection

In Years 5 and 6, children are expected to demonstrate increased autonomy in managing complex, longer-term tasks with greater self-regulation, strategic thinking, and resilience. They work more independently with less adult scaffolding, taking greater responsibility for planning, organising, and monitoring their learning. The focus expands to include critical thinking, reflective learning, and collaborative problem-solving in a variety of contexts.

To support this progression, we will teach and practise:

- Enhancing working memory and executive functions — supporting children to plan, prioritise, and monitor multi-step projects or assignments over extended periods.
- Explicitly modelling and practising diverse working modes — including independent silent work, paired problem-solving, small-group collaboration, and leadership roles, with clear behavioural and communication expectations.
- Navigating and independently utilising a wider range of resources — such as reference materials, digital platforms, research tools, and specialised stationery or software.
- Developing advanced strategies for managing challenges independently — including proactive problem-solving, discerning when and how to seek appropriate help, and conducting thorough self-review and quality checks.
- Fostering a growth mindset — encouraging reflection on mistakes as learning opportunities and applying targeted strategies to improve outcomes.
- Using sophisticated learning scaffolds, graphic organisers, and checklists — to support complex organisation, task breakdown, and effective time management.
- Setting, reviewing, and revising personal academic and behavioural goals — cultivating strong ownership of learning, motivation, and self-directed progress tracking.

Throughout the year, clear expectations and consistent routines will be maintained while progressively encouraging greater choice-making, initiative, and resilience. Positive reinforcement and constructive feedback will continue to support children's evolving independence and confidence as effective, self-regulated learners.

# Year 5 & 6 Behaviour Curriculum



## Pre-requisite skills:

Basic emotion recognition

Using simple emotion word

Recognising facial expressions  
and body language

Understanding simple causes of  
emotions

Expressing feelings with words  
instead of actions

## Emotional literacy

In Years 5 and 6, we aim to further develop pupils' emotional vocabulary and emotional literacy, enabling them to understand, articulate, and manage a wider and more nuanced range of feelings. This deepens self-awareness, empathy, and social skills, supporting positive interactions and resilience in increasingly complex social and academic situations.

Words we will learn and explore include:

**elated, frustrated, irritated, disappointed, anxious, apprehensive, proud, relieved, envious, hopeful, calm, confident, embarrassed, overwhelmed, motivated, reflective, worried, curious, sceptical, content, resilient, compassionate**

To help children build these skills, we will teach and practise:

- Recognising and naming a broader and more nuanced range of emotions in themselves and others, including mixed, layered, or conflicting feelings.
- Understanding causes, triggers, and short- and long-term consequences of emotions in varied contexts such as school, friendships, family, and community.
- Using precise and sophisticated emotion language to describe feelings, explain their impact, and communicate needs clearly.
- Exploring emotions through complex narratives, role-play, debates, collaborative discussions, and thoughtful personal reflections.
- Identifying physical, mental, and behavioural signs of emotions (e.g., racing heart when anxious, tight chest when worried).
- Practising an expanded toolkit of emotional regulation strategies, including mindfulness, cognitive reframing, positive self-talk, journaling, and help-seeking.
- Encouraging children to express emotions verbally and assertively rather than through negative or passive behaviours (e.g., "I'm feeling overwhelmed and need a moment," rather than withdrawing or outbursts).
- Building empathy by analysing diverse perspectives, predicting emotional responses, and responding with sensitivity and respect.
- Introducing more advanced problem-solving and conflict resolution skills to navigate emotional challenges and disagreements constructively.

We will continue to use visual aids like emotion wheels, feeling charts, and daily emotional check-ins, adapting them to suit older children's needs. These tools will help maintain a supportive environment for open and respectful conversations about emotions and wellbeing.

# Year 3 & 4 Behaviour Curriculum



## Pre-requisite skills:

Basic emotional vocabulary  
Recognising own emotions  
Awareness of bodily cues  
Using simple calming strategies  
Recognising early signs of distress  
Taking turns and sharing attention  
Basic self-expression

## Self -Regulation

In Years 5 and 6, we focus on refining children's emotional regulation skills by teaching more advanced strategies and promoting increased self-awareness, autonomy, and resilience.

To help children build these skills, we will teach and practise:

- Expanding emotional vocabulary to include complex, nuanced feelings and mixed emotions, such as ambivalence, irritation, scepticism, or empathy
- Accurately interpreting subtle emotional cues in themselves and others, including micro-expressions, nuanced body language, tone variations, and contextual subtleties
- Independently applying a broad repertoire of sophisticated calming strategies, such as mindfulness meditation, progressive muscle relaxation, cognitive reframing, guided imagery, and grounding techniques
- Recognising personal emotional triggers and early warning signs across physical sensations, thoughts, and behaviours that signal rising emotional intensity
- Proactively using self-advocacy skills to request help, set boundaries, or communicate emotional needs calmly and effectively
- Developing self-monitoring and emotional insight through reflective tools like detailed emotion journals, mood trackers, and periodic self-assessments
- Reflecting critically and thoughtfully on emotional experiences and behaviours, including analysing consequences and learning from them
- Applying advanced problem-solving and conflict-resolution strategies independently to navigate complex social and emotional challenges
- Planning and implementing personalised regulation strategies or coping toolkits tailored to individual needs and contexts
- Building resilience through practicing frustration tolerance, managing setbacks constructively, and sustaining motivation despite challenges

We will continue to model these strategies consistently, provide sophisticated visual and practical supports—such as calm-down zones equipped with sensory tools, emotion wheels with expanded vocabulary, and personalised coping plans—and create frequent, structured opportunities for discussion, self-reflection, and peer support to empower children to manage their emotions confidently and independently.

# Year 5 & 6 Behaviour Curriculum



## Pre-requisite skills:

Basic emotional recognition and vocabulary

Understanding simple rules and the reasons behind them

Early perspective-taking

Basic active listening skills

Ability to express feelings using simple language

Experience with simple apologies and making amends

## Restorative skills

In Years 5 and 6, we focus on refining pupils' abilities to restore relationships and resolve conflicts with greater independence, insight, and emotional maturity. Children are encouraged to take responsibility for their actions, reflect critically on social situations, and develop lasting skills for positive interactions.

To support this development, we will teach and practise:

- Recognising and managing complex emotions during and after conflicts, such as frustration, disappointment, regret, and even guilt
- Deepening empathy and perspective-taking by understanding others' feelings, intentions, and viewpoints with greater subtlety
- Reflecting critically on conflicts, analysing causes, consequences, and one's own role in the situation
- Practising active, respectful listening skills—giving full attention, asking clarifying questions, and responding thoughtfully
- Understanding the rationale, fairness, and importance of rules in maintaining respectful, inclusive, and safe environments
- Making genuine amends and rebuilding trust through sincere apologies, consistent respectful behaviour, and follow-up actions
- Applying emotional regulation strategies proactively, choosing calm and constructive responses over reactive behaviours
- Engaging in collaborative problem-solving, negotiating solutions that are fair, peaceful, and sustainable
- Knowing when and how to seek adult support appropriately and confidently when conflicts escalate or cannot be resolved independently
- Reflecting on personal growth by considering lessons learned and planning ways to improve future social interactions

We will continue to use role-play, restorative practice conversations, peer mediation, debate, and age-appropriate literature and scenarios to build children's confidence, insight, and skills in managing social challenges constructively and autonomously.

# Year 5 & 6 Behaviour Curriculum



## Pre-requisite skills:

Fair turn-taking and sharing consistently

Understanding and adapting complex social rules

Respecting personal space and boundaries

Attentive listening with social cue awareness

Clear, respectful expression of needs

Managing disappointments with emotional control

## Playground skills

In Years 5 and 6, we focus on refining pupils' ability to engage in positive, respectful, and cooperative play with greater independence and social awareness. We support children in navigating more complex social situations, encouraging leadership, empathy, and responsible decision-making during peer interactions.

To help children strengthen these skills, we will teach and practise:

- Understanding and consistently following playground expectations — recognising how shared rules promote fairness, safety, respect, and enjoyment for everyone, even during competitive or high-energy games.
- Joining peer games confidently and appropriately — using polite and assertive language to ask to join, handling rejection with maturity, and exploring alternative ways to participate or connect socially.
- Inviting others to play — actively noticing peers who may be isolated or hesitant, using inclusive and encouraging language to build welcoming social groups.
- Sharing leadership and making compromises — taking turns leading games, negotiating rules fairly, and valuing diverse ideas to ensure everyone feels included and respected.
- Resolving minor conflicts independently — applying agreed-upon strategies or scripts to manage disagreements constructively without relying on adult intervention.
- Collaborating effectively in group games — focusing on shared goals, clear communication, cooperative teamwork, and demonstrating good sportsmanship even in competitive contexts.
- Reading nuanced social cues and body language — interpreting subtle signs that others are enjoying themselves, feeling uncomfortable, or need personal space, and responding appropriately.
- Using respectful communication skills — practising active listening, choosing kind and supportive words, and managing emotions thoughtfully during all social interactions.

We will support these skills through structured games, guided playground coaching, peer mentoring, and consistent positive reinforcement. This approach helps children deepen their social confidence, build stronger friendships, and develop emotional resilience in a range of social settings.

# Burrowmoor's Behaviour Curriculum

Adaptations can be found in the Appendix