



At Christ the Sower Ecumenical Primary School, we want to prepare our pupils for the life that lies ahead of them, and we believe that explicit teaching of behaviour is an integral and essential part of this.

Our **CARE Cultural Curriculum** and has been designed to build our **pupil's character**; alongside their knowledge and understanding of the world, laying the foundations for future success. Our behaviour curriculum is fully underpinned by our **CARE** ethos and Christian values. We teach good behaviour through clear expectations, routines, and opportunities for all staff and children to rehearse, model, and refine.

We want our pupils to make good **CHOICES, ASPIRE** highly and work hard, **REFLECT**, to understand how and why they behave the way that they do and **ENGAGE** with others in open, friendly, and collaborative ways.

Our behaviour curriculum is designed to be accessible for pupils from Nursery to Year Six and is adapted to suit the needs of all pupils, including those with SEND and other additional needs – we want every child to succeed.

The aims of the behaviour curriculum

Successful relationships at CTS are underpinned by the positive ethos promoted in our **CARE Culture**; a culture which demands high expectations of **staff and of pupils** and which also demonstrates respect, tolerance, and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We are fostering a culture of exceptionally good behaviour: for learning, for the community, and for life.

We are building a community that values **kindness, care, respect, tolerance, and empathy** for others. We firmly believe that it is our role to teach learners how to self-regulate, become independent and resilient, manage their own behaviour and emotions, reflect, learn from mistakes and accept the consequences of their actions with grace.

We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and wider society. By encouraging positive behaviour, we can promote good relationships, built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that will positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states **“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)**

Teaching the Curriculum

Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand our expectations of them. AT CTS our behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across the school. The curriculum is taught explicitly during the first week in the Autumn term. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the CTS learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year.

All CTS staff also model these behaviours and we ensure that pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content

- IDENTIFY** the behaviour we expect
 - Explicitly **TEACH** behaviour
 - MODEL** the behaviour we are expecting
 - PRACTISE** behaviour
 - SUPPORT** pupils and parents when they need additional strategies.
 - REWARD** and **NOTICE** excellent behaviour
 - CREATE** conditions for excellent behaviour
- All staff know and understand our behaviour policy and curriculum, they model and teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach
- All classrooms use the same consistent rewards and approach and all children and staff are clear on the rewards and sanctions in place.

Our School Rules

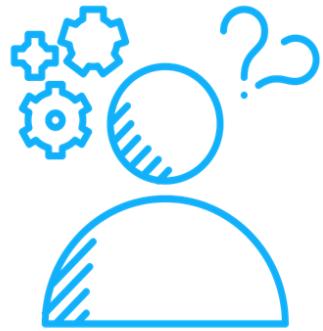
CARE



Choices

We make Good Choices

We reflect on our learning, our behaviour and events.



Reflection



Aspiration

We aspire highly, have high expectations of ourselves and work hard.

We engage with each other, our learning, and Opportunities



Engagement

Our Behaviour Principles: At CTS We CARE

We Make Good Choices	We Aspire Highly	We Reflect	We Engage
<ul style="list-style-type: none"> ✓ We have a good attitude to learning. ✓ We always work hard. ✓ We always reflect on our work ✓ We speak to each other with respect. ✓ We are honest and have integrity. ✓ We listen ✓ We treat each other with kindness. ✓ We do the right thing, even when it is the harder choice. ✓ We admit when we have been wrong, and we say sorry. ✓ We know that we are responsible for the choices that we make. 	<ul style="list-style-type: none"> • We have high expectations of ourselves and others. • We set goals and work towards them. • We engage and work hard in every lesson. • We seek out role models and learn about their journeys. • We make the most of all learning opportunities. • We know that hard work and <u>not giving up</u> is the key to being good at anything. • We are resilient learners who enjoy challenges. 	<ul style="list-style-type: none"> ✓ We reflect on our learning and know that we need to be resilient and not give up! ✓ We use our purple pen on EVERY piece of work. ✓ We think before we act. ✓ We know how we learn best, and we ask for help and use available resources carefully. ✓ We reflect on our choices and we know that sometimes making the wrong choice has a consequence. ✓ We admit when we have been wrong and we say sorry and ask for forgiveness. 	<ul style="list-style-type: none"> ✓ We always engage with our learning by listening and taking part. ✓ We engage in discussions and group work by responding and offering ideas. ✓ We always try our best, work hard and take part – even when it feels hard. ✓ When people are speaking to us, we show them that we are listening, and we respond respectfully. ✓ We remember that with a Growth Mindset, we can be good at ANYTHING.

Our School Values



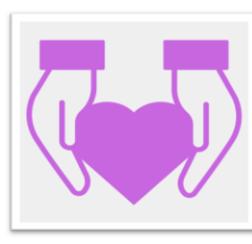
Friendship



Thankfulness



Courage



Forgiveness



Compassion



Respect



Perseverance

Making Adjustments and Adding Support.

While our behaviour curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following strategies are deeply embedded in our school culture to underpin our work at all times.

Zones of Regulation	Pastoral Support	Trauma Informed
<ul style="list-style-type: none"> ✓ We recognise the importance of promoting positive mental health and emotional well-being to our children and their families. ✓ We use the Zones of Regulation, to teach all our children to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their well-being. ✓ The Zones also help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. ✓ Children are encouraged to develop their own toolkit. Considering questions such as: <i>What helps you to calm down when you are stressed? e.g. squeeze a fidget ball.</i> ✓ There are ZONES displays in all classrooms and in the corridors. Our SENDco regularly refreshes staff training in this regard and the ZOR have a high profile in school. 	<ul style="list-style-type: none"> ✓ We have dedicated pastoral support built into our school team. ✓ Our SMHL works with individual and small groups of children to develop their ability to self-regulate and function at their best in school. ✓ Through working closely with families, we know and understand our children incredibly well as individuals, we know their triggers and circumstances and so are able to pre-empt, respond and plan for bumps in the road effectively as a team. ✓ All classrooms have 'ask it baskets' in, so that children know they can raise issues and ask questions at any time. ✓ All children identify their 5 safe adults at the start of the academic year and this is continually reinforced in class. ✓ The CARE Curriculum adapts to meet the needs of our pupils, so SLT and teachers will adapt or insert lessons to meet needs or issues as they arise. 	<ul style="list-style-type: none"> ✓ We Support children who have suffered from trauma or mental health problems and whose behaviour acts as a barrier to learning. ✓ We make reasonable adjustments at every opportunity for those children who need additional support to meet the expectations of the behaviour curriculum. ✓ All staff are trained in Trauma-informed and ASC approaches to behaviour management.

These approaches are linked to the PSHCE curriculum with regards to pupil wellbeing and mental health

Christ the Sower Ecumenical Primary School

Behaviour Curriculum



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

✓ Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> ✓ We know that we should always say 'please' when we are asking for something. ✓ We know that we should always say 'thank you' when we receive something, or someone does something nice for us. ✓ We know that we should let any waiting adults through a doorway before walking through ourselves. ✓ We know that we should say 'Good morning/afternoon' to adults if spoken to. ✓ We know that it is polite to give eye contact to the person we are talking to. ✓ We know that it is important to show gratitude to others by thanking people for what they have done for us ✓ We know that if we respect someone, we have a good opinion of their character or ideas. ✓ We know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> ✓ We know that we wear full uniform, and it is worn correctly –with shirts tucked in. ✓ We know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately. ✓ We know to wear the correct school PE kit as appropriate 	<ul style="list-style-type: none"> ✓ We know that we enter/exit in silence and we walk into/out of the hall ✓ We ensure that our uniform is worn correctly (tuck shirt in etc.) on entry and exit ✓ We know the expectations for sitting in assembly. ✓ We know that we sit cross-legged with a straight back and hands still ✓ We know that we face forwards with eyes on the speaker ✓ We know that we use silent hands-up to contribute ✓ We know that we use manners when speaking. ✓ We know that we engage actively singing etc. 	<ul style="list-style-type: none"> ✓ We know that we walk around school in silence ✓ We know that we walk in a straight line ✓ We know that we line up in our agreed line order ✓ We know that we are polite and courteous to adults / other children with a greeting ✓ We know that we open doors for others ✓ We know that we pick up litter, coats and resources if on the floor or untidy ✓ We know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) ✓ We know that we follow corridor rules (Silent, Smart and Sensible) 	<ul style="list-style-type: none"> ✓ We know that we wash our hands before eating ✓ We know that we use a quiet voice and talk to the children opposite or adjacent to us only ✓ We know that we line up – one behind the other, quietly. ✓ We know that when eating, we stay in our seats facing our food ✓ We know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) ✓ We know that we chew with our mouths closed ✓ We know that we say please and thank you ✓ We know that we put our hand up for adult attention ✓ We know that we walk in the dining room ✓ We know that if we have eaten a school dinner, we collect our own rubbish and put it in the bin ✓ We know that if we have eaten a packed lunch, we take wrappers home. ✓ We know that we clear away our table space, cutlery, plate, cup and leave tidy. ✓ We know that we ask an adult to leave the dining room

Where Behaviour is Explicitly Taught in the CARE Curriculum. *(Please note that additional lessons are inserted to meet the bespoke needs of our children across the year)*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	<ul style="list-style-type: none"> ❖ Reinforce/introduce the Behaviour Curriculum ❖ Establish class rules (linked to CARE) and create a signed document for display. ❖ Establish and learn about year group value and create a display ❖ All classes to set up a recognition board. ❖ Share the behaviours for learning that link to the Golden book for the Autumn Term. ❖ Establish routines and expectations ❖ Playground and lunchtime routines and expected behaviours shared in assembly and in classes ❖ Introduce class dojos and establish expectations in order to achieve them. ❖ Select pupil leaders across the school through a democratic process. ❖ Allocate roles to prefects and behaviour champions. 	<ul style="list-style-type: none"> ❖ Reinforce the and revisit the Behaviour Curriculum ❖ Revisit class rules (linked to CARE) ❖ All classes to refresh and discuss recognition board. ❖ Share the behaviours for learning that link to the Golden book for the Spring Term. ❖ Establish routines and expectations ❖ Playground and lunchtime routines and expected behaviours shared in assembly and in classes ❖ Discuss class dojos and establish expectations in order to achieve them. ❖ Pupil leaders to continue to have a high profile in school each week. 	<ul style="list-style-type: none"> ❖ Reinforce the and revisit the Behaviour Curriculum ❖ Revisit class rules (linked to CARE) ❖ All classes to refresh and discuss recognition board. ❖ Share the behaviours for learning that link to the Golden book for the Summer Term. ❖ Establish routines and expectations ❖ Playground and lunchtime routines and expected behaviours shared in assembly and in classes ❖ Discuss class dojos and establish expectations in order to achieve them. ❖ Pupil leaders to continue to have a high profile in school each week ❖ Implement transition support for key children and those on behaviour plans 			
Assembly Themes	<ul style="list-style-type: none"> ➤ Our CARE values and School Rules ➤ The parable of the Sower ➤ Banner Assembly – celebrating our values ➤ Perseverance ➤ Showing Respect ➤ Growth Mindset and aspiration ➤ Compassion and forgiveness ➤ Courage and thankfulness ➤ Democracy and Mutual Respect (International Day of Democracy), ➤ (International Day of Peace), ➤ Black History Month, ➤ World Mental Health Day, ➤ European day of Languages ➤ Remembrance, ➤ Inspirational figures that changed the world for others. ➤ Individual liberty, ➤ Integrity – standing up for what is right ➤ Guy Fawkes, ➤ UK Parliament week, ➤ International Day of disabled persons, ➤ Human Rights Day, <p>Golden Book - linked to behaviour for learning or curriculum effort each week – children work towards achieving the award.</p> <p>Behaviour Awards children work towards golden tickets each week that can lead to a range of badges (bronze/silver/gold/champion/prefect.</p>	<ul style="list-style-type: none"> ➤ Our CARE values and School rules ➤ The parable of the Sower and its application to our school visions ➤ Introducing aspiration ➤ Aspiration in science /Aspirational scientists ➤ Aspirational public life/aspirational people (MLK) ➤ Aspiration in sport/sports people – MK Dons ➤ Resilience – the importance of never giving up. ➤ World Religion Day, ➤ Children's mental health week ➤ Holi, ➤ Woman's History Day ➤ Neurodiversity week, ➤ Ramadan, ➤ Safer Internet Day ➤ Kindness – being a good friend ➤ Wheelpower (paralympic sport) ➤ Comic relief – fundraising <p>Golden Book - linked to behaviour for learning or curriculum effort each week – children work towards achieving the award.</p> <p>Behaviour Awards children work towards golden tickets each week that can lead to a range of badges (bronze/silver/gold/champion/prefect.</p>	<ul style="list-style-type: none"> ➤ Ramadan & Eid-al-fitr, ➤ Happiness ➤ George's day) ➤ Growth mindset and resilience ➤ Social responsibility = World Refugee Day, ➤ International Day of ➤ Friendship, ➤ Child on child abuse ➤ Roma/traveller month, ➤ South Asian heritage month, ➤ Making Faith Choices _ Eid-al-adha ➤ Making Courageous choices (linked to St George's day) ➤ Growth mindset and resilience ➤ Social responsibility = World environment day ➤ Choices – Is it ever okay to break rules for the greater good? (Rosa Parks) ➤ Being an upstander – helping everyone feel safe ➤ Honestly and making good choices ➤ Transition – moving up and aspiring highly ➤ Changes – Transition (reflection) <p>Golden Book - linked to behaviour for learning or curriculum effort each week – children work towards achieving the award.</p> <p>Behaviour Awards children work towards golden tickets each week that can lead to a range of badges (bronze/silver/gold/champion/prefect.</p>			



Christ the Sower Ecumenical Primary School Behaviour Curriculum



here Behaviour is Explicitly Taught in the **CARE Curriculum**. *(Please note that additional lessons are inserted to meet the bespoke needs of our children across the year)*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE curriculum	<ul style="list-style-type: none"> • Respecting ourselves and others (how our behaviour affects other people) (Y1) • Working cooperatively and sharing (Y2) • Recognising respectful behaviour, self-respect/courtesy and politeness (Y3) • Recognising differences and similarities and discussing them sensitively. (Y4) • Responding respectfully, recognising prejudice and discrimination.(Y5) • Expressing opinions and respecting other points of view, including topical issues. (Y6) 		<ul style="list-style-type: none"> • What rules are, caring for others and the environment. Communicating online (Y1) • Belonging to a group, roles and responsibilities. (Y2) • Why rules are important. Freedom, rights and responsibilities (Y3) • Being in a community – shared responsibility (Y4) • Protecting the environment, compassion towards others.(Y5) • Valuing diversity, challenging stereotypes and discrimination(Y6) 		<ul style="list-style-type: none"> • How rules and age restrictions help us. Keeping Healthy (Y1) • Managing our feelings and how to ask for help . Keeping healthy including teeth. (Y2) • Reframing setbacks, expressing feelings.(Y3) • Managing physical and emotional changes at puberty, managing how we feel. (Y4) • Developing our personal identity and valuing difference in others. Mental wellbeing (Y5) • Mental health and how to take care of it, managing change, loss and bereavement. Making good choices around the law and drugs etc. (Y6) 	
Computing Curriculum	<p>EYFS: How much time online? • Keeping myself healthy online • Taking care when using technology</p> <p>Y1: Media balance: How do we find a happy balance between online and offline activities?</p> <p>Y2: Pause and think: how can we be safe, responsible and respectful online?</p> <p>Y3: How to be a good digital citizen. What kinds of information should I keep to myself online?</p> <p>Y4: Rings of responsibility: how do digital citizens take responsibility for themselves and their communities online?</p> <p>Y5: Healthy media choices and wellbeing</p> <p>Y6: What is clickbait and how to avoid it</p>		<p>EYFS: being kind online. Thinking about others and being a good friend.</p> <p>Y1: Media balance: How do you say goodbye to technology when you don't want to?</p> <p>Y2: How technology makes you feel. Why is it important to listen to your feelings when using technology?</p> <p>Y3: Digital Footprints – what information is it okay to have in your digital footprint?</p> <p>Y4: Digital Footprints and identity – How does what I post online affect my identity?</p> <p>Y5: How does my online activity affect my digital footprint?</p> <p>Y6: How do I keep online friendships safe? How do gender stereotypes shape our experiences online?</p>		<p>EYFS: Keeping safe online – who are my trusted adults, saying no.</p> <p>Y1: Safety in my online neighbourhood – visiting places safely online.</p> <p>Y2: Internet traffic lights – how to stay safe on websites and apps./</p> <p>Y3: Cyberbullying, digital drama and hate speech What to do if someone is mean to you online.</p> <p>Y4: Cyberbullying, digital drama and hate speech – the use of mean and hurtful language online</p> <p>Y5: Relationships and communication, How can I keep myself and others positive when playing online games? Being an upstander to cyberbullying.</p> <p>Y6: Is it cyberbullying? What is it and what can you do about it?</p>	

Where Behaviour is Explicitly Taught in the **CARE** Curriculum. *(Please note that additional lessons are inserted to meet the bespoke needs of our children across the year)*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour SMSC and British Values	<p>Democracy at CTS</p> <ul style="list-style-type: none"> ❖ We have a School Council with members from all classes across school. ❖ The Council meets regularly and in the meetings the children's views and ideas are sought, and they help make decisions and then feedback to their classes. ❖ They also collect class views which they bring to their meetings and are involved in fund-raising for the school. ❖ We have an elected school ECO-Warriors club that makes decisions about the carbon footprint of our school, and works with the ODBST on reducing our emissions in line with our commitments. ❖ We have elected House Captains and a Head Boy and Head Girl from Year 6 who fulfil their roles each year following a comprehensive election process that includes an application letter, interview and speech. 	<p>Mutual Respect at CTS:</p> <ul style="list-style-type: none"> ❖ Respect is one of our school values. Everyone is valued and has a contribution to make at our school. ❖ We regularly celebrate our wonderful diversity in school. ❖ Children are taught that their behaviours have an impact on their own rights and those of others. ❖ The children and staff work with other schools and with the local community which develops their respect for others. ❖ We learn about how to be respectful through collective worship, and the wider curriculum. ❖ We take part in Anti-bullying week, Show Racism the Red Card Day and Online Safety Week to teach our pupils how to show respect to others. 	<p>Rule of Law at CTS</p> <ul style="list-style-type: none"> ❖ Children are taught from Nursery about CARE and the rules of our school. Pupils are taught the value of and reasons behind CARE and the responsibilities that this involves and the consequences when rules are broken. ❖ We have a variety of rewards when children uphold CARE and show a committed approach to learning and behaviour. This includes the opportunity to be in the Golden Book, stickers, House Points, DOJO points, Golden Certificates, Behaviour Champion Badges and CARE rewards. These show children the rules are valued that by keeping them they will be rewarded. ❖ Our Behaviour Policy is underpinned by our CARE value of 'Reflection' and children are invited to reflect on their behaviour and make amends when they have broken one of our school rules, been unkind or disrupted learning for their peers. This route is always followed, even when an additional consequence is needed for more serious incidents. We understand that children are learning to follow rules and so we adapt our curriculum as necessary to respond to behaviour incidents that occur from time to time. 			
Safeguarding Curriculum	<ul style="list-style-type: none"> • PANTS (EYFS) • Recognising privacy, staying safe and seeking permission. (Y1) • Resisting pressure (secrets) and getting help. Recognising hurtful behaviour (Y2) • Personal boundaries and the impact of hurtful behaviour (Y3) • Responding to hurtful behaviour and recognising online risk. (Y4) • Physical contact and feeling safe (Y5) <p>Y1 – How rules help us. Y2 – safety in different environments Y3 – How to predict and assess risk when crossing the road Y4 – how to keep safe in the local area (including on roads) Y5 –personal safety (including when using phones in the environment) Y6 –increased independence in the local area and strategies for staying safe.</p>	<p>Healthy and unhealthy relationships</p> <p>Y1 – how our behaviour affects others. Being respectful. Knowing what makes you special. □ Y2 – recognising hurtful behaviour, working cooperatively, making friends. Sharing your opinions and accepting difference. Y3 – positive healthy relationships and friendships. Working collaboratively. Recognising feelings in others and how to respond. Y4 – Listening and responding to others. Sharing points of view. acceptable and unacceptable physical contact. Solving disputes Y5 -negotiation and compromise, working collaboratively. Consequences of actions Negotiation and compromise, working collaboratively. Y6 -Listening to others. Recognising when a relationship is unhealthy (Acceptable and unacceptable physical touch. Personal boundaries and the right to privacy. Managing dares What makes people the same or different. Challenging stereotypes. Recognising discrimination and bullying.</p>	<p>Relationships and sex education</p> <p>YR: Recognise the importance of friendship, saying sorry. Different families. Y1 – We are all different but can be friends, Growing and Changing, different types of families and who to ask for help. Y2 – Gender stereotypes Differences between males and females. Sexual difference and naming body parts. Y3 – Male and Female differences, Personal Space and different types of families. Y4 – human Life cycle, what is puberty? Puberty changes and reproduction. Y5 – Talking about puberty, Male and female changes and Puberty and hygiene. Y6 – Puberty and reproduction, understanding relationships, conception and pregnancy</p>			