

Britannia Behaviour Curriculum Values

Year Group: 6

Respectful	Responsible	Resilient	Reflective
			

Value	What [value] looks like	What Pupils learn (Objectives)	How it is explicitly taught (Suggested strategies)	What does success or progress look like?
We are Respectful 	-Respect the opinions of others -Respect the beliefs of others -Respecting others online -Respecting property	-To debate and respectfully disagree -To celebrate difference -To respect others online -To respect property	-Sentence stems -Looking at identity in RSHE -Studying different cultures/religions and discussing shared beliefs (RE) -Role play/case studies/hot seating of appropriate online behaviour (RSHE, computing) -The value of property/money	-Pupil discussion within lessons -Children's work shows respectful debate and consideration of others' viewpoints and feelings (RE, RSHE) -Children show respect for opponents while being good sportspeople (PE and teams) -Children show respect to peers when working online -Few cases of online incidents -Personal and school property is cared for and maintained
We are Responsible 	-Taking responsibility for own behaviour -Taking responsibility for own learning	-To be objective and honest when considering their behaviour -To take ownership of their own learning	-Being able to respond appropriately to situations – role play, modelling (RSHE) -Model using initiative to make decisions in the classroom e.g. about what to do next -Provide opportunities for children to use their own initiative -Support is offered for children to judge how much help they need -Tasks where choosing own equipment is required -Roles of responsibility (librarians, purple bibs, sports leaders) -Assemblies, positive praise	-Children use conflict resolution successfully -Children are honest about their involvement in situations and take responsibility for their role within incidents where others are feeling sad, angry or frustrated -Children discuss instances of detrimental behaviour with honesty -Children are supported appropriately and are well-equipped for learning through own choices -High uptake of homework tasks -Low pupil numbers in homework clubs

We are Resilient 	Finding strategies to cope when life presents us with challenges	-To look for solutions -To know where to find help -To approach new tasks and change with a positive mindset -To react in an appropriate way	-Role play (RSHE) -Explicit teaching of strategies for responding in a calm manner -Share options for support (e.g. enhanced transition) -Modelled classroom routines -Modelled language: 'what can we do...?' -Support and clear timelines shared for SATs and transition -Teaching the importance of persevering and making mistakes to learn	-Children view challenge and change positively -Children maintain a positive attitude when they are challenged -Children encourage themselves and others -Children persevere by practising new skills -Children manage disappointment well (e.g. within games, sports, results) -Children regulate emotions, by staying calm and knowing strategies to support themselves -Children learn from failure
We are Reflective 	Reflecting on their own behaviour Reflecting on work	-To recognise the impact of their behaviour on others -To learn through mistakes -To react in an emotionally appropriate way -Editing our work is a positive way to gain the best outcomes	-Role play and modelled examples, discussion (RSHE) -Assemblies -FBF scenarios to prompt discussion -How to act upon receiving feedback -Peer/WABOLL editing tasks	-Children act, considering the possible consequences and impact of their actions on others -Children use conflict resolution to reflect and learn from mistakes -Children show a reflective attitude to their work (editing, redrafting, collaborating)