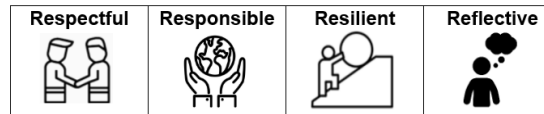


Britannia Behaviour Curriculum Values

Year Group: 5



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 	-Good manners -Turn taking (not interrupting others) -Maintaining learning focus -Looking after resources/equipment	-To use manners in a variety of situations -To share time and resources with others -To remain focused and respect the focus of others on their learning.	-Vocabulary -Explain expectations during scenarios/situations -Showing importance of keeping resources/equipment safe -Classroom monitors -Speaking to adults in a certain situation	-Children use good manners consistently by speaking politely, showing respect, and adapting their language appropriately in different situations. -Children share their time, resources, and ideas fairly by working cooperatively with others and ensuring everyone has opportunities to contribute. -Children demonstrate respect for others' learning by avoiding distractions, listening when others are speaking, and allowing classmates to concentrate. -Children contribute positively to the classroom environment by being considerate, respectful, and supportive of both their peers and adults
We are Responsible 	-Taking ownership of our own actions. -Thinking before we act. -Ensuring my work is always completed to the best of my ability. -Listening to and responding to	-How their actions can impact others. -They are in control of their behaviour. -How a good work ethic can impact on learning outcomes. -It is okay to make mistakes and important to learn from them. -How to taking ownership for themselves and their work/behaviours.	-Modelling examples/scenarios -Social stories (for specific children) -Praising effort and progress. -Bikeability – listening to instructors. -Editing and metacognition.	-Children are able to apologise for their own actions, identifying what they can do differently next time. -Children do not make the same mistakes multiple times. -Children recognise the need for increased effort/standard of work in order to make progress, taking responsibility for their learning. -Children keep themselves safe during external activities (Bikeability, swimming, Hilltop). -Children understand the impact of their actions on themselves and others.

	constructive feedback. -Increased independence.			-Children take ownership of their learning, behaviour, and personal development.
We are Resilient 	-Keeping trying when finding things hard -Keeping going when not confident -Being positive about possible new situations	-To use different strategies to overcome difficulties in their learning. -To understand that effort and determination help them improve. -To continue learning even when they do not feel confident. -To believe in their ability to succeed through practice and effort. -To take on challenges without fear of making mistakes.	-Teacher modelling (maths) -Scenarios -Hilltop – pushing yourself further when maybe don't want to -Bikeability -Editing work in English -Swimming -Praising effort	-Children try different approaches when they are stuck. -Children independently use available resources to support their learning. -Children seek support appropriately after trying independently. -Children put sustained effort into challenging tasks. -Children recognise the link between hard work and progress. -Children take pride in improvements they have achieved through perseverance. -Children are willing to take risks in their learning
We are Reflective 	-Reflecting on their learning, behaviour, and experiences after a lesson or incident. -Learning from mistakes.	-To think about what went well and what could be improved next time. -To identify strengths and areas for development in their work and actions. -To understand that evaluating their performance helps them make progress. To recognise that mistakes are a normal and valuable part of learning.	-Modelling in lessons -Peer modelling -Success criteria – English editing work -Showing what a good example looks like either by modelling one or picking a good example.	-Children can explain what they did well in a lesson, task, or situation with pride. -Children can confidently identify specific areas they would like to improve. -Children respond thoughtfully to questions about their performance. -Children use feedback and self-reflection to make improvements by editing their work independently.