

Britannia Behaviour Curriculum Values

Year Group: 4

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 	Waiting your turn Putting a hand up to share an idea Listening actively to another's view. Understanding others' points of view.	To wait their turn and show patience in different situations. To put their hand up to share ideas appropriately and respectfully. To listen actively and carefully when others are speaking. To understand that people may have different views, opinions, and experiences. To consider and respect other people's points of view, even when they disagree.	Classroom debates. Discursive and persuasive text writing. RE/RSHE/reading curriculums Philosophical debates and thinking. Flashback Friday Modelled sentence openers: I disagree with... because... With all due respect... Building on... ideas. However,	Children wait calmly for their turn during discussions, games, and activities. Children show self-control when waiting for help or resources. Children understand that everyone deserves a chance to contribute. Children can recall and respond to what has been said and ask thoughtful questions to develop understanding. To understand that people may have different views, opinions, and experiences Children show curiosity about others' ideas and experiences. Children listen respectfully to opinions that differ from their own and disagree politely without being unkind.
We are	Taking ownership of our actions Caring for resources & each other Being honest	To take ownership of their actions and accept responsibility for their choices.	Classroom rules RE – Sikhism link, Sewa; Tan, Dhan, Man. Inspirational people and role models studied within units.	Children admit when they have made a mistake. Children take responsibility for their actions without blaming others. Children reflect on their choices and understand what they could do differently next time.

Responsible 	Being a good role model for peers. Taking pride of your environment, e.g. doing things without being asked.	To understand that their behaviour has consequences for themselves and others. To care for shared resources, the school environment, and the people around them. To act honestly and tell the truth, even when it is difficult. To understand the importance of being a positive role model for younger pupils and peers.	Flashback Friday Global Learning Phase assemblies Modelled thinking and behaviours	Children take steps to put things right when their actions have affected others. Children use resources carefully and responsibly. Children return equipment to the correct place after use. Children show care and consideration for the wellbeing of others. Children take pride in their classroom and wider school environment. Children tell the truth about their actions and experiences. To understand the importance of being a positive role model for younger pupils and peers
We are Resilient 	Keep trying when things are hard. Accepting constructive feedback. Putting setbacks into context.	To persevere and keep trying when learning is challenging. To develop resilience when faced with difficulties or setbacks. To accept constructive feedback as a way to improve. To use feedback to make positive changes to their work and behaviour. To understand that setbacks are a normal part of learning and can be overcome.	Group challenges Scenario responses <i>What would you do if...</i> <i>Phase assemblies with resilient inspirations.</i> <i>Flashback Friday</i> <i>PE skills</i>	Children keep going when work becomes challenging and try different strategies before seeking help. Children recover positively from setbacks and return to their learning with confidence after making mistakes or facing difficulties. Children listen to and accept constructive feedback from adults and peers without becoming discouraged. Children understand that mistakes and setbacks are part of learning and can explain what they have learned from them to help them succeed in the future.

We are Reflective 	Think about our (or others') actions both valued or detrimental	To reflect on their own actions and the actions of others. To identify actions that may have a negative impact on others. To think about the consequences of different choices and behaviours. To learn from past experiences and make better choices in the future.	Reacting to feedback English/writing feedback T4R sessions. Flashback Friday PE/RE/RSHE Playtimes, lunchtimes, play leaders	Children think about how their actions affect themselves and others. Children reflect thoughtfully on their own behaviour and learning. Children show empathy by considering how others might feel. Children choose more positive ways to interact with others. Children understand that choices can have both positive and negative effects. Children can explain what they would do differently next time and use previous experiences to help guide future decisions. Children learn from mistakes and apply their learning to new situations.
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