

Britannia Behaviour Curriculum Values

Year Group: 3



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 	Respecting differences. Treating both adults and children how they wish to be treated.	To use manners and kind words. To share and listen to others. To understand everyone deserves it irrespective of who they are.	Behaviour flashbacks Behaviour assemblies Oracy and oracy flashbacks Teacher modelling Peer modelling RSHE	A culture of mutual respect between students. Children challenge unkind behaviour by making positive choices. Children recognise that everyone has the right to feel safe, valued, and respected. Children communicate politely and respectfully. Children listen to and work well with others. Children show kindness and empathy towards their peers. Children include and respect everyone, regardless of differences. Children help create a welcoming, positive, and inclusive classroom environment.
We are Responsible 	Being responsible for their own equipment and group resources. Taking responsibility for how your behaviour can affect others.	To take responsibility for their own belongings and equipment. To understand that looking after equipment helps everyone to learn successfully. To contribute positively when using group resources and working with others.	Behaviour flashbacks Teacher modelling responsibility Peer modelling Designated 'jobs' e.g. book monitor Praise and reward for responsible actions – responsibility points	Children can explain why a behaviour choice was helpful or unhelpful. Children accept responsibility for their actions without blaming others. Children take steps to put things right when their actions have affected others. Children act responsibly and independently. Children care for their own and shared resources.

		To recognise that their behaviour can have a positive or negative impact on others. To take responsibility for their behaviour and the consequences of their actions.		Children work cooperatively and contribute positively to group activities.
We are Resilient 	Everyone feels successful in their learning. Always trying their best, even when things are difficult.	To keep trying, even when things are hard. To recover from difficulties. To learn from mistakes and grow.	Behaviour flashbacks Teacher modelling resilience Peer modelling Teacher encouragement RSHE lesson	Children continue working on a task when it becomes challenging. Children use different strategies when their first attempt does not work. Children ask for support after trying independently first. Children bounce back after setbacks or disappointments. Children are able to calm themselves when they feel frustrated or worried. Children understand that mistakes help them improve. Children are willing to correct and improve their work. Children use feedback to help them make progress
We are Reflective 	Understanding the impact of choices they have made.	To think about things that have already happened and how they can improve in the future. Understand their actions and the impact on others.	Behaviour flashbacks Conflict resolution (e.g. How did that make them feel?) Lessons like history with cause and consequence concept. Teaching of editing skills.	Children can talk about what went well in their learning or behaviour. Children can identify something they would do differently next time. Children use feedback to improve their work or actions. Children explain what they have learned from an experience. Children recognise that their words and actions affect the feelings of others. Children think about how others might feel in different situations.