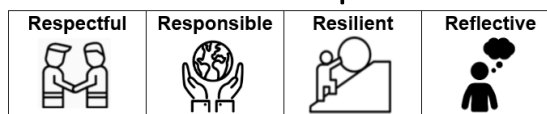


Britannia Behaviour Curriculum Values

Year Group: 2



Value	What [value] looks like	What pupils learn (Objectives) To:	How it is explicitly taught (Suggested strategies)	What does success or progress look like?
We are Respectful 	Listening without interrupting Good manners and honesty Partner turn taking Looking after our things and other people's things Kind words and including others Treating everyone how we want to be treated Saying sorry if we hurt someone's feelings	Listen carefully when others are speaking and wait for their turn Use kind words and polite manners with everyone Look after classroom equipment and other people's belongings Follow school rules and adult instructions Treat others how they would like to be treated themselves	-Weekly 4R assemblies. -Teacher modelling. -Clear class rules. -Circle time/talk partners. -Class 4R posters. -Reinforcement of please and thank you. -RSHE lessons. -Class stories and discussion. -Reminders. -Turn taking games.	Children listen attentively to others and wait for their turn without reminders. Children use polite language and kind words consistently with peers and adults. Children take care of classroom equipment and respects other people's belongings. Children follow school rules and adult instructions independently. Children show kindness, fairness, and empathy towards others in everyday situations. A calm learning environment that both adults and children can enjoy.
We are Responsible 	Tidying up Carrying out responsibilities to look after the classroom Looking after our things and school equipment Trying our best Ownership of actions Following rules	Look after their own belongings and school equipment Follow rules and adult instructions without reminders Complete tasks and jobs they are given Admit mistakes and try to put things right	-Clear routines. -Adult modelling. -Praise for teamwork/effort. -Class roles e.g. helping hands. -Rotation of jobs. -Celebrating pupils e.g. star of the week.	Children look after personal belongings and shared equipment independently. Children complete tasks and classroom responsibilities reliably and independently. Children follow rules and instructions without needing reminders. Children make sensible choices and behave responsibly, even when unsupervised.

	Helping others Making good choices when no one is watching Admitting mistakes Being proud of doing the right thing	Make sensible choices, even when no one is watching	-Explicitly teaching how to use and store resources. -Restorative conversations.	Children take ownership of actions by admitting mistakes and helping to put things right.
We are Resilient 	Trying independently first before asking for help. Asking a teacher for help. Withstanding difficulties. Taking deep breaths. Learning from mistakes. Believing in ourselves. Being resourceful. Thinking of solutions to problems.	Try things independently before asking for help. Recognise when they need support and ask a teacher for help appropriately. Keep trying when they find something difficult. Use calming strategies, such as taking deep breaths, when they feel frustrated or worried. Understand that mistakes help us learn and improve. Develop confidence and believe in their own abilities. Use the resources around them to help themselves. Think of different ways to solve problems. Persevere and not give up when faced with setbacks.	-Teaching 'have a go' expectations. -Praising independence. -Teaching explicitly how and when to ask for help. -Help cards. -Celebrating perseverance not just success. -Discussing challenges openly. -Stories of overcoming difficulties. -RSHE lessons -Calming strategies. -Calm down areas. -Normalising mistakes.	Children are willing to try new things even when nervous. Children start a task without immediately asking for help. Children using classroom resources independently to help them complete their learning. Children showing resilience and perseverance by continuing with a task even when it feels challenging. Children trying again after making a mistake. Children can recognise signs of frustration, worry, or feeling overwhelmed and can manage these feelings using strategies such as deep breathing to calm themselves. Children can talk about what went wrong and how they can improve. Children use positive self-talk such as "I can do this" or "I'll keep trying."

We are Reflective 	Thinking about how our actions impact others. Thinking about what went well and what we can do better. Listening to feedback. Thinking before we act. Remembering how we felt and why. Learning from our mistakes. Being proud of progress. Pausing and think about behaviour.	Understand that their actions can affect other people's feelings and experiences. Think about what they have done well and what they could improve next time. Listen carefully to feedback from adults and peers and use it to help them learn. Stop and think before making choices or taking action. Recognise and talk about their feelings and understand why they feel that way. Reflect on their behaviour and consider whether it was a good choice.	-Guided discussions after incidents. -Social stories. -What went well/even better if/evaluating. -Time given to improve work and edit. -Zones of regulation. -Emotion check ins. -Teaching emotional vocabulary.	Children talking about whether a choice was helpful or unhelpful. Children explaining what they would do differently next time. Children are thoughtful about how their behaviour affects others. Children can discuss their learning, behaviour, and feelings with increasing confidence. Children listen to and act upon feedback. Children pause to consider their choices before acting.
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