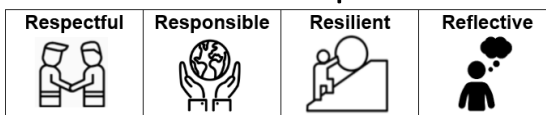


Britannia Behaviour Curriculum Values

Year Group: 1



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 	Children do not interrupt when adults are talking Taking turns and sharing calmly Looking after equipment and environment Using kind words and positive behaviour towards everyone	To share equipment in the classroom To take turns and cooperate with others To show care for classroom To recognise how behaviour impacts others	Assemblies and certificates Model respectful behaviour as a teacher Use visual reminders – posters about sharing and kindness Discuss expectations during circle time or class discussion Use praise and rewards system when children and showing respectful behaviour	Children share resources fairly with others, using kind words. Children wait patiently for their turn to use equipment. Children return equipment ready for others to use. Children take turns during games and learning activities. Children work positively with a partner or group, helping others to complete shared tasks. Children listen to and respect the ideas of others.
We are Responsible 	Children will look after their belongings Children will make the valued choice Children will know they are in control of their own choices	How to look after their belongings e.g. correct use of coat pegs and trays How to be independent with their choices	Teacher using positive specific praise e.g. 'Well done you have hung up your coat on your peg'. Teacher modelling responsibility through 'thinking out loud' for the children to hear. E.g.' When the whistle goes, I will remember my jumper'. Clear routines and expectations as part of the school day from all adults.	Children tidy up after themselves. Children handle books and resources carefully. Children return resources to the correct place. Children help keep the classroom neat and organised. Children take responsibility for their own possessions.

We are Resilient 	Child not getting upset if they make a mistake Child understanding that we learn from mistakes Child knowing that mistakes are okay and not a failure Waiting and being patience	Learn to try again when something is tricky It is okay to make mistakes Learn to have ‘a go’	Positive classroom culture Reminding pupils that mistakes are a good thing, and we can learn from them Thinking out loud ‘I am finding this tricky, but I am going to keep trying’ Making purposeful mistakes when modelling and getting the children to help solve the problem	Children keep trying when they find something difficult. Children show determination when faced with a challenge. Children try different ways to solve a problem. Children ask for help after having a go themselves. Children understand that mistakes are part of learning. Children stay positive when they get something wrong. Children attempt new or unfamiliar activities.
We are Reflective 	Thinking about what we have done and how we can improve Listening to feedback from adults and peers Talking what went well and what did not Being willing to try again and make changes Understanding how my actions impact others	To listen carefully to feedback from adults. To talk about what went well during an activity or task. To identify things they found difficult and what they could do differently next time. To understand how their words and actions can affect the feelings of other people. To make positive choices that help others feel happy, safe, and included.	Discussion “What went well?” Model how to use reflective thinking in the class, what to do to improve own learning and behaviour Live marking in place Verbal positive feedback/ praise Helping to understand that we all make mistakes, and we learn from our mistakes	Children listen when an adult is speaking to them about their work or behaviour. Children respond positively to suggestions for improvement. Children share their successes with confidence. Children can talk about a part of a task they found tricky and what they might try next time. Children recognise when someone may feel happy, sad, upset, or left out and show empathy. Children use kind words and actions towards others. Children include others in games and activities. Children apologise when their actions have upset someone.