

Curriculum Progression at Southfield Primary Academy

Behaviour Curriculum

	Autumn	Spring	Summer
Values	Aspiration, Respect & Unity	Enjoyment & Quality	Integrity & Independence
Associated Values	Ambition, Passion, Self-belief, Creativity, Determination, Creativity, Determination, Positivity, Compassion, Individuality, Love, Empathy, Fairness. Tolerance, Acceptance Cooperation, Equality, Friendship, Rule of Law, Democracy, Teamwork.	Humour, Confidence, Low, Enthusiasm, Love, Responsibility, Leadership, Wellbeing, Excellent.	Honesty, Truth, Reflection, Citizenship, Self-Awareness, Independence, Responsibility, Acceptance, Liberty, Reliability.
	Behaviours		
Early Years Emotion vocabulary: happy, sad, angry, surprise, scared, hungry/thirsty	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Treating school and personal equipment with respect - Tidying away	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Treating equipment with respect - Tidying away	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Treating equipment with respect - Tidying away
	Lunch and play time expectations - Walking with a bubble - Walking the Southfield Way - Collect food and sit straight down - Stop with hands in the air - To play safely without hurting anyone	Lunch and play time expectations - Walking with a bubble - Walking the Southfield Way - Collect food and sit straight down - Stop with hands in the air - To play safely without hurting anyone	Lunch and play time expectations - Walking with a bubble - Walking the Southfield Way - Collect food and sit straight down - Stop with hands in the air - To play safely without hurting anyone
	Using good manners - Hands up to ask a question- - Please and thankyou - Taking turns	Using good manners - Hands up to ask a question- - Please and thankyou - Taking turns	Using good manners - Hands up to ask a question - Please and thankyou - Taking turns
Year 1 Emotion vocabulary: happy, sad, angry, surprise, scared, hungry/thirsty, brave, fear, excited, grumpy, hurt, joyful, mean, quiet, safe, shy, warm, worried.	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123
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	Using good manners - Hands up to ask a question - Please and thankyou - Taking turns	Using good manners - Hands up to ask a question - Please and thankyou - Taking turns - Responding appropriately - Greet peers and staff with 'good morning'	Using good manners - Hands up to ask a question - Please and thankyou - Responding appropriately - Taking turns

Year 2 Emotion vocabulary: happy, sad, angry, surprise, scared, hungry/thirsty, brave, fear, excited, grumpy, hurt, joyful, mean, quiet, safe, shy, warm, worried, calm, curious, frustrated, forgiving, glad, hurt, secure, unhappy	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123 - Lockers are closed - Communal areas are tidy	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123 - Lockers are closed - Communal areas are tidy	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Carpet to table 123 - Lockers are closed - Communal areas are tidy - Children should not leave their seat unless asked.
	Lunch and playtime expectations - Collect food and sit straight down - Walking the Southfield way - Stop on the first whistle and line up on the second - To play safely without hurting anyone - Include others in games and share equipment - Try to use a knife and fork correctly - Scrape try and put rubbish in the bin	Lunch and playtime expectations - Collect food and sit straight down - Stop on the first whistle and line up on the second - Walking the Southfield way - To play safely without hurting anyone - Include others in games and share equipment - Try to use a knife and fork correctly - Scrape try and put rubbish in the bin	Lunch and playtime expectations - Collect food and sit straight down - Stop on the first whistle and line up on the second - To play safely without hurting anyone - Include others in games and share equipment - Walking the Southfield way - Try to use a knife and fork correctly - Scrape try and put rubbish in the bin
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Year 3 Emotion vocabulary: happy, sad, angry, surprise, scared, hungry/thirsty, brave, fear, excited, grumpy, hurt, joyful, mean, quiet, safe, shy, warm, worried, calm, curious, frustrated, forgiving, glad, hurt, secure, unhappy	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Children should not leave their seat unless asked. - Treating equipment with respect - Tidying away - Lockers are closed - Communal areas are tidy - Allow the teacher to deliver the lesson without interruption	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Lockers are closed - Communal areas are tidy	Classroom Expectations - Sit facing the direction of the teacher - Sitting cross-legged with hands on laps - Sitting with two feet on the ground on a chair at the table. - Treating equipment with respect - Tidying away - Lockers are closed - Communal areas are tidy
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frustrated, forgiving, glad, hurt, secure, unhappy, annoyed, aggressive, kind, lonely, fair, powerful, trustworthy, fair, daring, amused, amazed, cautious, disengaged, gracious, nervous, jealous, neglectful, resentful, tolerant, cheerful, gloomy, relieved, troubled, vital, weepy, witty, stubborn, surprised, refreshed, puzzled	Understand that break and lunch times are a good time to use the toilet	Understand that break and lunch times are a good time to use the toilet	Understand that break and lunch times are a good time to use the toilet
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KEY			
Focusing – new idea	Developing – ongoing focus	Embedded – occurring in daily practice	Enhancing – fully embedded

Uniform	Online behaviours	Attendance	Assembly
Know that we wear full uniform and this is correctly worn. Now that we remove outdoor clothing (coat, hats, gloves etc) once inside the building and store them appropriately. Know that we can wear a simple watch and stud earring	Knowing how to stay safe online and use technology sensibly and safely. Knowing that we remain polite and kind even on online platforms. Knowing where to go for help.	Know that we try to attend school every day. Know that we must try to arrive at school on time every day. Know that attending school on time every day is important so that we don't miss important learning.	Knowing that we enter/exit in silence and we walk into/out of the hall. We know we stand with legs shoulder width apart. Know that we sit cross-legged with a straight back showing the Southfield S's. Know we face towards the speaker with eyes on the speaker. Know we use silent hands-up to contribute. Know that we participate actively – singing etc.

Impact – How do we know our curriculum is effective?
• A calm environment when you walk around school with happy children who are working hard. • The role models of the staff are consistent. • The enjoyment the children have from praise. • Parental and Pupil Questionnaire responses. • The high standard of manners, greetings and responses from all. • The high standard of behaviour, commented on, outside school on trips and by visitors to the school. • Talking to children about their own individual behaviours and the ability to reflect on their behaviours. • Children will show these behaviours to all staff including visitors
Linked Policies
• Safeguarding Policy • Behaviour Policy