



Behaviour and Belonging Curriculum

Our Behaviour and Belonging Curriculum is carefully sequenced to support pupils' development from early experiences of belonging and connection, through understanding responsibility and relationships, to developing independence, resilience and ambition. Each value builds on the last, enabling pupils to develop the knowledge, skills and dispositions needed to thrive both within school and beyond.

Aims of our Behaviour and Belonging Curriculum

Our curriculum sets out a planned, taught, and inclusive approach to developing positive behaviour across our whole school community. It recognises that behaviour is learned, shaped through relationships, and best supported through clear expectations, consistent routines, and a strong sense of belonging.

This curriculum goes beyond rules and consequences. It focuses on helping children and young people understand how behaviour is closely connected to wellbeing, learning, relationships, and feeling safe, valued, and included. By explicitly teaching behaviour skills and routines, we support our children to develop the knowledge, understanding, and habits they need to succeed both in school and beyond.

At the heart of our Behaviour and Belonging Curriculum is our Behaviour Promise and our core values, which drive and underpin everything we do. These shared commitments guide how we treat one another, how we learn, and how we contribute to our school community. They provide a common language and a consistent approach that supports children, staff, and families alike.

This curriculum identifies the key behaviour skills we expect all children to develop and master, from readiness to learn and respectful interactions, to movement around school and positive behaviour in the wider community. These skills are taught, modelled, reinforced, and revisited over time, ensuring clarity, consistency, and fairness for all. We recognise that behaviour is a form of communication, and adults respond with curiosity, consistency and care.

Above all, relationships and connection are at the heart of what we seek to achieve. We believe that positive behaviour grows from strong relationships, mutual respect, and a shared sense of belonging. By investing in these foundations, we create a calm, caring, and inclusive culture where every child is supported to thrive.

Teaching the curriculum

Valued behaviours are taught deliberately and revisited regularly so that pupils develop a shared understanding of expectations in a clear, supportive and predictable way. At Hopping Hill, agreed routines and standards help create consistency across the school and provide a common, calm language that supports pupils in knowing what is expected of them in different situations. Teaching is proactive and developmentally appropriate, focusing on helping children build confidence, independence and increasing ownership of their learning over time.

Adults model expected behaviours consistently and ensure that pupils are given many opportunities to practise these within everyday classroom learning, transitions, social times and wider experiences. There is an expected level of overlap across year groups; strategies, approaches and experiences are revisited and adapted as children progress. This outline serves as a guide, with learning built cumulatively by strengthening and extending prior understanding rather than moving on too quickly. Each of our values is woven throughout the curriculum and reinforced across all subjects, terms and interactions, ensuring that behaviour expectations are embedded naturally within the life of the school.

Adaptations for SEND

This curriculum is designed for all pupils and is implemented flexibly to reflect pupils' ages, stages of development and individual needs. Expectations and teaching approaches are adapted appropriately across year groups and may be personalised further for pupils with SEND. Staff use their knowledge of each child to adjust language, pace, structure and support, ensuring learning is accessible and meaningful. This includes the use of visual supports, scaffolding, pre-teaching, additional modelling and carefully planned opportunities for repetition and over-learning. Consistent routines and shared approaches across the school help pupils feel secure and supported, enabling them to engage positively with learning, relationships and behaviour expectations in a way that meets their individual needs.

Behaviour Culture	Hopping Hill's Behaviour Promise				
					
	Be Kind	Be Safe	Be Respectful	Always try our best!	
	Hopping Hill's Values				
	RESPECT	INCLUSION	KINDNESS	INTEGRITY	TEAMWORK
• Respect others • Self-respect • Respecting property • Following rules • Showing respect for other peoples' beliefs and views • Respect for our world/environment • Tolerance • Equality	• Everyone feels they belong and matter • Valuing differences • Equal opportunities • Accessible learning for everyone • Celebrating diversity • Having all voices heard and valued • Standing up for others • Making sure everyone feels welcome	• Kind words, actions and thoughts • Kind to ourselves • Friendship/positive relationships • Helping/supporting each other • Showing forgiveness • Kindness in our class, school, community, global • Compassion • Empathy	• Being honest • Truthful • Trustworthy • Good manners • Being fair • Accountable for our own actions • Admitting mistakes and working towards putting them right • Listening – to adults and each other • Individual liberty	• Sportsmanship • Taking turns • Sharing • Inclusion • Resilience • Perseverance • Courage • Developing the sense of community • Everyone has a part to play that is valued • Democracy	• Ambition to achieve • High aspirations • Always trying our best • Self-belief • Perseverance • Resilience • Courage • I can • Leadership • No limits • Sense of curiosity

Key expectations and routines	Key Principles – Our Expectations		
	 MANNERS - Know that we use 'please' when we are asking for something - Know that we say 'thank you' when someone helps us or does something kind - Know that we say 'pardon' if you have not heard what has been said - Know that we apologise when we have made a mistake - Know that we greet others politely, including saying 'good morning' or 'good afternoon' - When appropriate, we hold the door open for the next person - Know that we show we are listening and respecting a person through our body language - Know that we wait our turn to speak - Know that being responsible means doing the right thing, even when not supervised– integrity!	 ATTENDANCE/PUNCTUALITY - Know that you must try to attend school every day - Know that it is really important to arrive at school on time every day - Know that attending school on time every day is important so that you don't miss important learning - Know that punctuality is important across the school day; this includes being ready for lessons after break and lunch time - Know that we prepare ourselves for learning by having breakfast, a drink, and a good night's sleep	 UNIFORM - Know that we wear full school uniform each day - Know that we wear the correct PE kit on allocated days - Know that we wear our uniform correctly and with pride (e.g. shirts tucked in, jumpers not tied around waists) - Know that we remove outdoor clothing (coats, hats, gloves, scarves) once inside the building and hang them up or store them appropriately - Know that only stud earrings may be worn in school and that these must be removed for PE for safety - Know that long hair is tied back to support safety and readiness for learning - Know that clothing worn on Forest School days is suitable for outdoor learning, including no crop tops
	Behaviour for Learning		
	 READY TO LEARN - Know that we have good sitting posture – Bottoms in the Back of their Chair (BBC) - Know how to be ready for the lesson, e.g. had a drink, toilet break etc - Know that being 'ready to learn means having resources ready (e.g. learning pack, pencils) - Know that we look after resources and keep our classroom tidy before, during, and after learning - Know that we treat equipment with respect and use it appropriately - Know that we 'Stop for Silence' when an adult shows the signal	 MOVING AROUND THE CLASSROOM - Know that we sit in our allocated seat - Know that we line up calmly and move quietly and sensibly around the classroom - Stand up - Tuck chair in - Move to the line quietly - Know that we line up in the order provided by the class teacher – register order - Know that we ask an adult before moving around the classroom - Know that we place our chair under the table when leaving our seat	 PRESENTATION IN BOOKS - We know how to set out work in our books - Handwriting is neat, joined (where appropriate) and evenly spaced - We underline and draw lines with a ruler. - Mistakes are crossed out with a simple line through the writing - Sheets and stickers are glued in neatly - We take pride in all books through the absence of graffiti, large ticks and folded edges of pages - Drawings, diagrams and shapes are drawn with pencil carefully - In Maths - we write one digit per square

Wider School Life – around school and beyond



MOVING AROUND SCHOOL

- Know that when we line up, we place our arms by our side, face forwards and stand with good posture
- Know that we line up and move around school quietly and only walk
- Know that we walk in a straight line
- Know that we line up in our agreed line order
- Know that we are polite and courteous to adults and other children; including with a greeting
- Know that it is polite to open doors for others
- Know that we can pick up litter, coats and resources if on the floor or untidy
- Know that we should knock and wait for permission to enter a room where appropriate, e.g. office, another classroom



ASSEMBLY

- Know that we enter/exit in silence and we walk into/out of the hall
- Know where our class sits in assembly and in which order
- Know the expectations for sitting in a calm way that helps everyone listen and feel comfortable
- Know that we face the assembly leader and face forwards, looking towards the speaker
- Know that we use silent hands-up to contribute
- Know what we use manners when speaking and respectful of the contributions of others
- Know we participate actively e.g. consider questions, show active listening skills and use our 'loud and proud' voice.
- Know that one class stands up and leaves at a time with their class teacher



DINING ROOM

- Know that we wash hands before eating
- Know that we sit at our allocated table and stay seated whilst eating
- Know that we use a quiet voice, talking only to the children opposite or next to us
- Know that we use good table manners, including trying our best to use a knife and fork appropriately and chewing with our mouths closed
- Know that we can raise our hand for adult attention
- Know that we take responsibility for our own rubbish by disposing of school dinner waste in the bin and taking packed-lunch wrappers home
- Know that it is our responsibility to clear away our own table space and leave it tidy



OUTDOOR PLAY

- Know that you must walk to/from your classroom or the playground/field
- Know that you must play safely without hurting anyone
- Know that we do not 'play fight' because we may hurt someone by accident
- Know how important it is to be kind, by including people in your games and sharing equipment.
- Know the rules for using outdoor equipment (e.g. wearing a band, taking turns, and playing safely)
- Know and follow the whistle system:
 - 1 whistle: stand still and silent
 - 2 whistles: walk to your classroom and line up outside promptly



COMMUNAL AREAS

- Know that we are respectful of our learning environment
- Know to take care of displays when lining up
- Know to walk around school in a quiet, sensible manner so that we don't disturb the learning of others
- Know that we can pick up resources, jumpers, litter etc to be a responsible member of our school community
- Know that we have a shared responsibility to keep communal areas tidy by putting resources and equipment away carefully and leaving the space as we found it (e.g. library, studio)
- Know that when using a locker, we must be considerate of others and return to class promptly.



OUTSIDE OF SCHOOL

- Know that when wearing our school uniform, we represent our school with pride
- Know that we behave responsibly and respectfully in the wider community
- Know that we are considerate of others arriving at and leaving school
- Know that being considerate on the journey to and from school includes walking carefully, giving others space, and using a quiet voice
- Know how to stay safe online and use technology sensibly and safely
- Know who to go to for help and support
- Know that when we arrive at school, we dismount scooters and bikes and ensure mobile phones are turned off at the gate

Whole School Approaches

At the beginning of each term, a key value is introduced through whole-school assemblies, providing a shared starting point for learning and reflection. Pupils explore what the value looks like in practice and how it links to their experiences. The focus is then reinforced in class assemblies, where it is revisited in smaller groups and linked to daily routines, relationships and learning. Other assembly themes complement and extend the curriculum. For further detail, refer to the yearly assembly plan.

Throughout the year, values are also supported through PSHE termly focus days, giving pupils further opportunities to explore and deepen their understanding. They are embedded across school life and recognised through positive reinforcement, including a tea party to celebrate pupils who demonstrate the value. This ensures values are not only discussed, but experienced and practised, helping pupils develop a clear understanding of how they shape behaviour, relationships and a sense of belonging.

Whole School Systems

Stop for Silence



Clear visual signal, may be accompanied by class name in EYFS and KS1

Wonderful Walking



We walk on the left.

A visual reminder of expected walking around school – to the left, quietly, in a line when appropriate

Regulate, Relate, Reason, Repair



A process we follow to resolve situations and move forward positively.

Restorative Conversations



Structured, empathetic dialogues designed to resolve conflict by focusing on root causes, personal reflection, and the impact of actions on others.

Let's do that again



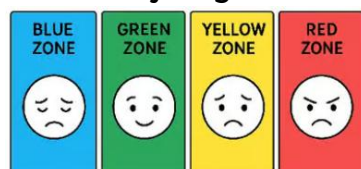
Shared language for when we may need to revisit an expectation, value or behaviour promise.

Dojos and Tokens



Reminders/recognition of achievement both individually and as a group/class.

Zones of Regulation



A toolkit to help us notice our feelings and understand what we need. It helps us manage emotions and feel calm, safe and ready to learn.

Assembly markers



Visual system for assembly seating plan.

Outside whistles



Clear system for lining up and re-entering school.

Orange cones



Visual system to indicate when outdoor play areas are closed – trim trail and gym equipment

Emotional Literacy

Emotional literacy is taught explicitly and consistently through our whole-school behaviour systems and relational approach. We use emotion coaching to help pupils recognise, name and understand their feelings, providing a shared language that supports them to regulate and respond appropriately. This is closely aligned with our use of Zones of Regulation, enabling pupils to identify how they are feeling and what they need to be ready for learning.

Our approach is underpinned by the principle of *Regulate, Relate, Reason, Repair*, which guides all adult responses. Pupils are first supported to feel calm and safe (regulate), before relationships are strengthened (relate), and reflection is supported (reason). Where needed, pupils are guided to repair relationships through restorative conversations, helping them understand the impact of their actions and make positive changes.

Emotional literacy is not taught in isolation. It is woven throughout the curriculum, including PSHE and wider learning, where pupils are encouraged to empathise with others through historical, global and current contexts. These opportunities are revisited and built upon over time, allowing pupils to deepen their understanding of emotions, relationships and perspectives.

This consistent, shared approach is modelled and reinforced through all interactions across the school. By embedding emotional literacy within our daily routines, language and behaviour systems, we create a calm, predictable and supportive environment where all pupils feel understood, valued and able to succeed.

The Progression of our Values

Respect

Respect is the foundation of positive relationships and a strong sense of belonging. Through this value, pupils learn how their words, actions and attitudes affect others, and how respectful behaviour supports a calm, safe and inclusive learning environment.

Integrity

Integrity is about doing the right thing, even when it feels difficult or when no one is watching. Through this value, pupils learn to be honest, take responsibility for their actions, and understand how their choices affect themselves and others.

Inclusion

Inclusion ensures that everyone feels safe, valued and able to belong. Through this value, pupils learn to recognise and celebrate differences, remove barriers, and take responsibility for creating an environment where everyone can participate and succeed.

Teamwork

Teamwork helps us to learn with and from others. Through this unit, pupils develop the skills to collaborate, communicate and contribute positively within a group, recognising that everyone has a valuable role to play.

Kindness

Kindness helps us build positive relationships and feel a sense of belonging. Through this value, pupils learn to recognise feelings in themselves and others, act with empathy, and use kind words and actions in all areas of school life.

Ambition

Ambition builds on all of our school values, bringing together confidence, resilience and a strong sense of self. Through this unit, pupils learn to believe in themselves, embrace challenge and strive to improve, understanding that effort and perseverance lead to success.

Term 1: Respect 🤝				
	What Respect looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYFS	Taking turns with support Listening to others Waiting for short periods Beginning to follow simple routines Showing care for people, resources and personal space	To take turns and share with support To listen and respond to adults and peers To ask for help appropriately To begin to manage small frustrations To follow simple instructions, routines and begin to understand personal space	Structured play, role play and stories modelling respectful behaviour Clear routines with visuals and repetition Adult modelling of listening, turn-taking, respectful language and personal space Co-regulation and supported practice during moments of difficulty	Waits for a turn during structured activities with increasing independence Uses polite language (please, thank you) with support and growing independence Responds to adult direction after take-up time Shares resources with adult prompting Engages in cooperative play and gives others personal space with reminders
KS1	Listening without interrupting Following adult instructions Using polite language and manners Taking turns in discussion/play Caring for shared spaces, resources and others' personal space	To listen attentively, follow instructions and take turns when speaking To take pride in their work and learning environment To share and use resources responsibly To understand how respectful behaviour, including personal space, helps everyone learn	Clear modelling and consistent routines Structured opportunities for discussion and turn-taking Explicit teaching of expectations and reinforcement through language Use of reminders and re-teaching Guided reflection following mistakes	Raises hand and waits to be invited to speak Follows instructions without repeated reminders in most lessons Waits without interrupting adults or peers Shares resources with minimal prompting Can explain what respectful listening and personal space look like
Lower KS2	Valuing learning time Following routines with increasing independence Listening attentively to others Respecting shared spaces, resources and personal space Accepting feedback	To stay focused and engaged in learning To take responsibility for their behaviour and choices To develop self-regulation strategies To work independently, follow routines confidently and respect others' space To respond appropriately to feedback	Explicit teaching of routines and learning behaviours Independent and collaborative work Adult modelling of responding to feedback and mistakes positively Reflective discussions, respectful-space modelling and a gradual reduction in adult support	Remains on task for sustained independent work (15–20 minutes) Responds to everyday behaviour reminders appropriately Transitions between activities calmly and efficiently Contributes to group work without positively Shares resources and space without conflict
Upper KS2	Listening to and valuing differing opinions Speaking respectfully Demonstrating maturity Acting responsibly Representing school values positively, including respecting boundaries and space	To express opinions respectfully and confidently To manage disagreement constructively To resolve conflicts with increasing independence To take responsibility and understand their role in a respectful community, including personal space	Structured discussions and debate Restorative conversations to explore impact and repair relationships Opportunities for leadership, responsibility and peer support Modelling respectful disagreement, communication and personal boundaries	Uses respectful sentence stems Disagrees without raised voice, sarcasm or personal comments Participates constructively in restorative conversations Resolves peer conflict with minimal support Demonstrates respectful behaviour consistently

Term 2: Inclusion

	What Inclusion looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYFS	Playing alongside and with others Welcoming others into play Beginning to notice differences Feeling safe and valued	To feel safe, valued and part of the group To play and learn alongside others To include others in activities To begin to understand that people are different To ask for help and support when needed	Structured play and group activities Stories and discussions Adult modelling of language and behaviour Visual supports and consistent routines Coaching to support joining in and turn-taking Praise for including others and showing kindness	Joins in with others during play with growing confidence Welcomes others into activities with support Shows awareness that others may be different Seeks help when needed Engages positively in shared experiences
KS1	Including others in play and learning Valuing differences Being fair Helping others to join in	To include others in activities To understand that everyone is different To be fair and kind to others To help others feel welcome To take part in shared learning	Stories and class discussions about fairness and difference Structured group and paired activities Modelling and reinforcing inclusive language Guided reflection on behaviour and choices Use of simple scenarios to explore inclusion Positive reinforcement for inclusive actions	Includes others without adult prompting in most situations Shows respect for differences in simple ways Works cooperatively with a range of peers Demonstrates fairness in play and learning Can explain why inclusion is important
Lower KS2	Respecting and valuing differences Ensuring everyone can take part Supporting peers Recognising when someone needs help	To understand that people may have different needs To recognise and respond when others need support To help ensure everyone can access learning To treat others fairly and respectfully To contribute to a sense of belonging for all	Discussions exploring diversity, fairness and belonging Real-life scenarios and role play Opportunities for group work with shared responsibility Adult modelling of inclusive and adaptive approaches Reflection on how actions impact others Coaching to notice/remove simple barriers	Shows understanding that people have different needs Supports peers appropriately without being prompted Adapts behaviour to include others Works collaboratively with a wide range of peers Recognises when someone may feel excluded
Upper KS2	Valuing and celebrating difference Advocating for others Challenging unfairness respectfully Taking responsibility for inclusion Creating environments where everyone belongs	To value and respect diversity To recognise and challenge unfairness To ensure everyone feels included To adapt behaviour to support others To take responsibility for creating an inclusive environment	Structured discussions around equality, fairness and diversity Exploration of real-world and moral scenarios Restorative conversations Opportunities for leadership/advocacy roles Modelling respectful challenge and inclusive behaviour Reflection on group dynamics/participation	Demonstrates respect for diversity in words and actions Challenges unkind or unfair behaviour appropriately Acts to include others independently Adjusts behaviour to support others' needs Contributes to a positive, inclusive environment across school

Term 3: Kindness

	What Kindness looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYFS	Using kind hands and words Showing care for others Beginning to notice how others feel Helping others with support	To name and recognise feelings To use kind words and actions To ask for and accept help To begin to show care for others To take turns and share	Stories and role play exploring feelings and kindness Adult modelling of kind language and behaviour Use of emotion coaching/feeling language Supported interactions during play Visual prompts and consistent routines Praise for kind choices and efforts	Uses kind words with support and growing independence Shows awareness of others' feelings with adult guidance Shares and takes turns in structured play Offers help or comfort with prompting Engages positively in cooperative play
KS1	Using polite and caring language Including others in play Helping others Showing empathy	To speak kindly to others and about themselves To include others in activities To offer help when needed To recognise and respond to others' feelings To share and respect others' work	Modelling and practising kind language Structured opportunities for paired and group work Stories and discussions exploring empathy Guided reflection after social situations Reinforcement through praise and recognition Use of simple restorative questions	Uses kind and respectful language in most situations Includes others without adult prompting Offers help appropriately Shows understanding of how others may feel Resolves minor issues with support
Lower KS2	Being thoughtful in words and actions Supporting others Showing patience and understanding Showing forgiveness	To manage emotions calmly To think about the impact of their words and actions To support and encourage others To resolve disagreements kindly To contribute positively to group work	Structured reflection on behaviour/impact Role play and discussion around real-life scenarios Restorative conversations Modelling of empathy, patience, kindness Opportunities for collaboration/peer support Adult coaching to develop emotional awareness	Considers others' feelings before acting Uses strategies to stay calm when upset Offers support and encouragement to peers Resolves minor conflicts with reduced adult support Contributes positively to group learning
Upper KS2	Acting with empathy and compassion Supporting the wellbeing of others Showing kindness even in disagreement Standing up for others	To show empathy and understanding To manage emotions in challenging situations To support others in a thoughtful way To respond kindly, even when things are difficult To help create a positive environment for all	Discussion and reflection on empathy and real-life scenarios Restorative approaches focusing on impact and repair Opportunities for leadership/peer support Modelling of compassionate and respectful communication Structured opportunities to support others Reflection on choices and their wider impact	Shows empathy through words and actions Manages emotions without negatively impacting others Supports peers appropriately and independently Responds kindly in challenging situations Contributes to a positive and inclusive environment

Term 4: Integrity

	What Inclusion looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYF5	Telling the truth with support Beginning to follow simple rules and routines Taking responsibility with adult guidance Beginning to understand right and wrong	To begin to recognise right and wrong To make simple choices with adult support To begin to tell the truth, even when it feels difficult To say sorry and begin to repair relationships To look after resources/shared spaces	Storytelling and role-play; right/wrong choices Adult modelling of honesty, repair and responsibility Use of simple restorative language (e.g. "What happened?" "Let's make it better") Visual supports and consistent routines Coaching through real-life situations Praise for honesty and effort	Begins to tell the truth when supported Accepts support to say sorry and repair relationships Follows simple rules and routines with increasing consistency Begins to take responsibility for actions with adult guidance Shows care for resources and environment
KS1	Telling the truth Admitting mistakes Following rules Beginning to take responsibility independently	To tell the truth, even when it feels uncomfortable To take responsibility for their actions To begin to understand fairness To complete work with honesty and independence To try their best and take pride in effort	Modelling honest language/reflective thinking Structured conversations following incidents Use of "repair" and "put it right" routines Stories/scenarios exploring honesty/fairness Guided reflection using simple questions Reinforcement through praise of effort, honesty and responsibility	Tells the truth with minimal prompting Admits mistakes and accepts help to repair Follows rules consistently across lessons Completes work independently without copying Can explain why honesty and fairness are important
Lower KS2	Acting responsibly Being accountable for actions Keeping promises Completing work honestly Showing fairness in decisions	To reflect on their behaviour/choices To take ownership of actions and outcomes To make thoughtful and responsible decisions To be trustworthy in learning and relationships To understand the impact of their behaviour on others	Guided reflection and self-assessment Use of restorative conversations Modelling and practising apologising and repairing relationships Group discussions exploring fairness, honesty and responsibility Opportunities to take responsibility Adult coaching to support self-regulation and decision-making	Acknowledges mistakes without adult prompting Takes steps to repair relationships independently Demonstrates honesty in work and interactions Reflects on behaviour and makes improved choices over time Can explain how their actions affect others
Upper KS2	Acting ethically Taking responsibility for actions and outcomes Standing by values, even under pressure Being honest in all areas of school life Showing fairness and respect in decision-making	To demonstrate responsibility To act with honesty and fairness To take full ownership of behaviour and learning To reflect deeply; learn from mistakes To make principled choices, even when challenged	Debate and discussion exploring dilemmas Restorative approaches focusing on accountability and repair Reflection tasks on choices/consequences Opportunities for leadership and responsibility Modelling of integrity in real-life situations Peer discussion and coaching around fairness and honesty	Takes full responsibility for actions without deflection Demonstrates honesty consistently Engages meaningfully in restorative conversations Makes fair and thoughtful decisions independently Shows integrity even when unsupervised or challenged

Term 5: Teamwork 🌱

	What Teamwork looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYFS	- Playing alongside and with others - Taking turns with support - Sharing resources - Joining in group activities	- To take turns - To share resources - To join in with others - To work with a partner - To help tidy and care for the environment	- Structured play and small group activities - Adult modelling of sharing and turn-taking - Visual prompts and consistent routines - Supported interactions and co-play - Simple games to practise turn-taking - Praise for cooperative behaviour	- Takes turns with adult support - Shares resources during structured activities - Joins in with others during play - Works alongside a partner for short periods - Participates in group tidy-up
KS1	- Working in pairs and small groups - Taking turns to speak - Sharing ideas - Helping each other	- To take turns to speak - To listen to others' ideas - To share tasks - To work together to complete an activity - To contribute to group learning	- Structured talk routines (e.g. partner talk) - Modelled group work expectations - Clear roles within simple group tasks - Adult guidance and feedback during collaboration - Reflection on how well the group worked together - Reinforcement of positive teamwork behaviours	- Takes turns in conversation without prompting - Listens to others and responds appropriately - Contributes ideas during group work - Works cooperatively to complete shared tasks - Begins to reflect on teamwork with support
Lower KS2	- Collaborating effectively - Respecting roles and responsibilities - Listening and responding to others - Supporting group success	- To take responsibility for a role in a group - To cooperate and compromise - To listen and respond to others' views - To contribute to shared outcomes - To manage disagreements positively	- Structured group tasks with defined roles - Modelling and practising discussion skills - Opportunities for collaboration across the curriculum - Coaching to manage disagreements and find solutions - Reflection on group effectiveness and individual contribution - Use of sentence stems to support discussion	- Fulfils their role within a group - Listens and responds to others' ideas respectfully - Contributes consistently to group tasks - Resolves minor disagreements with reduced adult support - Reflects on how well the group worked together
Upper KS2	- Leading and supporting others - Valuing all contributions - Working collaboratively towards shared goals - Adapting within a team - Supporting a positive group environment	- To understand and use their strengths in a team - To support the success of others - To lead or contribute appropriately - To sustain effective collaboration - To reflect on and improve group work	- Group projects with increasing independence - Opportunities for leadership and shared responsibility - Modelling effective teamwork and communication - Reflection on group dynamics and outcomes - Problem-solving tasks requiring collaboration - Peer feedback and self-reflection	- Contributes effectively in a range of group roles - Supports and encourages others independently - Adapts behaviour to meet group needs - Sustains collaboration over extended tasks - Reflects thoughtfully on group performance and improvement

Term 6: Ambition

	What Ambition looks like	What our children will learn	How it is explicitly taught	What does success or progress look like?
EYFS	Having a go Showing curiosity Trying new things Keeping going with support	To try new activities To have a go, even when unsure To keep going with support To explore and ask questions To feel proud of their efforts	Play-based learning with opportunities to explore Adult encouragement and modelling of “having a go” Praise focused on effort rather than outcome Gentle support to persist through challenge Stories and language that celebrate trying and learning Creating a safe environment to take risks	Attempts new activities with encouragement Shows curiosity through questions and exploration Persists for short periods with adult support Responds positively to encouragement Shows pride in their efforts
KS1	Trying their best Not giving up easily Showing confidence Taking pride in work	To try their best in learning To keep going when things are difficult To believe in themselves To complete tasks independently To feel proud of their achievements	Modelling positive learning behaviours Encouraging perseverance through challenge Use of praise focused on effort and improvement Clear expectations and supportive scaffolding Reflection on learning and progress Simple goal-setting activities	Attempts tasks independently before seeking help Continues working when faced with challenge Shows pride in completed work Responds positively to feedback Begins to talk about their own progress
Lower KS2	Setting goals Showing resilience Taking on challenges Improving work through effort	To set simple goals for improvement To manage challenge positively To reflect on their learning To improve work through effort and feedback To support others to succeed	Guided goal-setting and reflection Modelling resilience and problem-solving strategies Structured feedback and opportunities to improve work Encouragement of a growth mindset approach Opportunities to take on increasing challenge Adult coaching to build confidence and independence	Sets and works towards simple goals Persists through challenge with reduced support Responds to feedback to improve work Shows increasing independence in learning Encourages others and contributes positively
Upper KS2	Showing perseverance and determination Leading their own learning Having high aspirations Inspiring and motivating others Embracing challenge	To set and work towards personal goals To sustain focus and effort over time To take responsibility for their learning To respond positively to challenge and feedback To aim high and support others to succeed	Opportunities for independent and extended learning Reflection on progress and next steps Coaching around resilience and self-regulation Exposure to challenge, problem-solving tasks Modelling ambition and aspiration Opportunities for leadership and mentoring	Sets and works towards meaningful goals Sustains effort and focus over time Takes ownership of learning and progress Responds constructively to feedback and challenge Demonstrates confidence and aspiration across contexts

Embedding the Behaviour and Belonging Curriculum

The curriculum is reinforced consistently across all areas of learning and embedded within everyday teaching, routines and shared experiences. Expectations and shared language are revisited through PSHE, online safety and classroom practice to ensure coherence and continuity for all pupils. This enables children to practise and apply learning across different contexts over time. The grid below provides a non-exhaustive overview of how learning from the PSHE and Computing curriculums aligns with the Behaviour & Belonging Curriculum and wider school life, with school values introduced, developed and revisited from EYFS to Year 6.

PSHE

Year	PSHE Focus	Linked Values	Phase	PSHE Focus	Linked Values
EYFS	Recognising feelings	Respect, Kindness	Year 4	Empathy & understanding others	Kindness, Inclusion
	Forming relationships	Kindness, Teamwork, Inclusion		Inclusive behaviour	Inclusion, Teamwork
	Understanding routines	Respect, Integrity		Self-management	Integrity
	Feeling included	Inclusion, Kindness, Teamwork		Resilience	Ambition
Year 1	Managing emotions	Respect, Kindness	Year 5	Emotional regulation	Integrity, Kindness
	Positive play	Kindness, Integrity, Teamwork, Inclusion		Respectful disagreement	Respect, Teamwork
	Rules and fairness	Respect, Integrity, Inclusion		Leadership roles	Teamwork, Inclusion
	Confidence to try	Ambition		High expectations	Ambition, Integrity
Year 2	Managing emotions	Respect, Kindness, Integrity	Year 6	Community and belonging	Inclusion
	Cooperation	Teamwork, Inclusion, Integrity		Positive role modelling	Kindness, Teamwork
	Making choices	Integrity		Self-belief & aspiration	Ambition
	Perseverance	Ambition		Preparing for change	Integrity, Ambition
Year 3	Understanding feelings	Respect			
	Respectful communication	Respect, Kindness			
	Taking responsibility	Integrity			
	Pride in learning	Ambition, Respect			

Computing

Year	Computing Focus	Linked Values	Phase	Computing Focus	Linked Values
EYFS	Using technology safely	Respect, Integrity	Year 4	The internet	Integrity, Respect
	Creating digital content	Ambition		Programming (repetition)	Ambition
Year 1	Technology around us	Respect, Integrity	Year 5	Systems & searching	Integrity, Respect
	Programming (sequencing)	Teamwork, Ambition		Physical computing	Teamwork, Ambition
Year 2	Online safety/digital choices	Integrity, Respect	Year 6	Digital Communication	Inclusion, Teamwork
	Programming data	Ambition, Teamwork		Programming & data	Ambition, Integrity
Year 3	Connecting computers	Teamwork, Inclusion			
	Creating media	Ambition, Kindness			

Linked Documents

This Behaviour and Belonging Curriculum should be considered alongside the following key policies and documents, which together support a consistent, relational and inclusive approach across the school:

- [Behaviour and Belonging Policy](#)
Outlines the school's approach to behaviour, including expectations, systems, and restorative practices.
- [West Northamptonshire and Therapeutic Thinking – A Behaviour and Belonging Curriculum Framework](#)
A framework to support WNC schools in writing their own Behaviour and Belonging Curriculum
- [Inclusion Policy](#)
Sets out how provision is adapted to meet the needs of all pupils, ensuring equitable access, support and belonging.
- [Safeguarding Policy](#)
Provides guidance on keeping pupils safe and responding to concerns, underpinning all relational practice.
- [Anti-Bullying Policy](#)
Outlines the school's approach to preventing, identifying and responding to bullying, linked closely to values of respect, kindness and inclusion.
- [Attendance Policy](#)
Reinforces expectations around attendance and punctuality as part of positive behaviour and engagement.
- [PSHE Curriculum](#)
Supports the explicit teaching of relationships, emotional literacy, wellbeing and personal development.
- [RSHE Policy](#)
Supports the teaching of respectful relationships, personal development and understanding of health and wellbeing, linked to school values.
- [Online Safety / Computing Policy](#)
Supports safe, respectful and responsible use of technology, linked to integrity and respect.
- [Staff Code of Conduct](#)
Clarifies expectations for adult behaviour, modelling and professional relationships across the school.
- [Assembly Plan](#)
Details the planned delivery of school values and themes across the year through whole-school and class assemblies.
- [DfE Behaviour in Schools: Advice for Headteachers and School Staff \(February 2024\)](#)
National guidance on behaviour expectations, support and responses.

Together, these documents ensure a consistent and coherent approach to behaviour, relationships and belonging, enabling all pupils to feel safe, supported and able to thrive.