

Lady Joanna Thornhill (Endowed) Primary School



*Learning for the Head,
Heart and Hand*

Behaviour Curriculum

We want to ensure your needs are met. If you would like this document in any other format, please contact us: office@ladyj.kent.sch.uk

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Reviewer:	Emily Burrell (Assistant Headteacher)

Article 3 – ‘Adults must do what is best for me’

At Lady Joanna, we are committed to the principle that behaviour is not an inherent trait but a set of skills that must be taught and nurtured. Recognising the importance of fostering a positive and conducive learning environment, we have devised a behaviour curriculum that fits within our expansive curriculum for the Head, Heart and Hand. This curriculum is integrated into all lessons, guiding children through our core school rules: Aim High, Stay Safe, and Be Respectful.

By embedding these rules into every aspect of our educational approach, we aim to cultivate a culture where children understand and demonstrate exemplary behaviour. This holistic approach ensures that our rules are not merely abstract concepts but practical principles that children apply daily. Through consistent reinforcement and integration of these rules, we strive to create a supportive environment that encourages children to reach their full potential while maintaining a safe and respectful atmosphere. Our Behaviour Curriculum is available on our website.

Through the Rights Respecting Curriculum that we deliver, all children have the right to learn in a caring, supportive environment. The establishment of this environment is underpinned by the core school values, which are an essential pre-requisite for learning. Our school values are: curiosity, collaboration, resilience and compassion. For clarity and consistency, we have clear school routines to support children with achieving positive behaviours.

Aim High			
What do we mean by this? - Supporting and actively listening to others - Discussing and explaining our ideas - Taking responsibility for our own and our group’s learning			
EYFS & Year 1: Focus: Introduce basic collaboration skills, active listening, and sharing ideas through simple activities.			
Learning Goals:	Suggested Activities:	Outcomes:	Example Curriculum Links:
- Learn to listen to classmates during discussions and follow instructions. - Begin to share ideas in simple group activities. - Understand the basics of working together on a project or task.	- Circle Time Listening: Practise taking turns to speak during circle time, encouraging children to wait their turn and listen actively to the speaker. - Story Re-telling: After a teacher reads a story, children work in pairs to retell parts of the story to each	- Ability to listen to others and wait for their turn to speak. - Basic understanding of how to contribute ideas and support peers. - A sense of responsibility for individual and group tasks.	- Snack time - Assembly - Story time - Drawing Club - Maths - PSHE - - Show and tell - Working with different year groups

	other, practicing both listening and explaining ideas. - Buddy Learning: Pair children to work on simple activities (like puzzles) and encourage them to help each other solve problems. - 'I Can Help' Chart: Children are encouraged to put their name on a chart whenever they help a classmate with learning, promoting responsibility and support. - Group Art Projects: Collaborate on group art pieces, where each child is responsible for one part, teaching responsibility for their contribution.		- Discover time - Reflection and celebration time / Review time - Home learning
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Year 2 & LKS2:

Focus: Develop stronger discussion and listening skills, and introduce the idea of shared responsibility in group learning.

- Learn to listen to others without interrupting. - Begin to explain ideas clearly and confidently in group discussions. - Understand the importance of group roles and take responsibility for assigned tasks.	- Active Listening Game: Play a game where children must listen to their partner's instructions or ideas and then repeat them back, ensuring comprehension. - Think-Pair-Share: Regularly use this strategy, where children think about a question, share their thoughts with a partner, and then discuss as a class. - Agree – Build On – Challenge: Use this method in class discussions to promote Oracy skills. - Group Problem-Solving Activities: Work on group problem-solving tasks (e.g., building something with blocks, solving a	- Improved active listening and reflection on others' ideas. - Ability to express ideas with more clarity and confidence. - Awareness of personal responsibility in both individual and group learning tasks.	<u>Reading lessons:</u> - Class discussions (agree, build on, challenge) - A variety of texts studied to support teaching of empathy - Reading partner techniques taught: both eyes on text, shoulder to shoulder, discussing the text, supporting one another - Choral reading - Assign roles in group reading activities (e.g., summariser, questioner, predictor). Encourage self-monitoring of reading goals and progress. - Hold book discussions where students share insights about characters, themes, and plot. Use comprehension questions to encourage explanations. <u>Writing lessons:</u>
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	puzzle), with each group member having a specific role to complete. - Role-Play Respectful Discussions: In small groups, role-play situations where children practice discussing and debating ideas respectfully.		- Nina Birch Units: Drama opportunities to teach group work - Power of Reading: Developing empathy towards characters - Peer feedback sessions, focusing on listening to each other's work and providing constructive comments. - Use group brainstorming sessions where students share ideas for a piece of writing. Encourage explaining the choice of vocabulary and structure. - Create personal writing goals, monitor progress through drafts, and take responsibility for editing and revising.
UKS2: Focus: Encourage children to take a leadership role in group learning, refine their ability to engage in meaningful discussions, and take responsibility for their personal learning growth.			
- Develop sophisticated listening skills, showing empathy and understanding. - Engage in meaningful discussions, building on others' ideas and explaining personal viewpoints. - Take initiative in group work and self-manage learning tasks.	- Debate and Discussion Circles: Hold structured debates where children present and defend their ideas, while also listening to and building on the ideas of others. - Collaborative Learning Projects: Assign long-term group projects where each student has a leadership role (e.g., project manager, researcher), taking responsibility for the success of the group. - Peer Feedback Sessions: Teach children how to give constructive feedback to their peers, focusing on listening and offering supportive suggestions. - Learning Contracts: Each student writes a contract outlining their learning goals for the term, as well as how they will contribute to group projects. Regularly review these contracts with the teacher. - 'Group Reflection Circles': After group tasks, children gather	- Ability to engage in complex discussions, showing respect for different viewpoints and explaining ideas clearly. - Demonstrate leadership and accountability in group learning tasks. - Self-directed learning and reflection on personal academic growth.	<u>Maths lessons:</u> - Collaborative problem-solving tasks where students explain their methods and listen to others' approaches. - Regular maths discussions about strategies and concepts, explaining reasoning for answers. - Encourage self-assessment and reflection on areas for improvement. Take ownership of group activities, like completing a group investigation. <u>Science:</u> - Group experiments where each student has a role, and students listen to each other's observations and hypotheses. - Share results from experiments and discuss variables, predictions, and conclusions. - Students plan their parts of investigations, collect and analyse data, and present their findings to the class. <u>P.E:</u> - Team sports or paired activities where students encourage and listen to each other. - Reflect on personal and team performance, discussing tactics, rules, and improvements.

	to discuss what went well and what could be improved, focusing on how they supported each other and how they contributed.		- Set personal fitness goals, track improvements, and be accountable for team roles in games. <u>R.E:</u> - Group discussions where students respectfully listen to others' beliefs and ideas. - Encourage sharing personal reflections on themes like respect, kindness, and community. - Engage in self-reflection activities and take part in respectful debates on religious topics. <u>PSHE:</u> - Partner or small group discussions on topics such as friendship, conflict resolution, and mental health. - Encourage open discussions on emotions, values, and personal responsibility. - Set and work towards personal goals, participate actively in group tasks, and practice self-reflection. <u>Geography:</u> - Group map-reading activities, where students listen to each other's instructions and observations. - Share ideas about environmental issues, and discuss geographical concepts and personal connections to different places. - Take charge of group projects on topics like climate change, choose personal inquiry topics, and present findings. <u>History:</u> - Group discussions on historical events, listening to different perspectives and interpretations. - Engage in debates, role-plays, or storytelling sessions where students explain historical viewpoints or events.
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			- Assign group research topics on historical events and encourage each member to contribute responsibly to the final presentation. <u>Computing:</u> - Paired programming tasks where students help troubleshoot each other's code. - Discuss algorithms and problem-solving strategies in coding projects. - Encourage independent debugging and reflection on computing projects, fostering accountability in digital citizenship and online safety. <u>Art:</u> - Group critiques where students give and receive feedback on artwork. - Share artistic processes and the meanings behind their creations, explaining techniques used. - Encourage students to take ownership of their portfolios, set personal artistic goals, and manage their own art projects. <u>French:</u> - Paired speaking activities where students listen carefully and correct each other's pronunciation. - Practice describing daily activities or storytelling in French, explaining vocabulary choices and grammar. - Set language learning targets, such as vocabulary lists to master, and take part in small group presentations. <u>Music:</u> - Ensemble performances where students listen to each other to keep rhythm and harmony.
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			- Discuss musical pieces, explaining emotions or techniques used in compositions. - Practise assigned parts for group performances, take accountability for tuning and timing, and contribute to group rehearsals. <u>D.T.:</u> - Encourage students to work collaboratively in design tasks, supporting peers by listening carefully to their ideas and offering help when needed. Promote group discussions where everyone's opinions are valued and contributions are heard, helping to develop strong teamwork and communication skills. - Provide opportunities for students to explain their design ideas and the reasoning behind their choices. Encourage them to share their progress with peers, explaining the steps they have taken and the challenges they have overcome. This fosters critical thinking and helps students articulate their ideas clearly. - In group projects, encourage students to take ownership of their specific roles and responsibilities, while also supporting the collective progress of the group. Encourage reflection on both individual and group contributions to the project, helping students develop responsibility for both their own learning and their collaborative efforts. <u>OPAL:</u> - Encourage students to support one another during play by listening attentively to their peers' suggestions and concerns. Promote teamwork in games by fostering a culture where students work together and respect each other's ideas, ensuring that everyone has a chance to be heard and involved.
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			- During group play, guide students to discuss their ideas for games or activities, explaining the rules and objectives to others in clear terms. Encourage students to negotiate and adapt their ideas to ensure inclusivity and fairness in play, and provide opportunities for problem-solving discussions when conflicts arise. - In group play, promote accountability by encouraging students to take responsibility for their own actions, follow through with commitments (e.g., completing a task or being a reliable team member), and help resolve conflicts when they arise. Encourage leadership and initiative, with students taking turns guiding play and ensuring that everyone is engaged and participating.
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Stay Safe

What do we mean by this?

- Physical safety
- Emotional well-being
- Online safety
- Safe play and movement
- Healthy boundaries

EYFS & Year 1:

Focus: Introduction to basic concepts of safety through games, role-playing, and simple rules.

Learning Goals:	Suggested Activities:	Outcomes:	Example Curriculum Links:
- Understand and follow basic safety rules. - Identify safe and unsafe behaviours at school and at home. - Recognise personal boundaries and respect others' space.	- Classroom Agreement: Create a simple class contract with images about staying safe. Make it a group activity where children offer safety suggestions. - Role-Playing Safe Behaviours: Act out scenarios like crossing the road, lining up, and playing safely. - Safe Spaces Discussion: Use picture books to discuss safe and unsafe spaces. - Storytime Discussions: Read age-appropriate stories focused on characters staying safe in different environments.	- Ability to identify basic safety rules in different environments. - Recognise personal safety and boundaries.	- PE - Science (handling equipment safely) - Outdoor learning - Trips - OPAL - Animals - Role Play

Year 2 & LKS2:

Focus: More structured understanding of safety, expanding to include online safety and emotional well-being.

Learning Goals:	Suggested Activities:	Outcomes:	Example Curriculum Links:
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- Understand how to stay safe online and in public spaces. - Recognise and respect personal space and boundaries. - Learn to express feelings in a way that maintains emotional safety for oneself and others.	- Safety Scenarios Game: Children decide if a scenario is safe or unsafe (e.g., “Is it safe to run in the hall?”). - Digital Safety Workshops: Introduce basic online safety concepts, such as not sharing personal information. - Conflict Resolution Role-Play: Act out scenarios where children practise staying safe during conflicts, like finding peaceful solutions.	- Develop a clearer understanding of safety in different contexts. - Learn basic online safety. - Practise managing emotions in a safe and healthy way.	<u>Reading:</u> - Choose stories where characters make safe and responsible decisions, leading to discussions on personal safety and risk. - Discuss the emotions of characters to help students recognise and respond to their own emotions safely. - Encourage students to identify safe, respectful interactions in stories, reinforcing healthy boundaries. <u>Writing:</u> - Encourage students to write about safe practices in different scenarios, such as road safety, fire safety, and personal responsibility. - Include reflective writing prompts that allow students to explore their own feelings and emotions. - Encourage students to set personal boundaries in feedback sessions, practising polite ways to say “no” or express preferences. <u>Maths:</u> - Use examples and word problems that involve safe decision-making, such as budgeting for healthy food or time management. - Discuss how personal progress tracking (e.g., in maths assessments) helps students build confidence, contributing to emotional well-being. <u>Science:</u> - Teach basic safety procedures for science experiments, such as wearing safety equipment and handling materials correctly. - Discuss topics such as healthy living, balanced diets, and personal hygiene to promote physical safety. - Explore the importance of personal space and safe practices when conducting group experiments or using equipment.
UKS2: Focus: Application of safety principles in broader and more complex contexts, including self-management and leadership.			
Learning Goals:	Suggested Activities:	Outcomes:	
- Take on leadership roles to model safe behaviour. - Understand how to manage emotions in difficult situations to stay safe. - Practise online safety and recognise cyberbullying.	- Peer Mentoring Programme: Older children mentor younger ones on staying safe, reinforcing positive safety behaviours. - Emotion Management Workshops: Teach strategies for handling frustration, anger, and other emotions safely. - Digital Citizenship: Lessons on cyberbullying, respectful online communication, and reporting unsafe behaviour online.	- Increased leadership and responsibility in promoting safety. - Greater emotional intelligence and personal safety management. - Full understanding of digital safety and cyberbullying prevention.	

			<u>P.E.:</u> - Teach warm-up and cool-down routines to prevent injury and keep students physically safe. - Encourage teamwork in sports as a way to support emotional well-being, with emphasis on supporting peers and avoiding overly competitive behaviour. - Discuss and model safe play and movement, particularly in contact sports or activities requiring equipment. - Reinforce healthy boundaries in physical space by encouraging students to respect each other's personal space in activities. <u>R.E.:</u> - Discuss stories or values from different religions that promote safety, care, and respect for oneself and others. - Facilitate discussions on managing strong emotions and finding safe, respectful ways to express beliefs. - Explore values of respect and self-care, encouraging healthy boundaries in personal interactions and beliefs. <u>PSHE:</u> - Practise identifying safe and unsafe situations, including recognising potential dangers and knowing when to seek help. - Teach self-awareness and ways to manage emotions safely and calmly. - Cover online safety practices, such as setting privacy controls, recognising cyberbullying, and knowing whom to trust online. - Discuss safe play and movement in different environments, including recognising safe behaviours and peer support.
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			- Teach students about personal boundaries, understanding consent, and how to communicate their own boundaries respectfully. <u>Geography:</u> - Discuss natural hazards (e.g., earthquakes, floods) and teach students about safety protocols in various environments. - Explore topics like sustainability and environmental respect, promoting emotional connection to the environment and a sense of responsibility. - Promote safe practices on field trips, including staying with groups, following instructions, and recognising safe areas to explore. <u>History:</u> - Discuss historical events with a focus on safe choices, examining how people responded to challenges or dangers. - Explore themes of emotional resilience by discussing figures who showed perseverance or made safe choices under pressure. - Reinforce safe, respectful interactions during discussions of sensitive topics, helping students develop healthy boundaries. <u>Computing:</u> - Teach students about online safety practices, such as recognising phishing attempts, using strong passwords, and maintaining privacy. - Discuss safe and positive digital interactions, emphasising respectful communication and handling disagreements kindly. - Explore concepts like "digital footprint" and the importance of healthy boundaries online, including not oversharing personal information.
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			<u>Art:</u> - Teach safe use of art materials, including handling scissors, paints, and other potentially hazardous materials. - Encourage students to express emotions through art in a safe and controlled way, promoting emotional well-being. - Foster a respectful and supportive art environment, helping students build healthy boundaries in giving and receiving feedback. <u>French:</u> - Practise polite greetings and expressions that reinforce respect for personal space and safe boundaries in communication. - Discuss cultural norms that promote respect and safe interactions, helping students understand personal space in different cultures. - Promote self-confidence and emotional safety through positive language practice, helping students feel secure when speaking in another language. <u>Music:</u> - Teach students about protecting their hearing, discussing safe listening practices and volume control. - Encourage safe emotional expression through music, discussing how certain songs or melodies can help regulate emotions. - Practise respecting personal space and boundaries in group performance settings, ensuring everyone feels safe and respected. <u>D.T:</u> - Teach students to handle tools and materials carefully, such as scissors, glue guns, and other sharp or heated
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			equipment. Reinforce the importance of following instructions, wearing protective equipment if needed, and keeping a tidy workspace to avoid accidents. - Encourage students to approach DT tasks with confidence, supporting them in trying new techniques and handling mistakes as part of the learning process. Foster a supportive environment where students feel comfortable sharing ideas without fear of criticism. - Educate students on the safe handling and disposal of materials, particularly hazardous or sharp items, and reinforce the importance of cleaning up and storing materials properly after use. - Encourage students to respect each other's workspace and creations, promoting polite requests to borrow or use materials. Reinforce the importance of asking for help or clarification when unsure how to use a tool safely. - Promote sustainable practices in DT, such as recycling materials, reducing waste, and using resources responsibly. Teach students to consider the environmental impact of their designs and the importance of choosing eco-friendly materials whenever possible. <u>OPAL:</u> – Teach students how to use OPAL equipment safely, including appropriate handling of loose parts, climbing equipment, and other outdoor resources. Encourage safe movement, being mindful of others, and understanding boundaries in active play areas. – Encourage inclusive and cooperative play, helping students build positive friendships and support each other's emotional needs. Staff can model positive conflict resolution strategies to help students resolve disputes calmly and respectfully.
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			– Establish clear play area boundaries and safety rules, guiding students to recognise designated zones for different activities. Remind students to stay aware of their surroundings and look out for others when running, jumping, or using play equipment. – Encourage students to respect each other's personal space and choices during play. Teach them to understand and accept when someone may want to play alone or in a different area, reinforcing the importance of consent and respect for boundaries. – Promote responsible use of OPAL play spaces by encouraging students to pick up litter, care for plants, and respect natural resources. Reinforce that taking care of the play environment is a shared responsibility, helping everyone stay safe and enjoy clean, welcoming spaces.
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Be Respectful

What do we mean by this?

- Kindness and empathy
- Respecting others' opinions and feelings
- Respect for diversity and inclusion
- Respecting the environment
- Having respect for oneself
- Good manners and communication

EYFS & Year 1:

Focus: Introduction to basic concepts of respect through games, role-playing, and simple rules.

Learning Goals:	Suggested Activities:	Outcomes:	Example Curriculum Links:
- Demonstrate polite language and actions. - Show respect for teachers, peers, and classroom materials.	- Classroom Agreement: Create a class contract with simple rules about being respectful. Involve children in offering respectful behaviour suggestions. - Respectful Language Practice: Practise saying "please," "thank you," and other polite words during daily routines. - Storytime Discussions: Use age-appropriate stories to discuss how characters show respect.	- Basic understanding of polite language and respectful actions. - Ability to recognise respectful behaviour in different environments.	- Register - Fire register - Lining up - Review time - Carpet learning time - Role play - Discovery time - Lunch/ OPAL - Outdoor learning - The four S's
Zones of Regulation:			
Learning Goals:		Outcomes:	

- Recognise Basic Emotions: Introduce children to the four Zones of Regulation: Blue (low energy), Green (calm and ready), Yellow (heightened alertness), and Red (intense emotions). - Label Feelings: Help children identify and label basic emotions like happy, sad, angry, and scared. - Introduce Simple Strategies: Teach simple strategies to move from the Blue zone to the Green zone, such as deep breathing or asking for help.	- Emotional Awareness: Children can identify and name basic emotions and their corresponding zones. - Initial Self-Regulation: Children begin to use simple strategies to manage their emotions and transition to the Green zone.	
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Year 2 & LKS2:

Focus: More structured understanding of respect, expanding to include respect for diversity and inclusion.

Learning Goals:	Suggested Activities:	Outcomes:	Example Curriculum Links:
- Recognise and respect differences in others. - Learn to express emotions respectfully. - Take responsibility for personal actions and understand consequences.	- Empathy Circle: Weekly discussions where children share their feelings and how they can show more respect. - Respect and Diversity Projects: Group projects where children research and present on different cultures or backgrounds. - Respect in Different Places: Create posters showing how to be respectful in various environments like the playground, classroom, and lunchroom.	- Develop a clearer understanding of respect for diversity. - Build empathy and understand the importance of respecting others' differences.	<u>Reading:</u> - Choose stories with themes of kindness, friendship, and compassion to discuss characters’ actions and feelings. - Hold discussions where students share different interpretations or ideas about texts. - Include a diverse range of authors, characters, and cultural perspectives in reading materials. - Encourage students to share and appreciate their own reading progress and celebrate small achievements. - Practise taking turns in discussions, listening actively, and thanking peers for their contributions.
Zones of Regulation			<u>Writing:</u> - Encourage students to write stories or letters focusing on kind actions, understanding, and positive relationships. - Peer feedback sessions where students give constructive comments in a supportive way.
Learning Goals:	Outcomes:		
- Understand Emotional Impact: Deepen understanding of how emotions affect behaviour and learning. - Explore Self-Regulation Strategies: Introduce and practise a range of strategies for managing emotions and shifting between zones, such as mindfulness or physical activities.	- Emotional Insight: Students can explain how different emotions affect their behaviour and learning. - Self-Regulation Skills: Students consistently use a variety of strategies		

- Identify Triggers: Help children recognise common triggers for their emotional states and how to address them.		- Awareness of Triggers: Students can identify personal triggers and apply strategies to manage their responses.	- Assign topics that explore different cultures, perspectives, or life experiences. - Reflect on personal writing strengths and areas to grow in, fostering a positive self-image. - Practise polite feedback, using phrases like “I appreciate...” or “I suggest...” to improve communication skills. <u>Maths:</u> - Pair students to work collaboratively, offering help and encouraging each other. - Encourage students to listen to each other's methods and strategies, even if they are different. - Promote confidence in tackling challenges and self-acknowledgement of progress. - Teach students to communicate respectfully when explaining their reasoning, especially when others may have different answers. <u>Science:</u> - Study the diversity of the natural world and explore topics that teach respect for all life forms. - Lessons on conservation, recycling, and sustainability to promote environmental respect. - Encourage pride in scientific investigation skills, fostering self-respect in learning. - Practise working respectfully in groups, sharing equipment politely, and ensuring everyone has a turn. <u>P.E.:</u> - Encourage students to support and cheer for each other, recognising both effort and improvement. - Teach students to respect team decisions and others’ perspectives on strategies.
UKS2:			
Focus: Application of respect principles in broader and more complex contexts, including leadership and community involvement.			
Learning Goals:	Suggested Activities:	Outcomes:	
- Take on leadership roles to model respectful behaviour. - Understand how to manage conflicts respectfully. - Show respect for personal and public property.	- Classroom Debates on Respect: Hold respectful debates where children discuss differing opinions on topics such as fairness and cultural differences. - Community Respect Projects: Engage in projects that help the school or local community, like cleaning the playground or writing thank-you letters to staff. - Personal Accountability Contracts: Each student creates a personal contract stating how they will be respectful in and out of school.	- Increased leadership and responsibility in modelling respect. - Greater conflict resolution skills and respect for diverse opinions. - A strong sense of community and environmental respect.	
Zones of Regulation:			
Learning Goals:	Outcomes:		
- Apply Advanced Techniques: Refine self-regulation skills by applying advanced techniques for managing complex emotions and social situations. - Develop Personal Coping Strategies: Encourage students to develop and implement personalised coping strategies for emotional regulation.	- Advanced Emotional Management: Students effectively use advanced techniques to manage emotions in complex social and academic situations. - Personalised Coping: Students have developed individualised coping		

- Reflect and Evaluate: Foster the ability to reflect on emotional responses, evaluate the effectiveness of strategies, and make adjustments as needed.	strategies and can apply them independently. - Reflective Practice: Students regularly reflect on their emotional responses and the effectiveness of their strategies, making thoughtful adjustments as needed	- Promote inclusivity by adapting games for all abilities and celebrating individual strengths. - Remind students to clean up and take care of equipment and outdoor spaces. - Promote healthy self-esteem through personal fitness goals and recognising individual progress. - Practise using positive language, such as “good effort” or “nice try,” and thanking teammates. <u>RE:</u> - Discuss values of kindness and empathy within various religions and beliefs. - Hold respectful discussions on religious beliefs, encouraging open-mindedness. - Explore different religions and cultural beliefs, promoting understanding and inclusion. - Encourage self-reflection on personal values and beliefs. - Use respectful language during sensitive discussions, showing appreciation for diverse perspectives. <u>PSHE:</u> - Role-play scenarios to practise empathy, kindness, and resolving conflicts. - Facilitate discussions where students listen to and consider each other’s feelings and viewpoints. - Teach respect for different backgrounds, abilities, and perspectives, promoting inclusivity. - Engage in projects like litter picking or recycling to foster environmental respect. - Lessons on self-care, setting personal boundaries, and recognising self-worth. - Practise polite greetings, farewells, and expressing thanks or apologies sincerely. <u>Geography:</u>
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		- Discuss how climate change or natural disasters affect communities, fostering empathy for those impacted. - Study different cultures and regions, appreciating the diversity of traditions and ways of life. - Explore topics like conservation, pollution, and sustainability, encouraging care for the planet. - Encourage polite and clear communication when working in groups or sharing findings. <u>History:</u> - Discuss historical figures known for acts of kindness or fairness. - Recognise multiple perspectives in historical events and discuss with respect. - Learn about contributions from diverse cultures and individuals throughout history. - Encourage students to feel pride in learning about their own history and heritage. - Use respectful language when discussing sensitive or challenging historical topics. <u>Computing:</u> - Practise kindness in online communication, learning about appropriate and considerate behaviour online. - Discuss the importance of online respect, especially around opinions shared on digital platforms. - Promote digital inclusivity, explaining how different people access and use technology. - Encourage polite and clear communication in online environments, practising “netiquette.” <u>Art:</u> - Encourage students to give kind feedback on classmates’ work, recognising effort and creativity.
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		- Introduce art from different cultures, respecting and valuing different artistic expressions. - Celebrate individual creativity and encourage students to be proud of their unique artistic style. - Practise listening when others talk about their artwork and responding with kind comments. <u>French:</u> - Learn and use polite expressions like “please” and “thank you” in the target language. - Encourage respect for others when discussing cultures or experiences from French-speaking countries. - Explore customs and cultures from various French-speaking countries, fostering global appreciation. - Practise polite greetings, farewells, and respectful language in the target language. <u>Music:</u> - Encourage students to appreciate each other’s musical performances and show encouragement. - Allow students to express their opinions on music respectfully, valuing each other's taste. - Introduce music from different cultures, discussing and appreciating diverse musical styles. - Encourage pride in individual musical progress and self-expression through music. - Model polite applause and expressions of appreciation for peer performances, using kind words. <u>D.T.:</u> - Encourage students to give positive, constructive feedback on each other's projects, recognising effort and creativity. Teach students to support one
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		another, especially if a classmate is finding a task challenging. - Promote a classroom environment where students feel comfortable sharing their design ideas and choices. Encourage listening to diverse viewpoints and appreciating different approaches to solving design problems. - Introduce design projects that reflect diverse cultures, traditions, and perspectives. Encourage students to consider how designs can be adapted to meet the needs of different people, promoting inclusivity in their work. - Teach students to consider the environmental impact of their design choices, such as using sustainable materials and minimising waste. Encourage responsible use and disposal of materials to promote environmental stewardship. - Help students take pride in their own work by setting achievable goals, celebrating progress, and acknowledging personal growth in DT skills. Encourage self-reflection to recognise individual strengths and areas for improvement. - Foster polite communication during collaborative projects, encouraging students to thank peers for help, ask politely when borrowing tools or materials, and show appreciation for teamwork efforts. <u>OPAL:</u> - Encourage students to include everyone in games and activities, showing understanding and support when peers face challenges. Promote sharing of equipment and taking turns to ensure all children feel valued and included. - Create opportunities for students to express their ideas and preferences during play, and teach them to listen and consider others' viewpoints. Encourage
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		respectful discussions about game rules or activity choices, ensuring everyone's voice is heard. - Introduce a variety of games and activities that celebrate different cultures, abilities, and interests. Encourage students to appreciate and participate in activities that may be new or different from their usual preferences, fostering an inclusive environment. - Teach students to care for the OPAL play areas by picking up litter, organizing equipment after use, and being mindful of nature during outdoor play. Promote sustainable practices, such as recycling materials used in play activities. - Encourage students to take pride in their participation and efforts during play. Support them in setting personal goals, such as improving a skill or trying a new activity, and celebrate their achievements to build self-respect and confidence. - Model and practice polite interactions during play, such as saying "please," "thank you," and "excuse me." Teach students to communicate effectively and respectfully when resolving conflicts, negotiating game rules, or collaborating on group activities.
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