Icknield Infants and Nursery School

All together – All different – All Icknield

Behaviour Curriculum

Last updated – February 2024

Contents

At Icknield Infant and Nursery we recognise that all behaviour is communication and understand the importance of all children being taught how to make prosocial choices and what this look like. Our behaviour approach is in line with the Therapeutic approach.

We have broken down our behaviour curriculum in to the following areas:

Our golden values, development matters, behaviours for learning, PSHE Jigsaw scheme, no outsiders assemblies, behaviour assemblies and online safety lessons.

Icknield Infants Golden Values

Our Golden values are that 'At Icknield we are always...

Kind	Safe	Honest	Respectful	and we never give up!

Our behaviour curriculum teaches these core Golden values through explicit teaching, assemblies, Jigsaw PSHE and online safety sessions.

Teaching the Golden Values through Development matters

Prosocial behaviours and our Golden Values are taught in the EYFS through the Prime areas of 'Communication and Language' and 'Personal, Social and emotional development'.

Communication and language	
3-4 year olds	Children in Reception
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Understand how to listen carefully and why listening is important.
Start a conversation with an adult or a friend and continue it for	Learn new vocabulary. (Vocabulary related to feelings and emotions)

many turns.	
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use new vocabulary through the day. (Vocabulary related to feelings and emotions)
Use a wider range of vocabulary. (Vocabulary related to feelings and emotions)	Ask questions to find out more and to check they understand what has been said to them.
	Articulate their ideas and thoughts in well-formed sentences.
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
	Develop social phrases.

Personal, social and emotional development	
3-4 year olds	Children in Reception
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	See themselves as a valuable individual.
Develop their sense of responsibility and membership of a community	Build constructive and respectful relationships.
Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Express their feelings and consider the feelings of others
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Show resilience and perseverance in the face of challenge.
Increasingly follow rules, understanding why they are important.	Identify and moderate their own feelings socially and emotionally
Remember rules without needing an adult to remind them.	
Develop appropriate ways of being assertive.	

Talk with others to solve conflicts.	
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	
Understand gradually how others might be feeling.	

Teaching the Golden Values in KS1

Kind	Safe	Honest	Respectful	and we never give up
- Recognise kind and unkind behaviour - Know how to show kindness towards others - Know what to do if someone is unkind to them - Be kind to all children and adults, ensuring there are no outsiders. - Recognise and celebrate differences with others	- Move appropriately around a space - Sit safely on the carpet and on a chair/stool - Use equipment appropriately and for its intended purpose - Remain within sight of an adult - Ask permission before leaving the classroom	- Tell the truth in all situations - Admit if something didn't go to plan - Share feelings with someone else	- Say please and thank you - Wait for others to finish before talking - Listen when being spoken to - Look after own and school property - Follow instructions from an adult - Eat with mouth closed	- persevere with tasks that they deem challenging - use resources in the classroom to help - find another way to solve a problem - ask for help when needed - recognise that part of learning is making mistakes

Behaviours for learning

At Icknield Infants we aim for all children to be secure in the following behaviours for learning. Reasonable adjustments are made to support children in achieving these. For the following areas of *social skills, learning skills and organisational skills,* the statements have been broken down into year groups. The majority of our behaviours for learning will be secured in EYFS with others being secured later in KS1.

Social skills		Year One	Year Two
EYFS		Year One	Year Two
Allowing others to learn	Helping others with their learning	Using the right tone of voice	Explaining ideas clear and simply
Allowing others to help with their learning	Sharing equipment	Saying 'well done' to others.	
Listening to others	Waiting turn to speak	Thinking about how what they say affects others	
Respecting the views and ideas of others	Managing distractions		
Working cooperatively with peers	Working cooperatively with adults		

Learning skills		Year One	Year Two
EYFS		Year One	Year Two
Learning with a partner	Sharing ideas with others	Magpie-ing ideas	Adding to others' ideas
Noticing things	Making links	Changing plans if need be	
Working things out	Trying new things	Asking questions if they don't understand	
Persevering when things get tricky	Making mistakes and moving on		
Learning from mistakes	Knowing when to ask for help		

Organisational skills			
EYFS		Year One	Year Two
When prompted, collecting the right equipment	Keeping work tidy when working 1:1 with an adult	Starting on time	Using time effectively
Keeping classroom tidy – *you choose, you use it, you put it away!*	Knowing where to find resources needed	Getting things finished	Planning before doing
Putting away resources no longer needed	Knowing how well they are doing	Having the correct equipment	
Looking after own property	Looking after others property	Keeping work tidy	
		Keeping table tidy	
		Setting self a goal	

PSHE Jigsaw coverage

At Icknield Infants we have adopted the Jigsaw Scheme of work for PSHE. Throughout the different puzzle pieces children are taught prosocial behaviours and how to regulate antisocial feelings and behaviour. In the table below you will see the relevant objectives and in which weeks they are being delivered.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Jigsaw statements	WK 3 I can work together and consider other people's feelings WK 4 I can use gentle hands and understand that it is good to be kind to people	WK 5 I can tell you how I could make new friends. WK 6 I can use my words to stand up for myself.	WK 2 I can keep trying until I can do something WK 4 I know some kind words which can encourage people	WK 6 I know who my safe adults are and how to stay safe if they are not close by me	WK 2 I understand how to make friends if I feel lonely WK 4 I know what to say and do if somebody is mean to me WK 5 I can use Calm Me time to manage my feelings WK 6 I can work together and enjoy being with my friends	
Reception Jigsaw statements	WK 2 I can start to recognise and manage my feelings WK 4 I understand why it is good to be kind and use gentle hands	WK 5 I can tell you how to be a kind friend WK 6 I know which words to use to stand up for myself when someone says or	WK 1 I understand that if I persevere I can tackle challenges WK 2 I can tell you about a time I didn't give up until I achieved my goal	WK 6 I know who my safe adults are and how to stay safe if they are not close by me	WK 2 I know how to make friends to stop myself from feeling lonely WK 3 I can think of ways to solve problems and stay friends	WK 5 I can talk about my worries and/or the things I am looking forward to about being in Year 1

		does something unkind	WK 4 I can use kind words to encourage people		WK 4 I am starting to understand the impact of unkind words WK 5 I can use Calm Me time to manage my feelings WK 6 I know how to be a good friend	
Year 1 Jigsaw statements	WK 2 I understand the rights and responsibilities as a member of my class WK 4 I know my views are valued and can contribute to the Learning Charter	WK 3 I can tell you what bullying is WK 4 I know some people who I could talk to if I was feeling unhappy or being bullied WK 5 I know how to make new friends	WK 3 I understand how to work well with a partner WK 4 I can tackle a new challenge and understand this might stretch my learning WK 6 I can tell you how I felt when I succeeded	WK 2 I can identify what being a good friend means to me WK 3 I know appropriate ways of physical contact to greet my friends and know which ways I prefer		

	WK 5 I can recognise the choices I make and understand the consequences WK 6 I understand my rights and responsibilities within our Learning Charter		in a new challenge and how I celebrated it	WK 5 I can recognise my qualities as a person and a friend		
Year 2 Jigsaw statements	WK 3 I listen to other people and contribute my own ideas about rewards and consequences WK 4 I can listen to other people and contribute my own ideas about rewards and consequences WK 5 I understand how following the	WK 3 I understand that bullying is sometimes about difference WK 4 I can recognise what is right and wrong and know how to look after myself	WK 2 I carry on trying (persevering) even when I find tasks difficult WK 3 I can recognise who I work well with and who it is more difficult for me to work with WK 4 I can work well in a group to create an end product	WK 2 I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	WK 2 I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not WK 3 I can identify some of the things that cause conflict with my friends	WK 5 I understand there are different types of touch and can tell you which ones I like and don't like

	Learning Charter will help me and others learn WK 6 I recognise the choices I make and understand the consequences		WK 6 I know how to share success with other people			

Assemblies

Through No outsider assemblies and Behaviour assemblies the following themes will be explored in each half term.

Assembly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No Outsiders / PSHE	Weekly focuses on the differences between us all and how we treat others. Discussions explore opinions and real life examples so that it children can understand what it means to be a no outsider,					
Behaviour	Expectations in school – broken down into different areas of the school. Sorting behaviour – prosocial / antisocial	Recognising emotions and how this is portrayed through facial and body expressions Sorting behaviour – prosocial / antisocial	Zones of regulation – vocabulary. Adding and exploring vocabulary to the zones Sorting behaviour – prosocial / antisocial	Zones of regulation – advice for a friend in a zone Sorting behaviour – prosocial / antisocial	Children's mental health – impact of behaviour Sorting behaviour – prosocial / antisocial	Preparing for a new school / year group – what will change? Sorting behaviour – prosocial / antisocial

Online safety coverage

At Icknield Infants we strongly believe that every child needs to know prosocial behaviours both online and offline. Below is the relevant statements from our Online Safety curriculum for each year / phase. Please see our Computing Curriculum for more information on the full coverage of Online safety

Year / Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I can recognise some ways in which the internet can be used to communicate. I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	I can name my work so that others know it belongs to me.	I can give examples of how I (might) use technology to communicate with people I know. I can give some simple examples of these rules (health and safety	I can offer examples of how this can make others feel. (being unkind online) I can describe who would be trustworthy to share this information with; I can explain why they are trusted. I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable,	I can identify ways that I can put information on the internet.

					embarrassed or upset.	
Year 1	I can give examples of when I should ask permission to do something online and explain why this is important. I can explain that passwords are used to protect information, accounts and devices.	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	I can explain why it is important to be considerate and kind to people online and to respect their choices. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help	I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I understand that work created by others does not belong to me even if I save a copy I can describe how to behave online in ways that do not upset others and can give examples. I can describe what information I should not put online without asking a trusted adult first.	I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. I can explain rules to keep myself safe when using technology both in and beyond the home.
Year 2	I can explain how passwords can be used to protect information,	I can explain simple guidance for using technology in	I know who to talk to if something has been put online without	I can explain why anyone who experiences	I can identify who can help me if something happens	I can explain how it may make others feel if I do not ask their

	accounts and devices. I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	different environments and settings e.g. accessing online technologies in public places and the home environment I can explain how other people may look and act differently online and offline. I can explain who I should ask before sharing things about myself or others online.	consent or if it is incorrect. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe how anyone's online information could be seen by others. I can recognise that content on the internet may belong to other people. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	bullying is not to blame I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	online without my consent. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). I know who to talk to if something has been put online without consent or if it is incorrect.	permission or ignore their answers before sharing something about them online. I can talk about how anyone experiencing bullying can get help. I can say how those rules / guides, for using technology in different environments, can help anyone accessing online technologies. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

Linked policies

- ➢ Therapeutic behaviour policy
- ➢ PSHE policy
- ➢ Child protection policy
- ➢ Online Safety Policy
- ➢ EYFS policy