

The ‘St. Philip’s’ Curriculum

Nursery – Year 6

Overview of Content

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All Year | Explicit teaching | Ongoing revision | Longer recap of | Ongoing revision | Longer recap of | Ongoing revision of |
| Groups | of the full | of content | ‘St. Philip’s | of content | ‘St. Philip’s | content |
| From | ‘St. Philip’s |  | Way’ curriculum |  | Way’ curriculum |  |
| Nursery | Way’ curriculum |  |  |  |  |  |
| to Y6 | content |  |  |  |  |  |

**Introduction**

At St. Philip’s we develop children’s character through the ‘St. Philip’s Way’ curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)

#  Teaching the behaviour curriculum

The curriculum is taught explicitly during the first Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the ‘St. Philip’s Way’ curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ‘Principles of Instruction’ set out by Rosenshine including regular quizzing to check and strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

 As Tom Bennett describes in ‘Running The Room’, the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly. It is everyone’s responsibility.

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

# Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Some adaptations may include:

* Lining up in a different or specific place in the line
* Walking with an adult to areas to help and model to pupil how to meet expectations
* Different forms of communication for pupils with language needs
* Short periods of time when some parts of routines may be focused on more than others for example: not lining up in the correct place but walking well so tactically praising the routines that are followed in order to address the lining place issue later on

# Curriculum Content

##  **Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year**

**Our Pocket Principles**

Know that there are three behaviour principles in school known as the **pocket principles**. These are to

* be respectful,
* be responsible,
* be ready to learn.

Know the following examples of these three principles and use these words in practice and everyday language –

|  |  |  |
| --- | --- | --- |
| **Be Respectful** | **Be Responsible** | **Be Ready to Learn** |
| Say please and thank you Hold doors open for adults Talk kindly to other pupils Say good morning/ afternoon to adultsUsing correct names and addressing all adults as ‘Miss’ or ‘Sir’ | Completing homework on time Remembering to bring equipment to schoolTidying up your own workspace and the classroomAccepting responsibility if you make a mistake and saying sorry | Sitting stillListening carefully to the teacher Giving the teacher 100% of your attention with ‘tracking eyes’Working hard on tasks given Being in the right place at the right time |

Know that if you respect someone, you value their character, ideas and opinions.

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. Know that pupils who do not follow the pocket principles and the school rules will have a consequence for this such as losing a dojo or 5 minutes of break time to complete a reflection sheet.

**1.Moving Around School**

Know that we walk around school using ***Fantastic Walking***

Know that ***Fantastic Walking*** means -

* Facing forwards,
* walking at a steady pace,
* in a straight line,
* with hands by your sides,
* without talking.

Know that we use Fantastic Walking to keep everyone safe in and to make sure the learning of other children is not disrupted as people move around school. Adults will use a slow pace to slow down the pupils and monitor their walking as they go.

**2.Listening in school**

Know that we use ***Fantastic Listening*** in class. This means that we -

* Face forwards, hands together in our laps
* Always sit up straight
* Never interrupt
* ‘Tracking eyes’ that track the teacher

Know that we all use Fantastic Listening to ensure everybody is able to learn without distractions.

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**3.Lining Up**

Know that when we line up, we use **Legendary Lining Up.**

Know the order that you always line up in is register order.

Know who you stand in front of and who is behind you.

Know that you should line up without leaning against the walls while moving around school with hands by your sides.

Know the routine for entering the classroom and getting ready to work is to walk immediately to your seat and put up your hand if you need something.

**4.Classroom routines**

Know where you sit in class during lessons (including ‘carpet places’)

Know the routine/monitors for handing out and collecting exercise books in the classroom.

Know where to hang up your coat in the corridors/cloakroom.

Know that if you want to go to the toilet, you must put up your hand and ask an adult for permission.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to school equipment will incur a consequence.

Know how to put your hand up quietly to answer a question or participate in discussion without shouting out.

Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.

Know that when you want help **1. ask your partner, 2.ask a friend on my table 3.raise your hand and ask an adult.**

Know that verbal answers should usually be given in full sentences where able e.g. Who was Christopher Columbus? He was a famous explorer.

Know that, if we are using mini-whiteboards, we show our answers using the **‘3-2-1 show me’** system where the board is held by our badge.

**5.Speaking in Class**

Know that we use ‘**SHAPE your answer’** to help us to speak clearly in class

Know that this stands for -

● Sentences - pupils know that they must answer in full sentences when appropriate

● Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking

● Articulate - Pupils know that they must pronounce words clearly

● Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear, ‘Loud and Proud’

● Eye Contact - Pupils know that it is polite to look at the person you are speaking to

**SHAPE your speech**

Sentences – no single word answers

Hand away from mouth

Articulate – speak clearly

Project – a loud, clear voice

Eye contact

**6.Completing work in books**

Know how to set out work in books according to the St. Philip’s Presentation Policy.

Know that each piece of work needs a date and LO.

Know that you must use ‘one digit, one square’ when writing in Maths or Arithmetic books.

Know how to underline dates, LO’s and subheadings using a ruler.

Know how to correct mistakes by drawing a straight line through your work.

Know that a red pen is used to correct mistakes or self mark answers guided by the teacher.

**7.Manners**

Know that we use ‘**STEPS to politeness’** at St. Philip’s to make sure we are always polite to each other

Know that this stands for-

* Sir and Miss - pupils know that they must use Sir and Miss with their name when talking to members of staff
* Thank You - pupils know that they should say ‘thank you’ when they receive something or someone does something nice for them
* Excuse Me- pupils know that they should say ‘excuse me’ if someone is in their way
* Please - pupils know that they should always say ‘please’ when they are asking for something
* Smile - pupils know that they should be positive and upbeat when talking to adults and each other
* Every adult should be greeted with ‘good morning and good afternoon’ when entering the school and classroom for registration times and throughout the day.

**Steps to politeness**

Sir and Miss

Thank you

Excuse me

Please

Smile

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say ‘Good morning/afternoon Sir/Miss’ to adults if spoken to.

Know that it is polite to ask questions such as “How are you today, Miss?”, “Have you had a good morning?’’

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you

**8. Acts of Collective Worship**

Know we enter prayer service , assemblies and Mass reverently , without talking and with our hands together.

Know that when we are asked to read a reading or prayer that we speak loudly and clearly.

Know that we do not talk to our friends during acts of worship.

Know that the time before worship begins is a time to talk to Jesus and silent prayer.

Know that when we are asked to stand, we stand still with our hands together.

Know that we are sitting our hands are in our laps.

Know that when we are singing we join in and project our voice to be heard .

Know when we are responding in prayer that we clearly say the prayer or Amen.

Know that when we are responding in mass, that we speak loudly and clearly .

Know we leave prayer service , assemblies and Mass reverently , without talking and with our hands together.

**9. Playtime Behaviour**

Know that you must walk from your classroom to the playground using ‘**Fantastic Walking’** guided by an adult.

Know that you must play safely without hurting anyone – using kind hands, words and feet.

Know that we do not ‘play fight’ because we may hurt someone by accident (even if you are siblings or do this at home/outside of school)

Know that you must be kind, by including people in your games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know how to use your voice when playing together at playtime.

Know that, when the bell /whistle is blown and you are asked to stand still using our hand signal you will be called to line up in your lining up order (register order).

**10.Lunchtime**

Know to speak to the dinner supervisory at the counter or the cook to announce your lunch order.

Know that you say please and thank you to the kitchen staff who serve you your food choices

Know where you sit in the dinner hall during lunchtime as directed by your lunch time supervisory

Know that you should use a quiet voice in the dinner hall.

Know that you should always try to use a knife and fork correctly

Know that you should finish what you are eating before leaving your seat and clear your own food and tray away

Know to line up by the blue doors when you have finished eating by standing with your hands by your sides and waiting to go out to play with your dinner supervisory using Fantastic Walking.

Know that we safely put our lunchboxes and water bottles into our allocated boxes to be returned back to class.

Know that we must ask an adult if we need to return to our class, for our own safety.

Know that, when the bell /whistle is blown and you are asked to stand still using our hand signal you will be called to line up in your lining up order (register order).

**11.Preventing Bullying**

***Know that bullying is:***

* Hurting someone else on purpose
* Repetitive – it happens again and again
* Can be physical, verbal, and emotional

Know that if this happens online, it is called cyberbullying.

Know that if you think you are being bullied you should tell an adult.

Know that if you think someone is being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St. Philip’s.

**12.School Uniform**

Know that school uniform consists of –

Grey/black trousers, grey/black skirt, white polo top/shirt/blouse, blue school sweatshirt or cardigan and black shoes. Grey/black shorts can be worn in the warmer weather as can blue check dresses.

Know that all shirts must be tucked in.

Know that long hair must be tied back.

**Jewellery**

Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch. No necklaces or bracelets or dangly earrings.

**PE**

Know that, for PE, pupils must wear blue/black shorts or blue/black tracksuit bottoms, white T-shirt, trainers for outside. A school sweatshirt can also be worn in colder months.

Know that indoor PE is done in black pumps or bare feet.

**13.End of the day routine**

Know that we leave our classrooms and all areas tidy before we go home.

Know we finish the school day with a prayer and say it in a respectful manner.

Know that pupils must use ***Fantastic Walking*** led by an adult and followed by an adult to leave the class and enter the playground.

Know that after collecting our belongings from the cloakroom that we meet our teacher and are ready to leave the building safely.

Know that they must not go home until the teacher has checked that the correct adult is picking them up.

Know that these procedures are put in place to keep all children safe at home time.

Know to leave school in an orderly manner not running and shouting.

**14.Attendance and Punctuality**

Know that you must try to attend school every day.

Know that you must try 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.

**15.Behaviour outside school**

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people’s needs, wishes and feelings.

Know that when we are outside of school we do not throw litter on the floor but take it home and put it in the bin.

**Summary**

Know that the **St. Philip’s Way** curriculum must be followed at all times.

Know that you should endeavour to always follow instructions given by adults the first time you are asked – ‘**first time, every time’.**

Know that we follow instructions **‘first time, every time’** to keep everyone safe in school.

Know that all pupils follow the **St. Philip’s Way** curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

**NOTE**

We all aim to use these strategies consistently in class and St. Philip’s Way is being explicitly taught.

Some pupils with further needs may have individual behaviour systems as agreed with senior leadership and parents.

Pupils who deliberately do not follow the **St. Philip’s Way** will receive a consequence subject to our behaviour policy.

**Consequences**

On the occasions where the desired behaviour is not followed, the following consequences may be implemented by members of staff:

* Verbal/visual warning to encourage the child to change and improve their behaviour.
* Second verbal/visual warning given to encourage the child to change their behaviour with a reminder of positive rewards and next steps if 3 warnings are issued. This may result in a lost dojo.
* If 3 warnings are given yet desired behaviour is not followed – time out of 5 minutes is given within **an area of the playground designated to be** and then reintegrated into activities.
* If inappropriate behaviour continues – time out of the classroom with (accompanied with work by an adult).  A reflection on behaviour is then completed with the adult at a time when the pupil is ready (this may form part of playtime) . As result of continuous inappropriate behaviour, parents are to be informed by class teacher at the end of the school day via telephone call or at collection time.

**Break time/lunchtime**

* Verbal/visual warning to encourage the child to change and improve their behaviour.
* Second verbal/visual warning given to encourage the child to change their behaviour with a reminder of positive rewards and next steps if 3 warnings are issued. This may result in a lost dojo.
* If 3 warnings are given yet desired behaviour is not followed – time out of 5 minutes is given within **an area of the playground designated to be** and then reintegrated into activities.
* If behaviour continues to raise concern , then feedback is given to teacher /SLT.

**Adaptations**

* Time given for child to follow instruction
* Cool off time may be needed for dysregulation
* 1:1 time to talk with an adult
* Time given to move forward to a resolution.
* Reintergration to activity in class or playtime.

