

Moor First Behaviour Curriculum

2026-27



Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Nursery to Y4	Explicit teaching of the full behaviour curriculum content	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content	Longer recap of the behaviour curriculum	Ongoing revision of content

Introduction

At Moor First, we develop children’s character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The behaviour curriculum is taught explicitly during the first week in 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 behaviour curriculum is revisited with pupils and will continue to be reinforced

throughout the year and staff have a weekly behaviour focus as part of staff meetings to keep upskilled. As with other curriculum content, this should be taught using explicit teaching based on the principles of instruction from Barak Rosenshine- including regular quizzing to check and strengthen retention (modelled, we do, I do). Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of 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. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently depending on individual SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

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

Behaviour

Know that there are three behaviour expectations in school. These are to

- **be respectful**, ● **be responsible**, ● **be safe**.

(Paul Dix)

Know the following examples of these three principles –

Be Respectful	Be Responsible	Be Safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Say good morning/ afternoon to adults Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow teacher instruction Listening patiently	Completing homework on time Remembering to bring equipment to school Wearing correct school uniform Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry	Sitting sensibly in the classroom Walking through corridors without eating. Playing games that do not become too physical. Using calm and respectful tones when we communicate.

Moor First Routines

Silent Signaller

Our staff use a **signaller** to gain the attention of the class by raising one hand. When pupils see this, they should respond by stopping what they're doing, putting their hand up. This should be done in silence. To re-affirm, staff may say "stop, look and listen!" Teachers will use 100% strategies to ensure that all pupils are silent and paying attention.

Wonderful Walking

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

Know that Wonderful walking means -

- Facing forward
- Walking in a straight line on the left hand side
- Hands by side
- Without talking and without eating
- Without leaning on walls whilst waiting

Know that we use Wonderful walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Fantastic Listening

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

S - Sitting or standing up straight

● **T** - Tracking the teacher

● **A** - Attention at all times



- **R** - Respect towards others

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

Know that pupils who do not follow school rules will have a consequence for this. **Note:**

Our EYFS class will put hands on knees to show good listening when sitting.

Transitioning within a lesson and at the end of a lesson: When you need to go to break or lunch etc.

- Know that when the teacher signals
 - (1) I should stop what I am doing and return to my table if not already sat down?
- Know that when the teacher signals (2) I should stand up and tuck my chair in?
- Know that when the teacher signals
 - (3) I should exit the lesson in my line order? Know that when I am lining up, I should be quiet.

Arriving at school at the beginning of the day

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox above and take my water bottle into class.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Know that all personal belonging (toys, books, games, jewellery, etc) to remain at home, unless requested to bring into school.

Start of a lesson

Know that when quiet music is playing the expectation is that I am quiet

Know that I must go straight to my seat when I enter the classroom

Know that I must use the teachers modelling of work to show what my work should look like

Know that I date and underline my work, may write the learning objective and stick in any additional resources as modelled by the teachers

example

Know that once I have met the expectations, I close my book and wait silently to show my teacher I am ready to learn.

Speaking in full sentences

Know that I should be talking in full sentences

Know that by talking in full sentences will help me to articulate my ideas clearly and concisely

Know that speaking in full sentences will develop my oracy skills as well as my reading and writing skills

Know that when a teacher uses the full sentence non-verbal cue, that I should attempt to put my response in to a full sentence

Know that when the teacher models talking in a full sentence, that I repeat back the sentence.

Fantastic contributing

Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing – maybe even ensibly communicating my learning with talking partners
- Being ready and confident to be questioned (all hands down)
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said
- Putting whiteboards and pens down when not in use
- Being a fair leader and working well in teams

Using good manners

Know that I should always say '**please**' when I am asking for something.

Know that I should always say '**thank you**' when I receive something or someone does something nice for me.

Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show **gratitude** to others by thanking people for what they have done for me. Know that a calm and polite tone is respectful.

Speak to visitors and welcome them to our school.

Answer the register with YES mrs/miss/mr xxx

Playtime Behaviour

Know that I must walk from my classroom to the playground using wonderful walking.

Know that I must play safely without hurting anyone.

Know that I must discuss and agree rules of a game before it starts.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be **kind**, by including people in my games and sharing equipment.

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

Know that, when called, I must freeze, then line up in my lining up order when called by year group straight away without pushing.

Know that I must walk back to my classroom using Wonderful walking.

Know that I can speak to a wellbeing warrior or adult if I have a problem.

Know that I must respect the school equipment and stay in safe zones.

Know that I never eat or run around in the quiet area

Know that if other classmates' belongings (coat, scarf, etc) have fallen on the floor in the cloakroom, I pick them up and put the item on an available coat hook / shelf space.

Know that if your classmates ask you to stop or says "no" you respond appropriately.

Lunchtime

Know that I use Wonderful walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly and not drop food on the floor.

Know that I should try to eat as much food and drink as possible but also talk with others.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.

Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.

Know that I use Wonderful walking when walking from the dining hall to the playground.

Know that I must respect the school equipment and stay in safe zones.

Know that I must treat all staff the same.

Know that class drink bottles should be taken outdoors

Know that indoor lunchtimes require all to be sat down unless told

otherwise. Know that I must be a good playground leader – dedicated Know that I must report any spillages on the floor to an adult.

Completing work in books

Know that I should always work on the next available page unless told otherwise. (sometimes we rule off)

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting.

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.
Know how to correct mistakes by drawing a straight line through your work.
Know that I can try to improve my writing using ARMS and CUPS (green pen)
Know that I should protect my book.

End of the day routine (KS1/KS2)

Know that when my teacher signals (1) I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table without disruption in corridor spaces which should be silent.
Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet.
Know that when the teacher signals (3) I should move to my line space quietly.
Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.
Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time and also drinking during these times.
Know that I should not have any objects on the table that distract me from my learning.
Know that it is my responsibility to keep my table clear from clutter.
Know that I have a responsibility to ensure that the classroom is kept tidy and I help others.
Know that I should not talk when the teacher is delivering a lesson, when another pupil has been asked to talk or even if the teacher has a classroom visitor and is talking to them. This will stop myself and others from learning. Know that I treat all my teachers the same – even though they are different. This is respect.

Other

Know that I should never be entering classrooms unsupervised

Know that there should only be 2 children in the toilets at any time if unsupervised.

Know that I need to wash my hands before eating any food and after using the toilet

Know that I also need to wash my hands after coughing and sneezing, taking care of the chickens/fish and if dirty from outside lessons/play.

Know that toilets should be left tidy. I use a small amount of soap, rinse and dry my hands and do not drop paper towels on the floor. Know that if I see someone struggling (carrying/ moving items) I offer them help. Know that all wellies should be stored in the welly shed and not in cloakrooms.
