



Creativity, Choice, Challenge



The 'St Denys Way' Curriculum Rainbow – Year 6



Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From Rainbow to Y6	Explicit teaching of the full 'St Denys Way' curriculum content	Ongoing revision of content	Longer recap of 'St Denys Way' curriculum	Ongoing revision of content	Longer recap of 'St Denys Way' curriculum	Ongoing revision of content

Introduction

We are an inclusive school where everyone is valued for who they are. Our behaviour expectations are underpinned by our Learning Powers. Respect is fundamental to everything we expect. Children understand that respect is; tolerance, valuing others' feelings and views even if you don't always agree with them, listening and being kind and courteous.

We aim to ensure that all children have the opportunity to develop excellent behaviour for learning and to support our pupils to grow into adults who live out our Learning Powers of Respect, Resilience, Resourcefulness, Reciprocity and Reflectiveness. At St Denys we develop children's character through the 'St Denys Way' curriculum. In order to build character, we define the behaviours and habits that we expect pupils and adults to demonstrate. We recognise the importance of teaching the behaviour we want to see and the importance of a positive approach applied consistently by all. 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.

Teaching the behaviour curriculum

The 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 'St Denys Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year. Adults 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

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, model and expect the routines consistently

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously model and 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.

Curriculum Content

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

Our Core Principles

Know that our Learning Powers are core principles for our learning and our behaviour. These are:

- Respect
- Resilience
- Reciprocity
- Resourcefulness
- Reflectiveness

Know the following examples of each Learning Power –

Respect	Resilience	Reciprocity	Resourcefulness	Reflectiveness
<ul style="list-style-type: none"> ● Say please and thank you, good morning and good afternoon ● Hold doors open for each other ● Talk kindly to each other 	<ul style="list-style-type: none"> ● Work hard on tasks given ● Ask for help in a positive way 	<ul style="list-style-type: none"> ● Listen to each other ● Help each other learn by giving the teacher 100% of your attention ● Think about how my actions affect others 	<ul style="list-style-type: none"> ● Remember to bring equipment to school ● Tidy up your own workspace and the classroom ● Be in the right place at the right time 	<ul style="list-style-type: none"> ● Accept responsibility if you make a mistake and find a way to fix it ● Listen to feedback and use it to help you

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

Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Know that using your learning powers will lead to better personal outcomes.

Moving Around School

Know that, in a group, we walk around school facing forward, walking at a steady pace, in a straight line, without talking.

Know that when we move around school we walk on the left of the corridor

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

Classroom routines

Know that we follow routines in class to help us and others learn and to show respect.

This means I:

Know the order that I always line up in.

Know who I stand in front of and who is behind me.

Know the routine for entering the classroom and getting ready to work.

Know where I sit in class during lessons (including 'carpet places')

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

Know where to store my belongings.

Know that I should try to only go to the toilet at playtime or lunchtime

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

Know how to put my hand up quietly to answer a question or participate in discussion and know that the teacher will see this but cannot call on me every time.

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

Know that when I want help from an adult I raise my hand and wait quietly

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

Know that I must use resources appropriately and respectfully.

Completing work in books

Know how to set out work in books

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

Know that I must use 'one square, one digit' when writing in maths books.

Know how to underline titles using a ruler.

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

Playground Behaviour

Know that I must walk from my classroom to the playground

Know that I must play safely without hurting anyone.

Know that we do not 'play fight' because we 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, helpful and respectful way towards other people.

Know that I should not scream when playing together at playtime.

Know that, when the first bell rings I stand still and when the second bell rings I must line up in my lining up order quickly.

Lunchtime

Know where I line up for lunchtime when my class is called. Know where I sit in the dinner hall during lunchtime.

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

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

Know that I should finish eating before leaving my seat.

Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.

Know that 'good manners' means saying 'please' when I ask for something and 'thank you' when I receive it.

In Assembly

Know that I enter and leave the hall silently in my class line.

Know that I sit in my class line.

Know that I face the front, looking at the person delivering the assembly.

Know that, if I want to contribute, I raise my hand and wait.

Know that, for the comfort of everyone, we follow the direction of the person leading the assembly about how and when we applaud / celebrate.

Preventing Bullying and Unsafe Behaviour

Know that bullying is:

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

Know that bullying can be indirect. This means:

- Leaving people out of groups or games
- Talking about someone behind their back
- Standing by and watching someone get bullied without letting an adult know

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

Know that if I think I am being bullied I should tell an adult.

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

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at St Denys Primary School.

School Uniform

Know that school uniform consists of –

Dark trousers, black or grey skirt, white or red shirt, white blouse or polo shirt, red sweatshirt and sensible shoes. Dark shorts can be worn in the warmer weather as can red check dresses.

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.

PE

Know that, for PE, I wear black shorts or black tracksuit bottoms, my house coloured T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.

End of the day routine

Know that I wait quietly where my teacher has asked me to

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

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

Attendance and Punctuality

Know that I must try to attend school every day.

Know that I must try to arrive at school on time every day.

Know that attending school on time every day is important so that I don't miss important learning.

Behaviour outside school

Know that when I am wearing my school uniform I am representing the school community and must always behave responsibly and respectfully.

Know that I 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 examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

Summary

Know that the St Denys Way curriculum must be followed at all times.

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