





Behaviour Curriculum

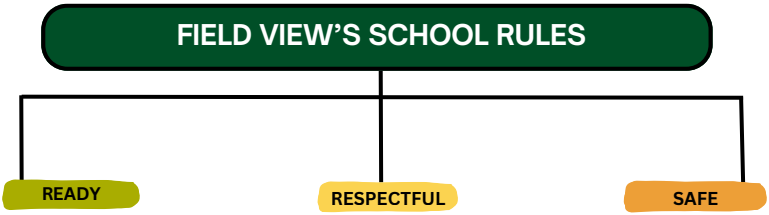
Ready Respectful Safe

Field View
Primary School

'Making a difference'



The What & The Why?



At Field View, we believe behaviour is not something children simply know - it is something that must be explicitly taught, modelled, practised and continually reinforced.

Our Behaviour Curriculum sets out the behaviours, routines and habits that enable every child to learn successfully, develop positive relationships and become confident members of our school community. Whilst our Behaviour Policy explains how behaviour is managed, this document explains how behaviour is taught.

We recognise that children arrive with different experiences and therefore cannot assume everyone already knows what successful behaviour looks like. Through deliberate teaching, consistent routines and positive relationships, we ensure every child is given the opportunity to learn these behaviours.

By explicitly teaching behaviour alongside our academic curriculum, we aim to create calm classrooms, safe environments and a culture where children and adults flourish together.

At Field View we believe:

Behaviour is taught, not caught.

Our Behaviour Curriculum is designed for all children. However, we recognise that some children, particularly those with additional needs, may require reasonable adjustments to how behaviours and routines are taught, practised or supported. These adjustments are made on an individual basis, whilst maintaining high expectations and ensuring every child has the opportunity to thrive.

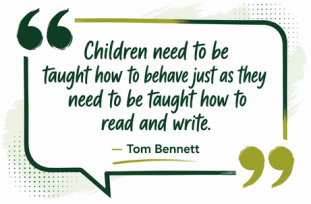
This curriculum has been shaped by evidence-informed research into effective behaviour, relationships and school culture. It draws upon the work of leading educational practitioners, including Tom Bennett and Paul Dix, alongside guidance from the Department for Education and the Education Endowment Foundation.

Whilst informed by these approaches, this curriculum has been carefully designed to reflect the values, vision and community of Field View Primary School and will continue to evolve through research, reflection and professional learning.

Ready	Respectful	Safe
• Be prepared to learn. • Focus and give your best effort. • Follow instructions the first time. • Show active listening through eye contact and body language. • Persevere when learning is challenging. • Begin learning promptly. • Take pride in your presentation.	• Treat everyone with kindness. • Listen and take turns. • Value differences and opinions. • Use respectful manners ('please', 'thank you', greetings). • Speak politely to adults and peers. • Include others in learning and play. • Celebrate the success of others. • Care for school property and resources	• Follow rules to keep everyone protected. • Think before you act. • Care for yourself and others. • Walk calmly using Wonderful Walking. • Move safely during Terrific Transitions. • Use equipment responsibly. • Report worries to a trusted adult. • Keep classrooms and shared spaces tidy.

Our Behaviour Curriculum is built around five key **behaviour threads** which are explicitly taught, modelled, practised and revisited throughout the year:

- Remarkable Routines
- Tremendous Transitions
- Wonderful Walking
- Purposeful Partner Talk
- Shared Spaces



BEHAVIOUR THREADS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
REMARKABLE ROUTINES	✓	✓	✓	✓	✓	✓
TREMENDOUS TRANSITIONS	✓	✓	✓	✓	✓	✓
WONDERFUL WALKING	✓	✓	✓	✓	✓	✓
PURPOSEFUL PARTNER TALK	✓	✓	✓	✓	✓	✓
SHARED SPACES	✓	✓	✓	✓	✓	✓

READY | RESPECTFUL | SAFE

The How?

Behaviour is not simply expected; it is explicitly taught. Every routine, expectation and behaviour within this curriculum should be introduced in the same way that new knowledge or skills are taught. Staff should assume that behaviours need to be modelled, practised, revisited and refined over time.

Children are not expected to master a routine after one lesson. Instead, routines are continually taught, rehearsed and reinforced until they become automatic habits. Adults play a crucial role in creating consistency by using the same language, modelling expectations and providing regular opportunities to practise successful behaviours.

The weekly maps identify the curriculum focus for each week. However, previously taught routines continue to be revisited and reinforced throughout the year. Behaviour is never 'completed'; it is continually developed.

1. Explicitly Teach

- Explain the routine.
- Tell children why it matters.
- Break it down into manageable steps.
- Never assume children already know.

2. Model

- Show exactly what success looks like.
- Model examples.
- Model non-examples.
- Think aloud.

3. Practise

- Give children multiple opportunities.
- Repeat throughout the week.
- Practise in different contexts.
- Keep expectations high.

4. Reinforce

- Notice success.
- Praise specifically.
- Reteach immediately.
- Return and practise again if needed.



5. Retrieve

- Revisit previously taught routines.
- Use daily reminders.
- Refresh expectations after holidays.
- Continue practising throughout the year.

The Behaviour Curriculum should not be taught through isolated lessons alone. Instead, routines should be embedded into everyday school life through regular opportunities to teach, practise and reinforce expectations.

Staff should plan opportunities to revisit the weekly behaviour focus across the curriculum and throughout the school day.

What does it look like in practice?

It is Week 2 and the focus is Remarkable Routines. At the start of the week, the teacher explicitly teaches the classroom entry routine, demonstrating each step and explaining why it helps everyone to learn. Every morning, children practise entering the classroom in the same way. If the routine is not successful, the class simply returns to the door and practises again until everyone is successful. Throughout the week, the teacher gradually reduces reminders as children become more independent, while continuing to praise and reinforce those who consistently meet the expectation.

Adults should...

✓ *Teach routines explicitly.*
✓ *Model expectations consistently.*
✓ *Build opportunities into daily timetables.*
✓ *Provide repeated practice.*
✓ *Reinforce success immediately.*
✓ *Reteach where necessary.*
✓ *Celebrate children who demonstrate the expected behaviours.*

When expectations are not met, adults respond calmly and consistently. Rather than assuming children already know what to do, staff reteach the expected behaviour, provide another opportunity to practise and reinforce success when expectations are met. Mistakes should be viewed as opportunities for learning. When children do not yet demonstrate the expected behaviour, adults respond by reteaching, providing further practice and reinforcing success, recognising that behaviour develops over time through consistent support and high expectations.

The following half-termly curriculum maps outline the sequence for explicitly teaching behaviour across the academic year. Whilst each half term identifies a specific curriculum focus, previously taught behaviours continue to be modelled, practised, revisited and reinforced throughout the year.

Field View
Primary School

BEHAVIOUR CURRICULUM – AUTUMN 1

'Making a difference'

All year groups explicitly teach the same core routines.

YEAR GROUP	WEEK 1 (2 DAYS)	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
YR Y1 Y2 Y3 Y4 Y5 Y6	**Introduction** • Meet & Greet • Ready, Respectful, Safe • 3, 2, 1 Stop	**Remarkable Routines** • Classroom Entry • Lining Up • Carpet Expectations	**Wonderful Walking** • Walking Around School • Corridors • Holding Doors • Assembly Entry & Exit	**Tremendous Transitions** • Moving Between Activities • Tidying Away • Getting Ready to Learn	**Purposeful Partner Talk Lovely Listening** • Turn Taking • Active Listening • Voice Levels	**Shared Spaces** • Playground Expectations • Lunchtime Routines • Assembly • Toilets & Shared Areas	**Review & Revisit** • Retrieve all routines • Practise • Reinforce • Celebrate

Shared whole-school curriculum

Field View
Primary School

BEHAVIOUR CURRICULUM – AUTUMN 2

'Making a difference'

All year groups explicitly teach the same core routines.

YEAR GROUP	WEEK 1 (2 DAYS)	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
YR, Y1, Y2, Y3, Y4, Y5, Y6	**Review Core Routines** • Retrieve routines taught in Autumn 1 • Refresh expectations • Re-establish consistency	**Remarkable Routines** • Classroom Routines in Lessons • High Expectations for Learning • Independence in the Classroom	**Wonderful Walking** • Walking in Different Contexts • Moving Calmly and Safely • Consistency Across School	**Tremendous Transitions** • Quicker, Smoother Transitions • Reducing Adult Prompts • Increasing Independence	**Purposeful Partner Talk Lovely Listening** • Improving Quality of Talk • Active Listening in Discussions • Using Voice Levels Appropriately	**Shared Spaces** • Playground Expectations • Lunchtime Routines • Assembly • Toilets & Shared Areas	**Review & Revisit** • Retrieve all routines • Practise • Reinforce • Celebrate

Shared whole-school curriculum