



Redfield
Educate Together

The Redfield Education Relationship and Behaviour Curriculum

2025-26

We teach and reinforce our **Redfield Way** through daily teaching, the relationships we build and our curriculum and 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 curriculum is taught explicitly during the first 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 and key school routines are revisited with pupils and will continue to be reinforced throughout the year. 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

Please refer to our Core Offer and Stages of Support to apply reasonable adjustments.

Overview of taught curriculum

	Autumn 1	Autumn 2 *for 24/25 only	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour curriculum	<p>Explicit teaching of behaviour curriculum (including regulation stations) and key routines</p> <p>Week 1: Adult hand signals</p> <ul style="list-style-type: none"> - Countdowns - Lining up inside <p>Week 2: Legendary Lines</p> <p>Week 3: Wonderful Walking</p> <p>Week 4: Superstar Sitting</p> <ul style="list-style-type: none"> - Class - Assemblies <p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p> <p>Week 7: Think, Pair, Share</p>	<p>Revision of content</p> <p>Week 1: Habits of discussion</p> <p>Week 2: Considered contribution</p> <p>Week 3: Loud and Proud</p> <p>Week 4: Think, Pair, Share</p> <p>Week 5: Revision of content</p> <p>Week 6: Revision of content</p>	<p>Explicit teaching of behaviour curriculum (including regulation stations) and key routines</p> <p>Week 1: Adult hand signals</p> <ul style="list-style-type: none"> - Countdowns - Lining up inside <p>Week 2: Legendary Lines</p> <p>Week 3: Wonderful Walking</p> <p>Week 4: Superstar Sitting</p> <ul style="list-style-type: none"> - Class - Assemblies <p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p> <p>Week 7: Think, Pair, Share</p>	<p>Revision of content</p> <p>Week 1: Habits of discussion</p> <p>Week 2: Considered contribution</p> <p>Week 3: Loud and Proud</p> <p>Week 4: Think, Pair, Share</p> <p>Week 5: Revision of content</p> <p>Week 6: Revision of content</p>	<p>Explicit teaching of behaviour curriculum (including regulation stations) and key routines</p> <p>Week 1: Adult hand signals</p> <ul style="list-style-type: none"> - Countdowns - Lining up inside <p>Week 2: Legendary Lines</p> <p>Week 3: Wonderful Walking</p> <p>Week 4: Superstar Sitting</p> <ul style="list-style-type: none"> - Class - Assemblies <p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p> <p>Week 7: Think, Pair, Share</p>	<p>Revision of content</p> <p>Week 1: Habits of discussion</p> <p>Week 2: Considered contribution</p> <p>Week 3: Loud and Proud</p> <p>Week 4: Think, Pair, Share</p> <p>Week 5: Revision of content</p> <p>Week 6: Revision of content</p>
Additional teaching	5x15 minutes ZOR a week	5x15 minutes ZOR a week	5x15 minutes ZOR a week	5x15 minutes ZOR a week	5x15 minutes ZOR a week	5x15 minutes ZOR a week
Support for staff	Inset training Staff CPD session Learning walks	Learning walks Team Teaching sessions	Staff CPD session Learning walks	Learning walks Team Teaching sessions	Staff CPD session Learning walks	Learning walks Team Teaching sessions
Ongoing	Following of school Relationship and Behaviour policy					

Curriculum Content



Whole School Routines

Staff countdown

Our staff use the countdown of 5-4-3-2-1. This is done by raising one hand and counting down on fingers to gain the attention of the class/children. The adult will 'thumbs up' praise those modelling the expected behaviour. Everyone is expected to be silent by 0 with nothing in their hands, showing Super star sitting. Adults can narrate what is expected by 0 e.g. 5, I need to you ready by 0, 4, putting our pens down, 3, lids on pens, 2, bodies this way, 1, eyes this way, 0, well done....

1,2, 3 signals

Adults will use three hand signals when they have children's attention to signal a transition from one place to another.

- 1 finger = children stand up if sitting on the carpet and stand up and tuck in chair if sitting on a chair
- 2 fingers = children move to the next space (line, carpet, table) using golden silence
- 3 fingers = children sit down on carpet or chair.

Golden silence

- Independent 'You Do' and independent activities are completed in silence unless an adult has told me otherwise.
- Know the importance of silence for myself and others
- Know that I must be silent when somebody else is speaking

Superstar Sitting in class

- All chair legs on the floor, sitting up straight
- Full attention when adult has counted from 5-4-3-2-1 (Golden Silence and nothing in hands)
- Active listening: encouraging the speaker, nodding, smiling and using ABC (agree, build, challenge) when they speak. Tracking the speaker: showing others their ideas matter and they are valued.

Superstar sitting in assembly

- Children will sit with legs folded
- Children will sit with hands in laps or folded
- Active listening: encouraging the speaker, nodding, smiling and using ABC (agree, build, challenge) when they speak. Track the speaker: showing others their ideas matter and they are valued.

Wonderful Walking

- Stand behind the person in-front of you
- Walking in a straight line
- Hands by side
- Golden silence

Legendary Lines

- In line up order
- Walking in a straight line
- Golden silence

Considered contribution

- Know that we expect all children to contribute in class. A considered contribution means:
 - I am listening to the class teacher or whoever is speaking

- I am considering my responses before sharing
- I will show A, B, or C (Habits of Discussion) or put my hand up to show that I want to contribute during whole class discussions
- I will use a loud and proud voice when contributing to discussions.
- I will build on what others have said using A,B, or C.

ABC - Habits of Discussion

- A) Agree
- B) Build
- C) Challenge

Loud and Proud

- Know that what I have to say is important
- Know that it is important others can hear me
- Be proud of what I have to say
- I know to ensure others can hear me
- Know to look up when I speak and project my voice so the person furthest away from me can hear
- Use a strong voice

Think, Pair, Share / talk teams

- Know this time is a vital learning opportunity
- Know the expectation is to discuss our response to the question or to discuss what has been asked
- Know I am responsible for this time and ensuring I listen to my partner
- Take responsibility for this time ensuring my voice and my partner's voice is heard and we understand one another using ABC

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Be Kind	<p>I can talk about what makes me feel happy and sad, linking to how others behave towards me. E.g. I feel happy when a friend shares with me/I feel sad when someone hurts me with their hands.</p> <p>I can begin to express how I am feeling, sometimes referencing the Zones of Regulation. E.g. I was angry and in the red zone when I hit.</p> <p>I am learning some strategies to help me stay regulated, e.g. breathing exercises and seeking a quiet space.</p> <p>I can sort pictures of kind and unkind acts.</p> <p>With support to reflect, I can recognise that my behaviour affects other people.</p> <p>I am learning to understand that other people have their own feelings and they may feel differently to me.</p> <p>I remember 'kind hands, kind feet' when I am having a disagreement and seek the support of an adult to resolve differences.</p> <p>I can wait my turn with support. I recognise when others are hurt or upset, try to help them or seek an adult to help them.</p> <p>With visual prompts and reminders, I can show kindness by looking at the person who is speaking and waiting until they have finished.</p> <p>I can use please and thank you.</p> <p>I am learning to consider how my choice of words affect others.</p>	<p>With reference to the Zones of Regulation, I can talk about what makes myself and others feel happy, sad, frustrated and angry.</p> <p>I can express how I am feeling by referencing the Zones of Regulation. E.g. I was angry and in the red zone when I hit.</p> <p>I know some strategies to help me stay regulated and can use the regulation station effectively with prompting and support. I can identify if an act is kind or unkind.</p> <p>I can recognise that my behaviour affects other people. I can show some understanding of the feelings of others. E.g. ___ was sad because they did not get a go in the game.</p> <p>I am learning to find compromise and seek adult support with this when I need to.</p> <p>I can wait my turn in a game or activity but request adult support with this if needed.</p> <p>I can offer to help a friend if they are hurt or upset.</p> <p>I can show kindness by looking at the person who is speaking and waiting until they have finished.</p> <p>I can use please, thank you and excuse me.</p> <p>I speak to others with kindness and respect, considering how my choice of words makes other people feel.</p>	<p>With reference to the Zones of Regulation, I can recognise and label the feelings and behaviours of myself and others.</p> <p>I can identify triggers that might lead to me being unkind towards others.</p> <p>I am aware of which strategies best help me stay regulated and can use the regulation station effectively and independently.</p> <p>I can listen to and try to understand the perspective of another person.</p> <p>I can identify triggers or causes of other people's emotions and actions, taking account of my knowledge of the person involved.</p> <p>I can recognise when there is a conflict and suggest possible resolutions.</p> <p>I can take turns during a game or activity.</p> <p>I consider the feelings of others, offering to include them or help when needed.</p> <p>I listen attentively to the person speaking and respond respectfully.</p> <p>I use polite words and gestures, e.g. offering thanks and holding the door open for others.</p> <p>I consider how my choice of words, tone of voice and gesture make other people feel.</p>	<p>With reference to the Zones of Regulation, I can talk about my own feelings and the strategies I use to manage these.</p> <p>I can anticipate how I might feel in certain situations and plan appropriate actions in response, including identifying additional sources of support and when to use these. E.g. speaking to a trusted adult.</p> <p>I am aware of which strategies best help me to stay regulated and can use the regulation station effectively and independently.</p> <p>I can respond respectfully to others' views when these are different from my own.</p> <p>I can identify triggers or causes of other people's emotions and actions, taking account of my knowledge of the person involved. I am respectful of their needs.</p> <p>I can resolve differences collaboratively, by listening to others, looking at alternatives, making decisions and calmly explaining my choices.</p> <p>I can organise a game or activity fairly, to be inclusive of all those involved.</p> <p>I show empathy by considering the feelings of those familiar and unfamiliar to me and by listening and responding sensitively to their needs. I listen attentively to the person speaking and respond thoughtfully and respectfully.</p> <p>I use polite words and gestures, e.g. offering thanks and holding the door open for others.</p> <p>I consider how my choice of words, tone of voice and gesture make other people feel and I am mindful of this when I encounter conflict.</p>

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Be Safe	<p>I can recognise safe and unsafe behaviours.</p> <p>I can show an adult when things go wrong or look unsafe.</p> <p>I can identify if I am hurt or feel unwell and then I need to tell an adult.</p> <p>I ask an adult when I need help to be safe.</p> <p>I can understand that there are rules to keep me safe in school.</p> <p>I can follow an instruction to keep me safe by the count of 5.</p> <p>I am learning to use equipment safely with support.</p> <p>I am respectful to the school environment. I understand that we do not climb on furniture or throw objects because it is not safe.</p> <p>I can safely use play equipment with guidance.</p> <p>I know and can recognise that there are adults on the playground who can help me during play and lunchtimes.</p> <p>I can tidy up with support. I am learning to put things away as I play so that toys will not be left on the floor and trip people up.</p> <p>I keep my hands and feet to myself, so others are safe.</p> <p>I stay with my class so that I am safe and the adults can see me.</p> <p>I know who my 3 trusted adults are and that I can speak to them if I do not feel safe.</p>	<p>I recognize when something does not look safe and know to seek adult help.</p> <p>I know if I am hurt or feel unwell that I need to show an adult.</p> <p>I am learning to be more independent but know it is important to ask an adult when I need help to be safe.</p> <p>I can follow rules and know that they are important to keep me safe.</p> <p>I can follow an instruction to keep me safe by the count of 5.</p> <p>I use familiar equipment safely and follow adult instruction to safely use new equipment.</p> <p>I am respectful to the school environment. I understand that we do not climb on furniture or throw objects because it is not safe.</p> <p>I can safely use play equipment independently.</p> <p>I know that there are adults on the playground who can help me during play and lunchtimes.</p> <p>I can tidy up and put things away when I have finished with them so that they are not a danger to others.</p> <p>I use kind actions to keep others safe.</p> <p>I stay with my class so that I am safe and the adults can see me. If instructed to leave the classroom, I use a coloured lanyard.</p> <p>I know who my 3 trusted adults are and that I can speak to them if I do not feel safe.</p>	<p>I know to seek adult help when something does not look safe.</p> <p>I know to ask for adult help when I know I am not being safe.</p> <p>I know if I am hurt or feel unwell that I need to show an adult.</p> <p>I can follow school rules to stay safe and I can follow an instruction by the count of 3.</p> <p>I use familiar equipment safely and follow adult instruction to safely use new equipment.</p> <p>I am respectful to the school environment; I can tidy up when I have finished with resources.</p> <p>I can safely use play equipment independently. I know to speak to an adult on the playground if something happens when I am outside.</p> <p>I use kind actions to keep myself and others safe.</p> <p>I know I need permission to leave the classroom and then I use a coloured lanyard to show I am out of class.</p> <p>I know who my 3 trusted adults are and that I can speak to them if I do not feel safe.</p>	<p>I know to seek adult help when something does not look safe.</p> <p>I can ask for adult help when I know I am not being safe.</p> <p>I know if I am hurt or feel unwell that I need to show an adult.</p> <p>I follow the school rules to keep myself and others safe. I listen to adults and follow instructions.</p> <p>I am respectful of the school environment and I take an active role in keeping the school clean and tidy to ensure classrooms, corridors the playground is a safe environment.</p> <p>I use kind actions to keep others safe.</p> <p>I am a good role model to others in the school and I use play equipment safely and for the correct purpose.</p> <p>I know who my 3 trusted adults are and that I can speak to them if I do not feel safe.</p>

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Be Ready	<p>I can remember where I sit on the carpet and I come to my carpet space when an adult asks.</p> <p>I am beginning to understand how my whole body needs to behave to do my best listening.</p> <p>With visual prompts and reminders, I am able to sit on the carpet, looking at the adult with my legs crossed and eyes looking for short periods of time.</p> <p>I can wait my turn with support. With support, I can pause what I am doing to listen to an adult. With support and visual prompts, I can follow adult instructions.</p> <p>With support and visual prompts, I am able to shift my attention and listen to an adult when they give a 5 second countdown.</p> <p>With reminders, I am able to put my things away in the morning and collect them all before bedtime.</p> <p>With visual prompts and reminders, I am able to identify resources that I will need to complete a task.</p> <p>I know that I can ask for help if I do not understand a task.</p> <p>I am beginning to understand that my actions can impact others and their readiness to learn.</p> <p>I can begin to identify the Zones of Regulation and I can begin to identify strategies to help me be in the green zone.</p>	<p>I understand how my whole body needs to behave to do my best listening.</p> <p>I can sit on the carpet with my legs crossed. I can look at the person who is talking and with reminders I can respond appropriately.</p> <p>I am able to shift my attention and listen to an adult when they give a 5 second countdown.</p> <p>With reminders, I am able to follow adult instructions.</p> <p>I can wait my turn with support.</p> <p>I can put my things away in the morning and get ready for home with increasing independence.</p> <p>With visual prompts, I am able to identify resources that I need to complete a task and I can get them independently.</p> <p>I can use the Zones of Regulation and begin to identify strategies to help me be in the green zone.</p> <p>E.g. I can use breathing techniques to help me calm down and support my listening and readiness to learn.</p> <p>I can identify the Regulation Station in my classroom and with guidance I can use it to ensure I am ready to learn.</p> <p>I am able to ask for help if I do not understand a task.</p> <p>I understand that my actions impact others and their readiness to learn.</p>	<p>I understand I need to use my whole body to listen effectively.</p> <p>I can look at the person who is talking, I can process what they are saying so that I can respond appropriately.</p> <p>I am able to stop what I am doing and shift my attention when an adult puts their hand up for a 5 second countdown.</p> <p>I am able to remember what I need to bring to school each day and I am increasingly independent in getting myself ready.</p> <p>I know what resources I need to complete a task and I can get these independently.</p> <p>I can identify how I am feeling, referencing the Zones of Regulation and I know strategies that I can use throughout the day to ensure I am ready.</p> <p>I know that the Regulation Station is available for me to use when I need help to feel ready.</p> <p>I ask for help to get started on tasks if I feel unsure.</p> <p>I understand that my actions impact others and their readiness to learn. I am beginning to adapt my behaviour in situations so that I do not distract others.</p>	<p>I use my whole body to listen effectively. I look at the person who is talking and I respond appropriately when it is my turn.</p> <p>I am able to stop what I am doing and shift my attention when an adult puts their hand up for a 5 second countdown.</p> <p>Independently, I can get resources that I need to complete a task. I come to school with everything that I need for the day (e.g. reading record and library books).</p> <p>With reference to the Zones of Regulation, I can identify what Zone I am in and I know strategies that I can use throughout the day to ensure I am ready.</p> <p>I know that the Regulation Station is available for me to use when I need support to feel ready.</p> <p>I ask for help to get started on tasks if I feel unsure.</p> <p>I understand that my actions impact others and their readiness to learn. I am able to adapt my behaviour and manage my feelings in situations so that I do not distract others.</p>

Whole school rewards to promote positive behaviours

Whole school praise and rewards				
Praise/Reward	Example behaviour	Why?	What? (Actions / Scripts)	When?
Immediate verbal praise	Expected behaviours linked to the school rules (see above).	Personal recognition to reinforce expected positive behaviour.	Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced. 'Well done to this table who I can see have chairs tucked in and are tracking me'	Daily
Recognition board - optional	Expected behaviours linked to the school rules (see above).	Public display of pupils demonstrating behaviours in the classroom.	A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours. The behaviour being focused on should be set either daily or weekly and should be linked to the habits. Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate). Pupils can nominate each other to be put on the board. The board is reset daily/weekly.	Daily
Class Dojo points	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.	Personal reward for over and above expected behaviour and learning.	Class Dojo points should be given one at a time (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained.	Daily
Stickers	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.	Personal reward for over and above expected behaviour and learning.	Stickers should be given one at a time linked to a specific behaviour or piece of learning and clearly explained.	Daily
Postcards home	Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions. This includes behaviour in which the child not only makes the right choices in their own behaviour but also supports the behaviour or well-being of others in the process.	Personal reward for over and above expected behaviour and learning.	A member of staff can choose to write a postcard home for a child who shows above and beyond expected behaviour. This should have a clear explanation and description of the behaviour (linked to the school rules).	Daily
Celebration assemblies	Specific examples of behaviour and learning from across the week that link specifically to the Redfield Way	Public recognition of children who demonstrate and 'live' the Redfield Way	Teacher Award and Headteacher awards given each week by the adults in each class.	Weekly (Friday)

Walk of Fame	Specific examples learning from across the week that link specifically to the Redfield Way	Public recognition of children who demonstrate and 'live' the Redfield Way	Child to share learning with two other classes wearing the VIP lanyard	Daily at 2:45pm
Always Tea	Consistent, maintained examples of expected behaviour linked to the school rules over weeks.	Recognition for those children who always make the right choice.	One child from each class will be selected each week to have tea with the Headteacher (hot chocolate, healthy snacks).	Once a week