

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL



## Behaviour Curriculum 2025

*'As a family we live, love, learn and celebrate with Jesus.'*






# AIMS

At Holy Family Catholic primary school, the behaviour curriculum plays a vital role in the formation of pupils, shaping their character and values in alignment with our school values of ***Family, Sharing, Trust, Honesty and Acceptance***. Guided by our mission statement, ***'As a family we live, love, learn and celebrate with Jesus,'*** it seeks to nurture a Christ-centred community where pupils grow in faith, moral character, and mutual respect. By promoting Gospel values, fostering a sense of belonging, and celebrating diversity, we encourage pupils to develop as compassionate, responsible individuals. Through reflection, collaboration, and the pursuit of integrity, they are inspired to follow Jesus' example, forming habits that will guide their personal and spiritual growth. Together, as a family, we celebrate every step of their journey with faith, love, and joy.



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## School Values


School Value	What does this school value mean?
<b>Family</b> 	Family means supporting, caring for, and respecting one another, creating a sense of belonging and unity. At Holy Family School, family extends beyond the home, fostering a community where everyone works together, looks out for one another, and contributes positively to shared goals.
<b>Sharing</b> 	Sharing means generously offering time, resources, and help to others. It reflects fairness, kindness, and the understanding that giving to others creates stronger bonds and a more inclusive community.
<b>Trust</b> 	Trust means being reliable, dependable, and consistent in actions, showing others that they can rely on you. It also involves respecting others' confidence and demonstrating integrity in relationships.
<b>Honesty</b> 	Honesty means being truthful in words and actions, even when it is difficult. It involves taking responsibility for mistakes, being open about feelings, and showing integrity, which builds trust and strengthens relationships.
<b>Acceptance</b> 	Acceptance means respecting and celebrating differences, including individual strengths, backgrounds, and perspectives. It fosters inclusivity and helps create an environment where everyone feels valued and understood.

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Teaching the Behaviour Curriculum						
Half Termly	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Week 1:</b> Explicit teaching of the full behaviour curriculum and content. Teaching and embedding key routines.</p> <p><b>Catholic Social Teaching:</b> Care for Creation</p> <p><b>School Values:</b> Family</p>	<p>Ongoing revision of content</p> <p><b>Catholic Social Teaching:</b> Preferential Option for the Poor</p> <p><b>School Values:</b> Sharing</p>	<p><b>Week 1:</b> Longer recap of the behaviour curriculum. Re teaching and reinforcing key routines.</p> <p><b>Catholic Social Teaching:</b> Solidarity and Peace</p> <p><b>School Values:</b> Trust</p>	<p>Ongoing revision of content</p> <p><b>Catholic Social Teaching:</b> Community and Participation</p> <p><b>School Values:</b> Honesty</p>	<p>Recap of the behaviour curriculum</p> <p><b>Catholic Social Teaching:</b> Dignity of Workers</p> <p><b>School Values:</b> Acceptance</p>	<p>Ongoing revision of content</p> <p><b>Catholic Social Teaching:</b> Human Dignity</p> <p><b>School Values:</b> All</p>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>● <b>Daily Classroom routines:</b> Staff model the school values in their interactions with children and integrate them into daily routines enabling pupils to see them in practice.</li> <li>● <b>Whole school and Key Stage assemblies:</b> Regular focus on the school values and expectations</li> <li>● <b>Circle time and class discussions:</b> Staff lead regular discussion and activities based on the school values and explore the importance of each of them.</li> <li>● <b>Class collective worship and prayer time:</b> Opportunities for pupils to reflect on the school values and grow in alignment with them.</li> </ul>					

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### Age-related Expectations of the Behaviour Curriculum

	End of EYFS (4-5)	End of KS1 (6-7)	End of Lower KS2 (8-9)	End of Upper KS2 (10-11)	What parents can do at home
<p><b>Family</b></p> 	<p>Children begin to understand that being part of the Holy Family School means helping and supporting one another. They show kindness to their classmates by sharing and taking turns, and they listen carefully to their teachers. They begin to see that working hard, such as practicing their writing or completing a creative task, is a way to show respect and care for their school family. They start to feel proud of their efforts and learn how their</p>	<p>Pupils see their class as an extension of their family and understand the importance of kindness, respect, and perseverance. They work hard and understand that their effort contributes to the success of the whole group. They show responsibility by helping classmates, following school rules, and showing care for shared spaces. Pupils participate actively in group activities, supporting and</p>	<p>Pupils demonstrate their role in the Holy Family community by consistently working hard in their lessons and taking responsibility for their actions. They understand that their effort and perseverance show respect for their teachers, their peers, and their own learning. Pupils actively contribute to a positive and respectful classroom environment. They take pride in their school and strive to live out its values by demonstrating</p>	<p>Pupils act as excellent role models within the Holy Family School by balancing hard work with kindness and responsibility. They consistently strive to produce their best work, showing resilience and determination even when faced with challenges. Pupils understand that their efforts inspire others and contribute to the wider success of their school family. They demonstrate leadership by mentoring younger pupils, encouraging positive behaviour among their peers, and taking</p>	<p>Reinforce the idea that being part of a school family means helping others and working hard to achieve their best. Encourage children to take pride in their schoolwork and to see effort as an important value. Praise acts of kindness and responsibility, such as helping a sibling with homework or tidying up without being asked. Talk about how their hard work and positive actions make their school a better place for everyone. Model the values of teamwork, perseverance, and compassion in family life, emphasising how these qualities contribute to a strong and loving family.</p>



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	actions can make others happy.	encouraging others, and they begin to take pride in being a valued member of their school family.	empathy, fairness, and gratitude for the support they receive.	ownership of their responsibilities in the classroom and beyond. Pupils show compassion, respect, and teamwork, helping to create a sense of unity and belonging for everyone in the Holy Family School.	
<b>Sharing</b> 	<p>Pupils begin to share toys and resources during structured activities. With adult guidance, they are learning to take turns and wait patiently. Sharing may still be challenging at this age, especially during less structured times. Pupils begin to associate sharing with feelings of happiness and friendship.</p>	<p>Pupils develop a clearer understanding of fairness and willingly share items, such as classroom resources or toys, with peers. They are beginning to see sharing as a way to strengthen friendships. They understand that sharing means considering others' needs. Pupils may still</p>	<p>Pupils show an ability to share resources independently and fairly during group tasks or social situations. They understand that sharing ideas fosters trust and collaboration, and they actively encourage others to participate. Pupils begin to appreciate the value of generosity sharing when others are in need.</p>	<p>Pupils consistently model sharing in various contexts, both in and out of school. They demonstrate an understanding of the deeper meaning of sharing as a way to build stronger communities and relationships. They are proactive in offering help or resources to others. Pupils also encourage and inspire others to</p>	<p>Encourage sharing by creating opportunities for collaborative activities, such as baking, where resources need to be shared. Give praise when they share willingly, such as offering a sibling a toy or snack. Use stories or real-life examples to highlight the positive impact of sharing, discussing how it builds friendships and helps others. Model sharing in your behaviour, such as sharing responsibilities within the household or sharing knowledge and ideas.</p>

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		need occasional reminders but are more consistent in their actions.	For example, they may lend a pencil without hesitation.	share, demonstrating leadership in fostering a culture of generosity.	
<b>Trust</b> 	<p>Pupils begin to demonstrate trustworthiness by following simple instructions reliably, such as tidying up or sitting quietly during story time. They show predictable behaviour in familiar routines, such as arriving when called or lining up when asked. At this age, they are learning to keep small promises, such as returning a borrowed toy, with consistent adult encouragement and reminders.</p>	<p>Pupils begin to show they can be trusted by reliably completing small tasks, such as taking a note to the teacher or bringing something home from school. They follow through on promises to friends and family, such as sharing or taking turns during play. Pupils also demonstrate trustworthiness by being honest about their actions, even when they have</p>	<p>Pupils consistently demonstrate trustworthiness by being reliable and dependable in both school and home contexts. For example, they can complete group tasks, bring homework to school on time, or look after a classmate's belongings when asked. They begin to recognise that their actions can build or damage trust in relationships.</p>	<p>Pupils are seen as trustworthy by their peers, teachers, and family because of their consistent reliability and honesty. They take responsibility for tasks and fulfil commitments without needing reminders, such as volunteering to help others. Pupils are mindful of the trust others place in them and act with integrity, showing respect for others' belongings, privacy, and feelings. They are also proactive in</p>	<p>Give your child responsibilities, such as looking after a pet, organising their school bag, or helping with chores, and praise them when they follow through. Reinforce the importance of honesty and reliability by modelling these behaviours yourself, such as keeping promises and apologising when necessary. Encourage them to reflect on situations where trust is important, such as caring for a sibling or maintaining a friend's confidence, and discuss how their actions can build or harm trust.</p>

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		made a mistake, and seeking to make things right.		repairing trust if it has been broken, demonstrating maturity and accountability.	
<p><b>Honesty</b></p> 	<p>Pupils start to recognise the importance of telling the truth and may admit to small mistakes with adult guidance. They are learning the concept of honesty through simple, positive reinforcement. They can say sorry with adult prompting.</p>	<p>Pupils can tell the truth about their actions, even when it might result in a minor consequence. They understand honesty as a value and begin to practice taking responsibility for small mistakes. They can say sorry and give a reason.</p>	<p>Pupils can take ownership of their actions consistently, recognising their behaviour, admitting when they have made mistakes and understanding the value of being truthful with others. They are beginning to demonstrate honesty and will apologise without prompts from adults.</p>	<p>Pupils understand honesty as a foundational value, showing integrity in their actions and words. They model honesty by admitting mistakes independently and encouraging others to be truthful as well.</p>	<p>Encourage truthfulness: Praise honesty, especially when it might be difficult for them to tell the truth. Saying, “Thank you for telling me the truth, even if it was hard,” helps them see honesty as a positive trait. Model accountability: Show that everyone makes mistakes by admitting your own and taking responsibility, which encourages your child to do the same. Discuss scenarios: Talk about situations where honesty is important and discuss the consequences of dishonesty in an age-appropriate way.</p>
<p><b>Acceptance</b></p> 	<p>Pupils begin to show acceptance by playing alongside others and participating in</p>	<p>Pupils develop a clearer understanding of diversity and begin to show</p>	<p>Pupils demonstrate acceptance by including others in conversations and activities, even</p>	<p>Pupils model acceptance by valuing the perspectives, backgrounds, and</p>	<p>Foster acceptance by exposing your child to diverse environments, such as community events or cultural celebrations. Discuss the importance of treating everyone with respect,</p>

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	<p>group activities. They notice differences between themselves and others, such as in appearance or abilities, and are beginning to appreciate these differences with adult guidance. Pupils can express kindness and are learning to include others in their play, even when preferences or interests differ.</p>	<p>respect for individual differences. They are able to identify things they share in common with peers while appreciating unique traits, such as cultural backgrounds or talents. Pupils can actively include others in group activities and start to see acceptance as a way to build positive relationships.</p>	<p>when they have different interests or abilities. They recognise that everyone has something valuable to contribute and can challenge exclusion or unfairness when they see it. Pupils begin to reflect on how acceptance contributes to a fair and welcoming community.</p>	<p>experiences of others. They actively promote inclusivity in their actions and words, challenging stereotypes and standing up against prejudice. Pupils recognise the importance of acceptance in creating a positive and equitable environment for all.</p>	<p>regardless of differences, and model this in your own interactions. Read books or watch films that celebrate diversity and encourage open discussions about the value of acceptance. Praise your child when they show kindness and inclusivity toward others.</p>
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## Our Key Routines

Throughout school, our behaviour curriculum is consistently applied. All staff are aware of the behaviour curriculum and consistently monitor and model this. Key routines are essential to ensure this consistency.

### How we move at Holy Family

#### Wonderful Walking

We walk around school using **Wonderful Walking**

**Wonderful Walking** means –

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

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. **Wonderful walking** should be used to leave and enter the school building

### How we listen at Holy Family

#### Track the Speaker

At Holy Family we show respect when others are speaking. In order to do this, we **track the speaker**. **Tracking the speaker** means:

- Lowering our hand when someone is speaking
- Looking at (tracking) who is speaking
- Actively listening to others when they are speaking

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## How we speak at Holy Family

### Meeting and Greeting

Meeting and greeting at Holy Family means:

- We are all greeted as we enter the school, enter a classroom or meet others around school.
- We can greet others by using their name or miss/sir.
- Good morning and good afternoon are polite opening greetings and the greetings we use when speaking to adults
- We always greet adults that we meet around school
- We respond to greetings politely

### STEPS Manners

At Holy Family, our pupils are expected to show **STEPS Manners**. This means:

**S** – Say Sir or Miss if you do not know the person's name

**T** – Thank you

**E** – Excuse me

**P** – Please/pardon

**S** – Smile

### THINK

It is important to **THINK** before we speak. We use **THINK** to help us decide how we should speak to others. This means:

**T** – is it **TRUE**

**H** – is it **HELPFUL**

**I** – is it **INSPIRING**

**N** – is it **NECESSARY**

**K** – is it **KIND**

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## How we sit at Holy Family

### Super Sitting

At Holy Family we show **Super Sitting** so show positive learning behaviours and concentration in lessons.

- When we sit on the carpet or in the hall, we cross our legs
- When we sit on the floor, we place our hands in our laps
- We sit on a chair with our feet on the floor
- Unless we are asked to hold equipment, our hands should be empty

## How we dress at Holy Family

### Dress to Impress

At Holy Family we take pride in our appearance and make sure that we wear our uniform correctly. At Holy Family, we **Dress to Impress**, this means we:

- Always wear our full school uniform including school shoes to school
- Tuck our t-shirts in at all times in school
- Should try to keep our school uniform as clean and tidy as possible
- Should look after our uniform and not leave it around school

### Prepared and Safe

At Holy Family we know how important it is to keep ourselves and others safe. We know that we must always be prepared and safe with what we wear. **Prepared and Safe** means that we:

- Wear sensible school shoes which we can move safely in
- Have wellies or outdoor trainers (football only) to use for OPAL
- Have appropriate outdoor clothing which is suitable for the weather

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- Do not wear jewellery
- Only wear plain stud earrings that are removed for PE lessons
- Tie our hair back if it is shoulder length or longer
- Do not have shaved or coloured hair

### How we enter school and classrooms at Holy Family

We know that at Holy Family as we enter the school or classroom it is important that we demonstrate our routines so that we can enter safely and efficiently. This means that we:

- **Meet and Greet** adults and children on our way into school and classrooms
- Make sure that we **Dress to Impress** by checking our uniform
- We demonstrate **Wonderful Walking** at all times around school
- When we enter school, we demonstrate **Wonderful Walking** to the classroom
- When we enter a classroom, we show **Wonderful Walking** to the carpet or our seat and demonstrate **Super Sitting** until an adult gives us an instruction.

### How we gather for assembly at Holy Family

Most assemblies take place in the school hall. At Holy Family we:

- Walk into assembly using **Wonderful Walking** starting with Y6 in class order to YR
- Come into the hall leaving enough space between the person next to, in front of and behind us
- Use **STEPS manners** towards adults and pupils leading the assembly
- **Track the Speaker**
- Sit still, keeping our hands and feet to ourselves
- Show respect during worship and prayer
- Stand silently at the end of assembly when instructed to do so and walk back to class using **Wonderful Walking**.

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### How we behave during outdoor play at Holy Family

Break and lunchtime is a time to have fun with one another and play fairly. This means that we:

- Walk from our classroom to the playground using **Wonderful Walking**
- Play safely, managing risks and without hurting anyone
- Listen for the bell or whistle and follow adult instructions
- Line up sensibly and show **Wonderful Walking** when returning to class
- Must care for our OPAL equipment
- Must show **STEPS manners** to all adults at break and lunchtime

### How we behave in the lunch hall at Holy Family

So that everyone can enjoy their lunch at Holy Family we:

- Walk into the lunch hall showing **Wonderful Walking**
- Line up in single file, facing forwards, quietly and wait patiently for our food
- Show **Super Sitting** at the dining table
- Use a quiet, indoor voice in the lunch hall
- Try our best to use a knife and fork correctly in the lunch hall
- Use our **STEPS manners** during lunchtime, particularly when receiving food from the school kitchen and talking to staff
- Finish our lunch before leaving our seat to clear our plate
- Leave our table tidy
- Show **Wonderful Walking** when leaving the lunch hall

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### How we leave school at Holy Family

Parents collect pupils from the classroom door at Holy Family. Some Y5 and Y6 pupils walk home independently. At Holy Family we:

- Show **Wonderful Walking** when leaving the school building
- Wait on the carpet or behind our chair until an adult calls us to the door
- Take all of our belongings, leaving the classroom tidy
- Know that bike and scooters must not be used until we leave the gate
- Know that mobile phones must remain off and out of sight until we have left the school gates
- Know that we must **Meet and Greet** adults that we see when leaving school
- Know that we must **Dress to Impress** and make sure we are **Prepared and Safe** by wearing our uniform properly with the appropriate outdoor clothing for the weather

### Attendance and Punctuality at Holy Family

Good attendance and punctuality are important to maximise learning time At Holy Family we:

- Try to attend school every day unless we are very poorly
- Try to arrive at school on time every day
- Understand that attending school on time every day is important so we do not miss important learning
- Understand we should be in class as soon as possible at the beginning of the day, at the end of break and lunchtime and be ready to learn

### Behaviour outside school at Holy Family

We are all ambassadors of our school. At Holy Family we:

- Understand when we are wearing your school uniform we represent the school community and must always behave responsibly and respectfully

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- Understand that we should be considerate of other people arriving and leaving school
- Understand that being considerate means thinking about other people's needs, wishes and feelings