



# **Merry Hill Infants and Nursery School**

A Happy Face, A Learning Place, A Growing Space

**Behaviour Curriculum September 2025**

## Contents

Rationale

The Merry Hill Way

Online Safety

The Merry Hill Way in the EYFS

The Merry Hill Way in KS1

Explicit teaching of The Merry Hill Way half termly plans

- Team Points
- PSHE Jigsaw coverage
- Assemblies
- Online safety coverage

Monitoring and Assessment

## Rationale for a Behaviour Curriculum

Recent government guidance has emphasised the need for schools to develop a behaviour curriculum. There is an inseparable link between teaching and learning and behaviour. To help children and young people succeed we believe that we, as educators, must *teach* rather than *tell*. As a result, our 'Behaviour Curriculum' goes beyond the behaviour policy, it identifies the behaviour and skills we expect each child to master at each age and stage. This curriculum defines each skill and how it can be taught, including the methodology for monitoring and recognising progress. Where there are identified gaps planned interventions will be used to close these gaps; these interventions will be age and stage appropriate.

### Behaviour in Schools (DfE, September 2022)

The non-statutory government guidance published in September 2022 states:

*Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place (Behaviour in Schools 2022, p5)*

*This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited (Behaviour in Schools 2022, p10).*

**We value pro-social behaviours; therefore, these are to be explicitly taught. This curriculum defines the valued behaviours, the learning objectives, how they can be taught, and the expected points of progress by which developing gaps can be identified.**

### Mental Health and Behaviour in Schools (DfE, November 2018)

This non-statutory advice aims to help schools to support pupils whose mental health problems manifest themselves in behaviour.

Recommendations include:

*Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos (Mental Health and Behaviour in Schools 2018, p6)*

*This can include teaching through curriculum subjects such as relationships education, relationship and sex education, health education or PSHE; counselling; positive classroom management; developing social skills; working with parents/carers; or peer support. (Mental Health and Behaviour in Schools 2018, p9)*

**We believe that promoting good mental health and wellbeing for all pupils enables greater resilience. As a result, our curriculum reflects our approach to mental health and behaviour. This can also be seen through the value and importance we place on high quality learning environments and the broader culture and ethos of our setting.**

### The trainee teacher behavioural toolkit: a summary (DfE, November 2019)

This document is a summary of two projects: the Carter Review of Initial Teacher Training and a subsequent report commissioned to locate the features of successful school cultures and classrooms. It summarises:

*Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils.*

*Behaviour management should be seen as a process, not of merely reacting to misbehaviour when it occurs, but more importantly of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.*

### Mental Health and Wellbeing in Schools Report (Children and Young People's Mental Health Coalition, June 2023)

This report is the result of a year-long inquiry exploring the links between mental health and behaviour and the impact of school behavioural policies on children and young people to understand what can be done to improve the approaches to behaviour and mental health in schools. One of the recommendations made in the report is

*Schools should explore how to integrate mental health and wellbeing within the school curriculum and take steps to embed a whole school approach to mental health and wellbeing, so that it forms a central part of the school culture (Behaviour and Mental Health in Schools Report, p11).*

We support our Behaviour Curriculum with the use of Therapeutic Thinking. This approach ensures that staff are trained to support children whose emotional wellbeing is affecting their engagement with education. Therapeutic Thinking is a philosophy that highlights the importance of consistency and models the teaching needed to create internal discipline leading to behaviour change rather than imposing external discipline resulting in behaviour suppression. It provides a graduated approach, through person-centred analytical tools to explore, consider and understand the causes of poor emotional wellbeing, resulting in adaptations to de-escalate a situation before a crisis occurs.

## The Merry Hill Way

Our Behaviour curriculum is underpinned by 3 core rules – Ready, Respectful, Safe. These rules together with our valued behaviours combine to make “The Merry Hill Way”.

We value:

Inclusion	Responsibility	Resilience	Communication
We welcome everyone	We take ownership	We persevere	We listen and explain

Our Behaviour Curriculum explicitly teaches ‘The Merry Hill Way’ through daily classroom practice, whole-school assemblies, Team Points to reinforce positive learning behaviours, and our Jigsaw PSHE scheme. Online safety is also embedded, teaching children how to behave safely and respectfully in digital spaces.

The curriculum is also implicitly reinforced through adult modelling, consistent high expectations, and our broader school ethos.

In every classroom children will have access to a “Feelings Zone”. Emotional vocabulary will be developed and enhanced through a whole school feeling of the day as this helps children recognise, understand and express their emotions more effectively, supporting overall emotional literacy development. Mindfulness areas are available in all classrooms. They are a place where children can practice mindfulness and relax. Children will be taught how to use the tools in these areas to self-regulate and return to an emotion zone optimum for learning.

### The Merry Hill Way Launch

In September there will be a “The Merry Hill Way’ launch. Each day for the first 2 weeks of term teachers will teach a 30 minute lesson where pupils will learn:

- what it means to be ready in their new classroom
- what it means to be respectful in their new classroom
- what it means to be safe in their new classroom
- what the core rules look like in all aspects of Merry Hill School
- the meaning of inclusion,
- the meaning of responsibility,
- the meaning of resilience
- the meaning of communication
- how each value may present new challenges as they move on to the next stage of their learning journey.

Circle time	Class rule writing	EAD/ Arts/ Drama	Word Aware Approach	Story time
The Merry Hill Way.	What being Ready, Respectful and safe looks like in the:	Create collaborative visual representations of	Learn the meanings of:	Key Texts about:
This is what being <b>ready</b> looks like in my class.	Classroom	inclusion	inclusion	inclusion
This is what being <b>respectful</b> looks like in my class.	Forest	responsibility	responsibility	responsibility
This is what being <b>safe</b> looks like in my class.	Playground	resilience	resilience	resilience
This is what being <b>ready, respectful</b> and <b>safe</b> looks like at Merry Hill School	Dining Room	communication	communication	communication.

Following a school holiday teachers will plan a **relaunch** of The Merry Hill Way recapping the core rules and values and what these look like in practice. This will support children in revising the content of the Behaviour Curriculum covered in the previous half term. Teachers will re-read key texts, check pupils vocabulary retention and revisit being ready, respectful and safe at Merry Hill School.

## Online Safety

Teaching pupils how to be safe online is integral to responsible learning behaviours and taught explicitly through The Purple Mash 2BeSafe computing scheme. The units have been grouped into each of our core rules demonstrating their importance within “The Merry Hill Way.” With online safety and its relevant themes acting as a ‘golden thread’ throughout the curriculum, 2BeSafe sessions will not be limited to being taught solely within a class’s computing lessons. Pupils are explicitly taught what safe and respectful online behaviour looks like, how to report concerns, and how to act with kindness and care in digital spaces. Online safety forms a fundamental part of our child protection and safeguarding measures and we will embed online safe practice at additional opportunities during the school day and throughout our Behaviour Curriculum.

By the end of each year pupils will be able to demonstrate:

Purple Mash 2BeSafe Objectives	<b>Ready:</b> Online relationships (OR 1-7) & Managing online information ( MOI 1-5):	<b>Respectful</b> Self image)and identity( SI 1-3), Online Reputation (ORep 1-3), Copyright and Ownership ( CO 1-4):	<b>Safe</b> Online Bullying (OB 1-3) Privacy and security (PS 1-4), Health, wellbeing and lifestyle (HWL 1)
Reception	<ul style="list-style-type: none"> <li>• I can give examples of how I (might) use technology to communicate with people I know.</li> <li>• I can talk about how to use the internet as a way of finding information online.</li> <li>• I can identify devices I could use to access information on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</li> <li>• I can identify ways that I can put information on the internet.</li> <li>• I know that work I create belongs to me.</li> <li>• I can name my work so that others know it belongs to me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise some ways in which the internet can be used to communicate.</li> <li>• I can describe ways that some people can be unkind online.</li> <li>• I can offer examples of how this can make others feel.</li> <li>• I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>• I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</li> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• I can give examples of when I should ask permission to do something online and explain why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>• If something happens that makes me feel sad, worried, uncomfortable or frightened I</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how to behave online in ways that do not upset others and can give examples.</li> <li>• I can explain that passwords are used to protect information, accounts and devices. I</li> </ul>

	<ul style="list-style-type: none"> <li>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li> <li>I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> <li>I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).</li> <li>I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</li> </ul>	<p>can give examples of when and how to speak to an adult I can trust and how they can help.</p> <ul style="list-style-type: none"> <li>I can recognise that information can stay online and could be copied.</li> <li>I can describe what information I should not put online without asking a trusted adult first.</li> <li>I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.</li> </ul>	<p>can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <ul style="list-style-type: none"> <li>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li> <li>I can explain rules to keep myself safe when using technology both in and beyond the home.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</li> <li>I can explain who I should ask before sharing things about myself or others online.</li> <li>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</li> <li>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</li> <li>I can identify who can help me if something happens online without my consent.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how other people may look and act differently online and offline.</li> <li>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</li> <li>I can explain how information put online about someone can last for a long time.</li> <li>I can describe how anyone's online information could be seen by others.</li> <li>I know who to talk to if something has been put online without consent or if it is incorrect.</li> <li>I can recognise that content on the internet may belong to other people</li> <li>I can describe why other people's work belongs to them.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</li> <li>I can explain why anyone who experiences bullying is not to blame.</li> <li>I can talk about how anyone experiencing bullying can get help.</li> <li>I can explain how passwords can be used to protect information, accounts and devices.</li> <li>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</li> <li>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</li> <li>I can explain how some people may have devices in their homes connected to the</li> </ul>

	<ul style="list-style-type: none"> <li>• I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li> <li>• I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</li> <li>• I can use simple keywords in search engines.</li> <li>• I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>• I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</li> <li>• I can explain why some information I find online may not be real or true.</li> </ul>	<ul style="list-style-type: none"> <li>internet and give examples (e.g. lights, fridges, toys, televisions).</li> <li>• I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.</li> </ul>
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Teaching The Merry Hill Way in the Early Years Foundation Stage (EYFS).

On starting in Nursery and Reception the first half term of school has a focus upon the EYFS Prime Areas of Personal, social, Emotional Development and Communication and Language. Children are supported early on to build relationships with peers and staff and in communicating how they are feeling and what they need. These Prime areas continue to underpin all learning throughout the EYFS and provide a firm foundation for building pro-social behaviours.

By the end of each phase of the EYFS pupils will be able to demonstrate:

PSED ELGs	Inclusive	Responsible	Resilient	Communicative
<b>Nursery Birth to 5 range 5</b>	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in Positive Relationships	Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences
<b>Reception ELG PSED</b>	Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Explain the reasons for rules, know right from wrong and try to behave accordingly	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Teaching The Merry Hill Way in Key Stage One.

As part of our transition work for children when moving to a new year group and class, we spend the first half term focusing on PSHE. Children are supported to settle into their new routines and to know and understand expectations first. The Behaviour Curriculum is a consistent approach that provides children with stability and familiarity when navigating a number of changes as The Merry Hill Way remains the same. Following an intensive PSED focus the impact is evident in improved learning behaviours when explicit curriculum teaching begins.

By the end of KS1 children will be able to demonstrate:

<b>Jigsaw PSHE curriculum</b>	<b>Inclusive</b>	<b>Responsible</b>	<b>Resilient</b>	<b>Communicative</b>
<b>Age 5-6</b>	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. Know that people are unique and that it is OK to be different	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy Understand that their choices have consequences	I can explain how I feel when I am successful and how this can be celebrated positively. I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. Know that tackling a challenge can stretch their learning	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.
<b>Age 6-7</b>	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. Be able to work co-operatively Know it is good to be yourself	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices and can express why some choices are better than others. Know about rewards and consequences and that these stem from choices	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. Know how to recognise what working together well looks like Know that it is important to persevere	I can explain why my behaviour can impact on other people in my class. Know that it is important to listen to other people

Explicit Teaching of The Merry Hill Way

Autumn 1	Year	Online Safety	Team Points/ learning behaviours	Jigsaw	Assembly – introduction of the core values
Week 1 <b>Ready</b> <i>We are Inclusive</i>	EYFS		We face the person speaking	I understand how it feels to belong and that we are similar and different	<b>Inclusion/ Ready</b> – Introduce what Inclusion means for the pupils of MHS <i>BV Rule of Law.</i> <b>Singing:</b> My body is awesome (Sing up) The Clock Song
	KS1		We listen to the person speaking	I can identify some hopes and fears for this year	
Week 2 <b>Respect</b> <i>We are good communicators</i>	EYFS		We follow adult direction	I understand and recognise different emotions and how they can be expressed	<b>Inclusion/ Respect</b> -Celebrations including Holidays (Rabbi visit?) <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Count your blessings Living in Harmony
	KS1	Y1 SI 1 Y2 SI 1	We act on adult instructions immediately	I understand the rights and responsibilities as a member of my class and the importance of making contributions	
Week 3 <b>Safe</b> <i>We are responsible</i>	EYFS	R SI 1	We walk in the classroom	I enjoy working together and consider other people's feelings	<b>Responsibility / Safe</b> – Introduce what responsibility means for the pupils of MHS <i>BV Rule of Law.</i> <b>Singing:</b> Together Apples and Honey (Rosh Hashana) <i>BV Tolerance of different faiths and beliefs.</i>
	KS1	Y1 SI 2 Y2 SI 2	We move sensibly around the school	I understand the rights and responsibilities for being a member of my class	
Week 4 <b>Ready</b> <i>We are responsible</i>	EYFS	R OR 1	We sit still and face speaker during adult led sessions	I can use gentle hands and understand that it is good to be kind to people	<b>Communication/ Ready</b> – Introduce what Communication means for the pupils of MHS <i>BV Individual Liberty.</i> Harvest <b>Singing:</b> Count your blessings. Combine Harvester
	KS1	Y1 OR 1 Y2 OR 1	We are prepared with the things we need for each lesson	I know my views are valued and I listen to other people and contribute my own ideas about rewards and consequences	
Week 5 <b>Respect</b> <i>We are resilient</i>	EYFS		We indicate when we have something to say	I am starting to understand children's rights and this means we should all be allowed to learn and play	<b>Resilience/ Respect</b> – Black History Month <i>BV Individual Liberty.</i> <b>Singing:</b> Everyday people Hope for a better tomorrow
	KS1	Y1 OR 2 Y2 OR 2	We wait our turn to speak	I understand how to help myself and others learn	
Week 6 <b>Safe</b>	EYFS	R OR 2	We know who to ask for help when we need it	I am learning what being responsible means <i>Helping Hand</i>	<b>Responsibility/ Safe</b> - National Re-use day/ Environmental impact

<i>We are good Communicators</i>	KS1	Y1 OR 3 Y2 OR 3	We are confident to ask questions for clarification	I recognise the choices I make and understand the consequences <i>Helping Hand</i>	<i>BV Individual Liberty.</i> <b>Singing:</b> Children's choice – <i>BV Democracy</i>
<b>Autumn 2</b>	<b>Year</b>	<b>Online Safety</b>	<b>Team Points/ learning behaviours</b>	<b>Jigsaw</b>	<b>Assembly</b>
<b>Week 1</b> <b>Respect</b> <i>We are Inclusive</i>	EYFS	R ORep1	We smile and say 'good morning'.	I know how it feels to be proud of something I am good at and understand everyone is good at different things	<b>Respect/ Inclusion</b> - Remembrance Day and the meaning of the poppies.  <i>BV Mutual Respect</i> <b>Singing:</b> Wake Up, Bonfire Night, Hello
	KS1	Y2 OR4	We are welcoming to everyone at Merry Hill	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	
<b>Week 2</b> <b>Ready</b> <i>We are resilient</i>	EYFS	R OB 1	We work together to problem solve one step at a time	I understand that being different makes us all special and unique	<b>Respect/ Resilience</b> – Remembrance Assembly with military representatives from school community  <i>BV Mutual Respect</i> <b>Singing:</b> Waterproofs and wellies (Sing up) Hello
	KS1	Y2 OR5	We learn from attempting challenges in different ways	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	
<b>Week 3</b> <b>Safe</b> <i>We are responsible</i>	EYFS	R OB 2	We look after our own and other's property including tidying school resources	I know we are all different and our families are different but the same in some ways	<b>Safe/ Responsible</b> - Road Safety Week. Visit from Community police officer explaining what we can do to remain safe on the roads.  <i>BV Rule of Law</i> <b>Singing:</b> Days of the Week, Count on me
	KS1	Y1 OR3 Y2 OR6	We take ownership of our words and actions taking pride in our school grounds.	I understand what bullying is and that it is sometimes about difference	
<b>Week 4</b> <b>Respect</b> <i>We are good communicators</i>	EYFS		We answer questions.	I can tell you there are lots of different homes and why I think my home is special to me	<b>Ready/ Inclusion</b> – Advent. Visit from a representative from the Church – Watford Hope Trust?  <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Midnight, 12 days of Christmas
	KS1	Y1 OR4 Y2 OR7	We join in with a conversation by responding to what has been said.	I can recognise what is right and wrong and know how to look after myself and know who to talk to if I am feeling unhappy	
<b>Week 5</b> <b>Respect</b> <i>We take responsibility</i>	EYFS	HWL 1	We are <b>ready, respectful</b> and <b>safe</b> in our classroom	I can tell you how to be a kind friend and how to make new ones	<b>Respect/ inclusion</b> - Hannukah. Visit from parents who celebrate the festival.  <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Jingle Bells, We wish you a Merry Christmas
	KS1	Y1 ORep1 Y2 ORep1	We are <b>ready, respectful</b> and <b>safe</b> around school.	I understand that it is OK to be different from other people and to be friends with them	
<b>Week 6</b> <b>Safe</b>	EYFS		We are <b>inclusive, responsible, resilient</b> and <b>communicative</b> in our classroom	I know which words to use to stand up for myself when someone says or does something unkind	<b>Respect/ inclusion</b> – Christmas. Assembly to discuss the meaning of giving and receiving gifts at this time of year.

<i>We take responsibility</i>	KS1  Y2 ORep2	Y1 ORep2  Y2 ORep2	We are <b>inclusive, responsible, resilient</b> and <b>communicative</b> in our school	I can tell you some ways I am different from my friends	<i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Simple Gifts & Children's choice <i>BV Democracy</i>
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<b>Spring 1</b>	<b>Year</b>	<b>Online Safety</b>	<b>Team Points/ learning behaviours</b>	<b>Jigsaw</b>	<b>Assembly</b>
<b>Week 1</b> <b>Ready</b> <i>We take responsibility</i>	EYFS		We watch and listen carefully and know what to do.	I understand that if I persevere, I can tackle challenges	<b>Ready/ Resilience</b> – setting New Year Resolutions <i>BV Individual Liberty.</i> <b>Singing:</b> The Orange Song
	KS1	Y2 OREP3	We are attentive and act on what we have heard.	I can choose a realistic goal and think about how to achieve it	
<b>Week 2</b> <b>Respectful</b> <i>We are responsible</i>	EYFS	R PS 1	We watch and wait until it's our turn to use resources	I can tell you about a time I didn't give up until I achieved my goal and keep trying until I can do something	<b>Respect/ Inclusion</b> - World Religions Day <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> You got a friend in me
	KS1		We are patient with one another and we wait to use school property	I can set a goal and carry on trying (persevering) even when I find tasks difficult	
<b>Week 3</b> <b>Safe/ready</b> <i>We are responsible</i>	EYFS		We line up sensibly and keep our place in the line.	I can set a goal and work towards it	<b>Safe/ Communication</b> - National Hug Day – importance of asking for permission first/ NSPCC? <i>BV Rule of Law.</i> <b>Singing:</b> Oleo
	KS1	Y1 OB 1  Y2 OB 1	We are courteous to one another and of school property	I can recognise who I work well with and who it is more difficult for me to work with	
<b>Week 4</b> <b>Respectful</b> <i>We are inclusive</i>	EYFS		We share and help one another	I can use kind words to encourage people	<b>Respect/ Inclusion</b> - Winter Olympics <i>BV mutual respect.</i> <b>Singing:</b> Gerry's Song
	KS1	Y2 OB 2	We cooperate in work and play reaching compromises	I can work well in a group to create an end product and know a challenge will stretch my learning	
<b>Week 5</b> <b>Safe</b> <i>We take responsibility</i>	EYFS		We use quiet voices in the classroom at all times	I understand the link between what I learn now and the job I might like to do when I'm older	<b>Safe/ Responsible</b> - Safer Internet Day <i>BV Rule of Law.</i> <b>Singing:</b> Eye of the Tiger, pancakes
	KS1		We are relaxed and calm at busy times such as when walking in from the playground	I can explain some of the ways I worked well in my group to create the end product and the obstacles we overcame	
<b>Week 6</b> <b>Safe</b> <i>We take responsibility</i>	EYFS		We check others are OK.	I can say how I feel when I achieve a goal and know what it means to feel proud	<b>Safe/ Resilience</b> - Mental Health week <i>BV Individual Liberty.</i> <b>Singing:</b> Children's Choice <i>BV Democracy</i>
	KS1	Y2 OB 3	We show consideration for others' wellbeing.	I know how to share success with other people and can share how I feel about it	

Spring 2	Year	Online Safety	Team Points/ learning behaviours	Jigsaw	Assembly
Week 1 <b>Respectful</b> <i>We are good communicators</i>	EYFS		We say thank you when receiving something	I can name some parts of my body and understand that I need to exercise to keep my body healthy	<b>Rules/Values</b> - Recap of values and rules and how these look at MH. <i>BV Rule of Law.</i> <b>Singing:</b> Simple Gifts
	KS1	Y1 HWL Y2 HWL	We use good manners when speaking to others	I know what I need to keep my body healthy	
Week 2 <b>Respectful</b> <i>We are good communicators</i>	EYFS		We say please when asking for something	I understand how moving and resting are good for my body and can tell you some of the things I need to be healthy	<b>Respect/ Inclusion</b> - World Book Day. English subject leader to lead. Science Week. Katie to lead. Children to elect/ vote for investigations and participate in decision making <i>BV Democracy</i> <b>Singing:</b> School rules song
	KS1	Y1 PS 1 Y2 PS 1	We hold the door open or wait for someone passing through.	I know how to make healthy choices and can show or tell you what relaxed means knowing some things that make me feel relaxed and some that make me feel stressed	
Week 3 <b>Respectful</b> <i>We are good communicators</i>	EYFS		We wait to speak if someone is speaking	I know which foods are healthy and not so healthy and can make healthy eating choices	<b>Respect/ Inclusion</b> - Science Week. Katie to lead. Children to elect/ vote for investigations and participate in decision making <i>BV Democracy</i> <b>Singing:</b> School Rules Song
	KS1		We do not interrupt when someone is talking and indicate if we wish to speak	I understand how medicines work in my body and how important it is to use them safely. I know germs can cause disease and household products including medicines can be harmful if not used properly	
Week 4 <b>Respectful</b> <i>We are good communicators</i>	EYFS		We say 'excuse me' when someone is in the way	I know how to help myself go to sleep and understand why sleep is good for me	<b>Respect/ Responsibility</b> - Mothers Day – how and why are our mums important <i>BV Mutual Respect</i> <b>Singing:</b> Count on me/ song about mums
	KS1	Y1 PS 2 Y2 PS 2	We say excuse me when we need someone's attention	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I know medicines can help me if I feel poorly.	
Week 5 <b>Respectful, safe</b> <i>We take responsibility</i>	EYFS		We ask before taking something someone else is using	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	<b>Respect/ Inclusion</b> - Eid-al-Fitr – visit from parents/staff to share how they celebrate <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Power in Me
	KS1	Y2 PS 3	We ask permission before doing or taking something that is not part of the routine	I can make some healthy snacks and explain why they are good for my body. I know how to stay safe when crossing the road.	
Week 6 <b>Respectful</b>	EYFS	R PS 2	We recognise the different strengths other people have	I know who my safe adults are and how to stay safe if they are not close by me	<b>Respect/ Inclusion</b> – Easter – Visit from a representative of the church

<i>We are inclusive</i>	KS1  Y2 PS 4	Y1 PS 3  Y2 PS 4	We pay compliments acknowledging the strengths and differences of others	I understand which foods to eat to give my body energy and can identify ways to keep it safe and healthy	<i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Hot Cross Buns
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<b>Summer 1</b>	<b>Year</b>	<b>Online Safety</b>	<b>Team Points/ learning behaviours</b>	<b>Jigsaw</b>	<b>Assembly</b>
<b>Week 1 Ready</b> <i>We take responsibility</i>	EYFS	R CO 1	We greet one another cheerfully	I can identify some of the jobs I do in my family and how I feel like I belong	<b>Respect/ Inclusion</b> – Passover – visit from staff/parents to discuss how they celebrate. <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Wiggle Jiggle
	KS1	Y1 MOI 1  Y2 MOI 1	We enquire how someone is and respond when they ask us how we are.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	
<b>Week 2 Respectful</b> <i>We are good communicators</i>	EYFS		We help each other	I know how to make friends to stop myself from feeling lonely	<b>Respect</b> - Earth Day – what does this mean and what can we do to preserve the planet. OR PANTS NSPCC <i>BV Mutual Respect.</i> <b>Singing:</b> Build it High
	KS1	Y2 MOI 2	We help others when we notice they are finding something hard	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	
<b>Week 3 Safe/ready</b> <i>We are responsible</i>	EYFS		We ask for a turn with something someone else has	I can tell you some of the things I like about my friends and think of ways to solve problems and stay friends with them	<b>Resilience</b> – Trying our best and highlights of the year so far. <i>BV Individual Liberty.</i> <b>Singing:</b> Build it High
	KS1	Y2 MOI 3	We request a turn with something someone else has and show patience whilst waiting	I can identify some of the things that cause conflict with my friends	
<b>Week 4 Respectful</b> <i>We are good communicators</i>	EYFS		We are confident to ask for help when needed	I am starting to understand the impact of unkind words and know what to say and do if someone is mean to me	<b>Communication</b> - Laughter Day –emotional literacy and why it is important to feel happy and help others to feel happy too. <i>BV Mutual Respect</i> <b>Singing:</b> Wiggle Jiggle
	KS1	Y1 MOI 2  Y2 MOI 4	We know what we can use to help ourselves and when we need to seek further assistance	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	
<b>Week 5 Safe</b> <i>We take responsibility</i>	EYFS		We ask to join in with others at playtime	I can use Calm Me time to manage my feelings	<b>Ready/ Safe</b> - Walk to school – set the challenge and explain the importance. <i>BV Individual Liberty.</i> <b>Singing:</b> Power in me
	KS1	Y1 MOI 3	We allow others' to join in our play and take their ideas into consideration.	I recognise and appreciate people who can help me in my family, my school and my community	

Week 6 <b>Respect</b> <i>We are inclusive</i>	EYFS		We notice things our friends are good at.	I know how to work together and be a good friend	<b>Respect/ Inclusion</b> - Eid Ul Adha - visit from parents/staff to share how they celebrate <i>BV Tolerance of different faiths and beliefs.</i> <b>Singing:</b> Build it High
	KS1	Y1 CO1  Y2 MOI 5	We praise others for doing well	I can express my appreciation for the people in my special relationships	

Summer 2	Year	Online Safety	Team Points/ learning behaviours	Jigsaw	Assembly
Week 1 <b>Respectful</b> <i>We are responsible</i>	EYFS	R CO 2	We speak kindly to our friends	I can name parts of the body and show respect for myself	<b>Respect/ Responsible</b> - World Environment Day – why we have a day to celebrate the environment. <i>BV Individual Liberty.</i> <b>Singing:</b> Heal the world
	KS1	Y1 CO 2	We are respectful treating others how we wish to be treated	I can recognise cycles of life in nature	
Week 2 <b>Safe</b> <i>We take responsibility</i>	EYFS	R MOI 1	We make good choices	I can tell you some things I can do and foods I can eat to be healthy	<b>Safe/ Responsible</b> - Great Big Green Week – how we can have a positive impact on the health of the world <i>BV Individual Liberty.</i> <b>Singing:</b> Recycling song
	KS1		We follow the Merry Hill Way and understand the importance of rules	I can tell you about the natural process of growing from young to old and understand that this is not in my control	
Week 3 <b>Respectful</b> <i>We are good communicators</i>	EYFS		We listen to the views of others	I understand that we all grow from babies to children then into adults	<b>Respect/ Resilience</b> - Fifa World Cup – sports coach to visit <i>BV Mutual Respect.</i> <b>Singing:</b> Football Chant
	KS1	Y1 CO 3  Y2 CO 1	We are tolerant of others, listen to and accept different points of view.	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	
Week 4 <b>Respectful</b> <i>We are inclusive</i>	EYFS	R MOI 2	We are independent	I can express how I feel about moving to Reception/ Year 1 and can talk about changes	<b>Respect/ Responsibility</b> - King's Birthday and Fathers' Day and why we celebrate our fathers. <i>BV Democracy</i> <b>Singing:</b> Song about dads/ National anthem
	KS1	Y1 CO 4  Y2 CO 2	We are confident to make our own choices	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private	
Week 5 <b>Respectful</b> <i>We are inclusive</i>	EYFS		We ask others what they would like to do.	I can talk about my worries and/or the things I am looking forward to about being in Reception/ Year 1	<b>Respect/ Resilience</b> – Wimbledon – historical importance and dedication athletes show. <i>BV Mutual Respect.</i> <b>Singing:</b> New Beginnings
	KS1		We discuss others' ideas and make decisions together	I understand there are different types of touch and can tell you which ones I like and don't like	
Week 6 <b>Ready</b>	EYFS		We are ready for the next school year	I can share my memories of the best bits of this year in Nursery/ Reception	

<b>We are resilient</b>				<b>Respect/ Resilience</b> - The Commonwealth Games – how England and Team GB sit within this. <i>BV Mutual Respect.</i> <b>Singing:</b> New Beginnings
	KS1		We are ready for the next school year	I can identify what I am looking forward to when I move to my next class and changes that have happened in my life

### Monitoring and Assessment

Delivery of The Merry Hill Way will be consistently monitored informally through day-to-day practice and observation of learning behaviours such as pupil conduct in different school environments

Within the school monitoring cycle SLT will formally monitor through:

- Half termly analysis of CPOMs logs,
- Medium and short term planning,
- Lesson observations and drop ins,
- Questionnaires to ascertain staff and pupil voice.

We will Assess the implementation and impact of 'The Merry Hill Way' on staff, pupils and the community.

We will assess the following:

- *Consistency:* Are expectations clear and the same across all classes and staff?
- *Understanding:* Do pupils know what is expected and why?
- *Modelling:* Are staff modelling the core values?
- *Reinforcement:* Are children recognised for going over and above and realising high expectations?
- *Impact:* Are behaviour incidents decreasing? Are lessons focused? Are behaviours consistent in all areas of school and with all adults?

Following Assessment we will Review:

- CPD for staff,
- Friday staff briefings celebrating strong practice and reinforce expectations,
- Updating and refining the Behaviour Policy as a working document,
- Staff feedback following each half term,
- Any pupils who require additional to stay on track.

Interventions include: Perfect Playtimes, Block Therapy, PALS, Talkabout, Attention Bucket, Drawing and Talking, Sensory Breaks

This document must be read in conjunction with our:

- Therapeutic behaviour policy
- PSHE policy
- Child protection policy
- Online Safety Policy