**Primary Curriculum Map (Behaviour)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1: An introduction to behaviour theories, classroom management and**  **strategies for low level disruption** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  1 hour lecture    **Session 2**  2 hour seminar | To understand teaching styles and perceptions of behaviour.  To know the government documentation on behaviour in schools  To recognise the basis for supporting children’s behaviour in terms of underpinning theory (Behaviourism and Humanism).  To understand mood management in practice.  To explore the learning climate in relation to structure, setting boundaries and maintaining expectations.  To know techniques that develop rapport, relationships and resilience. | 1.1, 4.1, 7.1, 7.4, 7.6 | 7b, 7f, 7g, 7l, 7p | BENNETT, T., 2016. *Developing behaviour management content for ITT. Available from:* [Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-in-schools)  COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>  DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>  DIX, P., 2017. *When the Adults Change, Everything Changes - seismic shifts in school behaviour*. Carmarthen, Wales: Independent Thinking Press.  GLAZZARD, J. and STONES, S., 2021. *Evidence based primary teaching*. London: Sage.  O'REGAN, F., 2021. *Supporting Behaviour in the Classroom*. London: Corwin. | Survey-style quiz on Behaviour strand content  Aspects included in PED1021 strand lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues establish rules, routines and encourage positive, professional relationships with pupils  **Planning and Teaching:**  Observe how expert colleagues plan for and meet the wide range of needs, abilities and backgrounds in their daily teaching and classroom management. Utilise established rules, routines and begin to develop own strategies in both group and whole class teaching activities. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To understand that effective relationships is easier when pupils believe their feelings are understood  To know and reinforce established school and classroom routines.  To respond consistently to pupil behaviour.  To check pupil’s understanding of instructions before a task begins. | 1.4, 1.5, 7.2, 7.5, 8.2, 8.6 | 7b, 7e, 7g, 7j, 7l | DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>  EDUCATION ENDOWMENT FOUNDATION, 2021. Improving Behaviour in Schools Guidance Report. https://educationendowmentfoundation.org.uk/ [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf>  TAYLOR, C., 2011. Charlie Taylor's Behaviour Checklist. *Assets.publishing.service.gov.uk* [online]. | Identify the times when effective behaviour management was the main purpose of an observation. Note the strategies the teacher used, how often they used them and to what effect. note the 3R’s (routines, responses and relationships) and how the teacher anticipates and manages potential behaviour hotspots (e.g., during transitions, nearing the end of the lesson). |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2: Challenging Behaviours** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  2-hour seminar  **Session 2**  1-hour support session on whole class behaviour strategies | To understand what behaviour is and different levels of disruption  To investigate high level disruption in classes and for individuals  To be able to support children to be productive and feel safe in the classroom  To develop strategies to manage challenging behaviours  To be able to apply the ‘PACE’ model as a supportive tool for individuals  To understand the three core needs of belonging, empowerment and fun in the classroom  To know the preventive strategies of vigilance, positive environment, routines, clear communication, engaging lessons and caring, supportive relationship building.  To be able to use responsive strategies such as addressing problems early, starting positive and utilising a hierarchy of consequences. | 1.3, 1.6, 7.1, 7.3, 7.7 | 1c, 5e, 5g, 7b, 7d, 7e, 7g, 7i | BOMBER, L., 2020. *Know Me to Teach Me.* London: Worth Publishing.  ENGEL, G., 1977. The Need for a New Medical Model: A Challenge for Biomedicine. Science. 196 (4286), pp. 129-136.  HASTINGS, R., BAKER, P., GORE, N. and HUGHES, C., 2013. A conceptual framework for understanding why challenging behaviours occur in people with developmental disabilities. International Journal of Positive Behaviour Support [online]. 3 (2).  GORE, N.J., Mc GILL, P., TOOGOOD, S., ALLEN, D., HUGHES, J.C., BAKER, P., HASTINGS, R.P., NOONE, S.J. & DENNE, L.D., 2013. Definition and scope for positive behavioural support. International Journal of Positive Behavioural Support, 3 (2), pp. 14-23  WUBBELS, T., BREKELMANS, M. DEN BROK, P., WIJSMAN, L. MAINHARD, T., and VAN TARTWIJK, J. 2014 Teacher-student relationships and classroom management. In E. EMMER, E. SARBORNIE, C. EVERTSON and C. WEINSTEIN, eds, *Handbook of classroom management: Research, practice and contemporary issues,* New York, Routledge, pp. 363-386 | Survey-style quiz on Behaviour strand content (E.G., use of ABC model and PACE)  Case studies on challenging classes and individuals  Aspects included in PED2025 strand lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Year 2** |
| **Observing:** Observe how expert colleagues implement class-based strategies that meet the needs of all pupils, address inequalities and maintain a supportive, inclusive learning environment  **Planning and Teaching:** Plan and teach lessons/class-based activities that are based around established routines, are well-planned and motivating  **Assessment:** Investigate and evaluate why challenging behaviours happen and how to respond appropriately  **Subject Knowledge:**  Discuss with expert colleagues how to create effective strategies that respond to challenging behaviours and individual needs |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To be able to teach children how to self-regulate and recognise that making mistakes, resilience and perseverance are part of daily routines  To understand that self-perception and self-belief supports behaviour  To be able to establish and reinforce routines, including positive reinforcement, to help create safe and effective learning environments | 1.1, 4.1, 6.6, 7.1, 7.3 | 5g, 7d, 7e, 7g, 7h, 7i, 7o | HELP CHILDREN LIVE BETTER LIVES, 2022. Pace - a therapeutic approach. *Help Children Live Better* [online]. Available from: <https://helpchildrenlivebetter.co.uk/pace-a-therapeutic-approach/>  RIVIERE, H. and EVERED, R., 2016. Using pace in school - Oxfordshire County Council. https://www.oxfordshire.gov.uk/ [online]. Available from: <https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>  ROGERS, B., 2015. *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support.* SAGE: London | Utilise the ABC (antecedent, behaviour, consequence) activity to evaluate challenging behaviours and potential strategies. This will help inform a case study which can be discussed with expert colleagues. |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3: Whole school approaches to behaviour management including anti-bullying** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  2-hour seminar | To review the government documentation on behaviour in schools  To understand the wider professional aspects of behaviour management including working with external agencies, parents/carers, the SENDCo and other adults in school  To know whole school approaches to bullying and how teachers need to establish an ethos to prevent bullying behaviours | 7.1, 7.2, 7.3, 7.5 | 7a, 7c, 7k | ANTI-BULLYING ALLIANCE, 2021. ABA & Our Work. Anti-Bullying Alliance [online]. Available from: <https://anti-bullyingalliance.org.uk/aba-our-work>  DEPARTMENT FOR EDUCATION, 2017. Preventing bullying. GOV.UK [online]. Available from: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  INSTITUTE, E., 2018. Bullying: A review of the evidence - Education Policy Institute. Education Policy Institute [online]. Available from: <https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/>  SMITH, P.K., 2019. *The Psychology of School Bullying*. London: Routledge.  YEAGER, D. and WALTON, G., 2011. Social-Psychological Interventions in Education. Review of Educational Research [online]. 81 (2), pp. 267-301. | Complete an Anti-bullying online course (10 Principles to Reduce Bullying. Additional courses are available.  [Free CPD online training (anti-bullyingalliance.org.uk)](https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training) |

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| **School Based Curriculum – Year 3** |
| **Observing:**  Observe how expert colleagues collaborate in multi-agency working with internal and external colleagues and discuss with them the roles and responsibilities that come with the leadership of key aspects of behavioural support  Observe how expert colleagues instil belief and promote the social and academic potential of all pupils including those with risk factors  **Planning and Teaching:**  Plan a sequence of anti-bullying lessons independently that can be included within the PSHE curriculum/topic-themed week  **Assessment:**  Discuss with experts case studies involving children (past/present) needing to obtain specific school/outside agency support (All information on individuals to remain strictly anonymous). Complete self-reflection/class management RAG rating audit to identify future targets  **Subject Knowledge:**  Discuss and analyse with expert colleagues the role of individual behaviour plans and strategies that the school employs to improve outcomes for pupils at risk. Reflect on the variables that intersect to affect the academic and social outcomes faced by children at risk of bullying behaviours/being bullied |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed.  To know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management.  To engage parents/carers in supporting whole school behaviour strategies  To recognise different types of bullying and implement a variety of strategies to support individuals and the whole class | 1.4, 1.5, 5.7, 7.1, 8.4 | 1e, 5a, 5g, 7m | GOV.UK, 2015. Bullying at school. *GOV.UK* [online]. Available from: <https://www.gov.uk/bullying-at-school/bullying-a-definition>  NATIONAL CHILDREN’S BUREAU, 2015. What works in promoting social and emotional well-being and responding ... *https://schoolswellbeing.org.uk/* [online]. Available from: <https://schoolswellbeing.org.uk/sites/default/files/uploads/attachments/SWP_WhatWorks.pdf>  OFSTED, 2019. HMCI commentary: Managing behaviour research. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/speeches/research-commentary-managing-behaviour>  STRICKLAND, S., 2022 The Behaviour Manual; an Educators Handbook. Woodbridge: John Catt Publications. | Use the self-reflection activity and checklist audit to RAG rate progress with classroom and behaviour management strategies. This will inform strengths and potential areas for development during final placement and within the ECT year. |