



## Oxbridge Behaviour Curriculum:

## What is the Oxbridge Behaviour Curriculum?

Our Oxbridge Behaviour Curriculum centres around life skills. We know that in an ever evolving world we have to ensure that children have the skills that they need to adapt and learn in order to be able to play a part in the society of not only today, but tomorrow. It centres around three questions

1. What traits do we want to see in our Oxbridge children?
2. Knowing their backgrounds what do we need to teach more of?
3. What do we value in education that has been slimmed down or disappeared?

From this we developed our curriculum of

-  Independence
-  Creative thinking
-  Resilience
-  Teamwork
-  Critical thinking
-  Enterprise

As a group of staff we spent time developing and deciding what each of these areas would look like in each year group. It is important to understand that the progression documents are just starting points, as the teacher of that class knows that cohort the best and what they need as a group and as individuals. The long term progression framework gives the basic structure that the teacher then plans from, not all strands feature in all year groups. Each year our overview is

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Independence	Creative Thinking	Resilience and confidence	Teamwork	Critical Thinking	Community and Enterprise

**Autumn One – Independence**

<b>Year Group</b>	<b>Pride</b>	<b>Have a go</b>	<b>Basics</b>	<b>Responsibility</b>
<b>Nursery</b>	Tidy own toys away when finished	Put own coat on and try zippers, buttons before asking for help	Say please and thank you	Put away and collect their own belongings
<b>Reception</b>	Use their initiative in the learning areas i.e. moving resources from one area to another	Have a go at activities rather than waiting for adults to lead these	Be able to order from servers their own desserts without waiting for adult intervention	Be self-sufficient at putting on coats and collecting book bags
<b>Year One</b>	To be able to gather the resources for a task	To be able to complete a simple task unaided and without the need for reassurance	Be able to gather equipment for a task.	Be able to pack own things into their book bag
<b>Year Two</b>	To use resource banks for improvement in works before asking for help	To gather all items needed for a task and begin straight away, then return these items when finished	Able to stick work into their books carefully and straight!	To complete homework and with the aid of parents bring in on time
<b>Year Three</b>	To take responsibility for what they need to bring to school, PE kit etc.	If they encounter a problem to try and self-solve this (i.e. a broken pencil lead)	To be able to tie their own shoelaces.	To take ownership of their homework not 'my mum hasn't done it!'
<b>Year Four</b>	To try anything before giving up. I can't is not used.	To use a range of strategies before asking teacher for help, e.g. peer support	Follow multistep instructions given by teacher without the need to 'double check'	To complete homework on time and ask if unsure before the deadline.
<b>Year Five</b>	To take responsibility and have pride in their own appearance including their work	To identify what I can do independently and set goals of what I would like to achieve independently.	Keep classroom resources ready to use and ensure that they are tidied away afterwards	If homework is a problem ensure that they request support from the teacher prior to marking sessions
<b>Year Six</b>	Tackle open ended tasks and investigations without need for support	Without prompting check edit and improve their own work and that of others.	To manage their own behaviour when no adult is present	To fulfil the school responsibilities and coordinate and run certain school activities without seeking reassurance

### Autumn Two – Creative Thinking

<b>Year Group</b>	<b>An attitude of smart risk taking</b>	<b>Mistakes can be celebrated and learned from, creativity can change things from mistakes</b>	<b>An ability to actively seek out new ideas and experiences</b>	<b>An attitude of positivity towards surprising and unexpected events</b>
<b>Nursery</b>	Provide opportunities to take risks eg with large loose parts- planks, tyres, crates.	Provide opportunities to fail link to characteristic of effective learning	Wow activities without any explanation see where children take them	Break from the 'routines' without prior warning observe which children struggle
<b>Reception</b>	Finding out and exploring	Learning from mistakes Don't give up when things go wrong	Having own ideas and choosing ways to do things	Understanding and following routines and understanding things may change
<b>Year One</b>	Having a go.	Skills and resilience with supporting each other	Self-confidence and listening and communicating their own thoughts	Thinking own thoughts and expressing ideas on these
<b>Year Two</b>	Skills to be brave and confident when doing something new	Identifying own mistakes in order to learn from them in the future.	Independence and creativity, open ended tasks – where will the children take them?	Managing emotions when unsure of something
<b>Year Three</b>	Not always knowing exactly how and when things need to be done but using initiative	Independent completing of improvement time	Thinking outside the box – different uses for the same things.	Managing disappointment and turning it into a positive
<b>Year Four</b>	Not giving up –trying new ways.	Making them fail, what happens to our emotions and how can we deal with this? Debate and discussion.	Listening to others people's ideas, what if they are different to own – compromise	Having tools to deal with different scenarios
<b>Year Five</b>	Not being afraid of getting things wrong, it is part of the road to success	How can doing something 'wrong' become even better?	Working as part of a team for new challenges	Resilience and why it is needed when we make a mistake
<b>Year Six</b>	Preparing from scratch an experience or activity	Exploring famous mistakes / mistake makers who became successful	Debate issues and adapt thinking taking into account different viewpoints particularly when responding to others	Overcoming setbacks and adversity

**Spring One – Resilience and Confidence**

Year	School resilience			Life resilience	Confidence
	Attitude	Working with others	Feelings	Life skills	
<b>Nursery</b>	Having a go at a new activity	Working together to build and create	Using emotion puppets and mirrors to see and show different emotions	Leaving familiar adult and starting Nursery	Beginning to have a go at activities away from familiar adult
<b>Reception</b>	Give something a go before asking for help	Sharing and taking turns	Using words or pictures to express feelings	Having a 'can do' attitude	Beginning to put their hand when sat on the carpet.
<b>Year One</b>	Positive attitude to trying again	Encouraging others to do well	Coping with different feelings and emotions	Thinking of positive steps moving forwards in learning new skills	Saying and acting on their ideas in a group.
<b>Year Two</b>	Trying again for themselves without having to do told to do so	Encouraging others to do well – without needing adult encouragement to do so	Friendship feelings triggers and how to deal with these	Set yourself a goal and keep trying e.g. riding a bike	Having a 'can do' attitude towards tasks. Believe in yourself.
<b>Year Three</b>	Self-motivation and taking the initiative to improve	Not crying when things don't go their way, how do you deal with these emotions	How to cope with different personalities from themselves	To be able to try new things, specifically school swimming	Having the confidence to try out new activities – Problem solving activities in groups.
<b>Year Four</b>	Recognise how them can motivate themselves and others	Using peers for support. Know how to make the steps to take to achieve a goal and do this successfully as part of a group.	Overcoming disappointment-know that reflecting on happy and positive experiences can help counteract disappointment.	Trying again if not succeeding at the first time using different techniques/ methods.	Having the confidence to have a differing opinion.
<b>Year Five</b>	Coping without the T or TA help	Find an alternative if the original way doesn't work and accepting others weaknesses	Coping with disappointment or difficulty	How to cope in situations if you don't have support from home – a backup plan	Having the confidence to present in front of a wider audience, such as the class.
<b>Year Six</b>	SATS and using mistakes to learn from these	Keeping going in longer term challenges or projects	Realising that your first attempt isn't always the last one!	Coping with transition to secondary	Having the confidence to express your opinion when it differs from that of others.

**Spring Two – Teamwork**

<b>Year Group</b>	<b>Playing a part</b>	<b>Ensuring all people are heard</b>	<b>Teamwork for the greater good</b>	<b>When things go wrong</b>
<b>Nursery</b>	With adults support; turn taking	With adult support: listening to each other	With adult support: sharing	With adult support: manage conflict
<b>Reception</b>	Turn taking	Listening to each other	Sharing	Managing conflict
<b>Year One</b>	Taking turns and being fair with turns	Explaining your own ideas, not just what she said	Allowing others to have a role	Evaluating what you have done
<b>Year Two</b>	Playing games together	Listening to others ideas and acting upon them	Sharing roles	Playing games together and how to allow all to join in (being fair)
<b>Year Three</b>	Patience	Working together	Practical ideas	Solving problems between themselves
<b>Year Four</b>	Supporting each other	Talking partners –listening to other children’s opinions and ideas respectfully.	Sharing ideas and resources with each other.	Not blaming each other – resolving issues together.
<b>Year Five</b>	Supporting each other socially and academically	Keeping things fair not just within teams but across teams	Different roles within an effective team – strengths and areas to improve	Sharing solutions not problems
<b>Year Six</b>	Spotting when people are struggling and offering support to ensure an effective efficient team	Organising own projects for the good of all	Working together on performances and concerts, playing to peoples strengths	Solving problems and organising appropriate steps within the issue

**Summer 1 – Critical Thinking**

<b>Year Group</b>	<b>Online safety</b>	<b>Critical thinking within education</b>	<b>Debating and discussing</b>	<b>Thinking for yourself</b>
<b>Nursery</b>	Remember to ask before going on technology	Reflecting on their own actions and words	Catch your answers before speaking, giving thinking time	Don't just follow the crowd Access to the internet
<b>Reception</b>	Know how we use the internet and stay safe online	Reflecting their own and other people's views-on how they made others feel – good and bad	Sharing information and taking turns – no interrupting Using technology	Choose what to do for yourself Use technology
<b>Year One</b>	What is online, which parts are real and which parts are not	Can you tell me why you think that way, what reason do you have –Learn ways to communicate.	Listening to others points of view politely	Use thinking time before making a decision
<b>Year Two</b>	What things should I share online? On line identity	Checking things out and knowing what to do if they are unsure. Recognising that people sometimes behave differently on line.	Understanding that others may see things in a different way. More views and opinions than their own. Think for themselves and not just follow the lead.	Know what to do if make a mistake
<b>Year Three</b>	Know what things should/shouldn't be shared online Why do we have passwords and who should we give them to? What do I do if I see something online I shouldn't	Learn how to negotiate in difficult situations	Be careful what is written and said on line. Is it acceptable to believe different things? How can we agree or disagree politely	Screen time-negative impact of technology.

<b>Year Four</b>	Know some places online may be dangerous	Recognise how friendships change and role of social media.	Not speaking over each other, listening to other people's points of view	Be aware of technology distractions.
<b>Year Five</b>	Confidentiality of own information and validating information given by others including from web sites. Stranger danger	The power of the internet-rights and responsibilities.	Acceptable messages and ways to debate, actions having consequences	Ways to manage technology, health and well-being.
<b>Year Six</b>	Know how to ensure privacy settings.	Use search engines and understand influences including paid results.	Understand stereotypes- Seeing things from all sides, putting yourself in other people's shoes and being self-reflective	Ways to use technology safely. How can you find out about safety with new devices?



### **Summer Two – Enterprise and the Community**

The children will work together to produce something, based around a theme, that they can then sell on to raise funds for the schools chosen charity. This half term will utilise all of the character development that children have been part of in previous years. The key characteristics for this half term are

- Participation within groups
- Each group will be given £20 that they have to grow
- Funds will go towards the charity of the year
- Each of the year groups will produce something around a topic
- A whole school event will take place at the end as a celebration