



Personal Development Policy

including
Spiritual, Moral, Social and Cultural
(SMSC) development
and
Fundamental British Values

Reviewed: June 2026
Next Review: June 2027

Our aims

At Chestnut Lane School we are committed to promoting all children's personal development across all areas of the curriculum, and wider school life, this includes extending beyond the academic.

Our well embedded Characteristics of Effective Learning (see Appendix 1) throughout the school ensure that we develop learners who are passionate, take ownership of their learning and are proud of their achievements. Our vision is to provide an excellent educational foundation that inspires curiosity, creativity, confidence and a love of learning.

Our school values are integral to our aims. Throughout their time at Chestnut Lane School, and beyond, the children will develop respect, kindness, resilience, independence and responsibility (see Appendix 2).

Our focus on the children's personal development also promotes fundamental British values through spiritual, moral, social and cultural (SMSC) development. These in turn will prepare our learners for future success and participation in modern society. The children will grow through having a voice, making choices, forming opinions and accepting personal responsibility. They will want to be honest, listen, value everybody as individuals and show respect at all times.

Definitions and Implementation

Personal Development

Our promotion of the children's personal development will:

- Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. See [Equalities and Cohesion Policy & Development Plan](#).
- Promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. See [SEND Policy](#).
- Develop pupils' character, which can be defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society. See [Teaching, Learning & Curriculum Policy](#).
- Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. See [PSHE & RSHE Policy](#).
- Enable pupils to recognise online and offline risks to their wellbeing. See [Pupils' E-Safety Code of Conduct](#).
- Enable pupils to recognise the dangers of inappropriate use of mobile technology and social media (as age appropriate).
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.
- Develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships education.
- Support readiness for the next phase of education, so that pupils are equipped to make the transition successfully.



Chestnut Lane School's 7 Features of Effective Practice

1 The best for every child

Equal opportunities

- Personalised and differentiated experiences & teaching
- Characteristics celebrated and shared
- Frequent opportunities and experiences for children to develop language skills
- Opportunities for children to share personal 'proud' moments - all celebrated

High-quality early education

- Range of teaching and learning strategies used daily
- Lesson studies/intensive teaching/focus tasks allow for small groups teaching
- Highly trained and motivated staff
- Use of expertise across year groups

Closing the gap

- Listening and assessing, then using it to plan
- Interventions and 1:1 support
- Specific time allocated for targeted interventions

Knowing the child

- Allocated time for PP children and relationships built with families
- Emotional 'check-in' with children
- Slower starts (transition) allows more time to listen and get to know children
- Taking time out for children going through difficulties/challenges—walk & talk time to express
- All staff know all children
- Home visits and stay and plays

Inclusion

- Supportive environment
- Knowledge of different SEND needs
- A wide range of resources and strategies used

2 High-quality care

Child centred

- Giving children time to talk—sharing ideas, opinions
- Knowing children's confidence level and tracking wellbeing
- Providing time to build own character/independence
- Understand interests to target motivation
- Planning based around interests
- Child's voice (i.e. opportunities for voting)
- Building on prior experiences

Consistent high-quality care

- Personalised tailored care
- All staff aware of all needs in school
- Interventions

Responsive practitioners

- Flexible and responsive groups—proactive teaching
- Whole school consistency—all staff responsible for all children
- Nurturing care—having time to listen

Understand child development

- Nurture groups (small and focused)
- Clear communication
- Language of choice
- Circle time and assemblies
- Age appropriate strategies and resources
- Small steps for individual progress

Supportive transitions

- Boundaries set throughout class charters
- Transitions supported - gradual build up and working with new teacher
- Support for new families (photobooks)

3 Curriculum (what we want children to learn.)

Top level plan

- Diversity celebrated
- Collaborative learning
- Age appropriate life skills
- Characteristics of effective learning—i.e. Build resilience
- Experiences (Gardening/nature morning)
- Timetable reflective of cohorts needs (i.e. cooking for S&L)
- Opportunities to explore

Language and communication

- Current events reflected and responsive to outside world (Newsbites/discuss current affairs)
- Encourage sharing with peers
- Speaking opportunities priority in range of ways
- School council/Eco committee
- Learning in all areas (garden, shared spaces etc)

Ambitious and sequenced

- Build up skills in lessons (role play, fine motor, story writing)
- Open ended curriculum -(HOT tasks, trial and error)
- Plan based on interests/assessments
- Plans are sequenced (learn and apply)

Child's interests and flexibility

- Outdoor learning priority
- Individual interest in topics, flexible
- Driven by children's interests

Depth and breadth

- Use of staff and parents expertise across year groups
- Workshops
- Clubs

Child development

- Feel confident to learn
- Tailored to individual needs
- Built in time for managing emotions, personal skills, social

4 Pedagogy (helping children to learn.)

Supporting learning

- Inclusive and respectful environment
- Opportunities for all learners
- Catering to different ways of learning
- Values celebrated through characteristics
- Children have to feel happy and safe
- Respectful relationships

Range of strategies

- Hands on/active lessons
- Workshops/external visitors
- Whole school topics
- Wide range of resources for children to access
- Trips
- Resources for independence (word banks, sound mats)
- Various strategies used in teaching (ICT, physical resources)
- Encouraging questioning
- Modelling
- Quality interactions

Enabling environments

- Classroom layout for children needs (i.e. sensory corner, calm corner, quiet station)
- Rotating interactive displays
- Indoor and outdoor learning environment equally important
- High quality resources

Balanced approaches

- Assemblies include PSED/RHE
- Mix of child led/adult directed teaching
- Both guided and independent opportunities available
- Flexible approach—adapted to children needs

Collaboration

- Time for children to talk
- Opportunities for children to learn together
- Staff and parent expertise's built into learning

5 Assessment (checking what children have learnt)

Know the children well

- Capturing observations (photos, sticky labels)
- Tracking wellbeing
- Responding to children needs

Clear intentions

- Children taught strategies to develop independence
- Give children time to show what they can do

Child development

- Skills (CoEL) development a priority
- Acknowledging and building on previous learning
- Personalising assessments

Early identification

- Baseline and impact intervention assessments
- Speech and language supported
- SEND identified early
- Liaison with outside agencies

Gather relevant information

- Children's self assessment
- Benchmarking readers
- Independent mornings to show application
- SATs and phonics screening (use of statutory information)

High quality interactions

- Quality time with children to get to know the child
- Questioning
- Developing relationships

6 Self-regulation and executive function

Focus and attention

- Children taking ownership/responsibility
- Consistent behaviour policy and whole school expectation
- Different approaches/teaching strategies
- Use interests to make personal

Self regulation

- Zones of regulation taught to help children identify emotions/feelings
- Whole school resources such as 'colour monster'
- Charters/behaviour charts to reinforce school rules
- Quiet zone/Calm corner

Language development

- Show and tell - celebrating sharing
- Regular opportunities to share

Retaining information

- Interventions throughout key stages (including memory support)
- One to one support
- Application in different contexts

Wellbeing

- Wellbeing sessions and PSHE lessons
- Growth mindset—it's ok to make mistakes
- Dancing/music for confidence and wellbeing
- Team sports (girls football)
- Painting/art creative (mindfulness) sessions
- Wellbeing library with resources

7 Partnership with parents

Relationships

- Communication book/logs with space for questions/comments
- Greet at gate—time to chat
- Events throughout the year (i.e. sports day)
- Read-ins weekly
- Transition videos for new starters
- Stay and plays with parents for nursery
- Parent tours
- Parent helpers

Communication

- Topic meetings to explain current learning and key approaches (i.e. CoEL)
- Parents evenings and looking at books termly
- Tapestry - sharing learning in EY
- Newsletters
- Listening to parents and sharing with relevant staff

Support

- Information evenings
- Videos during lockdown
- School website with resources (including previous workshops)
- SEND annual reviews and meetings with SENCO
- Signposting to external support
- Activities to encourage parents to talk to child
- Newsletter signposts wellbeing support

Understanding families

- Nursery home visits, building relationships
- Questionnaires sent home when necessary
- Open door policy to encourage open communication

Linking 7 Features of Effective Practice to Personal Development

1. The best for every child
- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. - Pupils are prepared for life in modern Britain, and understand how to be responsible, respectful, active citizens that contribute positively to society.
2. High-quality care
- There is high-quality pastoral support within the school. - Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships education. - Supporting readiness for the next phase of education so that pupils are equipped to make the transition successfully.
3. The curriculum: what we want children to learn
- A curriculum which extends beyond the academic, providing for pupils' broader development, enabling them to develop and discover their interests and talents. - The curriculum and wider work of the school supports pupils to be confident, resilient and independent. - The range, quality and take-up of extra-curricular activities.
4. Pedagogy: helping children to learn
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. - Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. - Promoting British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature.
5. Assessment: checking what children have learnt
- Through the quality of debate and discussions that pupils have, where appropriate. - Identifying how well learners understand protected characteristics; how equality is promoted, and diversity is celebrated. - Recognising the impact of curriculum subjects such as citizenship, RE, personal, social, health and economic education (PSHE), and relationships and health education (RHE), contribute to pupils' personal development.
6. Self-regulation and executive function
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. - Developing pupils' character, giving them qualities they need to flourish in society, through the education that the school provides. - Enabling pupils to recognise online and offline risks to their wellbeing & enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.
7. Partnership with parents
- At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. - Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this.

Spiritual, Moral, Social, Cultural (SMSC) Development

Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC Across Subjects

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Maths	• Links to real life • Questioning why things are the way they are • Developing reasoning skills • Higher order thinking tasks • 'Awe and wonder' of maths: patterns, connections, inspiring life-long learning	• Equal sharing of resources • Teamwork • Problem solving – listening to others & giving opinions • Providing real life contexts • Turn taking when playing games • Voting when handling data and exploring statistics • Mistakes a valuable part of learning	• Stem sentences & culture of oracy • Explaining and justifying findings to others • Collaborative problem solving • Mathematical thinking • Chains of reasoning and making connections • Rehearsing fluency and efficiency with number facts • Providing real life contexts e.g. measure when cooking • National Numeracy Day – maths beyond school	• Mathematical symbols and vocabulary (derived from different cultures) • Currency • Cross cultural patterns – tessellation • Shapes in the real world, with cultural references • Diverse representation within number stories and word problems
English	• Asking questions • Developing an opinion • Linking stories to themselves • Creativity through stories • Shared writing • Beauty of writing / impact of texts	• Stories and discussing morals • Debates and role play • Respecting viewpoints • Writing Workshops: writing for a clear audience and purpose • Having discussions around books • Donating books to charities	• Role play in different contexts & application of stories • Story maps • Tiered vocabulary • 'Helicopter stories' • 'Poetry basket' • 'Story Dough' • Shared reading with sentence stems • 'Publishing' writing • Workshops / competitions • Inviting, accessible book areas / library to read for pleasure	• Diverse stories from different cultures ensuring representation • Fiction and nonfiction to explore the world around them • External library service • Book Week/World Book Day celebrations • Visits from and learning about diverse authors & illustrators

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Science	• Asking own questions • Leading their own investigations • Promoting awe and wonder	• Fairtrade • Fair testing • Food chains • Environmental care • Litter picking/recycling	• Group investigations • Conversations about findings • Workshops / Science Week	• Famous scientists • Climate change • Food production
History	• Own beliefs about historical events and people • Creativity • Past vs future • How events from history are remembered, e.g. Remembrance Sunday	• Learning from historical events, e.g. woman's rights • Respect • Tolerance • Debates	• Impact of historical events • More opportunities for everybody • Equality • Discussing own history • Workshops / Trips • Making comparisons	• Interpretation of historical events • Different historical figures • Wide range of books in the library • Local history • Workshops / Trips
Geography	• Knowledge of others' values and cultures • Environment and landscape • Developing curiosity • How lives differ • Exploring nature – links to wellbeing	• Understanding different countries / cultures • Respecting the environment • Changing surroundings • Environmental Awards • Fundraising • Link with Street Kids Direct: Radio Christmas broadcast	• Social and cultural gatherings • Links to wider community • Supporting foodbanks • Litter picking • Walk to school initiatives	• Flags and their meanings • Cultures in each country • Economics • History and values of countries • Links with other schools

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
PE	- Express themselves through movement and feelings - Creative dance - Making sequences - Communication - Self-challenges - Reflecting on own progress	- Safety - Setting targets - Respecting people in sports - Winning and losing - Understanding rules of a game - Fair playing	- Teamwork - Team games - Communication - Sharing equipment - Tactics - Peer evaluation - Performing - Motor skill interventions - Sports events	- Dance from different cultures - Workshops / Sports events - Adaptation for sports - Athletes from different countries - Promoting equality in sport
PSHE/RHE	- Expressing opinions - Reflecting on who they are - Belonging to different groups - How to show people they care - Lifecycles - Zones of Regulation - Children's Mental Health week	- Consequences - Know right from wrong - Equality for all - Respect for all beliefs - British values - Behaviour management - Class charters - School rules - School values	- Relationships - Working together - Knowing what makes a good friend - Problem solving - Work together to decide and vote - Social skills interventions - Friendship Week / Odd Socks Day - Show & Tell opportunities - Talk Buddies - Footsteps Road Safety Programme	- Celebrating different families - Challenging stereotypes - Celebrating festivals - Celebrating languages - Well done assembly – rewarding and promoting characteristics - School community events
RE	- Exploring questions of meaning, purpose and value - Reflection on own and others' beliefs - Knowledge and respect of different faiths and beliefs	- Religious stories with morals - Right and wrong - British values - Consequences - Giving and listening to different viewpoints	- Sharing and listening to each others' beliefs - Working with each other - Participating in the community - British values	- Learning about different religions - Celebrating festivals from different religions - Donating food, e.g. for Vesak and Harvest - Multicultural days and workshops

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Art/DT	• Use of imagination • Creativity • Justifying • Choosing different mediums • Express themselves in different ways	• Using resources correctly • Looking at art and review / evaluate • Respect for different opinions • Where food comes from • Growing food	• Group art • Discussing art using key language • Shared gallery, e.g. funny face exhibition • Peer evaluations • Joint projects • Workshops / competitions • Cooking	• Art from different cultures • Comparing artists from Britain and the world • Different countries • Different materials • Food from around the world • Different art styles & historical context
Music	• Opportunities to listen to music • How music makes you feel • Links to other subjects • Singing songs linked to topics	• How to use instruments correctly and with care • Respecting interests and viewpoints	• Performing • Collaborative pieces • Singing assembly • Makaton signs in songs	• Music from different cultures • Workshops • Different styles of music • Instruments from around the world
Computing	• Research • Impact of technology on lives • Connecting to the world around you	• Online safety • Advantages and disadvantages of technology • Voting	• Communicating in school and in wider society • Photos • Data collection • Website	• Communicating across the world • Access of devices • Attitudes towards technology
Inclusive Communication (all subjects)	• Widgit symbols to represent faiths, beliefs, feelings and values • Communication Boards for Core Books and topics which address faith/religious clothing and symbols	• Staff lanyards with widgit symbols and school rules • Communication Boards for Core Books which address moral issues	• Communication Boards containing key vocabulary for all foundation subject units • EYFS Communication Boards for areas of provision – inside and outdoors • Use of Makaton symbols where appropriate • Signing to accompany singing	• Communication Boards for Core Books set in different cultures • Dual language Communication Boards to support multilingual learners and their families • Language of the Month – promoted in assemblies and daily opportunities e.g. answering the register

Appendix 1

Characteristics of Effective Learning

Early Years

<i>Playing and Exploring</i>		
<i>Little Miss Curious</i>		<i>Finding out and exploring</i>
<i>Little Miss Wise</i>		<i>Playing with what they know</i>
<i>Mr Brave</i>		<i>Be willing to have a go</i>
<i>Active Learning</i>		
<i>Mr Busy</i>		<i>Being involved and concentrating</i>
<i>Mr Try</i>		<i>Keeping trying</i>
<i>Little Miss Proud</i>		<i>Enjoying achieving what they set out to do</i>
<i>Creative and Critical Thinking</i>		
<i>Little Miss Inventor</i>		<i>Having their own ideas</i>
<i>Little Miss Brainy</i>		<i>Making links</i>
<i>Mr Adventure</i>		<i>Choosing how to do things</i>

Characteristics of Effective Learning

Key Stage 1

<i>'I can' Statements</i>
<u>Engagement</u>
I always show curiosity about learning.
I can consistently make links and connections between my learning and personal experiences.
I can independently challenge my own understanding and show resilience when faced with difficulty.
I push my learning boundaries, challenging myself through taking appropriate risks.
<u>Motivation</u>
I can set my own goals and be proud of my achievements.
I can show high levels of enthusiasm to learn.
I can consistently maintain focus and overcome any distractions.
I can take ownership of my learning journey and make decisions about what to do next.
<u>Creativity & Critical Thinking</u>
I can reflect on my own ideas and justify them to others.
I can use a trial and error approach to solve open-ended tasks creatively. (Thinking outside the box)

Chestnut Lane School Values

Vision: *'To provide an excellent educational foundation that inspires curiosity, creativity, confidence and a love of learning'.*

	Respect	Kindness	Resilience	Independence	Responsibility
Key themes	- For themselves - Towards others (peers and adults) - For the environment - Listening - Equality and diversity - Honesty - Celebrating differences - Fairness - Personal space - Tolerance	- Wellbeing - Connecting - Friendship - Community - Belonging - Sharing - Compassion - Integrity - Look after one another - Helping - Inclusion	- Open/Growth mindset - Enthusiasm - Determination - Motivation - Problem-solving 'Keep on trying' 'Do your best' - Coping strategies	- Confidence - Wellbeing - Ownership - Self-regulation - Self-esteem - Taking pride	- Ownership - Instilling a love of learning - Curiosity - Making links - Forward thinking - Engagement - Creativity - Consequences - Setting goals
Examples in practice at CLS	- Assemblies - Key teaching through all subjects - Circle times to share learning - Opportunities for debates and share different viewpoints - Clubs available for all to join - Books to support key themes - Displays of key themes - Encouraged to ask, answer and listen to questions - Turn taking skills supported through games and activities - Environment projects / awards - School rules	- Core reading books to support kindness / friendship - Teamwork activities - Small group sessions / interventions - Class charters and displays - Kindness celebrated in assemblies - Wellbeing sessions, resources and activities - Whole school activities and community projects - Peer-on-peer support - Friendship Week - PSHE/PSED Lesson	- Characteristics of Learning embedded - Problem solving activities in all subjects - Open-ended tasks - Higher order thinking and reasoning activities - Increased 'wait time' after asking questions to enable responses - Hands-on, practical learning - Wellbeing books and resources to support key themes - Circle time and assemblies - Working W alls: recall & retention - Modelled 'think alouds'	- Opportunities to perform - Self-challenges - Show and Tell – sharing successes - Developing mindful, coping strategies - Zones of regulation - Support systems and accessible resources in classroom - Celebration of independence - High expectations embedded in routines from beginning - Range of grouping strategies - Communication Boards - Classroom tools and stations - Scaffolding and considered LSA support - Self-select weekly library book	- Child-initiated learning - Wide range of "awe and wonder" experiences - Active learning with practical 'hooks' to develop curiosity 'Learning Bricks', 'Why Walls' and Learning Journey displays - Personalised targets and next steps - Reflection activities - Class roles and monitors - Pupil voice - Self-assessment - Talk Buddies - Themed Read-ins
Books	- All Are Welcome - Elmer - Freddie and the Fairy - Luna Loves - Let's Celebrate - Ada Twist Scientist - In Every House on Every Street - The Tin Forest - The Proudest Blue - Just Ask! - Just Like Me - Come Over to My House	- Meesha Makes Friends - Our Class is a Family - The Lion Inside - The Smartest Giant in Town - The Rainbow Fish - Be Kind - Sharing a Shell - The Snail and the Whale - Pumpkin Soup - My Brother Otto and the Birthday Party	- The Koala Who Could - Be Brave Little Penguin - Tilda Tries Again - Jabari Jumps - Iggy Peck Architect - The ABC Factor - Zog - My Beautiful Voice - The Girl Who Never Made Mistakes - The Beautiful Opps - The Most Magnificent Thing	- The Colour Monster - How Do you make a Rainbow? - Giraffes Can't Dance - Ruby's Worry - Paddington - Have You Filled a Bucket Today? - My Body Has a Bubble - Stop! That's Not My Story! - What Makes a Lemur Listen?	- Oh No George - The Dot - The Extraordinary Gardner - Greta and the Giants - Let's Go For a Walk - Ravi's Roar - Look Up! - The Tear Thief