



# CHANTRY COMMUNITY

## PRIMARY SCHOOL

# Personal Development Policy

#### Key Document Details:

|                     |                |                       |                |
|---------------------|----------------|-----------------------|----------------|
| <b>Author:</b>      | Kathryn Duncan | <b>Department:</b>    | Education      |
| <b>Reviewer:</b>    | Claire Doree   | <b>Version No:</b>    | 1              |
| <b>Last Review:</b> | September 2025 | <b>Next Review:</b>   | September 2026 |
| <b>Approver:</b>    | LGB            | <b>Date Ratified:</b> | November 2025  |

# Contents

**P3-Mission Statement**

**P3-Values**

**P4-Statement Of Equality**

**P4-What Is Personal Development?**

**P4-Policy Statement**

**P5-Aims For Pupils (Intent)**

**P5-Early Years Foundation Stage**

**P5-Key Areas Of The Personal Development Policy:**

P5-Relationships

P6-Development Of Character

P6-Citizenship

P7-Fundamental British Values

P7-Physical and Mental Health Education

P7-Wider Opportunities

P8-SMSC

P8-Other Elements

**P9-Inclusion and Equality of Opportunity:**

P9-Additional Needs

**P10-Implementation:**

P10-Approaches to Teaching and Learning

**P10-Role Of Different Stakeholders:**

P10-Role of Beyond The Classroom Lead

P11-Role of Headteacher/PD Lead

P11-Role of Teachers and Support Staff

**P11-Monitoring:**

P11-Measuring The Impact



# Mission Statement

**To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.**

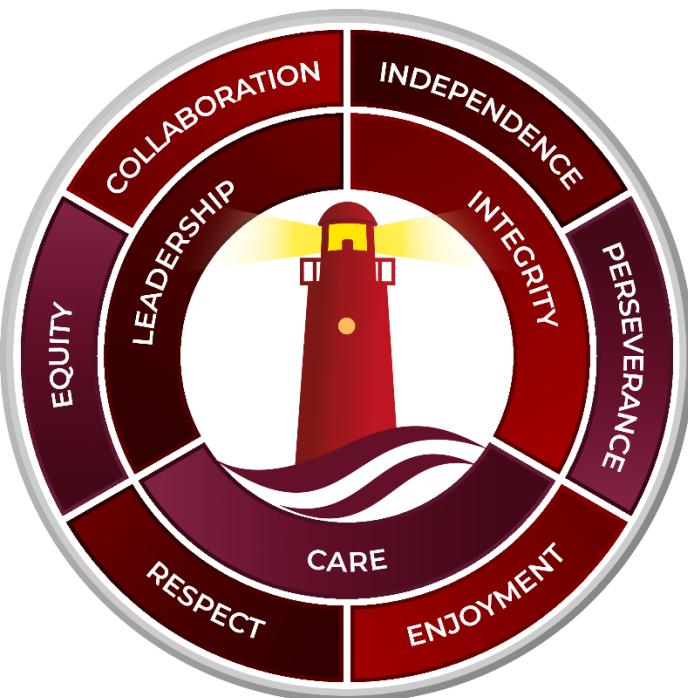
We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term. Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

## Values

The values of Respect, Equity, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at Chantry Community Primary School.



## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## What is Personal Development?

Personal Development (PD) focusses on “preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.”

PD should provide pupils with the knowledge and skills to know how to be safe, how to manage their academic, personal and social lives in a positive way. Ofsted will grade the quality of the school’s work in this area on a 5 point scale.

(RSHE Guidance 2021) PD promotes, adopts and embeds a range of skills that allow pupil to be life-long learners.

The policy overarches and should be read in conjunction with the following:

PSHE Policy  
Relationships, Sex and Health Education (RSHE) Policy  
Safeguarding and Child Protection Policy  
Online Safety Policy  
Anti-bullying Policy  
Equalities Policy  
Science Long Term Planning  
Computing Long Term Planning  
PE Long Term Planning  
PSHCE Long Term Planning  
DfE ‘Keeping Children Safe In Education - 2025’

## Policy Statement

At Chantry Community Primary School, we are committed to developing the whole child through a rich and inclusive Personal Development curriculum. This policy outlines our approach to Personal, Social, Health and Economic (PSHE) education, Relationships, Sex and Health Education (RSHE), Character development, Citizenship, British Values, Spiritual, Moral, Social and Cultural (SMSC) education, and our commitment to inclusion and equality of opportunity.

## Aims For Pupils

- To reach their full potential academically, socially, emotionally, morally and spiritually
- To develop into well-educated, respectful, responsible adults who are comfortable with who they are and have a deep sense of belonging
- To be respectful of others and see difference as something positive
- To be able to make a positive contribution to school life, the wider community and society in general e.g through charity work
- To be happy, safe, confident, resilient and independent and understand how they can achieve these
- To understand what is meant by financial security
- To be model citizens prepared for life in modern Britain
- To develop positive attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- Develop effective interpersonal relationships and develop a caring attitude towards others
- To have a caring attitude towards and responsibility for the environment
- To understand how society works and the laws, rights and responsibilities involved
- To have an understanding of careers education

This will be achieved through a broad and ambitious curriculum that promotes PD alongside academic success.

## Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PSED education is about making connections.

PSED is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as relationship building, dressing, feeding and toileting. Positive experiences are built through daily opportunities, where pupils share and enjoy a range of different activities. Pupils are given the opportunity to engage in social activities, as members of a small group or occasionally during whole class and whole school activities.

## Key Areas of the Personal Development Policy

### Relationships

Healthy respectful relationships are key to a happy and safe existence. Teaching and learning about relationships is taught mainly through our RHE, PSHCE and Online safety programme. We equip pupils with the knowledge to make informed decisions about their relationships. Pupils are provided with accurate information that relates to their needs and supports them with exploring their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. Pupils learn the communication skills necessary to help them take increasing responsibility for their changing relationships as they get older.

## Development Of Character

It is key that pupils have the opportunity to explore and express their character and build the skills they need to be good citizens. As a school, we are signed up to the Character Education initiative – taught, caught, sought.

Through a wide range of curricular and extra-curricular activities, pupils learn to:

Take risks

Behave with courtesy and good manners showing respect at all times

Understand the importance of perseverance and not giving up

Demonstrate positive moral attributes, for example, integrity and a sense of justice

Be confident: they acquire confidence and the ability to make points or arguments clearly and constructively, and listen attentively to the views of others.

Be resilient by developing good coping skills to be able to bounce back from setbacks; (research from the Education Endowment Foundations shows this is associated with greater well-being)

## Citizenship

It is crucial for pupils to develop key knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, build their awareness and understanding of democracy, government and how laws are made and upheld.

*During key stage 1 pupils learn:*

About themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

Learn the basic rules and skills for keeping themselves healthy and safe and for behaving well.

They learn to take some responsibility for themselves and their environment.

Begin to learn about their own and other people's feelings.

As members of a class and school community learn social skills such as how to share, take turns, play, help others, self-regulate, resolve simple arguments and resist bullying.

Begin to learn how to take an active part in the life of the school and the local area.

Learn about money; different forms and sources, how to spend and save money.

Learn the difference between needs and wants.

Learn about money e.g. the different ways people can pay for things. That peoples spending decisions can affect others eg giving to charity.

How to make financially secure decisions.

They are supported in achieving a smooth transition to Key Stage 2.

*During key stage 2 pupils learn:*

About themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

About the wider world and the interdependence of communities within it.

To develop their sense of social justice and moral responsibility and learn to understand that their choices and behaviour can affect local, national or global issues and political and social institutions.

They learn how to take part more fully in school and community activities.

They learn how to make more confident and informed choices about their health and environment.

They learn how to take more responsibility, individually and as a group, for their own learning; and to resist bullying. They are supported in achieving a smooth transition to secondary school.



## Fundamental British values (FBV)

**The DfE states that all schools need to promote the fundamental British values of: Democracy, Respect for the rule of law, Individual liberty, Mutual respect , Tolerance of those of different faiths and beliefs.**

Teaching FBV supports the government aim to create a more cohesive and integrated society, as well a way to protect pupil from extremist ideologies.

### *Pupils learn:*

To accept and engage with the FBV outlined above.

The difference between right and wrong.

To accept responsibility for their behaviour.

That discrimination is wrong and no one should be discriminated against regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

## Physical and Mental Health Education

Physical and mental well-being are equally important in helping pupils to maintain a healthy life style.

### *Mental Well-Being - pupils learn:*

That there is a normal range of emotions in relation to a range of situations and experiences.

How to recognise and talk about their feelings and the feelings of others including the vocabulary required to clearly express themselves.

The ability to judge if what they are feeling is appropriate.

Where to seek support.

### *Physical health -pupils learn:*

The benefits of physical exercise, healthy eating and good quality sleep.

The risk of an inactive lifestyle.

As part of our pastoral support offer, our pastoral lead offers well being sessions in groups or 1:1 for some pupils and additionally for others timetabled play therapy sessions. A referral process is in operation for the allocation of sessions. In some cases, outer school agency support is offered.

## Wider Opportunities

Enrichment experiences (extra –curricular and curricular) are key components for ensuring a high quality PD provision. At Chantry Community Primary School, we expose pupils to a range of wider opportunities that broaden their horizons and facilitate them to discover their true talents and interests. We have a list of experiences we want every child to have experienced before they leave primary school and this is shown clearly in our pupil passports. Pupils will have a chance to access these experiences, both in class as part of our lessons, in special curriculum events and additionally at home.

Opportunities provided for our pupils includes the following:

|                     |   |  |   |
|---------------------|---|--|---|
| Assembly - speakers | Community Engagement<br>General Gordon  | Special themed days/events   | Community Charity Work<br>Care home                       |
| Visits/Visitors     | Sporting opportunities and competitions | Participation in curriculum in the community – art, history (archaeology), music, geography (development of Riverside) | Leadership Opportunities<br><br>Ambassadors, prefects etc |
| Clubs               | Theatre/Cinema Trips                    | Programme of visits to religious places of worship   | Holiday HAF Programme                                     |
| Music classes       | School Garden                           | Calendar of charity days/events  | WOW   |

### Social, Moral, Spiritual and Cultural (SMSC) Development

Essentially, SMSC is about helping our pupils develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society.

**Spiritual development:** Pupils learn about insights, beliefs, attitudes and values which guide and motivate us. They develop a sense of identity, their own self-worth and broader meaning and purpose in life.

**Moral development:** Pupils build awareness and understanding of moral values which control our personal behaviour. They recognise that in a multi-racial, multicultural and multi-faith democracy such as Britain there will always be debate about moral values and these will differ from person to person.

**Social development:** Pupils develop the ability to develop the skills, understanding and personal qualities necessary for living and functioning effectively in our multi-racial, multicultural and multi-faith society and to be able to contribute to that society.

**Cultural development:** Pupils build understanding their own cultural heritage alongside the cultural traditions of the school, the local community, those of the wider British community and the wider world. They will explore these different cultures in order that they are able to understand, accept, respect and celebrate the differences and similarities they discover.

### Other Elements

**Wider safety:** Pupils build skills and knowledge to enable them to be safe at school, at home and within the wider community. They learn e.g. to be road safe, appropriate boundaries in friendship, the concept of privacy and consent, their body belongs to them, appropriate and inappropriate physical contact, uncomfortable adults, how to report feelings of being unsafe/concerns of abuse, where and how to seek advice and support, the language and vocabulary needed to do so.

Economic understanding: Pupils are taught about money, ways of keeping money safe and making sound financial decisions.

Understanding technology and media: Pupils learn e.g. to recognise online and offline risks e.g. fake news and exploitation. The risk of excessive time spent on devices, who to report concerns to, the importance of keeping personal information safe. The impact of social media on mental health.

Social development sessions: All pupils in KS1 & KS2 have dedicated sessions focusing on a key theme linked to social development such as using good manners, using cutlery correctly and zones of regulation to name a few examples.

## **Inclusion and Equality of Opportunity**

Chantry Community Primary School is committed to ensuring that all pupils, regardless of background, ability, gender, ethnicity or faith, have equal access to the Personal Development curriculum. Scaffolding, reasonable adjustments and inclusive teaching strategies are employed to meet diverse needs. We uphold the Equality Act 2010 and actively challenge discrimination and stereotypes.

### Additional Needs

Personal Development is accessible to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of pupils with SEND. The School pays particular attention to the preparing for adulthood outcomes section in the SEND code of practice, when teaching PD to pupils with SEND. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.



# Implementation

## Approaches to Teaching and Learning – Delivery

Teachers may teach objectives that they consider are needed for their specific class, based on social, academic and individual factors. In these lessons teachers will be encouraged to model, teach and allow pupil to practice valuable social skills.

Individual, paired, small group and whole class work will be used appropriately.

PSHCE will also be taught through other activities as part of day-to-day interaction within the school (in and out of the classroom) and in all on- and off-site school activities.

Opportunities will be found within other curriculum areas e.g. links with PE, science, computing and role-play, debate and discussion in English, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.

In the Foundation Stage, PSED is related to the objectives set out in the Development Matters framework matching the aim of developing a child's personal, emotional and social development.

A range of teaching and learning styles are used with an emphasis placed on active learning by the pupil in discussions, Partner Talk, investigations and problem solving activities.

Through pupil ambassador meetings, pupils will be encouraged to play a positive role in contributing to the life of the school and the wider community.

The wider community will be used/involved as and when appropriate either by inviting visitors to the school and/or through school visits.

Assemblies help the pupils experience a sense of belonging and provide opportunities to actively demonstrate that their efforts are valued and additionally, the assembly programme enables formal teaching and modelling of certain areas of the PD curriculum such as values.

Discussion of current events help promote an awareness of how communities work together.

Practical activities that promote active citizenship are encouraged e.g. Charity fundraising, the planning of school special events such as an assembly or open evening, involvement in an activity to help other individuals or groups less fortunate than themselves.

## Role Of Different Stakeholders

### Role Of The Beyond The Classroom Lead:

To ensure that the school provides the best possible opportunities to develop personal development

To share trust expectations around PD with senior staff in the school

To support the school in securing visitors, helping to organize community and charity events and monitoring statutory guidance is adhered to

Reporting to trust senior staff about the impact of personal development at Chantry Community Primary School

Role of The Head Teacher/PD Lead:

To ensure that all statutory and other guidance around PD is implemented and the impact shown

To ensure there is equality of opportunity for all pupils

To work towards the Character Education Mark

Role of Teachers and Support Staff:

To implement the requirements of the PD curriculum

To follow all policies relating and linking with the PD policy (shared above)

To continuously develop character and additionally promote the school values in all school life

## Monitoring

Measuring the Impact

Assessment and Progress in PSHE and RSE

1. Plan for Assessment from the Start

- Define Clear Learning Objectives: Start each lesson or unit with clear, specific learning objectives and outcomes. Ensure these outcomes are observable and measurable, even if informally.
- Establish Success Criteria with Pupils: Involve pupil in defining what "success" looks like for a lesson. For example, for a lesson on managing conflict, success criteria might be "I can use 'I feel' statements" or "I can suggest two ways to solve a problem with a friend."

2. Use Formative Assessment Strategies Throughout Lessons

- Observation: Pay close attention to verbal and non-verbal cues during class discussions, role-plays, and group activities. Are pupil engaged? Are they demonstrating empathy? Are they actively listening? Use these observations to provide immediate feedback or adjust the lesson pace.
- Questioning: Use open-ended, non-judgmental questions to probe understanding and encourage deeper thinking. Avoid questions with simple yes/no answers. Use "wait time" after asking a question to allow all pupils to think.

4. Encourage Assessment as Learning

- Self-Reflection and Peer Assessment: Encourage pupil to reflect on their own learning and behaviour and to provide constructive feedback to their peers. This builds self-awareness and accountability, core areas of PSHE and RSE.
- Scrapbooks : Use class scrapbook where pupil can record their thoughts, feelings, and learning. Revisiting these entries over time helps them (and staff) see their personal growth.

By integrating these assessment strategies, we ensure that assessment in PSHE and RSE is a continuous cycle that informs and improves both teaching and learning outcomes.

In our school, PSHE and RSE, assessment is a vital, ongoing, and dynamic process used primarily for formative purposes (assessment *for* learning) to support teaching and learning, rather than just for summative grading. Progress in PSHE and RSE is primarily assessed through ongoing formative methods, as there are no formal external exams or nationally mandated tests for these subjects. As a school, we know our pupils are progressing well through a combination of qualitative and quantitative evidence:

#### *Ongoing Teacher Assessment and Observation*

Teachers continuously monitor progress during lessons through:

- Class Discussions and Q&A: Teachers assess pupil's understanding of complex topics, their ability to articulate their feelings, and their capacity to show empathy during discussions.
- Role-Play and Scenario Activities: By observing how pupil react in simulated situations (e.g., how to respond to a bully, or what to do if they feel unsafe), teachers can gauge their application of learned skills and knowledge.
- Independent Work and Reflection: Reviewing pupil's written work, drawings, or reflection journals where they express their thoughts and feelings provides evidence of personal growth and understanding of sensitive issues.
- Behavioural Evidence: Observing positive changes in pupil's behaviour, such as improved conflict resolution skills, increased confidence, greater respect for peers from diverse backgrounds, and better self-management of emotions, is a key indicator of progress.

#### *Gathering Pupil Voice and Feedback*

- Surveys and Questionnaires: Anonymised surveys can help gauge pupil's confidence levels in managing different situations, their understanding of key topics (like online safety or healthy relationships), and their overall wellbeing.

- **Subject Leader Discussions:** The school's PSHE leader or senior leadership team hold informal discussions with pupils from different year groups to check their understanding and engagement with the curriculum.

#### *Tracking and Reporting*

- **Parent Consultations and Reports:** Evidence of progress is shared with parents during consultations and in annual reports, providing specific examples of a pupil's personal and social development and their understanding of RSE topics.

By carefully collecting and analysing this range of evidence, we build a comprehensive picture of how well our pupils are progressing in PSHE and RSE and we ensure the curriculum is effective and tailored to the needs of our context.

#### *How We Know Pupils are Progressing?*

We do not use formal, national test scores for PSHE and RSE, but instead we rely on an approach to assessment that focuses on knowledge acquisition, skill development, and changes in attitudes and behaviours:

- **Ongoing Observation:** Teachers make continuous formative judgements by observing pupils during lessons, class discussions, and active learning scenarios. We look for evidence of empathy, turn-taking, conflict resolution, and responsible behaviour both in and outside the classroom.
- **Teacher Questioning and Dialogue:** High-quality dialogue and targeted questioning are used to gauge understanding and critical thinking. This provides immediate insights into how well pupils are grasping complex or sensitive concepts.

#### *Summative Judgements*

- **Attainment Against Learning Outcomes:** At the end of each unit or term, teachers make a summative assessment using defined "I can" statements or descriptors aligned with our curriculum's progression framework. This helps us to assess whether pupils are working at, above, or below age-related expectations.
- **Pupil Work/Evidence:** Although there are no individual workbooks in all cases, we use a class book or digital platforms to collect evidence of learning, such as photos of activities, written reflections, and project outcomes. This provides a body of work that can be scrutinised for progress.

#### *Gathering Qualitative Evidence*

- **Pupil Voice:** We regularly gather feedback through pupil surveys and focus groups to understand their views on a subject.

- Learning is relevant to their lives outside of school. High levels of enthusiasm and engagement are strong indicators of effective learning and so we take an interest in what our pupils do outside school.
- Parental Feedback: We provide information on content through newsletters or workshops. Their feedback on pupils applying skills at home (e.g., demonstrating better behaviour or better communication skills) is invaluable evidence of impact.
- Behavioural Evidence: We monitor the impact of RSE on behaviour through behaviour logs and incident reports (e.g., a reduction in bullying incidents or improved attendance), which often correlates with effective PSHE education.

#### *Monitoring and Evaluation*

- Subject Leader Oversight: Our PSHE and RSE subject leaders along with SLT, monitor the standards of work and quality of teaching through learning walks, lesson observations, and regular discussions with pupil and staff.
- Governor Scrutiny: The governing body receives regular updates at LGB meetings about the effectiveness of the provision, ensuring all pupils make progress in achieving the expected educational outcomes.

By combining these methods, we can confidently know that our pupils are making substantial progress in developing the essential knowledge, skills, and attributes needed to be healthy, safe, and responsible members of society.

- Whole-School Approach: Reinforce PSHE and RSE learning through other subjects, school-wide themes (e.g., Anti-bullying Week, Mental Health Day), and interactions with all staff. This provides continuous reinforcement across various contexts.

The PD curriculum will be regularly reviewed and updated where necessary.