

Cheadle Primary School



SMSC, British Values and Personal Development Policy September 2026



At Cheadle Primary School, we believe that education is about developing the whole child. We nurture aspirational learners, confident communicators, resilient and respectful individuals, healthy advocates and responsible global citizens. Children are encouraged to develop curiosity, a love of learning and pride in their local community and wider world, whilst growing in knowledge, character and confidence.

This SMSC, British Values and Personal Development Policy sits within the school's wider curriculum vision and demonstrates how pupils' personal development is an integral part of the education we provide. Our curriculum promotes pupils' spiritual, moral, social and cultural development alongside their physical health, wellbeing and understanding of the world, ensuring they acquire the knowledge, skills and cultural capital needed for future success.

Please read this policy alongside our curriculum policy, our subject policy and our RSE policy.

SMSC Development

SMSC development is embedded throughout the curriculum and wider life of the school. It is not confined to a particular subject but developed through all that we do and all that children experience. Jigsaw PSHE, Relationships and Health Education, Religious Education and the wider curriculum, alongside assemblies, calm and connect sessions, pupil leadership opportunities, educational visits, Forest School, extra-curricular activities, enrichment experiences and community involvement help develop our whole child. Opportunities to explore safeguarding, online safety, sustainability, diversity, current affairs and local, national and global issues further contribute to pupils' SMSC development.

Spiritual Development

Pupils are encouraged to develop curiosity, imagination and a sense of awe and wonder. They reflect on their own beliefs, values and experiences, explore questions about meaning and purpose, appreciate creativity and the natural world, and develop respect for different faiths, beliefs and perspectives. Spiritual development is promoted through Religious Education, assemblies, literature, the arts, Forest School, outdoor learning and opportunities to discuss significant local, national and global events.

Moral Development

Pupils develop an understanding of right and wrong, fairness, justice and responsibility. They learn to consider the consequences of their actions, recognise different viewpoints, challenge prejudice and discrimination, and demonstrate honesty, empathy and integrity. Moral development is promoted through Jigsaw, Religious Education, English, history, assemblies, safeguarding, behaviour education and discussions about current issues – these are mapped in our oracy progression document.

Social Development

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Resilience Excellence Self-Awareness Positivity Empathy Communication Teamwork



Pupils learn how to participate positively within a community by developing effective communication, teamwork, leadership, empathy and respect for others. They are encouraged to contribute to school life, take responsibility and participate in decision making. Our RESPECT values of Resilience, Excellence, Self-Awareness, Positivity, Empathy, Communication and Teamwork provide a common language for personal development and underpin relationships and learning throughout the school.

Cultural Development

Pupils are supported to value their own heritage whilst developing an appreciation of the diverse cultures, traditions, faiths and communities that make up modern Britain and the wider world. Through our curriculum, diverse reading spine, assemblies, religious education, enrichment activities, cultural celebrations and wider opportunities, pupils learn to appreciate difference, challenge stereotypes and develop a strong sense of belonging.

Personal Development

Personal development at Cheadle Primary School is a planned, progressive and coherent aspect of the curriculum that extends beyond academic achievement and permeates all aspects of school life. Through our curriculum, enrichment programme and wider experiences, pupils develop character, confidence, resilience, independence, emotional literacy, leadership, cultural awareness and an understanding of their responsibilities as local and global citizens.

Our RESPECT values are carefully mapped from EYFS to Year 6, ensuring progressive development over time. These values, alongside our learning behaviours, form part of the everyday language of the school and are consistently referenced in lessons, assemblies, behaviour conversations and wider school experiences. This shared language helps pupils reflect on their actions, build positive relationships and develop the skills and attitudes needed to thrive in modern society.

Jigsaw PSHE

Jigsaw provides the school's structured programme for PSHE and Relationships and Health Education. Through the six themes of Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me, pupils develop the knowledge, understanding and skills required to become healthy, confident and responsible individuals. The programme is adapted to meet the needs of our pupils and local context. Further information can be found within the subject and RSE Policies.

British Values

Cheadle Primary School actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum. Please see appendix 1 to show an example of how British Values are taught during our PSHE lessons. However, British values are part of our common language and are referred to during assemblies, discussions and on displays ensuring they are not contained to a single lesson.

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Pupils experience democracy through pupil leadership elections, pupil voice activities, discussion and debate. They develop an understanding of the rule of law through the school's behaviour systems, safeguarding curriculum, online safety education and discussions around fairness, rights and responsibilities. Individual liberty is promoted by encouraging pupils to make informed choices, pursue interests, develop independence and understand how to keep themselves safe. Mutual respect and tolerance are embedded within school culture and promoted through Jigsaw, Religious Education, assemblies, literature and the wider curriculum, enabling pupils to participate respectfully within a diverse society.

Equality, Diversity and Inclusion

We are committed to promoting equality, diversity and inclusion across all aspects of school life. Pupils are taught to recognise and challenge prejudice, stereotyping and discrimination and to understand that everyone deserves dignity and respect. Through the curriculum and wider opportunities, pupils develop an age-appropriate understanding of the protected characteristics outlined within the Equality Act 2010 and gain an appreciation of the diversity that exists within modern Britain.

Reading, Diversity and Global Awareness

Reading makes a significant contribution to pupils' SMSC and personal development. Our diverse reading spine is based on the principle of "windows and mirrors", enabling pupils both to see themselves reflected in literature and to encounter experiences and perspectives beyond their own.

In Key Stage 2, pupils participate in the FREDs Reading programme, which provides opportunities to explore significant local, national and global issues through high-quality texts and discussion. Themes include equality, disability awareness, autism awareness, deaf awareness, inspirational individuals, environmental sustainability and other contemporary issues. Together, these experiences help pupils develop empathy, cultural awareness, critical thinking and responsible citizenship.

Enrichment, Leadership and Cultural Capital

We believe that personal development is strengthened through meaningful experiences beyond the classroom. Every year group benefits from a carefully planned programme of educational visits, performances, workshops and enrichment experiences designed to broaden horizons and enhance learning.

Pupils are encouraged to take on positions of responsibility through roles such as Children's Leadership Team members, Eco Warriors, Digital Leaders, Wellbeing Warriors, Reading Ambassadors, Prefects, Senior Prefects and House Captains. Many positions involve a democratic election process, allowing pupils to experience leadership, representation and active citizenship first hand.

Our cultural capital programme ensures that all pupils encounter a broad range of experiences linked to arts, culture, heritage, careers, sustainability, community engagement and global citizenship, preparing them for future success and participation in society.

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Safeguarding and Digital Citizenship

Safeguarding is central to personal development. Pupils are taught how to stay safe, maintain healthy relationships, establish appropriate boundaries, seek support when needed and make informed decisions. Through Computing, PSHE, assemblies and safeguarding education, pupils also develop the knowledge and skills required to become responsible digital citizens who use technology safely, respectfully and critically.

Inclusion

Inclusion is at the forefront of our planning and personal development opportunities are designed to be accessible to all pupils. Through high-quality teaching, adaptive practice and appropriate support, we ensure that every child can participate fully whilst maintaining high expectations for all.

The Cheadle Child

By the time pupils leave Cheadle Primary School, they will be resilient, respectful, self-aware and confident individuals who embody our RESPECT values. They will understand their responsibilities as citizens, value diversity, demonstrate empathy towards others and have the confidence to contribute positively to their community and the wider world. They will leave Cheadle equipped with the knowledge, skills, character and cultural capital needed to Aspire, Believe and Achieve.

Roles and Responsibilities

The Governing Board monitors the effectiveness of this policy and holds leaders to account for its implementation.

The Headteacher and Curriculum Lead oversee the strategic development, implementation, monitoring and evaluation of SMSC, British Values and Personal Development provision.

The PSHE coordinator oversees Jigsaw, supports staff and ensures statutory Relationships and Health Education requirements are met.

All staff contribute to pupils' SMSC and personal development through high-quality teaching, positive relationships, modelling the school's RESPECT values and promoting an inclusive and respectful culture.

Monitoring, Assessment and Impact

Personal development is not assessed through numerical outcomes. Instead, teachers evaluate pupils' understanding, participation and application through discussion, observation, pupil voice and everyday interactions.

The effectiveness of this policy is monitored through the school's established curriculum monitoring processes, including learning walks, planning reviews, pupil voice, participation data and leadership evaluation. The key measure of success is the impact on pupils and the extent to which

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they demonstrate the values, attitudes and behaviours that enable them to flourish within school and beyond.

Links with Other Policies

- Curriculum Policy inc. cultural capital overview
- RSHE policy
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding Policy

Appendix 1: Example of mapping of British Values through PSHE curriculum. The full overview is available on request/

Being Me in My World								
Opportunities to promote the British Values in the puzzle: Being Me in My World		F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Democracy	Learning about our rights and responsibilities (UNCRC)	5, 6	2, 3, 6	2	3	3, 6	2, 3	2
	Making a choice or decision					6		3
	Learning about rewards, choices and consequences		5	3, 4	4	4	5	4
	Expressing my viewpoints						6	6
	Listening to, valuing and respecting the views of others	3, 4			6		6	6
Rule of Law	Creating a safe, happy environment to learn	5, 6		3		1, 4	3	5, 6
	Understanding rules and why they are important				3		4	2, 3
	Making positive behavioural choices		5, 6	6	4, 5	1, 4	4	2, 3
	Learning about our responsibilities	6	2, 3	2	5		2	
	Safeguarding and keeping safe	5						
Individual Liberty	Making informed choices			5			4	
	Expressing individual views respectfully		4, 5					
	Welcoming others and creating a positive learning environment			1, 5	1	1, 2		1
	Children's rights (UNCRC)		2, 3, 6	2	3, 5		2, 3	2, 3, 4
	Personal development (SMSC)			1	1		1	1

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Mutual Respect	Developing positive relationships with others (peers and adults)		1, 2	2	1, 2	1		1
	Making and maintaining friendships		2			1		
	Welcoming others and treating others fairly	1	1, 4	1, 2		1, 4	3	2
	Treating others with kindness and respect		4		5	4		1
	Socialising and including others		5		5	2	5	5
	Teamwork and collaborating		5					
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		2, 3	1, 2	1, 3	1	1	1
	Learning about different faiths, cultures and people who are different to me							2
	Listening to and showing respect towards other viewpoints		4		6		1	
	Learning about diversity							2, 3
	Being respectful towards others		3	3, 4	5	1	4, 5	4, 5

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