

Forest Fields Primary and Nursey School



Personal Development Policy

Reviewed	September 2025
Approved by	Governing Board
Signed by	<i>James Verran</i>
Date to be reviewed	September 2026

Intent statement

At Forest Fields Primary and Nursery School, we are committed to developing the whole child. We understand that personal development is just as important as academic success — and that for many of our pupils who speak English as an Additional Language (EAL) or are eligible for Pupil Premium funding, school plays a central role in providing experiences that shape aspirations, character, and confidence.

Aims

We aim to:

- Support children to become confident, resilient, respectful and self-aware individuals.
- Promote inclusion, equality of opportunity, and social mobility through rich personal development opportunities.
- Support pupils to develop their character further, through our focus on developing, emphasizing and recognising the following characteristics: Gratitude, Duty, Personal Responsibility, Provision, Resilience & Respectful Behaviour
- Offer a broad, enriching curriculum that extends well beyond the classroom.
- Build children's cultural capital so they can thrive in life beyond school.

Principles

- Inclusive by Design: Every child, regardless of background, has access to the same high-quality personal development offer.
- Proactive and Responsive: We respond to the evolving needs of our community and world events.
- Equitable Access: Barriers to participation are actively identified and removed.
- Voice and Choice: Pupils contribute to shaping personal development opportunities.

Implementation

Key Areas of Focus

Enrichment and Educational Visits

We believe in learning beyond the classroom. Enrichment trips and visits play a vital role in expanding horizons, connecting learning to real life, and building pupils' confidence in unfamiliar environments.

- *Entitlement for All:* Every child will take part in a variety of trips each year, including visits to museums, libraries, places of worship, theatres, nature reserves, and local heritage sites as well as outside visitors coming into school.
- *Cultural Capital:* Trips are carefully planned to expose children to experiences they may not access at home, such as attending the theatre, walking in nature, or visiting a university. This is promoted through the creation of the 'FF50' (Forest Fields Fifty) Passport. Children take this with them through their school years at Forest Fields and stamp when they have achieved one of the fifty things they will experience before leaving Forest Fields. These encompass 3 areas: 'Nature Navigators'; 'Opportunistic Orators and Performers' and 'Cultural Comprehenders' (See appendix 1).



Nature
Navigators



Opportunistic
Orators and Performers



Cultural
Comprehenders

- *Removing Barriers:* We prioritise trips, visits and visitors at Forest Fields. Costs are therefore subsidised or fully covered for Pupil Premium pupils, ensuring equitable participation. We also access different funding streams and liaise with local businesses, community groups and organisations to access funded enrichment opportunities. This includes local sports organisations, the city-wide partnership programme ChalleNGe Nottingham and universities.
- *Curriculum-Linked:* Each half term, trips and visitors are linked to key curriculum themes and are used to deepen understanding and engagement. (See appendix 2 for the Curriculum Trip document; however this is an evolving document as this may change depending on what enrichment opportunities become available each year.)
- *Language and Access Support:* EAL and SEN pupils are supported with pre-teaching vocabulary, visual aids, and bilingual staff or volunteers where possible.
- *Residentials:* At the end of KS2 pupils have the opportunity to take part in a residential trip to build independence, team skills, and self-belief.



Social, Moral, Spiritual and Cultural (SMSC) Development

- Assemblies, circle times, and PSHE lessons promote empathy, respect, and ethical thinking. (See appendix 3 for the assembly key themes).
- Our Computing curriculum incorporates e-safety lessons as well as supporting the children to recognise the dangers of inappropriate use of mobile technology and social media.
- Opportunities to reflect on moral choices and global issues are embedded across the curriculum.
- Cultural diversity is celebrated through events, curriculum, and themed days. This has included 'Celebrate your Culture' Day where children are invited to dress in traditional clothing to reflect their culture and a 'Languages Day' where children learn a new language and an international visitor spends the week in school sharing their culture and language.
- Our 'family lunches' and inter-age play at breaktimes and lunchtimes allow children to develop their social skills beyond the classroom.
- Selected children who have experienced disadvantage in their lives attend 'Wild Things'. This programme provides unique learning experiences in a safe and inclusive woodland setting, designed to nurture children and young people's emotional wellbeing, social skills and connection to the natural world, helping them build the resilience and self-esteem necessary to meet life's challenges.
- We respond to contextual and evolving needs of our local community, accessing support through local community groups such as the Pythian Club who run tram safety assemblies as well as the local PCSO who conducts the 'Mini Police' programme for our Year 5 and Year 6 pupils.

British Values

- Weekly whole school assembly themes link to British Values.
- Children experience democracy through pupil leadership groups and classroom voting.
- Respect for others is modelled and embedded in all relationships across the school.
- The school's behaviour policy as well as the GDPPRR values (Gratitude, Duty, Provision, Personal responsibility, Respectful behaviour, Resilience) promote the understanding of rules, rights, and responsibilities. (See also Behaviour Policy).

Character and Resilience

- GDPPRR values are taught and praised. Children can be awarded a 'GDPPRR' badge for showing these values consistently.



- Children are encouraged to take on leadership roles as part of the Pupil Leadership Team (e.g., OPAL leaders, School Council, Head Pupils, Writing and Reading Ambassadors).
- The Zones of Regulation is used across school. Children are taught how to recognise and manage their emotions, solve conflicts, and support others.
- Restorative Conversations are central to our Behaviour Policy to support children to repair harm and restore relationships after a conflict or incident, focusing on understanding the impact of actions and finding ways to make amends.
- Each classroom has a Makerspace which encourage children to create, make and mend things, whilst also supporting the development of 21st century transferable skills such as collaboration and critical thinking through nurturing a maker mindset or Maker{Spirit}.



Health and Wellbeing

- Mental health and emotional literacy are a key part of our RSE and PSHE curriculum (using SCARF materials) as well as in our day-to-day practice. We work closely with the MHST (Mental Health Support Team) to provide a range of provision to support children's mental health such as assemblies and workshops for groups and individuals.
- We offer lunchtime clubs to support children's well being such as a nurture club, arts and crafts club, Maker club and gardening club.
- Our Pastoral worker and trained ELSA offer support to individuals and small groups.
- Physical wellbeing is promoted through active OPAL playtimes (Outdoor Play And Learning), the Daily Mile, PE lessons, and a variety of extra-curricula clubs and competitions.



Curriculum

- Our curriculum ensures that children are exposed to meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
- Our curriculum reflects our communities such as our English reading and writing spine which incorporates books that children can view themselves and others in. This also provides genuine opportunities for rich discussions and engaging with views, beliefs and opinions that are different from their own whilst also promoting empathy, respect and tolerance, linking also to the British Values.
- Our Music curriculum is very enriching and provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. A wealth of extra-curricula music opportunities are available such as Music camp, Young Voices, community choir performances, string and drumming lessons and attending the Great Orchestra Experiment at the local Royal Albert Hall.
- We are part of the British Council's International School Award which reflects our ambition to foster an international ethos throughout the school and embed it within the curriculum. For example, across the school, we write Pen Pal letters to children in other countries and are involved in a wide variety of international opportunities such as the 'Donkiloo Laa' project where children learn and swap songs with children in the Gambia as well as the Historical Association where children debate with other children in another country. Through these

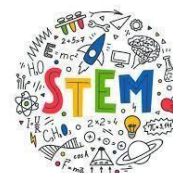
projects, children gain an increased knowledge, awareness and tolerance about other countries, cultures and languages.

Careers and Aspirations



- A focus on the world of work helps children to dream big and believe in their potential. Each academic year 'National Careers Week' is recognised in school where children learn about different career opportunities. University STEM visitors and alumni students visit to conduct workshops and assemblies.

- Throughout the academic year, visitors from a range of professions and backgrounds provide positive role models. This includes the local PCSO, council leaders, university students, academics and STEM visitors.
- Pupil Premium children receive tailored support to raise aspirations such as attending Primary Parliament termly at the Nottingham Council Building.
- The Maker curriculum allows children the opportunity to develop the skills, knowledge and mindsets for future success - inspiring creators, innovators and problem solvers through maker education
- We have close links with the University of Nottingham and Nottingham Trent University. For example, during Careers Week, Year 5 pupils attend a 'Discovering University' workshop whilst Year 6 pupils attend a 'Future Steps' workshop.
- Each academic year, Year 6 pupils also visit Nottingham Trent University on a campus visit which gives pupils an immersive experience at a university, designed to support pupils to develop their knowledge of university, student life and enable them to visualise their transition to secondary school and beyond.
- We also are involved with Outreach programmes at the University of Nottingham such as the 'Family Discovery Day' and the 'Learning Leaders' project where university students deliver a series of sessions including KS1 'University Detectives' and KS2 'Asking Big Questions'.
- Primary Learning Advocates also work in school, supporting children with their core learning and working with individual children to support their reading whilst also inspiring children.



Monitoring and Evaluation

- Participation in enrichment trips and extracurricular activities is monitored to ensure inclusion of all groups.
- Pupil and parent voice are gathered to assess impact and make improvements.
- Staff reflect on personal development outcomes in planning and pupil progress meetings.

Safeguarding

At Forest Fields, safeguarding is a central priority in all aspects of personal development, including when children participate in trips and visits. We use the Evolve platform and training to ensure that all off-site activities are thoroughly risk assessed, and that appropriate adult supervision, consent procedures, and emergency plans are in place. Staff are trained to follow safeguarding protocols at all times, and we work closely with parents and external providers to maintain a safe and supportive environment for every child. These measures help to ensure that all trips and visits contribute positively to pupils' personal development while keeping their welfare and safety at the heart of our practice.

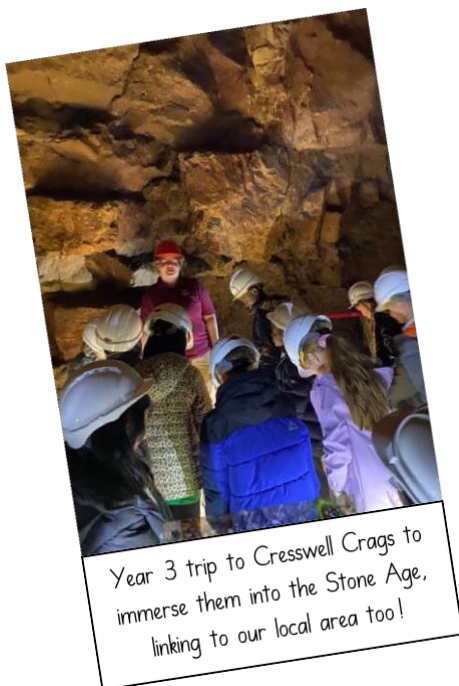
Roles and Responsibilities

- Leadership Team: Ensures strategic planning, funding, and evaluation of personal development provision.
- Subject Leaders: Ensure that Personal Development opportunities are available within their subject curriculum area.
- Teachers and Support Staff: Embed personal development in daily practice and support all children to engage fully.
- Pupil Leadership Team: Children have an active voice in decision making.
- Parents/Carers: Work in partnership with the school to support children's development and engagement. Parents are actively encouraged to attend trips which supports family engagement.
- Governors: Provide oversight, challenge and support to ensure the school's values and ambitions are realised.

Impact

At Forest Fields, we are helping pupils develop their character, providing them with meaningful and enriching experiences, ready to equip them for their next stage of learning across the curriculum, and in areas such as oracy, their voice, confidence, behaviour, maturity and knowledge of the world.

Photos and links to celebrate all the visits, trips and visitors Forest Fields children experience...



Lakeside Arts



Forest Schools



Year 6 trip Crime and Punishment at the Galleries of Justice



Lakeside Arts



Court Room presentation of a persuasive pitch to the PCSO.



Mini Police



A trip to the Gurdwara



Backstage tour at the Nottingham Playhouse



Donkiloo Laa Project
Scan the QR code to watch pupils drumming and dancing to songs from the Gambia!



Year 4 Shakespeare workshop at the Nottingham Playhouse as part of ChalleNGe Nottingham's Cultural Guarantee Project.

Appendix 1- Trip list

Autumn 1							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Local walk/church Stonebridge farm	Victorian toys workshop (Outside visitor) Walk around local area- Forest Fields Historical Trail	St Ann's Allotments	Nottingham City of Caves- 'Nottingham Rocks'	Sikh Temple	Victorian workshop (outside visitor)	National Justice Museum 'CRIME AND PUNISHMENT THROUGH TIME'
Subject	Understanding the world	History	Science- Biology	Science	R.E.	History	History
Extra trips/ PD opportunities						Primary Parliament Forest Schools	Forest Schools

Autumn 2							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Stonebridge farm- pumpkin carving and autumn leaf printing	Nottingham Theatre Royal Forest Fields Park- fieldwork Geography	Nottingham Theatre Royal	Rushcliffe Country Park/Forest Fields Wollaton Hall fossils	West Bridgford field trip	National Space Centre	Jewish Synagogue
Subject	Expressive Arts & Design	English	English	Geography	Geography	Science	R.E.
Extra trips/ PD opportunities						Mini Police	

Spring 1							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Mary Potter Library	Mosque	Romanian Parish Church, Nottingham	Lakeside Arts Art Workshop	Shakespeare- Nottingham playhouse? (from bursary funding) The Tempest Viking workshop? University of Nottingham	New Nottingham library	Local war memorial
Subject	English	R.E.	R.E.	Art	Drama and History	English	History
Extra trips/ PD opportunities						Mini Police Primary Parliament	

Spring 2							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Stonebridge Farm- baby animals, spring flowers, easter egg hunt	Wollaton Hall- fieldwork	Gedling village	Arnold town	Attenborough Nature Reserve	Local fieldwork	n/a SATS prep
Subject	Understanding world- science	Geography	Geography	Geography	Science & History	Geography	
Extra trips/ PD opportunities			(University of Nottingham visit) KSI University Detectives		University of Nottingham Viking workshop	Careers Week- University experience	Careers Week- University experience

Summer 1							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Nottingham Arboretum	Nottingham Castle	Twycross Zoo	Leicester museum- Romans Creswell Crags <u>OR</u> <u>University</u> of Nottingham/ Creswell Crags at Lakeside Arts 'Spirit of the Stone Age Day' or 'Archaeology Adventure Day'	Leicester Museum and Art gallery- Egyptian Collection OR Education Group VR headsets Egypt	Easter: Holy Trinity Church	Nottingham Trent University Experience Day
Subject	Understanding the world	History	Science	History	History	R.E.	Personal Development
Extra trips/ PD opportunities		Learn2Cycle	Learn2Cycle	Learn2Cycle	Learn2Cycle	Cricket coaching from a coach at Nottinghamshire Cricket Learn2Cycle	Learn2Cycle

Summer 2							
Year group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Trip	Stonebridge Farm-summer flowers, vegetables and changes in animals	Nottingham Arboretum/Wollaton Hall-Local fieldwork	Colwick Country Park	Buddhist temple	Nottingham Arboretum-(Litter picking and orienteering)	Newark – local fieldwork, river study, canals (by train)	Clip and Climb
Subject	Understanding the World-Science	Geography	Geography	R.E.	Science/Geography	Geography	P.E. Personal Development
Extra trips/PD opportunities							Bikeability Year 6 residential



Name: _____





Can you become...



Nature
Navigators



Opportunistic
Orators and Performers



Cultural
Comprehenders

...and complete all of the FF50?

Activity	Date completed and Year group	Certified Stamp
1. Visit a farm 		
2. Visit a zoo 		
3. Learn a musical instrument 		
4. Take part in a sporting competition 		
5. Attend Forest Schools 		

Appendix 3- assembly rota

Assembly Rote 2024-2025 (6 gaps left for Opal assemblies)

Autumn 1	Focus	Value	Story	Key Person	Song Bethan TBC	Vocabulary
September 2nd	Welcome back/ GDPPRR Respectful behaviour	Ready, Respectful, Safe	Colour Monster Goes to School by Anna Llenas	Katherine Johnson		Ready Respectful Safe
9 th	Jo delivers NSPCC assembly (KS1 and KS2 separately)					
16 th	Black History Month (Sept)	Respectful behaviour	Coming to England: An inspiring true story celebrating the Windrush generation by Floella Benjamin	Claudia Jones - created first Notting Hill carnival		Discrimination Diaspora Culture
23 rd	National Inclusion Week (23 rd Sept) + 29 th Day of the Deaf	Equality	The Visible Sounds by Yin Jianling	Nick Vujicic - inspirational speaker		Diversity Equality Inclusion
30 th	<i>Space for Opal Assembly</i>					
October 7 th	Yom Kippur (7 th Oct)	Forgiveness	The story of Jonah and the Whale (Oh no Jonah by Tilda Balsey)	Mother Teresa "If we really want to love we must learn to forgive."		Repentance Sincere Atonement
14 th	Show Racism the Red Card Day (20 th Oct)	Tolerance	The Proudest Blue by Ibtihaj Muhammad	Nelson Mandela		Elimination Racism Context
Autumn 2						
November 4 th	Diwali/Sikh Diwali (4 th Nov)	Freedom	Story of Rama and Sita (The Diwali Story)	Mohandas Ghandi		Advocate Passive Resistance
11 th	Anti-bullying Week (11 th) + World Kindness Day (13 th Nov)	Compassion	Ish by Peter H Reynolds	Simone Biles		Jealousy Defender Retaliate

18 th	National Novel Writing Month (NaNoWriMo) (18 th Nov)	Creativity	The Wonder by Faye Hanson	J K Rowling		Impact Purpose Inspiration
25 th	GDPPRR - Duty	Duty	The Magic Paintbrush by Julia Donaldson	British public during WW2		Obligation Community Responsibility
December 2 nd	Wildlife Conservation Day (2 nd Dec)	Accountability	Shh! We have a plan by Chris Haughton	Sir David Attenborough		Habitat Ecosystem Biodiversity
9 th	Hanukkah (9 th Dec)	Dedication	Kevin the Koala who Could by Rachel Bright	Wangari Maathai		Scholarship Foresters Environmentalist
16 th	Christmas or <i>Space for Opal Assembly</i>					
Spring 1						
January 6 th	GDPPRR - Personal Responsibility	Personal Responsibility	Together we can by Caryl Hart	Amelia Earhart		Imperative Commitment Reliable
13 th	<i>Space for Opal Assembly</i>					
20 th	Martin Luther King Day (20 th Jan)	Believe	Martin Luther King's I have a Dream speech	Martin Luther King		Brotherhood Independence Freedom
27 th	Chinese New Year (29 th Jan)	New Beginnings	Story of the Chinese Zodiac race	Robert Falcon Scott		Prosperity Longevity Tradition
February 3 rd	E-Safety Week (3 rd Feb) BBC Be Kind on Line Campaign	Authenticity	Troll Stinks by Jeanne Willis	Nikki Lilly - have a positive impact		Cyberbullying Privacy Clickbait
10 th	International Day of Women and Girls in Science (10 th Feb)	Confronting stereotypes	Ada Twist, Scientist by Adrea Beaty	Ada Lovelace		Gender equality Trailblazing Pioneer
Spring 2						
24 th	GDPPRR - Gratitude	Gratitude	The Sad Peacock (self-acceptance/not comparing)	Harriet Tubman		Appreciation Recognition Reflection
March 3 rd	Ramadan	Reflection	If all the world were... by Joseph Coelho	Noor Inayat Khan		Holy Generous Blessed
10 th	Holi	Love	Listening with my heart by Gabi Garcia	Mary Seacole		Symbolism Mischievous Greetings

17 th	British Science Week (17 th) or <i>Space for Opal Assembly</i>	Intelligence	Scientists are Saving the World	Alan Turing		Prediction Investigate Innovate
24 th	Eid al-Fitr	Recreation	The Most Exciting Eid by Zeba Talkhani	Malala Yousafzai		Fasting Spirituality Shawwal
31 st	Easter	Faith	The Easter Story	Pope Francis		Resurrection Sacrifice Parade
Summer 1						
April 22 nd	World Heritage Day	Trust	Beatrix Potter's Countryside by Linda Marshall	William Shakespeare		Inheritance Ancestry Legacy
28 th	GDPPRR - Provision	Provision	The Dot by Peter H Reynolds	Wolfgang Amadeus Mozart		Supply Stipulation Curriculum
May 6 th	Family and community Month (<i>pride</i>)	Pride in ourselves and our families	Julian is a Mermaid by Jessica Love	Phyllis Akua Opoku-Gyimah - Founder of Black Pride UK		Authentic Stereotype Acceptance
12 th	Mental Health Awareness Week	Adaptability	The River by Tom Percival	HRH Princess of Wales, Patron of Action for Children (mental health, wellbeing)		Wellbeing Supportive Stigma
19 th	Wesak/Buddha Day (12 th)	Mindfulness	Happy by Nicola Edwards	Dalai Lama		Mantra Meditation Dhamma
Summer 2						
Week 2 nd	Pentecost (8 th June) Whit Sun Day	Acceptance	TBC	TBC		Disciples Baptised Descended
9 th	World Oceans Day	Determined	Clean Up1 by Natan Byron	Jean Wiener - oceanographer		Erosion Climate change Microplastics
16 th	World Refugee Day	Empathy	Lubna and Pebble by Daniel Egneus/ Wendy Meddour	Volodymyr Zelenskyy		Crisis Empathy Plight
23 rd	Eid Al-Adha (6-10 th) GDPPRR - Resilience	Charity	It's a No Money Day by Kate Milner	Thomas Barnardo		Philanthropy Humanity Donation
30 th	<i>Space for Opal Assembly</i>					

7 th	International Day of Friendship (30 th)	Friendship	Twelve Days of Kindness by Cori Brooke	Sophia Duleep Singh		Compassion Honest Relationship
14 th	Nelson Mandela Day (18 th)	Perseverance	Nelson Mandela's Favourite African Folktales by N Mandela	Nelson Mandela		Human rights Demonstration Imprisoned
21 st	Transition	Positivity	The Fantastic Flying Books of Mr Morris Lessmore by W E Joyce	Neil Armstrong		Metamorphosis Connect Sequence

JEAN WIENER is a marine biologist and activist who has spearheaded Haiti's ocean conservation movement. Over two decades ago, Wiener started the Fondation pour la Protection de la Biodiversite Marine, a nonprofit organization dedicated to saving mangrove trees and coral reefs and cleaning the island nation's beaches. In 2013, the Haitian government signed the nation's first Marine Protected Areas into law, due largely to Wiener's community-based leadership. Wiener was honoured with the Goldman Environmental Prize in 2015.

Phyllis Akua Opoku-Gyimah founder of UK Black Pride, a political activist, and executive director of the LGBTQ+ charity, Kaleidoscope Trust. She is "a queer powerhouse" and a true role model for the community, shifting the UK's political and societal landscape for ethnically diverse LGBTQ+ individuals.

[Famous people from history - Teach \(bbc.co.uk\)](#) For additional resources/child-friendly blurbs.