



# **Parish Church of England** **Primary School**

## **Personal Development and** **Wellbeing Strategy** **25-26**



# Strategic Priorities 25/26:

To truly ensure that our 'Personal Development and Wellbeing Strategy' continues to be well suited to our school context and pupils' needs, ambitions and aspirations (alongside providing opportunities which are enriching, accessible and targeted to all) regular whole-school monitoring and stakeholder voice takes place.

In response to the needs of our school context (including our Parish Family and from our regular 24/25 monitoring and evaluation), we have identified two Rainbow Promises to focus our personal development and wellbeing strategy upon this academic year - closely aligned with our four whole-school strategic priorities.



## Promote 'Wellbeing and Health'

*Our focus strategic  
Rainbow Promise for  
25/26.*



Promoting 'Wellbeing and Health' is vital through everything we do and is central to our school vision of "Learning and Growing Together in Faith, Hope and Love." ♥

Within our 'Personal Development and Wellbeing Strategy' for 25/26, considering wellbeing and health is essential as part of our 'caught, taught and sought' whole-school approaches that impact ALL school stakeholders. Fundamental to this is the redesign of our Parish Spirit curriculum and the whole school impact that this implementation will have both in and out of school in relation to wider community mental health.



## 'Influence Aspirations'

*Our focus curricular  
Rainbow Promise for  
25/26.*



We want to ensure that all children aspire to be the best that they can be at all levels. This includes through 'Influencing Aspirations' across our taught curriculum considering the Gatsby Benchmarks (2024) and through enhancing our co-curricular offer. This is with the golden thread of inclusion running through all that we do with our curriculum consideration of 'Inclusion by Design.'

**Whole School Priority 1:** Through 'inclusion by design', to ensure the barriers our community face are mitigated

**Whole School Priority 2:** To refine our 'Personal Development and Wellbeing Strategy' to ensure we continue to meet community needs.

**Whole School Priority 3:** To review and strengthen our approach to securing the foundational knowledge and skills that all pupils need to achieve well across the curriculum.

**Whole School Priority 4:** To continue to review attendance approaches and systems at all levels in order to raise aspirations and achievement for all.

**Whole School Priority 5:** To ensure that leaders' (particularly those new to role) contribution to the school's development is consistently strong.



# Stakeholder Voice - The Headlines:



## Promote 'Wellbeing and Health'

### St Helens Local Obsessions

1. Attendance
2. Inclusion
3. Wellbeing

ST HELENS  
BOROUGH COUNCIL

80%

OF PARENTS WANTED ADDITIONAL RESOURCES OR WORKSHOPS TO SUPPORT THEIR CHILD'S MENTAL HEALTH (WHILE 52% WANTED THIS FOR THEMSELVES).

ONLY

26%

OF PARENTS STATED THAT THEIR CHILD'S MENTAL HEALTH AND WELLBEING HAD IMPROVED IN THE LAST 12 MONTHS.

JUST

17%

OF PARENTS STATED THEY WERE VERY AWARE OF THE EXTENSIVE MENTAL HEALTH AND WELLBEING SERVICES AVAILABLE AT PARISH SCHOOL.

Wellbeing and Health - Our focus strategic Rainbow Promise for 25/26.

When asked *"What further wellbeing and health support do you believe we could offer as a school to support you and your child?"* these were the following parental themes identified:

Continue with communication  
child can be quite anxious  
negative comments  
family dynamics  
family member  
relaxation sessions  
family  
child  
supporting  
addressed correctly  
Mindfulness activities  
meditation/relaxation  
health nurse  
pressure of SATS  
child's problems  
external providers  
teaching to children  
anxiety management  
comments about the way  
specifically focused

Our pupil survey also provided a clear indication that support with promoting positive 'wellbeing and health' and managing emotions is needed:

- ✓ Some classes had over a quarter of the class with an excellent rating for their knowledge of managing their emotions
- ✓ However, across school, there was almost a 50/50 split of children who had a good understanding of their mental health compared to those who had a poor or little understanding.
- ✓ As children move from KS1 to KS2, there was a clear trend that on the whole pupils feel they have a weaker understanding of how to manage their emotions.

# Stakeholder Voice - The Headlines:



## Influence Aspirations

**90%**

OF PARENTS BELIEVED THAT AS A SCHOOL  
WE ASPIRE HIGHLY FOR THEIR CHILD/  
CHILDREN.

**39%**

OF PARENTS WANTED A WIDER RANGE OF  
CLUB WITH A FOCUS ON WELLBEING AND  
HEALTH IN ADDITION TO A WIDER VARIETY  
OF CLUBS (BEYOND SPORT).

**100%**

OF PARENTS STATED THEY THEY BELIEVED  
EXTRA-CURRICULAR ACTIVITIES WERE  
IMPORTANT FOR THEIR CHILD AND THEIR  
DEVELOPMENT.

club  
wider variety  
club for KS2  
holistic clubs  
children  
Art club  
activity clubs  
life skills  
Chef club  
sports  
Cookery club  
school field  
healthy mind  
sports clubs  
clubs/sports  
good and class  
healthy body  
clubSpace club  
clubs/experiences  
dodgeball/rugby

**Our pupil survey for 'influencing aspirations' was overwhelmingly positive with clear areas for focus:**

- ✓ Children think that they have the chance to influence decisions in school with a school average score of 4/5. This is to be enhanced further in 25/26 through our annual Rainbow Leaders Programme.
- ✓ 83% of children answered good or excellent when asked if staff in school help them to believe in themselves.
- ✓ The greatest area for focus was when asked "How do school help you to think about what you would like to do in the future?" The average score was 3 out of 5. This to be carefully considered and built into our Personal Development Strategy for 25/26.



# The Research - Character Education Framework (2019):

A key consideration of our Personal Development and Wellbeing Strategy is the 'Character Education Framework.' (2019). At Parish Primary School, we define character as a set of personal traits that produce specific moral emotions, inform motivation and guide conduct. Therefore, Character Education includes explicit and implicit educational activities that help young people develop positive personal strengths at all levels. As a school, we know that continually improving our character development opportunities in schools can lead to pupils that take part to be highly motivated, report fewer absences and have lower levels of emotional distress (amongst other wider outcomes).

The Six Character Benchmarks (which are regularly reviewed) are incorporated into our wider Personal Development and Wellbeing strategy include:

<u>What kind of school are we?</u>	<u>What are our expectations of behaviour towards each other?</u>	<u>How well do our curriculum and teaching develop resilience and confidence?</u>	<u>How good is our co-curriculum?</u>	<u>How well do we promote the value of volunteering and service to others?</u>	<u>How do we ensure that all our pupils benefit equally from what we offer?</u>
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We have evaluated our 24/25 provision against the Character Education Framework.

## Success Criteria and Long-Term Considerations Incorporated within Monitoring:

The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.



An appreciation of the importance of long-term commitments which frame the successful and fulfilled life. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.



The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others.



The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience.





# Personal Development and Wellbeing Strategy: Character

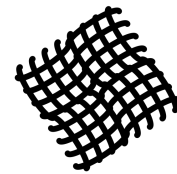
Informed by the “The Jubilee Centre Framework for Character Education in Schools” (2022) and considering the Character Education Framework guidance, our three step model for character development explicitly illustrates our coherent approach to how we systematically develop pupils’ character and support their wider wellbeing at a whole community level.

Annual strategic priorities are centrally driven by our seven Rainbow Promises (our carefully selected ‘Building Blocks of Character’) to meet the needs of our whole-school community and ensure that character can be **caught, taught and sought**. The model enables leaders to systematically consider the impact of approaches and consequently inform strategic priorities that enable all pupils to benefit across school and our wider school community through a broad, engaging and inclusive programme of personal development and wellbeing and wellbeing.

The Building Blocks of Character: Our Rainbow Promises.



Resilience and Perseverance
Articulate Learners
Influence Aspirations
Nurture Curiosity
British and Christian Values.
Opportunity to Build Knowledge and Skills
Wellbeing and Health



## 1.) Caught:

*“Learning and Growing Together in Faith, Hope and Love.”*

Through a positive school community, this is ‘caught’ on a whole school level through policies, procedures and processes with positive relationships at the core. As a school, we create a sense of pride, belonging and identity within our ‘Parish Family.’



## Golden Thread of Inclusion - Inclusion by Design.



## 3.) Sought:

Through experiences that occur both within and outside of the formal curriculum, all children (and wider stakeholders) are able to seek opportunities to develop their character and personal development. This includes our extensive co-curriculum offer and builds to group and individual support when necessary.



## 2.) Taught:

Through our carefully sequenced taught curriculum incorporating ‘Parish Spirit’ (covering the content of the statutory relationships and sex education/relationships, sex and health education framework), our whole-school curriculum provides deliberate, inclusive opportunities to ensure pupil understanding while developing resilience and confidence at all levels.





# Equality of Opportunity - Golden Thread of Inclusion:

Fundamental to our 'Personal Development and Wellbeing Strategy' is that it is inclusive by design with the golden thread of inclusion inherently running through all three elements. This ensures that all pupils (including disadvantaged pupils and those with SEND) can benefit fully alongside their families and wider stakeholders.



## 1.) Inclusion - Caught:

All whole school policies, procedures and priorities are written with inclusion as the golden thread. We ensure that all pupils feel welcome, valued and respected. As a school, we create a sense of pride, belonging and identity within our 'Parish Family' for ALL key stakeholders - centered upon our work as a 'School of Sanctuary.'



## Golden Thread of Inclusion - Inclusion by Design.



## 3.) Inclusion - Sought:

Opportunities to develop character are well matched to the needs, interests and ambitions of particular groups of pupils, especially disadvantaged pupils and/or those with SEND, ensuring that all children are able to access and benefit from these opportunities. Engagement is rigorously tracked with bespoke opportunities provided where necessary.



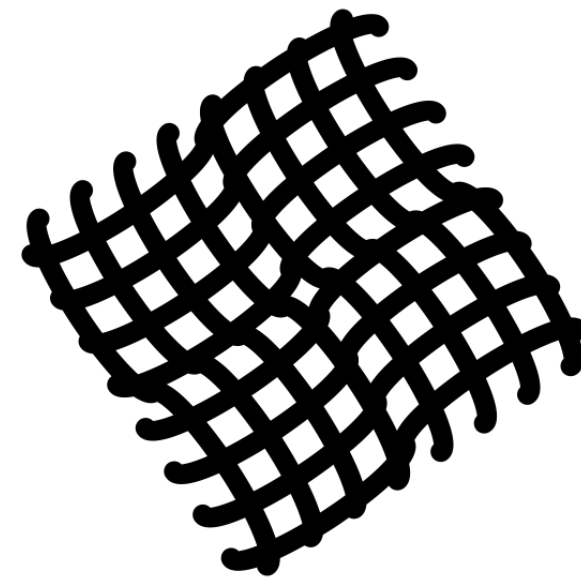
## 2.) Inclusion - Taught:

Our core curriculum (including our Parish Spirit Curriculum Offer) is 'inclusive by design' with the curriculum designed to build resilience and self-esteem in children by teaching them about how their brains work and how to manage their emotions effectively. Adaptive teaching is used throughout the entire curriculum to ensure all children are able to access the curriculum at their level.



# Personal Development and Wellbeing Strategy

## Strand 1 - 'Caught'



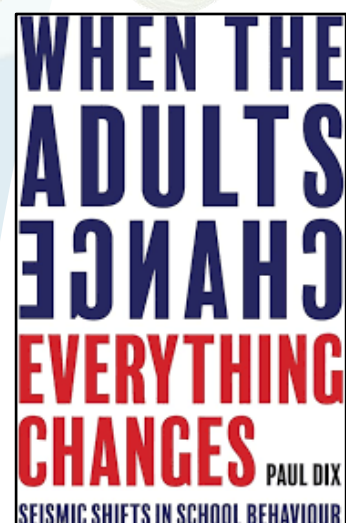


# Personal Development and Wellbeing Strategy – Caught:

Encapsulated by our School Vision of **‘Learning Together in Faith, Hope and Love’**, the ‘caught’ element of our strategy ensures that all pupils feel welcome, valued and respected. We aim for all school stakeholders to feel that they belong within our diverse school community.

Some examples of our whole-school approaches, central to our ‘Personal Development and Wellbeing’ strategy include:

Clarity in whole school approaches centered around positive relationships.



Continual adaptation of policies to reflect best practice and cohesive approaches centered around behaviour to one another.

LDST Relationships Policy



Parish Church of England Primary School

Date: April 2025

Learn, Live and Achieve, Together with Jesus

Widespread consideration of our welcome and sense of belonging leading to whole school accreditations



PROUDLY ACHIEVED



January 2024



Staff training to be level 1 P4C trained.

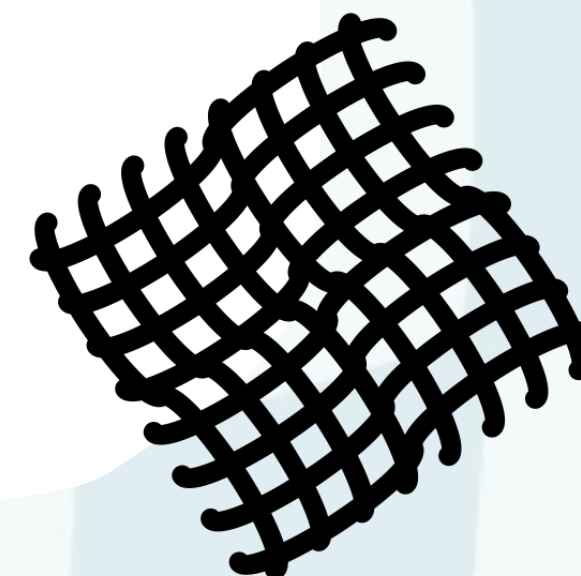


Embedding of RJ practices through trained practitioners.

Work with TRAUMA INFORMED SCHOOLS™ and TIS accredited practitioners.

This is delivered through an extensive CPD offer to staff (highlighted within our CPD overview).

Parental engagement is also carefully planned (with half-termly events) to ensure consistent messaging and stakeholder understanding.





# Personal Development and Wellbeing Strategy – Caught:

This year, we are taking part in The School's Pledge. This is a programme that empowers schools to make meaningful changes, foster healthier habits, and support the wellbeing of pupils and families. Together, we can work towards healthier, more active school communities with 'wellbeing and health' at the core.

The School's Pledge is a structured framework designed to help schools encourage healthier eating, physical activity, and overall well-being. It includes 9 core commitments and works by involving pupils, staff, families, and the wider community to create a supportive environment for healthier choices. By adopting the pledge, schools can:

- Encourage healthy habits in pupils that last a lifetime.
- Make nutritious food and active lifestyles the norm.
- Foster collaboration between schools, families, and local communities

We hope that completion of the year long project will:

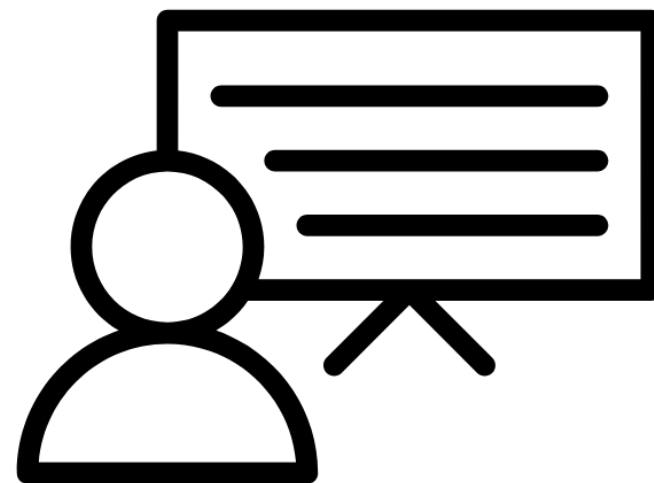
- Enhance collaboration across the school community, including pupils, staff, families, and governors.
- Align school policies with practices that promote healthier lifestyles.
- Share experiences and best practices with other schools in the Pledge network.
- Address health inequalities by creating a supportive environment for all pupils.





# Personal Development and Wellbeing Strategy

## Strand 2 - 'Taught'





# **Personal Development and Wellbeing Strategy – Taught:**

As a school, we have designed a broad, engaging and inclusive curriculum that promotes personal development at all levels. Across each subject area (and interlinked to promote schema development), links to the following areas are considered and carefully mapped throughout the curriculum:




**SMSC – British Values – Christian Values**

At Parish we develop children's character and Christian spirit through the 'Parish Way' curriculum making our expectations towards one another clear. In order to do this, we define the behaviours and habits that we expect pupils to live out. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves – this is how they can show Faith, Hope and Love beyond their Parish years.




## **The Parish Way**



**Our Core Parish Spirit (PSHE curriculum) teaches the content of the statutory relationships and sex education/relationships, sex and health education framework alongside a focus on positive relationships.**

**At all levels, high-quality CPD ensure that staff possess the necessary knowledge and skills to teach this programme.**

In response to community surveys and curriculum monitoring, a full PSHE curriculum review took place during 24/25 exploring a variety of curriculum resources and visiting different provisions. With a focus on our 'Wellbeing and Health' Rainbow Promise identified, the 'myHappymind Plus' programme was chosen to support our local context.



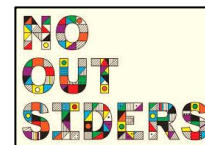


# Personal Development and Wellbeing Strategy - Taught:

Our revised Parish Spirit Curriculum has four key pillars to ensure its consistency delivery both within Parish Spirit lessons and across all aspects of school life. This is centrally driven by the myHappymind Plus programme to provide high-quality teaching resources that are fully compliant with the Statutory Guidance for Relationships Education (in addition to non-statutory guidance).

**Coverage:** shared responsibilities, communities, media literacy and digital resilience, economic wellbeing: money, and economic wellbeing: aspirations, work, career

To ensure Reading remains at the 'Beating Heart of our Parish Spirit Curriculum', children will also read, and explore high-quality literature from the 'No Outsiders' scheme of work (alongside our Equality, Diversity and Inclusion Reading Spine) - all with a focus on representation and community cohesion that prepares our pupils for 'Living in the Wider World.'



**Pillar 4 - My Happy World:**  
**Core Theme 3 - Living in the Wider World.**

**Coverage:** families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships, and respecting self and others.

**Pillar 1 - My Happy Mind.**

**Coverage:** the core pillar that teaches children preventive habits to look after their mental health.



**Pillar 2 - My Happy Body:**  
**Core Theme 1 - Health and Wellbeing.**

**Coverage:** healthy lifestyles (incorporating physical wellbeing), mental health, ourselves growing and changing, and Keeping Safe including drugs, alcohol and tobacco.

At the start of each unit of work, our Parish Spirit Curriculum begins with a session revisiting the 'Parish Way'. This is our behaviour curriculum that teachers the behaviours and habits that we expect pupils to live out - supporting development in all four of our core pillars and linked to our Rainbow Promises.



**Pillar 3 - My Happy Relationships: Core Theme 2 - Relationships.**

In addition to the myHappymind Plus programme, resources from the Christopher Winters Project are used to deliver content on RSE\* (Relationships and Sex Education) - a fundamental components of pillar three but fundamental to all four pillars.

\*KS1 - H25, R13.  
\*KS2 - H26, H30, H31, H32, H33, H34, H45, R2



Our 8 substantive transferrable concepts are interwoven throughout our Parish Spirit Curriculum. Visit our progression document to find out more!

Identity and Relationships	Healthy Lifestyles	Risk and Safety	Diversity and Equality	Rights, Responsibilities and Consent	Change and Resilience	Power	Career (Enterprise and Economic Understanding)
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# Personal Development and Wellbeing Strategy - Taught:



Inherent to all that we do are our Rainbow Promises (the building blocks of character). These seven areas are considered throughout all curriculum areas to ensure a cohesive curriculum and allow children to develop throughout each of the seven promises.



## Resilience and Perseverance

The curriculum has been designed to build mental resilience through self-awareness, gratitude practices, and goal setting - all with a focus on Scientific research.



## Articulate Learners

Use of Oracy/Voice21 strategies throughout lessons to encourage back and forth talk built around high-quality interactions

Understanding of the brain underpinned by Scientific research.



## Influence Aspirations

A coherently structured personal development offer considering aspirations at all levels.

Events such as annual careers and STEM week.



## Nurture Curiosity

Our aspirational curriculum design nurtures curiosity at all levels and ensures that children are ready for life in the wider world.

Reading Spine Texts.

This is one example from our Parish Spirit Curriculum offer and is considered for all subject areas.



## British and Christian Values

Christian Values matched to 5 units of work are explored.

All British Values explored throughout the year through our EDI and No Outsiders Reading Spines.



## Opportunities to Build on Knowledge and Skills

Bespoke curriculum design to ensure revisiting of key concepts and knowledge through a spiral design.

Curriculum built and driven through Rainbow Promises.



## Wellbeing and Health

Being a myhappyMinds school! Impact on curriculum design and wider support for all stakeholders across school

Annual Keeping Safe Week

Unit of Work	Unit 1 (3 <sup>rd</sup> September 2025 – 24 <sup>th</sup> October 2025).	Unit 2 (3 <sup>rd</sup> November 2025 – 19 <sup>th</sup> December 2025).	Unit 3 (5 <sup>th</sup> January 2026 – 6 <sup>th</sup> March 2026).	Unit 4 (9 <sup>th</sup> March 2026 – 15 <sup>th</sup> May 2026).	Unit 5 (18 <sup>th</sup> May 2026 – 17 <sup>th</sup> July 2026).
My Happy Mind Unit Focus.	Meet Your Brain	Celebrate.	Appreciate	Relate	Engage
Focus Rainbow Promise	Promote 'Wellbeing and Health' <small>Our focus strategic Rainbow Promise for 25/26.</small>	Encourage 'Resilience and Perseverance.'	Develop 'Articulate Learners.'	Nurture Curiosity considering 'British and Christian Values.'	'Influence Aspirations' <small>Our focus curricular Rainbow Promise for 25/26.</small>



















Each unit of work is underpinned by one focus Rainbow Promise. This is explored throughout the school at all levels including through collective worship, visits, workshops and experiences.





# Personal Development and Wellbeing Strategy – Taught:



Unit of Work	Unit 1 (3 <sup>rd</sup> September 2025 – 24 <sup>th</sup> October 2025).	Unit 2 (3 <sup>rd</sup> November 2025 – 19 <sup>th</sup> December 2025).	Unit 3 (5 <sup>th</sup> January 2026 – 6 <sup>th</sup> March 2026).	Unit 4 (9 <sup>th</sup> March 2026 – 15 <sup>th</sup> May 2026).	Unit 5 (18 <sup>th</sup> May 2026 – 17 <sup>th</sup> July 2026).	
<b>My Happy Mind Unit Focus.</b> 						
<b>Focus Rainbow Promise</b>	<b>Promote ‘Wellbeing and Health’</b> <i>Our focus strategic Rainbow Promise for 25/26.</i> 	<b>Encourage ‘Resilience and Perseverance.’</b> 	<b>Develop ‘Articulate Learners.’</b> 	<b>Nurture Curiosity considering ‘British and Christian Values.’</b> 	<b>‘Influence Aspirations’</b> <i>Our focus curricular Rainbow Promise for 25/26.</i> 	
<b>Whole School ‘Pots of Gold’ Experiences</b>	<b>Full School Launch of ‘My Happy Minds.’</b>  (Throughout September)	<b>The Great Parish ‘Spelling Bee.’</b> (24-28th November 2025).	<b>Paul Delaney.</b> (Throughout January).	<b>Cultural Educ-Asian Whole School Workshops.</b> (March 2026).	<b>Whole School Careers Week (22-26<sup>th</sup> June 2026).</b>	
	<b>Whole School Keeping Safe Week</b> (20-24th October 2025).	<b>Parish Sports Personality of the Year Awards</b> (15th December 2025).	<b>The Parish ‘Big Debate It’ - ‘Show the Love’ Campaign.</b> (9 <sup>th</sup> -13 <sup>th</sup> February 2026).	<b>Wonder Dome Visit.</b> (19 <sup>th</sup> March 2026) linked to British Science week.	<b>Whole School STEM Week.</b> (6-10 <sup>th</sup> July 2026).	
<b>Celebration of Themed Days and Events</b>	<b>World Mental Health Day</b> (10th October 2025).	<b>Anti-Bullying Week.</b> (10-14 <sup>th</sup> of November 2025).	<b>National Storytelling Week</b> (1st-9th of February 2026).		<b>World Environment Day.</b> (5th June 2026).	
	<b>Black History Month</b> (Throughout October).	<b>Remembrance Day.</b> (11th November 2025).	<b>World Book Day</b> (5 <sup>th</sup> March 2026).		<b>World Music Day</b> (21 <sup>st</sup> June 2026).	
<b>25/26 Christian Values</b>	<b>Faith Through Dignity</b> 	<b>Faith Through Peace</b> 	<b>Hope</b> 	<b>Hope Through Justice</b> 	<b>Love Through Forgiveness</b> 	<b>Love Through Compassion</b> 
<b>Half-Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning.

Wider Events that we will celebrate to 'Influence Aspirations' include:

**Democracy Day**  
(Monday 15<sup>th</sup> September 2025).

**European Day of Languages**  
(Friday 26<sup>th</sup> September 2025)

**Holocaust Memorial Day.**  
(27th January 2026)

**Safer Internet Day**  
(10<sup>th</sup> February 2026)

**World Maths Day**  
(26<sup>th</sup> March 2026).

Deliberately chosen whole-school events and experiences to contextualise our Rainbow Promises

Our core celebration of global, national or local days and events that enhance community understanding of our Rainbow Promises. We have a minimum of one themed day linked to each subject area per academic year.

# Personal Development and Wellbeing Strategy – Taught:

As part of our taught strategy, we also have year group specific ‘Pots of Gold Experiences.’ These experiences are a key component of our Nurture Curiosity Promise and are mapped across the year to contextualise and support learning. Again, they have been carefully chosen to meet community needs and are reviewed annually.



<u>Year Group Pot of Gold</u>	<u>25/26 Pot of Gold Experience</u>	<u>Rationale</u>
Nursery	Down on the Farm	To allow children to visit a rural setting and encounter common British farm animals with a focus on environmental sounds.
Reception	Journey of Aviation - Manchester Airport	To explore the world of aviation and influence aspirations in terms of the world of possibilities air travel offers - igniting a growing understanding of the world.
Year 1	Animal Investigators - Knowsley Safari Park.	To encounter wild animals, often only seen on TV or films, in real life making links to both Science and Geography learning. Support for ‘Gift of Gold’ Charity.
Year 2	Once Upon a Time - The Philharmonic Hall and the World of Glass.	To experience musical storytelling with a live orchestra to open up their musical storybook and dive into the wondrous worlds inside. This to then be extended by discovering local stories from the past and learn all about glass making history in St Helens - important for our local context.
Year 3	River Explorers - Visit Liverpool Museum and then go for a ride on a ferry across the Mersey.	To allow children to visit a big city and experience the buzz of busy city life. To nurture curiosity into the history of Liverpool itself, to appreciate the architecture and ponder on how Liverpool’s docks played a crucial part in our Northern heritage. This will also build on Geography work around rivers.
Year 4	Rebellious Romans - Roman Chester.	To visit Roman Chester and experience life as a Roman arriving in a strange and distant land and discover what it was like for those living here in the fortress of DEVA long ago. Learn all about how the Romans shaped our lives today.
Year 5	To Infinity and Beyond! Jodrell Bank Visitor Centre	To go on a quest of understanding and encounter ground-breaking discoveries. What a way to build Science Capital!
Year 6	Showtime - Experience Musical Theatre (alongside a visit to the Imperial War Museum).	To influence aspirations to a career in the Arts and to develop cultural appreciation. As part of the visit, children will also visit the Imperial War Museum to walk through a timeline of history from the First World War to the present day.



# Personal Development and Wellbeing Strategy – Taught Commitment to Equality, Diversity and Inclusion



**ANTHONY  
WALKER  
FOUNDATION**



**MERSEYSIDE  
POLICE**



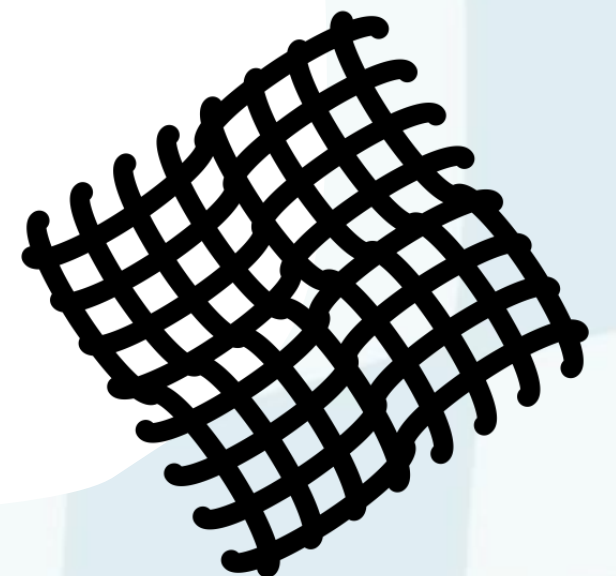
**NSPCC  
Learning**



**Over the course of the year, we have designed a strategy to teach child about overcoming discriminatory behaviour.**

**The builds on the work from our Schools of Sanctuary accreditation and ensures (through a wide ranging, responsive programme of projects, sessions and workshops) that our whole school community have strategies to overcome discriminatory behaviour.**

**As a member of LDST, we have also been working closely with a local school to review the features of the Anti-Racist School Award and how the recommendations can embedded throughout our school practice.**





# Personal Development and Wellbeing Strategy

## Strand 3 - 'Sought'





# **Personal Development and Wellbeing Strategy – Sought:** **Our Co-Curriculum – Clubs.**

**Our ultimate aim is for all pupils to participate enthusiastically in a wide range of events including artistic, musical, sporting and cultural activities. We aim for this to be sustained over time with success widely acknowledge and celebrated. To ensure that our programme of opportunities is expertly designed and balanced, clubs are reviewed annually and at least one per half-term linked to the focus Rainbow Promise.**

**Our 25/26 offer of clubs covers a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual pursuits. This means that all pupils can both discover new interests and develop existing ones.**

**See the example of the extensive range of clubs on offer in Autumn 1 - with 'Wellbeing and Health' our focus Rainbow Promise.**

**Engagement and the impact of our co-curricular offer is rigorously monitored, including ensuring that all pupils are able to benefit from the wider opportunities available.**



**Visit the 'Personal Development' tab of our school website for detailed half-termly programme of co-curriculum clubs.**







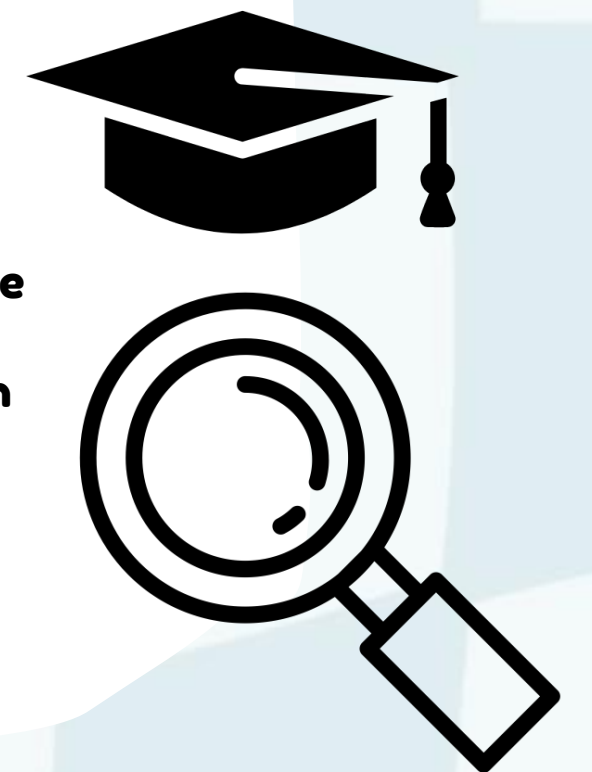
# **Personal Development and Wellbeing Strategy – Sought:** **Our Co-Curriculum – Parish University.**

**Our Parish University initiative has been running since 2015 and has become a key component of our Curriculum offer – perfectly supporting our 'Influencing Aspirations' Rainbow Promise. Since the programme began we have developed a strong relationship with the University of Liverpool and have hosted all graduation ceremonies at the prestigious University of Liverpool Management School.**

**The project aims to show pupils some of the possibilities that are available to them later in life – one of these being access to University life. Participation in the Parish University spans over several years and links with professional businesses and universities. The course begins at a basic 'Bachelor' level and includes courses, projects, visits to universities and cultural events, as well as the development of social skills.**

**Each element of our Parish University course is linked to our Rainbow Curriculum to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. Just as the Rainbow symbolises hope from a Christian perspective, the Rainbow Curriculum is designed to offer our children hope for the future in terms of their achievements and aspirations and what better course for influencing aspirations than Parish University.**

**Each year, over 50 children from Y4-Y6 take part committing to a 20 hour programme all about their personal development. Again this is carefully monitored and tracked to ensure a wide ranging impact.**





# **Personal Development and Wellbeing Strategy – Sought:**

## **Pupil Leadership.**

The term ‘pupil leadership’ refers to education principles and practices that reflect the importance of providing children with the opportunities and support to play a role in making the decisions that affect them.

**The principles of effective pupil leadership include:**

- Recognising that pupils have logical perspectives and opinions on issues that matter in the classroom, in the school, and in the community.
- Giving pupils an active role in influencing decisions about these issues as well as in the implementation of these decisions.
- Enabling pupils to participate as active young citizens.

There is much evidence to suggest that when pupils engage with pupil leadership programmes that have a positive impact their capacity for learning increases.

With this in mind, ALL Parish pupils from Year 1 are all given the opportunity to play an active role in the life of the school and contribute to many areas of our effective school community through our 'Rainbow Leaders'. Our Rainbow Leaders approach reflects our commitment to our 7 Rainbow Promises – especially ‘Inspiring Aspirations’. It allows every child from Y1-Y6 to be a member of a Pupil Leadership Team and to make a difference to their school community each and every day!

This year, our groups (which will be exploring the core theme of ‘Influencing Aspirations’) are:

<b><u>Ethos Team</u></b> (Mrs Moore/Mrs Cowen).	<b><u>Reading Leaders</u></b> (Mr Atherton/Mrs Flanders).	<b><u>Attendance Avengers</u></b> (Mr Hardy)
<b><u>Creative Crew</u></b> (Miss Warbrick).	<b><u>Sports Captains</u></b> (Miss Brettle).	<b><u>Digital Leaders</u></b> (Miss Duggan).
<b><u>STEM Superstars</u></b> (Mrs Hardy).	<b><u>Number Ninjas</u></b> (Mr Campbell).	<b><u>Happiness Heroes</u></b> (Mr Molyneux)

We also vote for Head Pupils and our School Council during Democracy week in September.

In 25/26, our Head Pupils and School Council are visiting the House of Parliament. This is taking place in November 2025.



# **Personal Development and Wellbeing Strategy – Sought:**

## **Our Co-Curriculum – LDST Promise.**



The LDST Promise is a new initiative for 25/26 as a personal development Trust Wide. LDST promise that children in our Trust will benefit from high quality experiences and opportunities that enable them to Love, Discover, Serve and Thrive Together, so that they can grow into confident and thoughtful young people ready to face the world with a heart full of love, a mind open to discovery, a spirit of service, and a commitment to thriving together across our Trust.

Children in LDST promise to Love, Discover, Serve and Thrive Together with others, so that they become kinder, braver and more courageous, to make the world a better place.

Through our LDST promise (and the progressive programme of events taking place once per term) our children will :

**Love** and understand the importance of love in relationships and communities

**Discover** and be curious, confident lifelong learners

**Serve** others, to make our communities a better place.

**Thrive Together** – collaborating as kind and empathetic individuals ready to contribute to a global society.

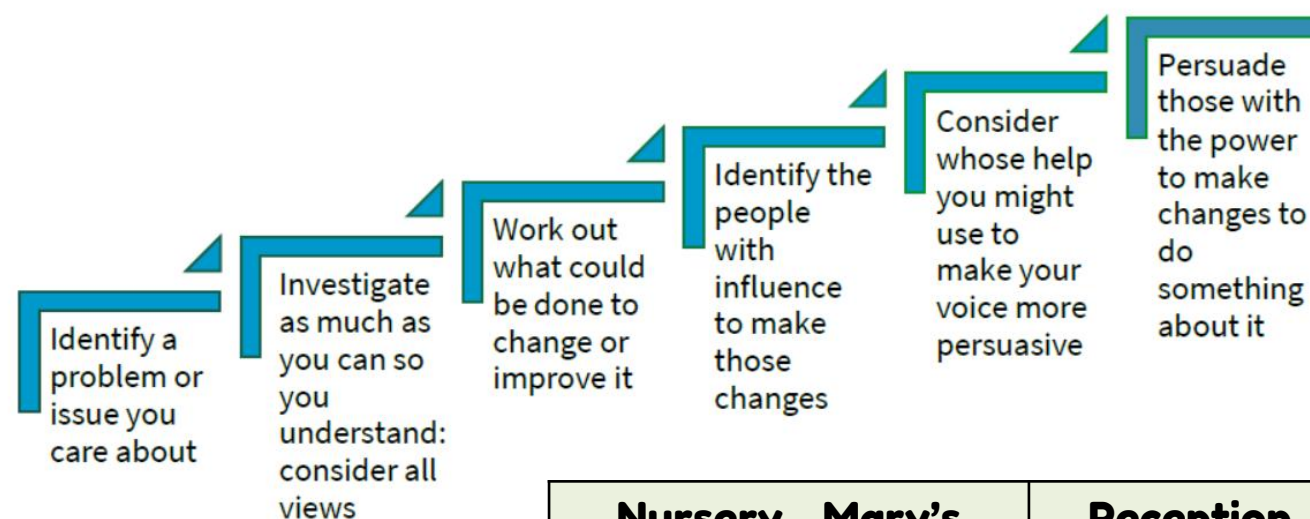




# **Personal Development and Wellbeing Strategy – Sought:**

## **Gifts of Gold.**

**Each class has their own charity (a 'Gift of Gold') which they champion and support throughout the academic year. These are primarily local charities but significantly, all of which have a direct impact on our wider school community. Awareness raising for our 'Gift of Gold' usually takes place on our termly 'Lead Like Us' days with children empowered to develop their own and other's understanding of their charity. Rather than just raising money, children consider ideas to raise awareness with the ultimate aim of persuading people to support their charity and make a sustained change right across our school and local community.**



**A key aim is to ensure that working with each charity contributes to breaking down social barriers and ensuring that pupils are ready to contribute to society. The charities are review year on year with the following charities supported for 25/26:**

<b><u>Nursery</u> - Mary's Meals.</b>	<b><u>Reception</u> - Guide Dogs</b>	<b><u>Year 1</u> - Knowsley Safari.</b>	<b><u>Year 2</u> - The Hope Centre</b>
<b><u>Year 3</u> - RNLI</b>	<b><u>Year 4</u> - Young Carers</b>	<b><u>Year 5</u> - Willowbrook Hospice</b>	<b><u>Year 6</u> - New Hope For Africa</b>





# Personal Development and Wellbeing Strategy – Sought: Residentials.

**For this year, residentials have been planned with a focus on our strategic curriculum promise of ‘Wellbeing and Health.’**

**Y3 and Y4 will be visiting Whitemoor Lakes.**

**Y5 will visit Children Adventure Trust Farm in Cheshire.**

**Y6 will be visiting YHA Chester to take part in the Generation Green Project.**

**Over the last two years, residentials have been themed around alternative Rainbow Promises (such as Nurturing Curiosity) leading to visits to London and the Lake District.**





# Personal Development and Wellbeing

## Strategy – Sought:

In addition to our widespread culture (caught) and planned curriculum (taught), we have a wide range of pastoral support and wellbeing strategies that we used to support our whole-school community and can be sought by children, parents or staff. Leaders and staff will identify pupils who may be vulnerable or need additional support and ensure this is targeted at the correct pupils. Our approach (informed by evidence) is provided in partnership with parents and carers, integrated well with external agencies and where appropriate, well matched to pupils needs with the consideration of impact.

### Emotionally Available Adults:



In line with our policies and approaches, highly trained staff welcome children on the playground and at the classroom door with a smile, ready to ask how they are.

We complete informal check-ins and this helps us identify further support (throughout the day). We have all been trained to utilise trauma-informed approaches, and some of us are Trauma-Informed Practitioners as part of our whole-school CPD schedule. All staff are active and highly vigilant in supporting and caring for pupils.



### Pastoral Support and Wellbeing:

### Formalised Support:



If we believe that children require more formalised support, we can refer to outside agencies who visit school regularly. The school draws on strong and sustained relationships with parents and carers and with external agencies, to provide pupils with the best possible care, guidance and support, especially disadvantaged pupils and/or those with SEND. This includes the school nurse, Young Carers, the Mental Health Support Team, CAMHS, Behaviour Improvement Team, Early Help, Home Start, social care and Listening Ear or Barnardos for counselling. This is also the case for parents with our 'Kids Matter Programme' available.



### Therapeutic Intervention:



We know that targeted therapeutic intervention is sometimes required. We have an extensive range of therapeutic wellbeing interventions that we offer in school informed by whole-school monitoring and evaluation. These range from attachment based programmes such as drawing and talking and sand tray therapy, to group work such as Lego therapy. We have staff who are experienced in nurture and talking therapies, and our school therapy dog Maddie loves to help children work through their emotions.





# **Personal Development and Wellbeing**

## **Strategy - Sought:**

### **Group Support.**

Sometimes, group support may be needed if there is a group of pupils who have similar needs. In this context, external, evidence-informed programmes are used. In the last twelve months, these are three examples of group support we have used:



In Autumn term of 25/26, 10 children will take part in a Judo Education project (organised by the St Helens Association for Physical Education and Sport) for 10 weeks. The programme will work intensively with a small number of pupils over a period of ten weeks with each week involving a practical session in the sport of judo and then an associated group workshop that relates the physical activity undertaken to an area of development. Judo focuses on the core principles of discipline, self-control and respect as well as supporting the all-round development of an individual.



The Beacon Project is a six week or 12 week (one day a week) programme designed to engage with primary and secondary young people aged 8-18 who meet any of the following criteria:

- Experienced ACEs (Adverse Childhood Experience)
- Poor school attendance
- Displaying symptoms of someone exposed to trauma
- Involved in risk-taking behaviour, fire setting or becoming involved in ASB (anti-social behaviour)
- Young people socially excluded in less obvious ways are also eligible - young carers, young people with disabilities, looked after children, young people from minority ethnic backgrounds



A short course based on Positive Psychology that helps children to be happier and more emotionally resilient. Six workshops are delivered free of charge by our staff and volunteers to schools throughout the North West. After the course, your school receives a package of practical mental health resources to help pupils to continue their learning.





# Impact:

**At the end of the academic year, the overall impact of the 'Personal Development and Wellbeing Strategy' will be evaluated with an impact statement produced.**

**Throughout the year, leaders will continually reflect, review and consequently adapt the strategy. This includes (but is not limited to):**

- **Ensuring that the programme of wider opportunities is expertly designed and balanced. It is well suited to the school's context (which changes over time) and our pupils' needs, ambitions and aspirations.**
- **Carefully tracking access to all elements of the strategy to make sure that these opportunities are enriching, accessible and targeted. This includes ensuring that disadvantaged pupils and those with SEND benefit fully.**
- **Ensuring that over the course of a year, pupils participate enthusiastically in a wide range of artistic, musical, sporting and cultural activities. This must be balanced.**
  - **Ensuring that all pupils feel welcome, valued and respected and can therefore access the personal development offer.**





# References:

- <https://www.jubileecentre.ac.uk/character-education-/the-jubilee-centre-framework-for-character-education-in-schools/>
- <https://www.gov.uk/government/publications/character-education-framework>
- <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- <https://lordslibrary.parliament.uk/mental-health-wellbeing-and-personal-development-in-schools/>
- <https://restorativejustice.org.uk/what-restorative-justice>
- **When the Adults Change, Everything Changes: Seismic shifts in school behaviour (Paul Dix, 2017).**

