



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

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.



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.



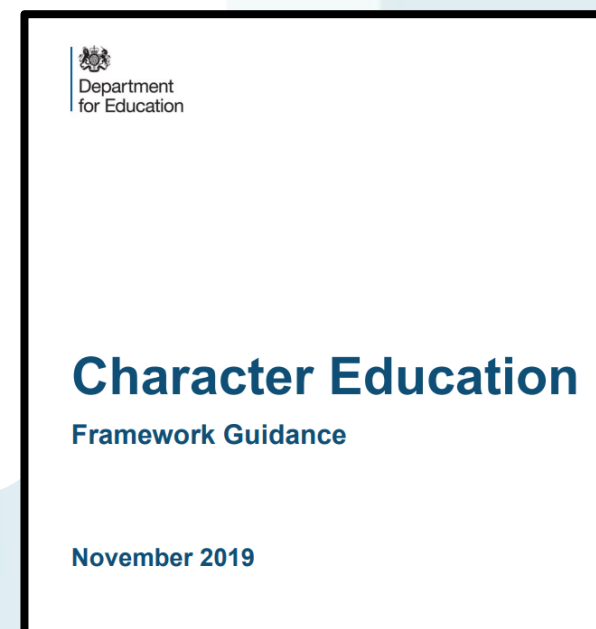
An appreciation of the importance of long-term commitments which frame the successful and fulfilled life. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.



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.

