



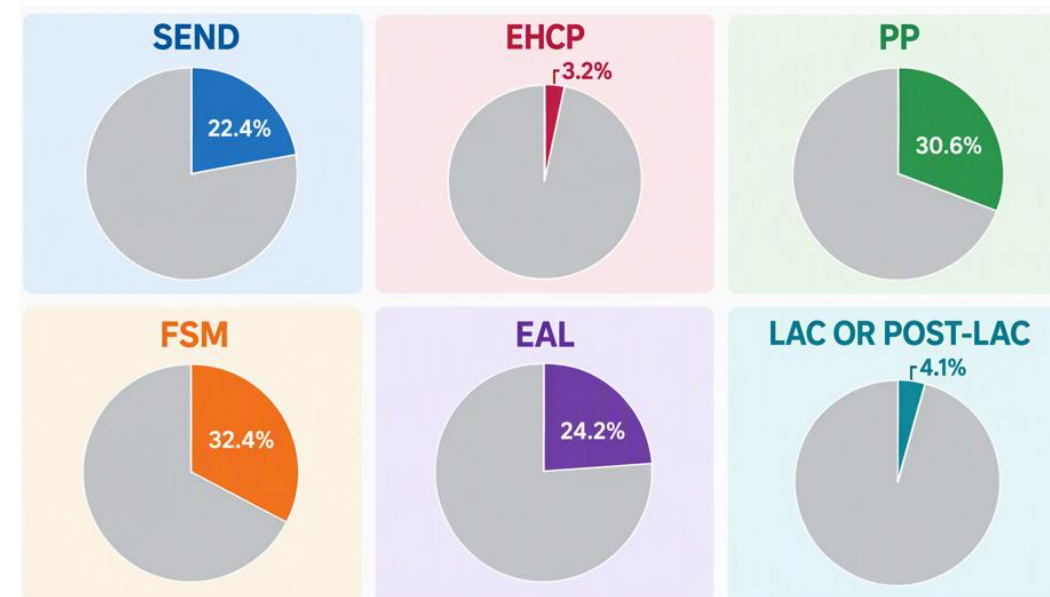
Parish Church of England **Primary School**

Personal Development and **Wellbeing Strategy** **26-27**



Our Context:

Parish Church of England Primary School is an over-subscribed one form entry primary school in the town centre area of St Helens. We have 218 children on roll including Nursery through to Year 6.



Pupil Mobility

Number of pupils leaving and starting at Parish (25/26).

Leaving = 8

Starting = 3

St Helens scores 2784 out of 32, 844 areas for social deprivation, putting it at the most disadvantaged. In all areas (Income, Employment, Education, Health and Crime), St Helens scores in the 1st or 2nd most deprived areas in the country. The crime rate for our school area is 5x higher than that of St Helens overall and 4x higher than national. Our local area has a much lower income than the rest of the UK, with 97% of the country earning a higher amount than our families. 20% of children in St Helens are living in absolute poverty with 26% of household claiming Universal Credit.

Identified community themes to consider in our Personal Development Strategy:

High-levels of disadvantage.

Overcoming socio-economic challenges.

Increasing aspiration

Support for mental health and wellbeing.

Strategic Priorities 26/27:

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 25/26 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.

St Helens Local

Obsessions

1. Neglect and Family Help.
2. Responding to HSB.
3. Domestic Abuse

ST HELENS
BOROUGH COUNCIL



Promote 'Wellbeing and Health'

*Our focus strategic
Rainbow Promise for
26/27.*



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 26/27, we wish to build upon the work from 25/26 to further promote wellbeing and health. We consider wellbeing and health as essential as part of our 'caught, taught and sought' whole-school approaches that impact ALL school stakeholders. Fundamental to this is the redesign of continuation of our My Happy Minds sessions as part of the 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.



'Articulate Learners'

*Our focus curricular
Rainbow Promise for
26/27.*



At Parish we place oracy at the heart of all we do, as we feel this is vital for the pupils within our community.

It is very much woven into the fabric of our school and we value it as part of our culture, not just our curriculum.

We endeavour to give pupils a place to talk, a reason to talk and the tools with which to communicate effectively.

Through this approach, we strive to develop articulate learners who can express their ideas, thoughts and feelings confidently and clearly.

**Whole School
Priority 1:** To continue to embed the school's inclusion strategy to ensure that every child can achieve and thrive. (LDST Pillar 3)

**Whole School
Priority 2:** With a focus on deliberate oracy development, to review the planned curriculum and ensure it is taught consistently well to strengthen pupils' strong foundations. (LDST Pillar 2)

**Whole School
Priority 3:** To further develop a culture of strong attendance and positive behaviour that enables all pupils to flourish. (LDST Pillar 3)

**Whole School
Priority 4:** To enhance the personal development and wellbeing strategy to ensure it provides a broad and balanced offer which meets community needs and raises aspirations. (LDST Pillar 1,2,3)

**Whole School
Priority 5:** To ensure Reading continues to be the 'Beating Heart' of the School's Rainbow Curriculum Offer. (LDST Pillar 2).

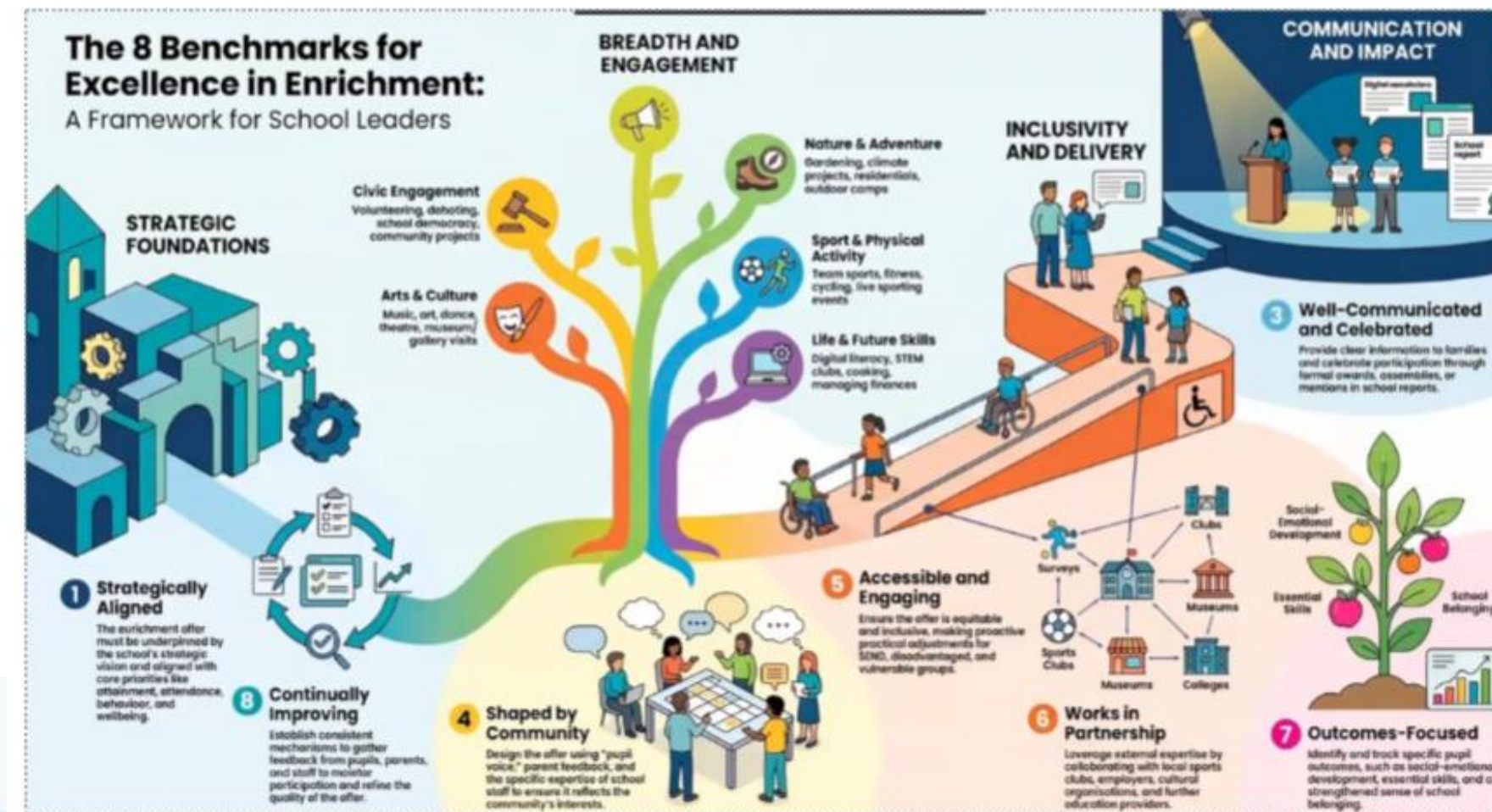
The Research: Enrichment Framework for Schools and Colleges

A key consideration of our Personal Development and Wellbeing Strategy is the 'Enrichment Framework for Schools and Colleges.' (2026).

The framework recommends providing a balance of experiences across five key areas over time:

<u>Civic Engagement</u>	<u>Arts and Culture</u>	<u>Nature, outdoors and adventure</u>	<u>Sports and physical activity</u>	<u>Wider life and future skills.</u>
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We have evaluated our 26/27 provision against the Enrichment Framework.



Enrichment Framework is informed by the Enrichment for All: benchmarks to build belonging, skills and opportunity report.



Personal Development and Wellbeing Strategy

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.



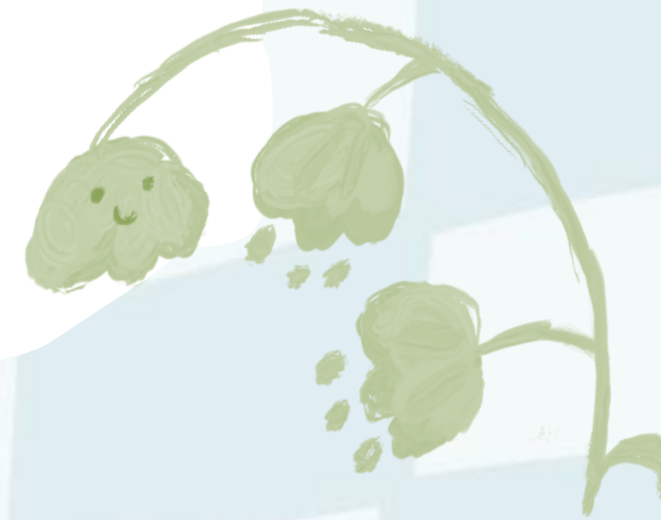
3.) Sought:

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.



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.**