Personal Development and Wellbeing Strategy

At St James our Personal Development and Wellbeing strategy is a coherently planned, highly inclusive programme that empowers every child—regardless of their starting point, background, SEND, or socio-economic context—to overcome challenges, discover their unique talents, and thrive as confident, active citizens. This approach is rooted in our Christian Vision “Do Everything in Love" (1 Corinthians 16:14).

Our strategy is reflective of our context and our own monitoring and evaluation. This bespoke approach is refined and responds to the needs of all children and is aligned with our other whole school priorities.

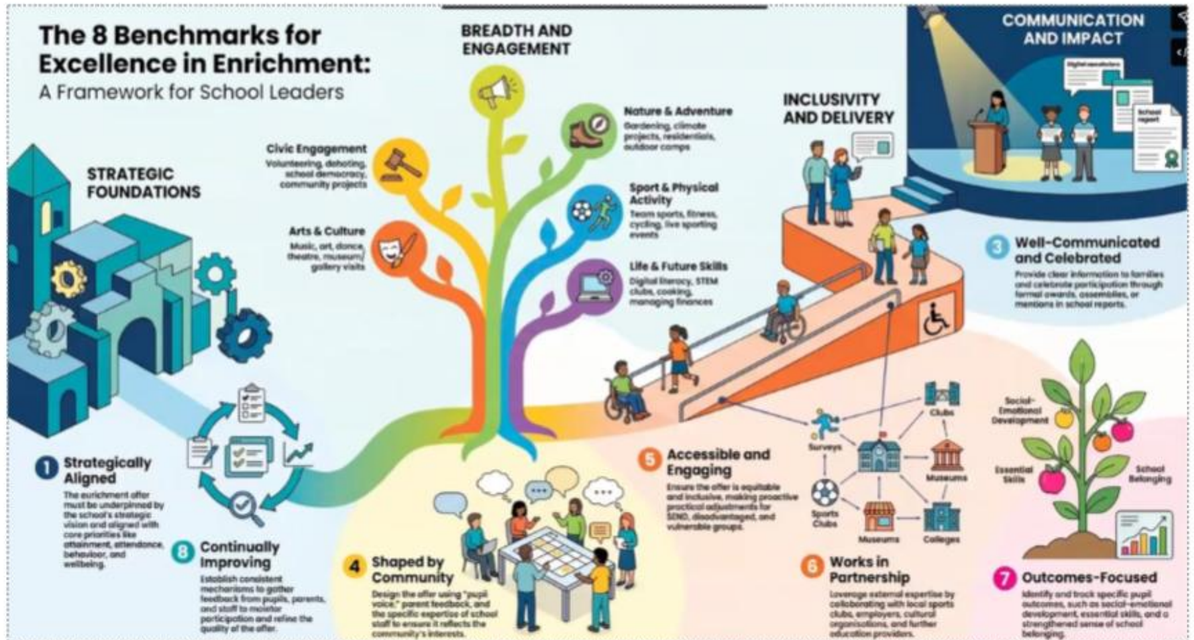


The Research: Enrichment Framework for Schools and Colleges

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:

Civic Engagement	Arts and Culture	Nature, outdoors and adventure	Sports and physical activity	Wider life and future skills.

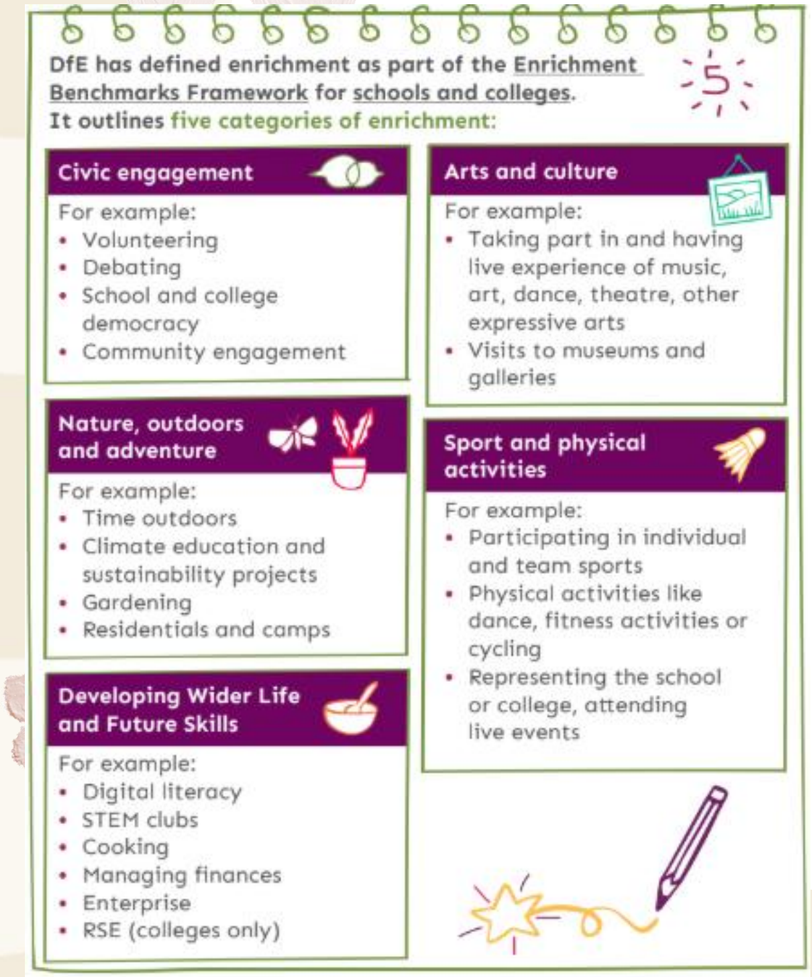


We have evaluated our 26/27 provision against the Enrichment Framework.

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

The Research: Enrichment for All

We use the Enrichment for All: Enrichment Benchmarks toolkit to create and evaluate our Personal Development offer. Enrichment refers to a broad range of activities and experiences that support young people's social, personal and emotional development.



Good quality enrichment centres young people's voices, safeguards their wellbeing and celebrates their individuality. It recognises young people as co-creators, leaders and changemakers in their own right, and involves them as active partners in shaping opportunities available to them. It is often facilitated by adults who offer encouragement and constructive challenge, and help young people to reflect on and celebrate their experiences.

We have evaluated our 26/27 provision against the Enrichment Framework.

Success Criteria and Long-Term Considerations Incorporated within Monitoring:

We aim to answer the question: "How effectively does our enrichment provision ensure that every pupil, regardless of background or need, participates in a broad, purposeful and high-quality range of experiences that develops their interests, skills, character, wellbeing and sense of belonging?"

- ✓ **Equity, accessibility and pupil participation**
- ✓ **Evidence of impact and continuous improvement**
- ✓ **A broad, purposeful and strategically aligned enrichment offer**
- ✓ **Pupil voice, communication and community partnership**

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

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:

What kind of school are we?	What are our expectations of behaviour towards each other?	How well do our curriculum and teaching develop resilience and confidence?	How good is our co-curriculum?	How well do we promote the value of volunteering and service to others?	How do we ensure that all our pupils benefit equally from what we offer?

We have evaluated our provision against the Character Education Framework.

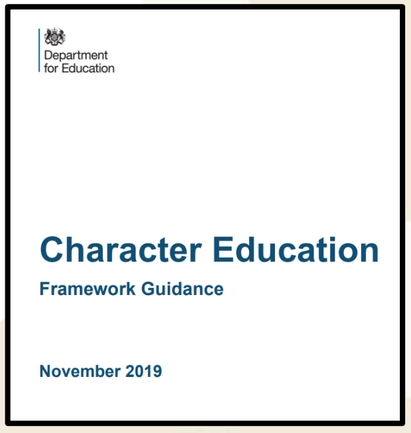
Success Criteria and Long-Term Considerations Incorporated within Monitoring:

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

Annual strategic priorities are centrally driven by our seven Journey Drivers (our carefully selected 'Building Blocks of Character') to meet the needs of our whole-school community and ensure that pupils' personal development 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.

The Building Blocks of Character: Our Journey Drivers.





1.) Caught:

'Journeying Together to Live, Learn and Laugh with the Love of God.'

Through a positive school community, this is 'caught' on a whole school level through polices, procedures and processes with positive relationships at the core. As a school, we create a sense of pride, belonging and identity within our '#TeamStJames'



Golden Thread of Inclusion - Inclusion by Design.



2.) Taught:

Through our carefully sequenced taught curriculum incorporating 'St James 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.



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.

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 '#TeamStJames' for ALL key stakeholders.



Golden Thread of Inclusion - Inclusion by Design.



2.) Inclusion - Taught:

Our core curriculum (including our St James 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.



3.) Inclusion - Sought:

Opportunities to develop character and wellbeing 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 were necessary.

Personal Development and Wellbeing Strategy

1.) Caught:

- Behaviour Policy focused on Relationships/Clear Routines
- LDST Relationships Policy
- LDST Welcome Policy
- Work with Trauma Informed Schools – TISUK
- Commitment to SMSC across the curriculum
- International Schools Award
- Young Carers in School Award

3.) Sought:

- The Golden Shell Experiences
- Work with external agencies e.g. Kids Matter
- St Helens Mental Health Support Team
- Therapeutic Interventions (Drawing & Talking Therapy)
- Residentials
- Extra Curricular Offer
- Pupil Leadership
- Saints in the Community

2.) Taught:

- Progressive PSED/PSHE Curriculum (My Happy Mind/Plus)
- Picture News
- Anthony Walker Foundation
- Merseyside Police
- NSPCC- PANTs
- LDST Promise (including careers)
- Focused Days and Weeks e.g. Keeping Safe Week/World Poetry Day