



HALEWOOD CHURCH OF ENGLAND PRIMARY SCHOOL | PERSONAL DEVELOPMENT, CHARACTER & WELLBEING

Halewood Church of England Primary School

PERSONAL DEVELOPMENT, CHARACTER & WELLBEING STRATEGY

2026–2027

Our Christian vision

“Train up a child in the way they should go, and when they are old they will not depart from it.” — Proverbs 22:6

We believe every child is uniquely created, deeply loved by God and has gifts and potential to be nurtured. We seek to empower every child to flourish academically, emotionally, spiritually and socially; to become confident, resilient and compassionate; and to make a positive difference to others.

*Caught in our culture. Taught through our curriculum.
Sought through opportunity. Known as an individual.*





1. Our approach to personal development

At Halewood C of E, personal development is not a bolt-on, a single subject or a list of events. It is the intentional interaction of our Christian vision, culture, curriculum, safeguarding, spirituality, wellbeing, enrichment, inclusion and community life. Children develop personally because of what they repeatedly experience, what they are explicitly taught, the opportunities we deliberately seek for them and the systems we use to ensure that every individual is noticed.

Dimension	Meaning at Halewood	Key question
CAUGHT	The culture children live: relationships, routines, expectations, values, belonging, inclusion, worship and adult modelling.	What does it feel like to belong here every day?
TAUGHT	The planned knowledge, language, attitudes and behaviours taught through PSHE/RSE, safeguarding, RE, worship and the wider curriculum.	What do we deliberately teach children to know, understand and practise?
SOUGHT	The experiences, responsibilities and opportunities we actively create beyond ordinary lessons.	What do we deliberately seek so children encounter a rich childhood and wider world?
KNOWN	The pupil-level assurance that nobody is overlooked: wellbeing, participation, voice, inclusion, safeguarding and response.	How do we know each child, notice patterns, remove barriers and evaluate impact?

Our intended outcomes

- Every child feels loved, safe, known, noticed and valued and has a secure sense of belonging.
- Every child develops character through Friendship, Hope, Forgiveness, Thankfulness, Responsibility and Perseverance.
- Every child develops emotional literacy, healthy relationships, resilience, self-regulation, confidence and independence.
- Every child knows how to keep themselves and others safe, including online and in the community.
- Every child learns to respect difference, understand equality, challenge prejudice and live well in a diverse society.
- Every child encounters culture, music, creativity, nature, adventure, sport, service and practical life experiences.
- Every child has opportunities to speak, lead, serve, advocate, collaborate and make a positive difference.
- Every child is supported to discover interests, talents and aspirations and to develop wider life and future skills.
- Vulnerable and disadvantaged pupils and pupils with SEND experience the same ambition, with barriers anticipated and removed.

The principles that underpin the strategy

- Christian vision before programmes: provision is rooted in who we are and why we exist.
- Belonging before intervention: relationships and everyday culture are our first line of support.
- Prevention before crisis: systems such as Moody and the Belonging Tracker help us notice need early.
- Explicit teaching as well as modelling: important personal, social and safeguarding knowledge is deliberately taught.
- Entitlement, not chance: wider experiences are planned so that opportunity is not dependent on family circumstance.
- Equity, not simply equality: we make reasonable adjustments, subsidise access and follow up non-participation.
- Voice and agency: children are expected to lead, choose, reflect, advocate and serve.
- Impact, not activity counts: leaders increasingly evaluate what experiences change for children, not simply whether they happened.



2. CAUGHT – The culture children live

Children ‘catch’ personal development through the lived experience of school. Our aim is that the culture itself teaches dignity, compassion, aspiration, responsibility and belonging before a lesson begins.

2.1 Christian vision made visible in everyday behaviour

Our six Christian values are translated into observable behaviours so that values are not abstract words.

Value	What children learn to live
Friendship	Include everyone; share Honey Words; use manners; show respect; work together; use kind hands, kind feet and kind words.
Hope	Adopt a growth mindset; be aspirational; advocate courageously; seek to make a difference; do our best; build others up.
Forgiveness	Reflect on impact; recognise difference; accept mistakes; be patient; move forward after resolution; show grace when hurt.
Thankfulness	Express gratitude to others; use manners; value staff and teachers; care for school resources; show gratitude at home and school.
Responsibility	Keep self and others safe; promote Christian values; own learning; care for the environment; set a good example; follow agreed rules.
Perseverance	Keep going through challenge; endure good and difficult times; be unafraid to fail; accept help; set ambitious goals; approach school positively.

2.2 A culture of belonging: ‘We are a family’

- ‘Welcome to Halewood C of E – You are loved’ expresses the intended lived experience of the school, not simply a display message.
- Adults intentionally know pupils’ interests, strengths, talents, passions, needs and relationships.
- Daily greetings, calm starts, consistent routines and relational interactions establish safety and readiness to learn.
- Reception buddies in Year 6, adult mentors for Year 6 children, carefully identified adult mentors for targeted pupils and trusted adults across school strengthen connection across school.
- Restorative conversations place relationships above sanctions and help pupils understand impact, seek forgiveness, repair harm and move forward.
- Honey Words provide a shared language for kindness, affirmation and building others up.
- Child of Excellence and wider celebration recognise character, contribution, effort and positive impact as well as achievement.

2.3 Emotional wellbeing and regulation

- Daily Moodly emotional check-ins enable children to communicate how they are feeling and help staff notice patterns quickly.
- Age-appropriate physical check-in systems are used with younger pupils.
- Half-termly Moodly indicators distinguish Positive, Monitor and Concern patterns; our belonging tracker enables us to monitor children’s wellbeing and intervene if support is needed.
- The Nurture Room, Sensory Room, Heart Space and classroom Calm Corners provide purposeful spaces for regulation, reflection and pastoral support.
- Personalised Calm Starts can include sensory activity, nurture, time with a trusted adult and time with school dog Fudge.



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- Emotional coaching, nurture support, sensory regulation, wellbeing activity and partnership with families form a graduated response to need.
- A dedicated Wellbeing Team meets half-termly to evaluate provision and identify priorities.
- Forest School and Grow to Learn contribute to confidence, resilience, teamwork, wellbeing and connection with creation.

2.4 Inclusion, dignity and equality

- Inclusion is understood as an expression of our Christian belief in the inherent dignity of every person.
- High expectations are maintained for pupils with SEND and vulnerable learners; support is intended to enable participation rather than narrow experience.
- Adaptive teaching, personalised support and reasonable adjustments enable access to curriculum, worship, enrichment and wider school life.
- No Outsiders curriculum strengthens the culture of dignity, equality, belonging and respect for difference.
- Trauma-informed practice supports consistent understanding of regulation, behaviour, relationships and need.
- LDST Wellbeing Network participation and Inclusion Insight visits support ongoing refinement of inclusive practice.

2.5 Spiritual culture

- Daily collective worship is the spiritual heartbeat of school: invitational, inclusive and inspirational, with Bible teaching, prayer, singing, stillness and reflection.
- Worship follows the liturgical year and develops understanding of Advent, Christmas, Lent, Easter, Pentecost and other Christian seasons.
- Self – Others – Beauty – Beyond provides a shared language for spirituality across school.
- Every pupil keeps a Heart Journal for weekly prayer, artwork, reflection and personal response.
- Weekly Spiritual Moments are planned centrally by the Christian Ethos Team.
- Every pupil participates in small-group Heart Space spirituality sessions three times each year.
- Prayer spaces exist across school; prayer bags travel home weekly; families can engage in Heart Journalling and home worship.
- Heart Space provides an adapted way to participate in worship for pupils who find the larger environment overwhelming.

2.6 Family, staff and community culture

- An open-door culture and practical pastoral care support families through difficulty, bereavement, crisis and hardship.
- Parent prayer groups, family Heart Journalling, class worship, home worship and the Worship Community strengthen home–school–church relationships.
- A school-based Worship Community brings pupils, families, churches and the wider community together for worship, fellowship, food and fun.
- Staff wellbeing is treated as a strategic anchor: reflection spaces, prayer, Bible reflection, wellbeing check-ins, pastoral support and termly communion support adults to flourish.
- Strong partnerships with St Nicholas Church, St Mary's Church, Grace Church, LDST and the Diocese enrich the lived culture of faith, service and belonging.



3. TAUGHT – What children deliberately learn

We explicitly teach the knowledge and understanding children need for relationships, health, safety, equality, citizenship, spirituality and life beyond primary school. We do not assume that a positive culture alone will secure this learning.

3.1 Core PSHE/RSE structure

Jigsaw provides the progressive whole-school architecture through six recurring puzzles: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me. It includes lesson resources, assessment pathways, parent information and implementation/CPD support. Halewood supplements this with contextual safeguarding, visitors and locally relevant teaching.

Curriculum strand	Examples of deliberate teaching across EYFS–Y6
Identity, belonging & citizenship	Belonging; feelings; class community; rights and responsibilities; learning charters; school and global citizenship; democracy; responsibilities.
Difference, equality & anti-bullying	Similarities/differences; stereotypes; gender diversity; racism; rumours/name-calling; types and causes of bullying; power struggles; standing up for self and others; celebrating difference.
Aspiration, resilience & economic understanding	Goals; obstacles; perseverance; collaboration; ambition; achievement; financial education; whether money matters; jobs and careers; dream jobs; making a difference.
Physical & mental health	Exercise; sleep; hygiene; healthy eating; relaxation; medicines; smoking; alcohol; drugs; body image; relationship with food; emotional and mental health; stress and pressure; mindfulness.
Relationships	Families; friendship; loneliness; conflict; physical contact; secrets; trust; jealousy; love and loss; group dynamics; power and control; healthy relationships; assertiveness.
Growing & changing	Life cycles; body changes; puberty; conception; consent/responsibility; transition; real self/ideal self; looking ahead.
Online life	Online safety; online community; gaming; screen time; online bullying; real/unreal and safe/unsafe online experiences; responsible technology use.
Contextual safeguarding	Road, rail, water, fire and electrical safety; emergency aid; gangs and exploitation; NSPCC/PANTS; police input; Crucial Crew; keeping safe in public.

3.2 Whole-school safeguarding and personal development events

- Black History Month; Anti-Bullying Week; Human Rights Week; Safer Internet Day; My Money Week; Walk to School Week; Healthy Eating Week; Wellbeing Week; transition work; Aspirations Day; whole-school fundraising.
- Children's first aid and responding in an emergency.
- NSPCC teaching including PANTS; police e-safety/online bullying input; fire service input; road safety; Bikeability; electrical, rail and water safety.
- Health and wellbeing contributions including school nurse/health team, yoga and mindfulness, heights and weights and swimming for each year group.



3.3 British values, equality and life in modern Britain

- Democracy is experienced through pupil voice, leadership and decision-making as well as explicitly taught.
- Rule of law is connected to rights, responsibilities, consequences, safety and community life.
- Individual liberty is developed through informed choices, identity, confidence, self-advocacy and understanding personal boundaries.
- Mutual respect and tolerance of different faiths and beliefs are developed through RE, PSHE, No Outsiders, diverse curriculum content and encounters with people and places beyond pupils' immediate experience.
- Human rights, global citizenship and respectful disagreement prepare pupils to participate thoughtfully in a diverse and interconnected society.

3.4 RE, collective worship and spiritual development

- Questful RE develops secure religious literacy, a deep understanding of Christianity as a living, diverse and global faith, and informed respect for world faiths and worldviews.
- RE deliberately engages pupils with identity, meaning, purpose, morality and belief and teaches them to consider differing viewpoints and disagree respectfully.
- Collective worship links Scripture and Christian values to pupils' choices, relationships, justice, service and responsibility.
- Windows, Mirrors and Doors are used to encounter, reflect and respond; Self – Others – Beauty – Beyond provides the common spiritual language.
- Weekly classroom reflection revisits worship themes and asks pupils how learning should influence life.

3.5 Courageous advocacy, justice and stewardship

- Weekly current-news focus helps pupils consider local, national and international events, emotional response, prayer and practical action.
- Each class undertakes child-led courageous advocacy projects: identifying issues, researching causes, considering perspectives and taking meaningful action.
- Pupils study courageous advocates from history and around the world.
- Year 6 Lend with Care work develops understanding of dignity, empowerment and sustainable support through interest-free loans to entrepreneurs.
- Eco Warriors, Grow to Learn and environmental initiatives teach stewardship, sustainability and care for God's creation.

3.6 The wider curriculum as personal development

- RAISE curriculum intent connects subject learning with academic excellence and personal flourishing.
- Reading and curriculum representation expose pupils to diverse cultures, faiths, perspectives and lived experiences.
- Opening Worlds broadens understanding of history, geography, civilisation and pupils' place in an interconnected world.
- Oracy and respectful dialogue develop confidence, reasoning, listening and the ability to express ideas.
- PE develops teamwork, fair play, physical confidence and resilience; dance exposes pupils to styles including Street Dance and Lancashire clog dancing.
- Music develops creativity, performance, teamwork, confidence and cultural appreciation through singing, instrumental work, composition, improvisation and listening. All children take part in Cathedral Choir singing lessons in Years 3 and 4, and perform at the Cathedral. All children learn to play clarinet weekly in year 5 and 6. Live music performance is a key experience for all children.



4. SOUGHT – The experiences we deliberately create

Halewood actively seeks experiences children may not otherwise encounter. Enrichment is strategically aligned with belonging, inclusion, oracy, attendance, wellbeing, personal development and strong outcomes. It is an entitlement, not an optional extra.

4.1 The five enrichment entitlements

Entitlement	Halewood provision
Civic engagement	Junior Leadership Team; Christian Ethos Team; Prayer Champions; Eco Warriors; courageous advocacy; fundraising; Lend with Care; volunteering and service; community projects; pupil voice; debate; school democracy; church/community action.
Arts & culture	Choir; Liverpool Cathedral Schools Singing Programme and Big Sing; live music; guest musicians; worship bands; theatre/orchestral visits; nativity; Y6 musical; drama; dance; art/craft; curated music around school; cultural visits and experiences.
Nature, outdoors & adventure	Forest School Y1–Y6; Grow to Learn curriculum Reception – Y6; weekly gardening; biodiversity and stewardship; outdoor learning; residencies; wildlife activity; den building; orienteering/adventure; whole-school family day out.
Sport & physical activity	Team and individual sports; football; athletics; cross country; multisports; yoga/fitness; dance; swimming; cycling/Bikeability; active play; competition and representation; outdoor/adventure physical activity.
Wider life & future skills	Halewood University; enterprise; branding/budgeting/marketing; graphic design; digital creativity; cooking; chess; practical crafts; logic/problem-solving; careers; Aspirations Day; public speaking; first aid; financial education; communication and leadership.

4.2 LDST Promise – a shared entitlement

The LDST Promise complements the school offer through Love, Discover and Serve experiences, with Thriving Together running through the programme. The mapped Promise contributes across civic engagement, arts and culture, nature/outdoors/adventure, sport/physical activity and wider life/future skills. Examples include Pal's Picnic, Wonderful Walks, Friendship Flowers, Wild Wonders, Positive Posts/Pen Pals, Bard's Brilliant Performers, Planet Protectors, Agents of Change, Confident Communicators and Peer Power: Coaches in Action.

Every year group participates in carefully mapped Promise experiences that develop service, reflection, communication, belonging, environmental awareness, leadership and personal growth.

4.3 Halewood University – confidence, creativity, character and contribution

Halewood University is intentionally more than an after-school club. It helps children discover talents, build resilience, develop leadership and grow as individuals. Children

- Mini Dragons' Den: business ideas, branding, budgeting, marketing, problem-solving and pitching to a panel.
- Graphic Design: logos, posters, invitations and digital creativity.
- Yoga and Fitness: movement, breathing, balance, coordination, mindfulness and healthy habits.
- Classic Games: teamwork, resilience, communication and traditional play.
- Learn How to Draw: technique, creativity, shading, texture and character design.
- Chess: strategy, concentration, logical thinking, patience, learning from mistakes and sportsmanship.



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- Cosy Crafts: origami, crochet, sewing and practical creativity.
- Unsolved Mysteries and Puzzle Masters: enquiry, reasoning, evidence, logic and problem-solving.
- Independent project: pupils pursue an area of personal interest.
- Community contribution: every pupil plans meaningful action to improve the local community or support others.
- Public speaking: pupils prepare and present their work and interests to others.
- Graduation: completion is celebrated formally, reinforcing pride, perseverance and contribution.

4.4 Music, performance and cultural capital

- Weekly Liverpool Cathedral Schools Singing Programme for Years 3 and 4, including performance at the Cathedral Big Sing.
- Dedicated singing group/choir with weekly rehearsal and opportunities to perform in concerts, school events and church services.
- Community performances including Halewood Town Council Christmas lights, nursing homes and other local venues such as hospitals and supermarkets.
- All pupils participate in Christmas productions; Year 6 stage an end-of-year musical production.
- Live music in collective worship and Christmas worship, guest musicians and local worship bands.
- Half-termly Liverpool Cathedral Choir visits and opportunities to experience live singing.
- Trips to orchestral performances and theatre with live musical elements.
- Curated weekly music played through school with contextual information, widening exposure to styles, cultures and periods.
- Music from Chinese, Brazilian Samba, African and Caribbean traditions within curriculum learning.
- Every pupil has access to an iPad/GarageBand for music creation; Pupil Premium pupils can access charged cultural experiences without cost.

4.5 Outdoor learning, nature and adventure

- Every child from Year 1 to Year 6 participates in Forest School, developing resilience, confidence, collaboration and spiritual connection with creation.
- Grow to Learn enables pupils to cultivate fruit and vegetables, learn gardening, biodiversity, sustainability, patience, responsibility and stewardship, and contribute to the school environment.
- Residential and outdoor/adventure opportunities broaden independence, teamwork and challenge.
- The annual whole-school Family Day Out combines family belonging with outdoor learning, creativity and adventure: Forest School family workshops, bug hunts, clay creatures, den building, golf, archery, target activities, high ropes, lawn games and self-led exploration are examples of the experiences we have each year.

4.6 Leadership, voice, service and advocacy

- Junior Leadership Team – school improvement, pupil voice and representation.
- Christian Ethos Team – shaping Christian life, Spiritual Moments and pupil-led worship.
- Prayer Champions / worship leaders – prayer, worship and spiritual leadership.
- Eco Warriors – stewardship and sustainable action.
- Maths Champions and Junior Librarians – service and subject/community leadership.
- No Outsiders Team – belonging, equality and inclusion.
- Y6 buddies – care, mentoring and responsibility for younger pupils.
- Play leadership and coaching opportunities.
- Class courageous advocacy projects and community action.
- Choir and performance as service to the wider community.
- Planned development of Pupil Chaplains to extend leadership in worship, pastoral care, prayer and service.



4.7 Family and community experiences

- Whole-school Family Day and family participation in wider school experiences.
- Worship Community, class worship, church services, prayer bags and family Heart Journalling.
- Visits to and partnerships with local churches; clergy involvement in worship, RE, Bible clubs and pastoral care.
- Community performances, nursing-home visits, food-bank collections, clothing appeals, charity fundraising and sponsorship.
- Friends of the School support to fund and widen experiences, including the whole-school Haigh Hall day.
- Headteacher coffee mornings and parent feedback help shape wider provision.

5. KNOWN – How we ensure everyone is known and everyone belongs

‘Known’ is the assurance layer beneath the strategy. It turns a broad offer into an inclusive offer by asking, child by child: Are they happy? Do they belong? Are they participating? Are barriers being removed? Are they learning and growing from the experience?

System	What it tells us	Response
Moodly / younger-pupil check-ins	Daily emotional state and emerging patterns.	Prompt follow-up; trusted-adult check-in; nurture/sensory/pastoral response; family contact where appropriate.
Moodly half-term indicator	0–4 red = Positive; 5–10 = Monitor; 10+ or 3 consecutive red = Concern.	Termly recording and pattern analysis; 3 consecutive red triggers immediate Belonging Tracker review.
Belonging Tracker	Whether each pupil feels known and whether wellbeing, interests, strengths and needs are being recognised.	Review support, mentoring, participation and relational provision.
ATLAS / central enrichment tracking	Who is and is not participating, including vulnerable groups.	Speak directly with pupils/families; understand barriers; adapt provision; target opportunities.
Golden Tickets	Financial barriers to paid clubs.	Provide free access to targeted vulnerable pupils.
SEND/pupil information	Access needs and adjustments required.	Reasonable adjustments and personalised access without lowering ambition.
Pupil voice / surveys	Safety, happiness, belonging, quality of provision and pupil priorities.	Refine curriculum, enrichment, play, wellbeing and pastoral provision.
Safeguarding, behaviour & attendance	Patterns that may indicate vulnerability, disengagement or need.	Triangulate with wellbeing and belonging; intervene early.
Parent/staff/external-provider feedback	Quality, accessibility and community experience.	Improve provision, review partners and respond to context.

5.1 Equity and participation

- Non-participation is followed up rather than simply recorded.
- Participation is centrally tracked, including vulnerable and disadvantaged groups.
- ATLAS helps identify pupils at risk of missing out and supports direct conversations about barriers.
- Golden Tickets remove financial barriers to paid provision.
- Practical adjustments support pupils with SEND and other vulnerabilities.
- Pupil Premium pupils can access charged musical/cultural experiences at no cost where identified.



- School provision is deliberately shaped around the Halewood context and seeks to widen experiences children may not otherwise access.

5.2 Evidence of impact

Current evidence

The evidence base supplied for this strategy includes: 97.4%–97.5% attendance, with the school reported as 1st among similar schools in the DfE comparison used by school; 100% pupil happiness in the Mental Health and Wellbeing Award evidence; a 10% increase in happiness since wellbeing monitoring began; 100% staff pride; 88% extracurricular participation; 100% participation for Pupil Premium pupils; 95% positive Forest School impact; 100% enjoyment of nurture sessions with 94% reporting improved confidence; and pupil-survey evidence of 95%+ feeling safe in class and around school. These measures are triangulated with qualitative evidence rather than treated as standalone proof.

5.3 What we are strengthening next

- Make enrichment reflection systematic through Heart Journals so pupils identify what they enjoyed, learned and developed.
- Introduce a specific parent enrichment survey alongside Headteacher coffee mornings.
- Create a consistent review record for external providers using SLT observation, pupil voice and parent feedback.
- Signpost families more regularly to high-quality community enrichment beyond school.
- Move enrichment monitoring beyond participation alone by linking ATLAS data with pupil reflection, belonging and personal-development outcomes.
- Continue strengthening evaluation of the Belonging Strategy through pupil and staff voice.
- Develop Halewood Play to Learn as an inclusive, purposeful and spiritually enriching approach to playtimes.
- Establish Pupil Chaplains to extend pupil leadership in worship, pastoral care, prayer and spiritual development.

6. Leadership, implementation and accountability

Leadership responsibility	Key expectations
Headteacher / Enrichment Lead	Own strategic direction; align personal development and enrichment with vision/SIP; monitor participation, equity, partnerships and impact; report to governors.
PSHE/RSE leadership	Secure progressive Jigsaw delivery; contextual safeguarding additions; parent engagement; staff subject knowledge; assessment and monitoring.
DSL / safeguarding leadership	Ensure contextual safeguarding themes respond to need and statutory expectations; triangulate safeguarding patterns with curriculum and pastoral provision.
SENDCo / inclusion leadership	Ensure ambitious access, reasonable adjustments and participation for pupils with SEND and vulnerable learners.
Christian Ethos / worship leadership	Develop vision, worship, spirituality, prayer, service, courageous advocacy and pupil spiritual leadership.
Subject leaders	Identify how each subject contributes to character, spirituality, equality, cultural capital, oracy, inclusion and wider life.



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Class teachers / support staff	Model values; teach planned content; know pupils; follow up wellbeing; promote opportunities; make adjustments.
Pupil leaders	Shape school life, worship, service, equality, environment, learning and peer support.
Governors	Provide challenge and assurance on personal development, safeguarding, inclusion, Christian vision, participation and impact.
External/community partners	Extend expertise and opportunity; work within school safeguarding and quality expectations; contribute feedback.

6.1 Monitoring cycle

- Daily: emotional check-ins and responsive pastoral follow-up.
- Weekly: worship reflection, Heart Journals, current-news/courageous advocacy and celebration.
- Half-termly: Wellbeing Team review; enrichment participation review; pupil voice as appropriate; Christian Ethos Team evaluation.
- Termly: leadership review of Moodly/Belonging patterns, ATLAS participation, vulnerable groups, enrichment quality and strategic actions.
- Annually: PSHE/RSE and safeguarding curriculum review; parent/pupil/staff feedback; enrichment self-assessment; governor review; strategy refresh.

7. The Halewood personal development entitlement

By the time children leave Halewood, we want every child to be able to say:

I am loved and I belong.

Adults know me, notice me and will help me.

I understand our Christian values and try to live them.

I can recognise and talk about my emotions.

I know how to build healthy relationships and repair them when things go wrong.

I know how to keep myself and others safe, including online.

I understand difference, equality and why everyone deserves dignity and respect.

I can listen, speak confidently, disagree respectfully and explain my thinking.

I have learned about faith, worldviews and the big questions of life.

I have opportunities to pray, reflect, wonder and explore spirituality.

I have experienced music, performance, art and culture.

I have experienced nature, outdoor learning and adventure.

I have taken part in sport and physical activity.

I have developed practical, financial, digital and future-life skills.

I have discovered interests and talents that matter to me.

I have led, served, helped others and had my voice heard.

I understand that I can challenge injustice and care for God's world.

I have made a positive contribution to my school or community.

I know that success is not only what I achieve for myself, but the positive difference I make to others.



8. Comprehensive provision map: Caught, Taught, Sought and Known

This matrix makes explicit how the principal provision evidenced in the source documents contributes to the strategy. Many elements deliberately sit across more than one dimension.

Provision	Caught	Taught	Sought	Known	Primary contribution
Christian vision – Proverbs 22:6	✓	✓	✓	✓	Vision, curriculum, leadership and evaluation
Six Christian values & value behaviours	✓	✓	✓	✓	Observable character behaviours
Daily collective worship / liturgical year	✓	✓	✓	✓	Bible, prayer, singing, reflection, action
Heart Journals	✓	✓	✓	✓	Spiritual and personal reflection
Self–Others–Beauty–Beyond / Windows Mirrors Doors	✓	✓	✓	✓	Shared spirituality language
Heart Space / Spiritual Moments / prayer spaces	✓	✓	✓	✓	Inclusive spiritual development
Prayer bags / family worship / Worship Community	✓	✓	✓	✓	Home–school–church flourishing
Moodly / Belonging Tracker	✓			✓	Early identification and pattern review
Nurture / Sensory Room / Calm Corners / Calm Starts	✓			✓	Regulation and targeted wellbeing
Trusted adults / mentors / Y6 buddies	✓		✓	✓	Relationships, mentoring and service
Restorative practice / Honey Words	✓	✓		✓	Relationships, forgiveness, repair
No Outsiders / equality / diverse curriculum	✓	✓	✓	✓	Dignity, inclusion and modern Britain
Jigsaw PSHE/RSE		✓		✓	Progressive statutory/core teaching
Contextual safeguarding / visitors		✓	✓	✓	Police, fire, health, NSPCC, KABS etc.



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British values / human rights / citizenship	✓	✓	✓	✓	Democracy, law, liberty, respect, tolerance
Courageous advocacy / current news	✓	✓	✓	✓	Justice, service and action
Lend with Care		✓	✓	✓	Global justice and sustainable support
Eco Warriors / stewardship	✓	✓	✓	✓	Creation care and responsibility
Forest School	✓	✓	✓	✓	Nature, resilience, teamwork, spirituality
Grow to Learn	✓	✓	✓	✓	Gardening, sustainability, stewardship
LDST Promise	✓	✓	✓	✓	Love, Discover, Serve experiences
Halewood University	✓	✓	✓	✓	Skills, talent, leadership, contribution
Pupil leadership teams	✓	✓	✓	✓	Voice, service, responsibility
Music / choir / Cathedral / live performance	✓	✓	✓	✓	Culture, confidence, community
Drama / productions / dance / arts	✓	✓	✓	✓	Expression and cultural capital
Sport / swimming / Bikeability / active provision	✓	✓	✓	✓	Health, teamwork and challenge
Trips / visits / residential / Family Day	✓	✓	✓	✓	Broadened horizons and shared memory
Careers / Aspirations Day / enterprise		✓	✓	✓	Future skills and ambition
Financial education / Mini Dragons' Den		✓	✓	✓	Money, enterprise and communication
Digital creativity / GarageBand / graphic design		✓	✓	✓	Creative and digital capability
ATLAS / participation tracking			✓	✓	Equity and gap identification



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Golden Tickets			✓	✓	Financial barrier removal
Pupil / parent / staff voice	✓		✓	✓	Provision shaped and evaluated
External partners / churches / community	✓	✓	✓	✓	Expertise, belonging and service
Halewood Play to Learn (development priority)	✓	✓	✓	✓	Belonging, relationships, physical wellbeing

9. Review and status

Document	Personal Development, Character & Wellbeing Strategy
Academic year	2026–2027
Strategic lead	Headteacher / Enrichment Lead
Key linked leadership	PSHE/RSE, DSL, SENDCo, Christian Ethos/Worship, subject leaders
Review cycle	Termly monitoring; formal annual review
Key linked priorities	Empower Every Voice; We Are a Family; Inclusion by Design; Strong Foundations
Core statement	Caught in our culture. Taught through our curriculum. Sought through opportunity. Known as an individual.