



HALEWOOD UNIVERSITY

Policy 2026–2027

Our vision

“Train up a child in the way they should go...” – Proverbs 22:6

Halewood University broadens horizons, helps children discover their gifts and interests, develops confidence and character, and gives every pupil meaningful opportunities to contribute, communicate and grow.

Explore • Develop • Contribute • Communicate • Graduate



1. Introduction and Rationale

At Halewood Church of England Primary School, we believe education should enable every child to flourish academically, emotionally, socially and spiritually. Children should leave Halewood having achieved highly, but also having discovered interests and talents, developed confidence and independence, served others and experienced opportunities that broaden their understanding of themselves and the wider world.

Halewood University is our distinctive enrichment and personal development programme. It provides children with purposeful opportunities beyond the core curriculum to explore new interests, develop wider skills and discover areas in which they can thrive.

The programme is intentionally called a 'University' because children are encouraged to make choices, pursue interests, take increasing responsibility for their own development and celebrate the successful completion of a programme of study and wider personal development.

Halewood University is not simply a collection of after-school clubs. To graduate, pupils engage with four elements:

- Halewood University enrichment modules.
- An independent project.
- A meaningful community contribution.
- A public speaking presentation.

Successful completion culminates in our annual Halewood University Graduation Ceremony.

2. Aims of Halewood University

- Broaden pupils' horizons and introduce them to experiences, interests and skills beyond the core curriculum.
- Enable children to discover talents and interests they may not previously have encountered.
- Develop confidence, independence, resilience, perseverance and responsibility.
- Provide authentic opportunities for creativity, problem-solving, teamwork and leadership.
- Strengthen pupils' communication, oracy and public-speaking skills.
- Encourage children to serve others and make a positive contribution to their community.
- Develop aspiration and help children recognise the possibilities available to them in later life.
- Provide equitable access to high-quality enrichment for all pupils, including disadvantaged pupils and pupils with SEND.
- Give children ownership of aspects of their personal development.
- Celebrate commitment, character, contribution and personal growth.

3. Halewood University Enrichment Modules

Throughout the year, children are offered a varied programme of Halewood University modules. These are designed to be purposeful enrichment experiences rather than extensions of ordinary classroom lessons.

Where appropriate, pupils are given choice over the modules they undertake. The programme is refreshed over time in response to pupil interests, staff expertise and opportunities available through external partners. Modules contribute to our wider enrichment entitlements: civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activity; and wider life and future skills.



Mini Dragons' Den

Children develop a business idea and learn about branding, budgeting, pricing, marketing and presentation before pitching to a panel. The module develops enterprise, financial understanding, creativity, teamwork and persuasive communication.

Graphic Design

Children explore digital creativity through logos, posters, invitations and other visual materials, considering audience, purpose, layout and communication.

Yoga and Fitness

Children explore movement, breathing, balance, coordination and mindfulness, supporting physical wellbeing and healthy habits.

Chess

Children learn rules and strategies while developing concentration, logical thinking, patience, problem-solving and sportsmanship.

Cosy Crafts

Children develop practical creative skills through activities such as sewing, crochet, origami and other crafts, promoting patience, perseverance and pride.

Unsolved Mysteries

Children become investigators, considering clues and evidence, asking questions and developing theories, strengthening curiosity, reasoning and communication.

Puzzle Masters

Children tackle logic puzzles and challenges requiring perseverance, collaboration and flexible thinking.

Learn How to Draw

Children develop techniques including shape, proportion, shading, texture and character design, building artistic confidence through practice.

Classic Games

Children experience traditional games that develop communication, teamwork, resilience, turn-taking and strategic thinking.

Random Club

A deliberately varied module that exposes pupils to unexpected activities, interests and challenges, encouraging curiosity, adaptability and a willingness to try something new.

The range of modules may change from year to year. This flexibility is an important feature of Halewood University and allows the programme to remain ambitious, relevant and responsive.



4. Beyond the Clubs

Participation in enrichment modules is only one part of Halewood University. Children also complete wider challenges through which they demonstrate independence, communication, responsibility and service.

Independent Project

Every pupil completes an independent project at home linked to an area of interest or their Halewood University experience. Children are encouraged to take ownership of their project and decide how best to demonstrate their learning. Depending upon the subject, this might include research, writing, artwork, a model, photography, digital work, practical creation or another appropriate outcome.

The purpose is not to create a competition between projects or place unnecessary demands upon families. It is to encourage children to pursue their curiosity, work independently and demonstrate creativity, perseverance and personal responsibility.

Pupils have opportunities to share their work in class, with selected projects celebrated and displayed as part of the Halewood University Graduation Ceremony. Projects are completed during Summer 2.

Community Contribution

Every pupil is expected to make a meaningful contribution to their local community. Children are encouraged to identify an achievable way in which they can help, serve or make a positive difference to others. The emphasis is on meaningful contribution rather than financial value or the scale of the activity.

Examples could include supporting a community initiative, helping an elderly neighbour or relative, volunteering, taking part in an environmental project, supporting a charity, helping at church, undertaking a litter pick or contributing to another appropriate act of service.

Children provide simple evidence or reflection to school explaining what they did, why they chose it and the difference their contribution made. This element brings our Christian values to life and reinforces the message that personal success includes the positive difference we make to others. Community contributions are completed during Summer 2.

Public Speaking Presentation

Every pupil prepares and delivers a short presentation to their class on a topic of personal interest. Children choose something they genuinely care about. This could be a hobby, sport, person, place, animal, subject, achievement, collection, area of expertise or another appropriate interest.

The presentation gives every pupil an authentic opportunity to organise ideas, speak to an audience and communicate with confidence. Teachers provide age-appropriate support with planning and presentation, with reasonable adjustments made where necessary so that every child can participate successfully.

This element directly supports our school improvement priority, Empower Every Voice, by ensuring that public speaking is an entitlement for every child rather than an opportunity experienced only by the most confident pupils.

Presentations take place during Summer 1.

5. Recognising Completion

Children's participation in Halewood University is monitored by school so that staff can support pupils to complete the different elements of the programme. There is no pupil passport or points-based system; the emphasis is on participation, commitment, personal growth and completing the wider University experience.



To graduate from Halewood University, pupils complete:

- their Halewood University enrichment opportunities;
- an independent project;
- a meaningful community contribution; and
- their public speaking presentation.

Children are supported throughout the year to understand what remains to be completed, with reasonable adjustments and additional support provided where needed.

6. Inclusion and Equity

Halewood University is an entitlement for all. We recognise that equal access does not always mean providing exactly the same support. Leaders therefore identify and remove barriers that could prevent children from participating fully.

- Reasonable adjustments for pupils with SEND.
- Consideration of financial, practical and family barriers.
- Targeted encouragement for pupils who may be reluctant to participate.
- Additional adult support where appropriate.
- School-based support where a child needs help to complete an independent element.
- Monitoring of participation through our wider enrichment systems, including ATLAS, so pupils or groups at risk of missing opportunities can be identified.

No child should be prevented from graduating because their family is unable to provide resources or extensive support at home.

7. Halewood University Graduation Ceremony

Graduation is the culmination of the Halewood University experience and an important celebration within the school year. At the end of the academic year, pupils who successfully complete Halewood University are invited to attend our formal Graduation Ceremony alongside their parents and carers.

Children graduate wearing a cap and gown and are formally presented with a special Halewood University graduation scroll. The scroll recognises successful completion of the programme and celebrates the commitment, independence, perseverance and contribution demonstrated throughout the year.

The ceremony is deliberately designed to feel significant and memorable. It provides children with an authentic experience of graduation and reinforces the message that personal development, wider achievement and contribution to others are valued alongside academic success.

The Graduation Ceremony may include:

- a formal welcome and procession of graduates;
- pupils graduating in caps and gowns;
- the formal presentation of individual Halewood University scrolls;
- displays of selected independent projects;
- photographs and examples from University modules;
- celebration of pupils' community contributions;
- selected examples or highlights from public-speaking presentations;
- pupil reflections on their Halewood University experience;
- opportunities for parents and carers to celebrate alongside their children;
- a formal graduation photograph and collective celebration.

Graduation is not about identifying the ‘best’ pupils or comparing one child’s achievements with another’s. It recognises successful completion and celebrates the different ways in which children have grown.

For one child, the greatest achievement may be confidently speaking in front of their class. For another, it may be completing a project independently, persevering with a challenging new skill, discovering an unexpected talent or making a meaningful contribution to their community.

What the scroll represents

Every graduation scroll represents something bigger than attendance at a club. It represents a child who has explored, contributed, communicated, persevered and grown.

8. Recognition, Reflection and Celebration

Throughout the year, Halewood University achievements are celebrated through school communication, displays, assemblies, pupil reflection and conversations with families. The final Graduation Ceremony provides the culmination rather than the only point of recognition.

Children are encouraged to reflect not simply on what they have completed, but on how they have developed. Reflection may consider:

- What did I discover that I enjoy?
- What new skill did I develop?
- When did I need to persevere?
- How did I help somebody else?
- What am I now more confident doing?
- What would I like to try next?

Where appropriate, reflection can also be captured through pupils’ Heart Journals as part of our wider approach to personal and spiritual development.

9. Leadership and Quality Assurance

The Headteacher/Enrichment Lead oversees Halewood University and ensures that it remains aligned with the school’s Christian vision and wider Personal Development, Character and Wellbeing Strategy.

Leaders monitor:

- the breadth, quality and purpose of modules;
- pupil participation and completion;
- participation of disadvantaged and vulnerable pupils;
- accessibility and reasonable adjustments for pupils with SEND;
- pupil voice and reflection;
- parent feedback;
- the quality of external providers where used;
- completion of the independent project, community contribution and public-speaking presentation;
- evidence of personal development and impact.

The programme is reviewed annually so that provision can respond to children’s interests, emerging needs and new opportunities.

10. What Successful Participation Looks Like

By completing Halewood University, we want children to be able to say:

I tried something new.
I discovered more about what interests me.
I developed new skills.
I persevered when something was difficult.
I completed something independently.
I spoke confidently about something that matters to me.
I made a positive contribution to my community.
I am proud of how I have grown.

Ultimately, Halewood University embodies our vision in action. We are not simply preparing children for the next stage of education; we are helping them discover who they are, what they can contribute and the possibilities that lie ahead.

11. Review Information

Policy	Halewood University Policy
Academic year	2026–2027
Strategic lead	Headteacher / Enrichment Lead
Linked strategy	Personal Development, Character & Wellbeing Strategy
Review cycle	Annual