

WILNECOTE JUNIOR ACADEMY

Personal Development and Enrichment Offer



Our Vision

‘Achieve together and to take pride in everything we do’

As a school, we are committed to providing every child with the opportunities, experiences and support they need to thrive both academically and personally. We believe that education extends far beyond the classroom and that every child deserves access to a rich, ambitious and inclusive personal development curriculum that prepares them for success in school and in life.

As a caring, inclusive and family-centred school, we maintain high expectations for all pupils and firmly believe that every child can achieve. Through our core values of perseverance, respect, inquisitiveness, determination and enthusiasm, we nurture confident learners who are equipped to embrace challenges, celebrate diversity and contribute positively to their communities. We strive to develop pupils' character, independence and sense of purpose, enabling them to become happy, successful and responsible citizens.

The emotional wellbeing of our pupils lies at the heart of everything we do and provides the foundation for learning, achievement and personal growth. We actively promote resilience, perseverance, self-belief and emotional literacy, helping children to develop the confidence and determination needed to overcome barriers and fulfil their potential.



Our Personal Development and Enrichment offer is strategically designed to provide all pupils with a broad, balanced and progressive range of experiences that enhance their social, moral, spiritual and cultural development. Through opportunities for civic engagement, arts and culture, nature and outdoor learning, sport and physical activity, and the development of wider life and future skills, pupils gain the knowledge, experiences and cultural capital needed to thrive in modern Britain and beyond.

By working in partnership with families, the local community and external organisations, we ensure that every child can access high-quality enrichment opportunities regardless of their background or starting point. We aspire for all pupils to leave Wilnecote Junior Academy as confident, compassionate and well-rounded individuals who are ready for the next stage of their education and equipped to make a positive contribution to society.

School Values

At Wilnecote Junior Academy, our motto, 'Show PRIDE the Wilnecote Way' sits at the heart of our personal development offer. Our school values are woven throughout everyday school life and underpin our personal development offer. We introduce these values in age-appropriate ways, celebrate them when demonstrated and encourage pupils to embody them in all that they do.

Perseverance	Respect	Inquisitiveness	Determination	Enthusiasm
				

By consistently promoting PRIDE, we help children to develop positive relationships, emotional resilience, responsibility, respect and self-belief. This shared approach creates a safe, nurturing and inclusive environment where every child can thrive, grow in character and become a valued member of the school and wider community.

British Values

We are committed to promoting and developing pupils' understanding of British Values through both the curriculum and wider school life. Through our KAPOW curriculum, weekly assemblies and everyday experiences, pupils learn about British Values. We encourage children to become respectful, responsible and active citizens who value diversity, contribute positively to their community and are well prepared for life in modern Britain.

Democracy	Individual Liberty	Mutual Respect	Rule of Law	Tolerance
				
Considering how we can influence decision making through our voices. Encouraging respect for and participation in democratic processes.	The freedom to choose, the freedom to believe, the freedom to express opinion, the freedom to be ambitious. Understanding that with individual liberty, comes responsibility for behaviours.	The importance of identifying and combatting discrimination.	Distinguishing right from wrong. Respecting the rule of law and understanding that it protects us and is essential for well-being, equality and safety. Appreciating the role of the courts and police in maintaining the rule of law.	Acceptance of other people's faiths or beliefs and respecting their right to an opinion.

British Values are promoted through but not limited to:

School Leaders children take on monitor and leadership roles, learning how responsibility is given through fair systems and expectations. Experiences involving performance (e.g., performing in a choir to the care home, playing their instruments in assembly, stage performances to parents, Fierte festival) encourage children to express their voice publicly and confidently. Charity work children promote fundraising events and make decisions collaboratively about supporting causes. Circle-time and collaborative PSHE activities (KAPOW) promote discussions, turn-taking and democratic participation.	Extra Curricular Clubs (performing arts club, enable pupils to choose activities that match their interests and talents. Child Leader roles children choose to take on responsibilities and exercise independence (tidy up, litter pick, door monitors etc.). Experiences such as Forest Fridays, performing arts and OPAL help children explore interests, take risks safely and build confidence. KAPOW PSHE & mindfulness fosters personal reflection, emotional awareness, and ownership of behaviour and choices.	Choir, Performing Arts Club & Lego Therapy require collaboration, praising others' talents, and working harmoniously. Charity fundraising & community singing teach empathy, kindness and connection with others (e.g., singing for local community, supporting chosen charities). Forest Fridays & OPAL develop teamwork and respect for one another's ideas. Social and Cultural SMSC experiences) charity work, Faith Trail, school productions encourage understanding and valuing difference	Child Leader roles children learn to carry out duties consistently and understand expectations linked to responsibility. Sport & Physical Activity (Platinum School Games Award) following rules in games, turn-taking, fair play. Bikeability and Stepping out training teaches safety rules, road awareness, and responsible behaviour. Behaviour curriculum & restorative practice (embedded across PD) teaches consequences, repair and responsibility.	Visits to places of worship Year 5 faith trail Cultural curriculum experiences Fierte Festivals, themed days (Wear Red). Singing for the community / performing for families builds appreciation of diverse audiences and traditions. Library visits, PRIDE people and Literacy Tree expose children to stories and characters from varied backgrounds.
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Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) is woven throughout our curriculum, enrichment opportunities and daily interactions. We support pupils to develop their own values, build positive relationships and understand their role as responsible members of society.

Through a wide range of learning experiences, children learn to be independent, respectful, compassionate and reflective individuals who appreciate and celebrate diversity, enabling them to live and thrive alongside people from different backgrounds, cultures and beliefs.

 Spiritual	 Moral	 Social	 Cultural
Our spiritual development enables pupils to look within themselves, at their human relationships and the wider world.	Our moral development enables our pupils to know what is right and wrong and to act on it accordingly.	Our social development enables our pupils to understand the rights and responsibilities of living in a community and being a responsible citizen.	Our Cultural development is about understanding and feeling comfortable in a variety of cultures. We create opportunities for pupils to experience art, theatre and travel, value cultural diversity.
Promoted through but not limited to: - Assemblies - PHSE- KAPOW - Parent workshops - School visits to places of worship - Educational visits - Themed days and weeks - RE curriculum - Visitors to school - Discrete teaching of values, clearly displayed - Behaviour Curriculum - Assessment that allows pupils to reflect on successes and challenges - Outdoor learning - Child School Leaders	Promoted through but not limited to: - PSHE curriculum - PRIDE Values - School Vision - Assemblies - Supporting charities and fundraising School council - Workshops with children and parents - Visitors from the community (Police cadets, Year 5 safe & sound) - Opportunities for pupils to practise moral decision making e.g. PSHE lessons - Behaviour Curriculum - Hygiene packs - Free used clothing	Promoted through but not limited to: - Residentials - School productions - School trips - Sports events - Charity work - Extra-curricular clubs - Child leaders - Engagement with local community - Family workshops	Promoted through but not limited to: - Celebration events - Sharing children's own personal experience - Visits and visitors - Music and Dance events - Secondary school Visits - School visits to galleries - Summer reading challenge - Supporting charities - Celebrating festivals from around the world - Visits to places of worship - Hosting Career Fayres

Outdoor Play and Learning (OPAL)

Our OPAL provision is a key part of our Personal Development offer, providing children with rich opportunities to develop confidence, resilience, creativity and teamwork through high-quality play.

Our outdoor spaces encourage pupils to be curious, take on new challenges, take risks and work collaboratively, reflecting our school values every day.

We are incredibly proud to have achieved OPAL Platinum Award, recognising our commitment to providing outstanding play opportunities that support children's wellbeing, independence and personal growth. Through OPAL, we ensure that every child has the chance to learn, explore and thrive beyond the classroom.



Achievements

Children are recognised and celebrated for demonstrating our PRIDE values throughout the school day. Pupils can receive PRIDE Shout Outs at the end of each day, recognising positive choices, behaviour and attitudes that reflect our school values.

Each week, teachers nominate children for a Values Certificate, which is presented during our celebration assembly. At the end of each term, one child from each class is awarded the prestigious Star Award in recognition of consistently embodying our values and serving as a positive role model within the school community.

Daily	PRIDE Points PRIDE Shoutouts
Weekly	TTRS award (class winner of school competition) Maths Homework (best % class) Reading Award (best % home reader class) Reading Raffle (x4 + at home per class) Attendance award (best % class) PRIDE point trophy (Most PRIDE points for house team)
Termly	STAR PRIDE
Annually	Alfie award Artist- excellent artist skills and puts effort into all art lessons Sports personality- is someone sporty but also represents the school and shows respect during games Kindness-kind and caring towards others all year Behaviour all year- has demonstrated excellent behaviour all year Music - musical talent, please feel free to speak to Sara on this one Most read at home- the person that reads at home regularly Class achiever- the child who has made the most progress due to trying hard over the year Year 6 person of the year- voted by the cohort

Assemblies

Assemblies are an important part of school life, bringing our community together to celebrate achievements, share experiences and promote pupils' personal development. They provide valuable opportunities for reflection, learning and discussion, helping children to develop confidence, a sense of belonging and an understanding of their role within the school and wider community.

Tuesday	PRIDE Values and British Values
Wednesday	Music (inc. links to influential musicians)
Thursday	OPAL/ Reading / Attendance / Behaviour
Friday	PRIDE Values Celebration

Leadership Opportunities

Every child should have opportunities to develop leadership skills, take responsibility and make a positive contribution to school life. Through a range of leadership roles, pupils are encouraged to share their views, support others and help shape their school community. Opportunities such as School Council, Digital Leaders, Play Leaders, House Captains, Eco Leaders and Reading Ambassadors enable children to develop confidence, communication, teamwork and decision-making skills, preparing them to become active and responsible citizens.

School Council	
School Council provides pupils with a democratic voice within the school, enabling them to represent their peers, share ideas, contribute to decision-making and help lead initiatives that improve the school community while developing leadership, communication and teamwork skills.	
Autumn 1	Year 6 learn to give a tour to visitors Play time jobs given for the year (all) School assembly (PRIDE)
Autumn 2	Year 6 – Parents evening (ask for volunteers for aspirational day) Poppy Appeal – Year 5 Harvest – All assembly and collect Write to another school in the trust (all) School assembly (Harvest)
Spring 1	Year 6 – Parents evening School assembly (British Values)
Spring 2	Write to another school in the trust (all) School assembly (OPAL)
Summer 1	Prepare for summer fair School assembly (TBC)
Summer 2	Summer fair – water fight and pump track Write to another school in the trust (all) School assembly (TBC)

House Captains

House captains are democratically voted for and role models who demonstrate PRIDE. They inspire their house team in assembly and hold the doors at the end of lunch and break. They will be responsible for collecting PRIDE points every Thursday afternoon and organising house competitions as well as supporting on sports day.

Autumn 1	Assembly about who their house team is named after. Den building
Autumn 2	Basketball shoot out
Spring 1	Hula hoop race
Spring 2	Tennis racket bounce
Summer 1	Scooter time trial
Summer 2	Football tournament

Eco Council

Eco Council help tidy after the playground during lunch by litter picking. They are continuing to work towards green flag and will plant wildflowers, make new bug hotels, make bird feeders and help sort out recycling. Their daily duties involve the monitoring of lights, boards and taps are turned off when not in use.

Autumn	Make bird feeders
Spring	Wildflower planting The toy swap – (Join the pod)
Summer	Make new bug hotels Great Big Green Week

Digital Leaders

Digital Leaders will make sure laptops and iPads are plugged in properly whilst demonstrating PRIDE when handling tech.

Autumn	Help host TTRS workshop/ Assembly
Spring	Celebrate e-safety week/ Assembly
Summer	Assembly (AI)

Extra Curricular

Extra-curricular activities play an important role in enriching pupils' experiences beyond the classroom. Our wide range of clubs, teams and enrichment opportunities enables children to develop new interests, talents and skills while building confidence, resilience and positive relationships. We encourage all pupils to participate in activities that broaden their experiences, promote wellbeing and foster a sense of belonging within the school community.

	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn 1	Outdoor Play and Learning (Mrs Davies) TTRS (Miss Shelley) Outdoor Learning (Mrs Hancox)	Outdoor Play and Learning (Mrs Davies) Craft Club (Mrs Gallagher)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies) Self-love (Miss Richardson, Mrs Thoroughgood) Just Dance (Mrs Huxley) Performing Arts (Miss Paskin)	Outdoor Play and Learning (Mrs Davies)
Autumn 2	Outdoor Play and Learning (Mrs Davies) TTRS (Miss Shelley)	Outdoor Play and Learning (Mrs Davies) Craft Club (Mrs Gallagher)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies) Self-love (Miss Richardson, Mrs Thoroughgood) Just Dance (Mrs Huxley) Performing Arts (Miss Paskin)	Outdoor Play and Learning (Mrs Davies)
Spring 1	Outdoor Play and Learning (Mrs Davies) Computing (Mr Litobarski) SATs Club (Mr Bartholomew) Colouring Club (Mrs Hancox)	Outdoor Play and Learning (Mrs Davies) SATs Club (Mrs Lomas)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies) Arts Club (Mrs Rudge) Performing Arts (Miss Paskin)	Outdoor Play and Learning (Mrs Davies)
Spring 2	Outdoor Play and Learning (Mrs Davies) Computing (Mr Litobarski) SATs Club (Mr Bartholomew)	Outdoor Play and Learning (Mrs Davies) SATs Club (Mrs Lomas)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies) Arts Club (Mrs Rudge) Performing Arts (Miss Paskin)	Outdoor Play and Learning (Mrs Davies)

Summer 1	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)			
	SATs Club (Mr Bartholomew)	MTC Prep (Miss Kaur, Yr 4)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)
		SATs Club (Mrs Lomas)		Performing Arts (Miss Paskin)	
		Summer Sports (Mr Kinson)			
Summer 2	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)			
		MTC Prep (Miss Kaur, Yr 4)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)	Outdoor Play and Learning (Mrs Davies)
		Summer Sports (Mr Kinson)			

Trips, Visits and Residentials

Some of the most memorable learning takes place beyond the school gates. Educational visits, visitors and residential experiences provide pupils with opportunities to explore new places, encounter different cultures and challenge themselves in unfamiliar situations. These experiences bring learning to life, inspire curiosity and create lasting memories, while helping children to develop confidence, independence, resilience and a broader understanding of the world around them.

Year 3	Stepping Out, Conkers (Secret Life of Seeds, Bushcraft Explorer and Woodland Web), Safety Seymour, Recorder Festival, Lichfield Garrick Theatre, Settlements- Geography fieldwork,
Year 4	Forest Walk, Care home carol performance, Black Country Museum (children's history), Severn Trent Water, Safety Workshops PCSO's, Tanglewood- Cannock Chase (Habitat Heroes and Woodland Survivor), Animal Aid- Animal Welfare, Tamworth Castle
Year 5	Local Area Walk, Walsall Art Gallery, Fire Station, High School Theatre, CO Crew, Rosliston Forestry Centre – Woodland Experiences (linked to Science, plants), Derby Open Centre, High School Taster Day, Cooking- High School
Year 6	Local Area Walk, Swimming, Bikeability, Laches Wood, River Walk, Whittington Barracks, Stepping Out, End of year performance

Buddy Class System

Through our buddy system, pupils develop confidence, oracy, communication, leadership and social skills. They work together across year groups, share their achievements and take part in meaningful activities that support the local community.

Enrichment Benchmarks Categories Overview

All elements of our Personal Development and Enrichment offer, as highlighted above, are carefully planned to ensure coverage of the key enrichment categories areas (DFE) . Through a broad range of opportunities and experiences, pupils develop the knowledge, skills and character needed to thrive as confident, responsible and successful members of their community.

Civic Engagement	Arts & Culture	Nature, Outdoors & Adventure	Sport & Physical Activities	Wider Life & Future Skills
- School Council - Eco Council - House Captains - Digital Leaders - Reading Ambassadors - Charity fundraising and fundraising campaigns - Poppy Appeal - Harvest collection - Community singing and performances - Writing to other schools within the trust - Summer Fair organisation and participation - Community partnerships and visitors - Eco projects and litter picking - Wear Red Day and themed awareness events - Supporting local and national charities - Police Cadets and community visitor workshops - Buddy Class System - Leadership opportunities across school	- Performing Arts Club - Year 6 End of Year Production - Choir - Community performances - Recorder Festival (Year 3) - Walsall Art Gallery visit (Year 5) - Lichfield Garrick Theatre visit (Year 3) - High School Theatre visit (Year 5) - Music assemblies - School productions - Class assemblies - Literacy Tree curriculum experiences - Fierte Festival participation - Cultural celebrations and festival activities - Art Club - Care Home Carol Performance (Year 4) - PRIDE and Values assemblies - Opportunities to perform for families and the wider community	- OPAL Platinum Award provision - Outdoor Learning Club - Forest Fridays - Conkers visit (Year 3) - Tanglewood Cannock Chase visit (Year 4) - Rosliston Forestry Centre visit (Year 5) - Laches Wood Residential (Year 6) - Forest Walk (Year 4) - Local Area Walks - Geography fieldwork - Wildflower planting - Bug hotel creation - Bird feeder projects - Great Big Green Week - Sustainability projects - Habitat Heroes programme - Woodland Experiences - Woodland Web - Bushcraft - Explorer activities - Outdoor exploration and adventurous activities	- Platinum School Games Award - PE curriculum - Area sports competitions - Cross-country events - Swimming (Year 6) - Bikeability (Year 6) - Summer Sports Club - Sports Day - House competitions - Active play through OPAL - Scooter time trials - Basketball shoot-out - Hula Hoop race - Tennis racket bounce challenge - Football tournament - Outdoor adventurous activities at Laches Wood - Daily physical activity and active breaktimes	- PSHE (Kapow) - Aspirations and Careers Day - Digital Leaders programme - School leadership roles - House Captain responsibilities - Reading Ambassador responsibilities - School Council responsibilities - E-Safety Week - TTRS Club - Computing Club - SATs Clubs - MTC Preparation - High School Taster Day - Cooking sessions at High School - Stepping Out programme - Safety Seymour - Safe and Sound workshops - OPAL leadership opportunities - Buddy Class System - Oracy development opportunities - Communication and teamwork development - Decision-making and problem-solving opportunities - Confidence, resilience and independence building activities



Inclusion

We are committed to ensuring that all pupils can access and benefit from our enrichment offer. Opportunities are adapted where necessary to meet the needs of pupils with SEND, and reasonable adjustments are made to enable full participation. We actively monitor engagement across different pupil groups, provide targeted invitations to clubs and activities, and offer financial support where required to remove barriers and ensure equitable access to enrichment experiences for all.

Annual Enrichment Promise

By the end of Key Stage 2 every pupil will have:

- Performed to an audience.
- Represented the school.
- Taken part in a community project.
- Visited a place of worship.
- Experienced a residential or outdoor adventure activity.
- Participated in environmental action.
- Learned from visitors and employers.
- Visited a museum, theatre or gallery.
- Contributed to fundraising or charity work.

Impact

As a result of this offer, pupils will develop the confidence, resilience and independence to embrace new challenges, communicate effectively, work collaboratively with others and make positive contributions to their communities. They will leave Wilnecote Junior Academy as aspirational, responsible and well-rounded individuals, equipped with the knowledge, skills and character needed to thrive in the next stage of their education and beyond.

Monitoring

Drawing on the enrichment benchmark expectation of a continually improving and outcomes-focused enrichment offer, we regularly monitor and evaluate our provision to ensure it meets the needs of our pupils and provides meaningful opportunities across all five enrichment areas.

We review participation, pupil voice, attendance and the impact of activities, identifying strengths and any gaps in provision.

Pupil voice surveys, School Council discussions and feedback from families are used to help shape future enrichment opportunities.

Leaders monitor participation rates, including disadvantaged pupils, pupils with SEND and other vulnerable groups, to ensure equitable access and identify any barriers to engagement.

This information is used by leaders to refine and develop our offer, ensuring it remains inclusive, accessible and aligned with the needs of our school community while providing high-quality enrichment experiences for all pupils.