Personal Development, Wellbeing & Enrichment Strategy

2026-27

Our entitlement

Every child at Woodlea is entitled to a rich personal development and enrichment programme that is taught deliberately, lived through daily school life, and extended through meaningful leadership, cultural, sporting, outdoor and community experiences.

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1 Purpose and context

Personal development is not an add-on at Woodlea: it is an entitlement, a curriculum and a lived experience.

The current Ofsted toolkit for inspections from September 2026 focuses on whether schools provide a coherent programme through the taught curriculum and wider experiences, develop pupils' knowledge and character, prepare them for later life, anticipate pastoral needs, secure full participation for vulnerable groups and show clear impact on pupils' outcomes and experiences.

This strategy brings together Woodlea's personal development and wellbeing programme with the school's 2026-27 enrichment strategy so that curriculum, pastoral support and wider experiences are understood as one coherent entitlement. It is written to be useful to pupils and families, governors, staff and inspectors.

Purpose	At Woodlea
What this document shows	Our vision and values; strategic objectives; intent and implementation; curriculum and enrichment entitlement; inclusion and pastoral support; monitoring and evidence of impact.
Strategic alignment	The enrichment strategy supports the SEF priorities for Personal Development, Inclusion, Attendance and Behaviour and the school ambition to achieve more, shape futures and challenge thinking.
How it should be used	As a live strategy and self-evaluation document, refreshed as participation, pupil voice, curriculum assessment and pastoral evidence develop through the year.

2 Vision, values and intent

Children are at the centre of every decision we make.

Woodlea aims to provide every child with the very best care and education, high aspirations for academic and social success, and a calm, supportive and inspiring environment within our distinctive woodland setting. Personal development turns that vision into daily experience: children learn how to understand themselves, relate well to others, contribute to their community and approach the future with confidence.

Our enrichment vision

At Woodlea, every child will access a rich and inclusive programme of experiences that broadens horizons, develops character, nurtures talents, strengthens wellbeing and prepares pupils to achieve more, shape futures and challenge thinking. Enrichment is a core entitlement rather than an optional extra, with barriers identified and removed so that pupils can participate fully and develop the knowledge, skills and cultural capital required for future success.

Woodlea value	What pupils learn to do
Kindness	Build healthy relationships, show empathy, serve others and contribute positively.
Curiosity	Explore cultures, careers, ideas, nature and experiences beyond familiar horizons.
Courage	Try new things, speak up, perform, lead and make safe, informed choices.
Determination	Set goals, practise, sustain effort and take responsibility for improvement.
Resilience	Understand emotions, recover from setbacks and use strategies to manage challenge.
Teamwork	Listen, cooperate, resolve conflict and work with others for a shared purpose.

Our intent

- Equip every child with the knowledge, skills, attitudes and vocabulary needed to stay safe, healthy and mentally well.
- Develop confident, resilient, reflective and increasingly independent pupils who act with integrity and cooperate well with others.
- Build a strong sense of belonging, respect for protected characteristics, cultural diversity and the fundamental British Values.

- Widen horizons and raise aspiration through purposeful experiences in arts and culture, sport, nature, civic life and future skills.
- Give pupils authentic voice, leadership and opportunities to contribute to school and community life.
- Identify barriers early and provide effective, inclusive pastoral support so that every child can participate and benefit.
- Prepare pupils very well for transition to secondary education and for life beyond Woodlea.

By the time pupils leave Year 6…

We want them to know themselves, manage emotions, build positive relationships, seek help when needed, keep themselves safe, respect difference, contribute responsibly, pursue interests, set goals and approach their next stage with confidence and ambition.

2A Strategic enrichment priorities for 2026-27

These priorities come directly from Woodlea's enrichment strategy. They describe the development work and success measures that sit alongside the established personal development offer.

1. Ensure enrichment is an entitlement for every child

Key actions	Success measures
• Every pupil participates in at least one educational visit annually, one visitor experience annually, and one performance, exhibition or celebration event annually. • Establish participation tracking for all pupils.	• Disadvantaged and SEND participation matches or exceeds whole-school averages.

2. Broaden horizons and raise aspirations

Key actions	Success measures
• Develop annual enrichment themes. • Increase exposure to higher education, careers and workplaces, cultural institutions and outdoor learning. • Build links with local businesses, Hampshire organisations and Trust partners. • Introduce annual aspiration days linked to future careers.	• All year groups access at least one aspiration-focused experience. • Pupil voice shows increased awareness of future careers and opportunities.

3. Develop character, behaviour and leadership

Key actions	Success measures
• Expand authentic pupil leadership opportunities, including School Council, Play Leaders, Digital Leaders/Digichamps and Librarians, with further development of Eco and sports leadership. • Increase service and community projects. • Celebrate Woodlea values through enrichment and leadership.	• More pupils hold meaningful leadership roles. • Pupil surveys demonstrate improved confidence and sense of belonging.

4. Promote inclusion and equity

Key actions	Success measures
• Remove financial barriers through targeted funding. • Prioritise enrichment participation within Pupil Premium strategy. • Ensure reasonable adjustments for all activities. • Track participation by SEND, Pupil Premium, attendance groups and gender.	• No significant participation gaps between groups. • Increased participation among disadvantaged pupils.

5. Strengthen music, arts and creativity

Key actions	Success measures
• Extend Hampshire Music Service opportunities and increase instrument uptake. • Maintain regular performances and strengthen artist, musician and author experiences. • Provide opportunities for exhibitions and community showcases.	• Increased participation in music tuition. • Every pupil performs or exhibits work annually.

6. Promote physical and mental wellbeing

Key actions	Success measures
• Expand sports clubs and competitive opportunities. • Embed OPAL provision within enrichment. • Increase woodland and outdoor learning. • Use wellbeing enrichment and healthy-lifestyle opportunities to build resilience.	• Increased participation in clubs. • Improved pupil wellbeing survey outcomes.

7. Enhance community and belonging

Key actions	Success measures
• Increase family learning opportunities. • Develop intergenerational links and community volunteering. • Invite community experts into school. • Develop a coherent annual community focus.	• Greater parental participation. • Increased community partnerships.

3 Our offer at a glance

Strong feature	Woodlea evidence and how we demonstrate impact
Secure and detailed knowledge	A sequenced PSHE/RSE and wellbeing curriculum; explicit British Values teaching; online safety, healthy relationships and protected characteristics; regular recap, discussion, reflection and application. Impact evidence: Pupil discussion; journals/work; curriculum assessment; recaps/quizzes; RSE/PSHE monitoring; pupil voice.
Confidence, resilience, independence and integrity	Woodlea values; myHappymind habits; restorative approaches; leadership roles; performance; sport; goal setting; debate; community responsibility. Impact evidence: Pupils explaining strategies; independent choices; leadership actions; behaviour/restorative records; staff and pupil voice.
Systematic, effective pastoral support	Staff know pupils well; ELSA; sensory room; external agencies; family partnership; targeted wellbeing support; review of safeguarding, SEND, attendance and behaviour information. Impact evidence: Pastoral records and reviews; case studies; parent/pupil feedback; intervention outcomes; evidence of timely adjustments.
Extensive and context-responsive programme	Woodland/outdoor learning; wide clubs; arts, culture and sport; careers and local employer links; community service; transition; local partnerships. Impact evidence: Annual enrichment map; club and event registers; photographs/work products; pupil reflection; partner feedback.
Participation and benefit for all groups	Participation tracking; reasonable adjustments; targeted support; funded access to paid clubs; subsidised/free music; proactive follow-up where barriers exist. Impact evidence: Participation by group; records of adjustments/support; pupil/parent voice; case studies showing what changed for individual pupils.

Strong feature	Woodlea evidence and how we demonstrate impact
Clear impact on outcomes and experiences	Leaders review knowledge, participation, wellbeing, belonging, behaviour, pupil voice and pastoral outcomes, and adjust provision accordingly. Impact evidence: Termly evaluation; survey themes; participation trends; curriculum assessment; intervention reviews; governor scrutiny.

4 Implementation: a taught, progressive wellbeing curriculum

Knowledge and habits are deliberately taught from Reception to Year 6, revisited and applied in real life.

Woodlea uses myHappymind across the school as a coherent spine for mental health and wellbeing, alongside PSHE, Relationships and Sex Education and wider safeguarding education. The programme follows the same five core modules through the primary years, with increasing depth and age-appropriate application.

Module	Core learning
Meet Your Brain	Pupils learn how the brain responds to feelings and stress, build emotional vocabulary and practise breathing/self-regulation strategies.
Celebrate	Pupils identify and use character strengths, recognise strengths in others and develop self-understanding and self-esteem.
Appreciate	Pupils develop an “Attitude of Gratitude”, reflect on themselves, others and experiences, and connect positive habits with wellbeing.
Relate	Pupils learn active listening, perspective-taking, friendship skills and the “Stop, Understand and Consider” approach to relationships and conflict.
Engage	Pupils bring earlier learning together through goal setting, perseverance, resilience, reflection and purposeful engagement in activities and interests.

The programme is designed around active learning rather than one-off awareness: pupils discuss scenarios, practise strategies, use journal prompts, revisit prior learning and complete recap activities. In Year 6, a separate transition programme builds on this foundation to support friendships, change, peer pressure, communication and readiness for secondary school.

Bronze Accreditation after just one year

Woodlea achieved myHappymind Bronze Accreditation in 2024-25 after only one year in the programme. The successful application brought together evidence from pupils, parents, staff, the Headteacher and a governor, as well as examples of daily practice, the learning environment and transfer into home life.

The award provides external recognition that the programme is being embedded into school life. More importantly, the evidence submitted shows what changed for pupils and adults:

Evidence Woodlea submitted for Bronze	What the evidence shows about impact
1. Whole-school preventative impact	Headteacher evidence described a clear positive shift after implementation: pupils were increasingly able to recognise and manage emotions, use Happy Breathing when overwhelmed or dysregulated, and demonstrate stronger self-regulation and resilience. Improvements in behaviour were also observed. Staff evidence added that pupils could identify character strengths and use shared wellbeing language to encourage one another, strengthening relationships and classroom culture.
2. Pupil voice, knowledge and progression	Pupils could explain what they had learned and why it helped. One pupil said the journal helped them think more calmly and understand themselves better. The pupil-voice evidence also showed age-appropriate knowledge across the school: examples included kindness as a character strength, Team H-A-P, active listening, an Attitude of Gratitude, calming the amygdala and goal setting before the end of primary school. This provides evidence of remembered vocabulary, progression and application rather than exposure alone.
3. Wellbeing visible and usable in the environment	The application included evidence that myHappymind was physically embedded in school. The sensory-room display was described as an active tool to support pupils to regulate. This is important because resources are being used in moments of need, not simply displayed as reminders.

Evidence Woodlea submitted for Bronze	What the evidence shows about impact
4. Daily habits and transfer beyond lessons	A pupil described independently using an Attitude of Gratitude at home by creating a gratitude jar and using it after difficult days. Staff also described breathing techniques becoming part of everyday routines. This shows that pupils remember strategies, choose them independently and transfer learning beyond the taught session.
5. Cross-curricular and whole-day application	Teacher evidence described myHappymind as a central part of daily teaching and learning. Pupils refer to Team H-A-P to support memory and learning in subjects such as maths and history, and use their understanding of the prefrontal cortex when making decisions in collaborative work and problem-solving. Strategies are also used during transitions, social times and conflict. Staff reported greater reflection, engagement, independence, resilience, self-regulation and confidence.
6. Impact at home and shared language with families	Parent feedback described a child becoming more positive and open about feelings, more resilient in managing challenges and more able to calm themselves and think carefully about their responses. The parent also described the programme giving the family a shared language for emotional wellbeing. This is strong evidence that school learning is transferring into family life.
7. School ethos and independent governor triangulation	During a SEND monitoring visit, a governor reported that a pupil independently explained myHappymind and how it helped them understand feelings and manage emotions. The governor also observed that the programme was reflected in pupils' confidence, language, learning and relationships. This provides useful triangulation beyond the classroom team delivering the programme.
8. Staff wellbeing and adult modelling	Staff evidence showed that the programme also affected adult practice. A member of staff reported using Happy Breathing during busy or stressful moments, responding more calmly and thoughtfully, modelling regulation for pupils, experiencing a calmer classroom environment and feeling more confident when managing behaviour and supporting emotional needs. This strengthens consistency because adults are modelling the same habits pupils are taught.

Evidence Woodlea submitted for Bronze	What the evidence shows about impact

Why this matters

Different stakeholder groups describe the same core, sustained changes: stronger emotional vocabulary, practical self-regulation, greater resilience and confidence, more supportive relationships, increased reflection and independence in learning, use of strategies at home, and calmer adult modelling. Achieving accreditation after only one year gives Woodlea evidence of both rapid whole-school implementation and early impact: pupils and adults know the strategies, use them and transfer them into real situations.

Assessment and retrieval are built into delivery

Teacher guides include quizzes, recap questions, journal reflection and impact surveys. Woodlea uses these alongside pupil voice and PSHE/RSE assessment to check what pupils remember, understand and can apply - the key shift from “we taught it” to “pupils know and use it”.

Where additional self-regulation support is needed, the programme also contains targeted resources that can be used with a whole class, small group or individual. This complements Woodlea’s wider pastoral provision rather than replacing it.

5 Implementation: values, citizenship, SMSC and respectful debate

Pupils do not simply learn the names of values; they experience, discuss and apply them.

Fundamental British Values and protected characteristics are woven through curriculum content and explicitly revisited through assemblies, class activities, leadership and real decision-making. The British Values programme provides progression from concrete experiences in EYFS and Key Stage 1 to reasoned discussion, debate, campaigning and civic action in Key Stage 2.

Area	How understanding deepens
Democracy	Class choices and voting develop into elected School Council representatives, House Captains and Year 6 monitors; older pupils consider elections, manifestos, civic voice and how to influence change.
Rule of law	Pupils learn why rules exist, fairness and consequences, then increasingly consider legal boundaries, responsibility and the purpose of law.
Individual liberty	Children learn to make safe choices and respect others' freedoms; older pupils examine rights, responsibility and wise decision-making.
Mutual respect	Friendship and classroom respect develop into role-play, debate and pupil-led action planning about respectful disagreement and community culture.
Respect/tolerance of different faiths and beliefs	RE's World Views approach, cultural experiences and specific assemblies help pupils engage with beliefs and perspectives different from their own.

SMSC is reinforced across the curriculum and school life

- The English literature spine exposes pupils to lives, experiences, moral choices and perspectives beyond their own.
- The World Views approach in Religious Education supports thoughtful engagement with religion, belief, identity and diversity.
- Restorative discussions require pupils to reflect on choices, consequences, relationships and how to put things right.
- Assemblies, Anti-Bullying Week, Remembrance and cultural workshops create regular opportunities for reflection, respect and belonging.

- Pupils are taught to discuss and debate ideas in a considered way, listen to different views and explain their reasoning.

6 Pupil voice, character and leadership

Pupils learn that their voice matters - and that leadership means responsibility and service.

Leadership opportunity	Personal development in action
School Council	Represent every class; elected democratically; contributes to decision-making and gives pupils first-hand experience of democracy.
House Captains	Year 6 pupils lead houses, motivate others, support events and model the school values.
Happiness Heroes	myHappymind ambassadors who promote wellbeing, support peers, share strategies and can lead pupil voice or wellbeing actions.
Junior Road Safety Officers	Promote safe choices and community responsibility.
Librarians	Support younger pupils, care for the library and promote reading for pleasure.
Digichamps	Promote responsible and confident digital participation.
Play Leaders	Help build positive, inclusive and active playtimes.
Year 6 monitors	Take purposeful responsibility within the daily life of the school.

Happiness Heroes are particularly important because the role connects pupil leadership directly with wellbeing. Ambassadors can lead breathing/check-in activities, support younger pupils, gather pupil voice, help with displays and promote restorative conversations. This makes wellbeing something pupils help to shape, not something done to them.

Character through authentic responsibility

Leadership roles provide a real context in which pupils practise kindness, courage, teamwork, integrity, communication, organisation and independence. The impact is seen in what pupils contribute and how they influence school life - not simply in holding a badge.

7 An extensive enrichment entitlement

Enrichment is planned as an entitlement, not a reward or optional extra. It is designed to widen horizons, nurture talents, build cultural capital and provide authentic contexts in which pupils can practise Woodlea's values.

Annual entitlement map

Across the year, leaders work towards the following minimum entitlement for every pupil. This provides a strategic floor while the actual Woodlea offer goes substantially beyond it.

Area	Annual Entitlement
Arts & Culture	1 theatre, gallery, artist or cultural experience
Music	Performance, workshop or live music experience
Sport	Competition, festival or sporting event
Outdoor Learning	Woodland or environmental project
Community	Service, fundraising or volunteering opportunity
Leadership	Leadership responsibility or pupil voice activity
Aspirations	Workplace, career or future pathways experience
Curriculum Enhancement	Educational visit linked to learning

Core annual participation commitment

Every pupil will take part in at least one educational visit, one visitor experience and one performance, exhibition or celebration event each year. Participation is tracked, with particular attention to disadvantaged pupils, pupils with SEND and any pupil who may face a barrier to taking part.

Breadth of the Woodlea offer

DfE enrichment category	Examples at Woodlea
Civic engagement	School Council and elections; care home visits; Remembrance; Children in Need; Junior Road Safety Officers; community partnerships; fundraising and pupil leadership.
Arts and culture	Nativity; whole-school Jungle Book performance; Year 6 production; Art Masters week; Diwali and Chinese New Year dance; Rainbow Theatre; music tuition; musical theatre; singing and drama.
Nature, outdoors and adventure	Extensive woodland/outdoor learning; Woodlea in Bloom; gardening; climate-action experiences; OPAL development and purposeful play; residentials.
Sport and physical activity	Multisports; inter-school events including dance, handball, rounders, football, tag rugby and basketball; sports clubs; dance workshops; Pudsey run; active play; dance workshops; Bikeability.
Wider life and future skills	Careers encounters; employer workshops; Grow a Fiver enterprise; digital and story detective clubs; Build & Create; chess; French; emergency-service visits; problem-solving and performance; cooking; myHappymind Plus; RSHE.

Access is designed in, not added afterwards

Many opportunities are free. Where a paid club could create a barrier, the school offers one payable club with an external provider free each term for identified pupils, chosen by the child. Reasonable adjustments, targeted invitations and funded music opportunities help ensure pupils can participate meaningfully rather than simply being offered the same opportunity on paper.

8 The Woodlea enrichment journey: Autumn term

Experience	Personal development purpose
School Council voting; Year 6 monitors and House Captains voting morning	Democracy, voice, leadership, confidence, responsibility
Year 5 care home visits	Community service, empathy, careers awareness, communication, confidence
Reception – Zoolab experience	Curiosity, confidence, respect for living things, awe and wonder
Year 1 – Families share baby photos linked to History	Family identity, belonging, communication, understanding change over time
Year 1 – Deadwater Valley woodland walk with Sensory Explorer bag	Outdoor learning, wellbeing, curiosity, sensory awareness, connection with nature
Year 2 – Hayling Island trip	Independence, curiosity, wider-world knowledge, confidence beyond the classroom
Year 2 – Sir Harold Hillier Gardens	Nature, curiosity, environmental awareness, outdoor wellbeing
Year 3 – Butser Ancient Farm	Cultural heritage, curiosity, experiential learning, understanding life in the past
Year 3 – Gilbert White's House & Gardens	Local heritage, nature, curiosity, environmental awareness
Year 5 careers experiences — South East Water and a wedding photographer	Aspirations, world of work, widening horizons
Year 4 – Butser Ancient Farm	Cultural heritage, curiosity, experiential learning, understanding life in the past
Year 4 – Hampton Court trip	Cultural heritage, historical understanding, curiosity, learning beyond the classroom
Years 3–6 – Christmas sing-a-long performance	Performance, confidence, teamwork, creativity, community

Experience	Personal development purpose
Years 5 & 6 – Residential	Independence, resilience, teamwork, confidence, friendship and challenge
Anti-Bullying Week	Healthy relationships, respect, safety, speaking up
Remembrance — Year 6 Memorial Service	Citizenship, community, reflection, history and respect
Children in Need Pudsey run	Charity, social action, physical wellbeing
Christmas Nativity — Reception to Year 2	Performance, teamwork, confidence, creativity
Diwali dance workshop — whole school	Culture, diversity, arts, physical activity
Year 4 Barclays workshop	Careers, financial/world-of-work awareness, aspiration
Year 6 careers workshop with Children's Services — TBC	Careers, public service, aspiration
Year 6 – Bikeability	Road safety, independence, responsibility, confidence and healthy activity

9 The Woodlea enrichment journey: Spring term

Experience	Personal development purpose
World Book Day	Reading identity, creativity, shared culture
Whole-school The Jungle Book performance	Arts and culture, imagination, shared experience
Whole school – Comic Relief fundraising	Charity, social action, empathy, community responsibility
Year 5 care home visits	Community service, empathy, careers awareness, communication, confidence
Year 4 Cocoa to Chocolate workshop	Curiosity, real-world learning, culture and trade
Year 3 LEGO volcano experience	STEM curiosity, collaboration, problem-solving
Reception, Year 1 and Year 2 Explorer Dome	Science enrichment, awe and wonder, curiosity
Reception – Winchester Science Museum	Science curiosity, awe and wonder, exploration, learning beyond the classroom
Chinese New Year dance workshop — whole school	Culture, diversity, arts, physical activity
Year 5 visit to Barclays Wimbledon office	Workplace exposure, aspiration, communication
Year 3 Barclays workshop	Early careers awareness and wider-world knowledge
Year 5 Autogate careers workshop	Local employer engagement and aspiration
Year 3 and Year 6 police visits	Safety, community responsibility, public-service careers
Year 1 – Lunar New Year experience	Cultural awareness, respect for diversity, curiosity and shared celebration

Experience	Personal development purpose
Year 1 – Grandparents share baby photos linked to History	linked to HistoryIntergenerational relationships, family identity, communication, understanding change over time
Years 3–6 – VR experience linked to enquiry question	Curiosity, immersive learning, wider-world understanding, engagement
Year 5 – STEM workshop	Problem-solving, teamwork, creativity, aspiration and STEM awareness

10 The Woodlea enrichment journey: Summer term

Experience	Personal development purpose
Art Masters enrichment week — whole school	Creativity, culture, artistic confidence, talent development
Year 5 care home visits	Community service, empathy, careers awareness, communication, confidence
Woodlea in Bloom class gardening competition	Nature, teamwork, responsibility, wellbeing, pride
Year 6 experience with Petersfield Climate Action Network	Citizenship, sustainability, community action, future responsibility
Year 2 and Year 3 Rainbow Theatre experience	Arts, performance, imagination and cultural capital
Year 4 South East Water workshop	Community/employer connection, environment and careers
Year 6 Grow a Fiver fundraising day	Enterprise, financial literacy, teamwork, leadership and social action
Year 6 production	Performance, confidence, perseverance, collaboration
Whole-school dance workshops	Arts, culture, physical wellbeing and participation
Year 5 visit to Oakmoor secondary school	Transition, aspiration, familiarity and confidence
Reception visits from ambulance, police and fire services	Safety, community helpers and early careers awareness
Reception – Little City experience	Imaginative play, communication, independence, community roles and early careers awareness
Reception – Blue Reef Aquarium trip	Curiosity, respect for living things, environmental awareness, awe and wonder

Experience	Personal development purpose
Year 1 – Milestones Museum	Cultural heritage, curiosity, understanding change over time, learning beyond the classroom
Year 1 – Gilbert White's House & Gardens	Local heritage, nature, curiosity, environmental awareness
Year 2 – Farnborough Air Sciences Museum	STEM curiosity, aspiration, innovation, local heritage and future careers
Year 5 – Marwell Zoo	Environmental awareness, respect for living things, conservation and wider-world knowledge

Why this matters

The programme deliberately combines experiences every child receives with additional opportunities pupils can choose. This protects entitlement while still allowing choice, interest and individual talent to flourish.

11 Clubs, interests and talents

Children need opportunities to discover interests, practise skills, make friends and experience success beyond the classroom. Woodlea therefore offers a deliberately broad mix of clubs and talent development.

Area	Examples
Performing arts	Musical Theatre; Little Voices singing and drama; dance; school productions and performance opportunities.
Languages and culture	French lunchtime club and whole-school cultural dance workshops.
Thinking and strategy	Chess; Board Games; Magic Club.
Creativity and making	KS2 Build & Create; Colouring Club; Craft Club; Art Masters enrichment.
Reading, writing and communication	Year 5 Story Detectives; library leadership; literature-rich curriculum experiences.
Digital and future skills	KS2 Digital Detectives and technology-focused problem solving.
Physical wellbeing	Multisports; football/dance/handball/basketball and other sports opportunities across the year; mindfulness club; active play.

Music entitlement

Affordable instrumental and singing tuition widens access to music. Whole-class opportunities in Year 4 include free Toot, Dood, P-Bone, trumpet or violin lessons through Hampshire Music Service, funded by Grayshott Concerts. Free Toot, Dood, guitar or singing lessons are also available for pupils in receipt of Pupil Premium in Years 2 and 3. Leaders monitor participation and seek to increase instrument uptake over time.

Physical wellbeing is strengthened through multisports and a range of extra-curricular sports, inter-school events and whole-school dance. The school's offer includes football, dance, handball, basketball and other opportunities across the year, alongside active play and outdoor learning.

The Music Development Plan further outlines our extensive music offer at Woodlea.

12 Wellbeing, belonging and pastoral support

Pastoral support is systematic, responsive and increasingly anticipatory: staff know pupils well, identify emerging needs and coordinate support with families and external professionals.

Layer	What it looks like at Woodlea
Universal wellbeing	myHappymind/PSHE/RSE; emotional literacy; school values; restorative conversations; extensive outdoor spaces; active play; healthy-relationship and online-safety teaching; sensory room available as part of the wider provision.
Targeted support	ELSA support; personalised emotional/social programmes; small-group or individual wellbeing support; reasonable adjustments; close work with SENDCo and families.
Specialist/partnership support	External agencies are involved where appropriate; staff work with parents and professionals so support is coordinated and responsive.
Pupil access to help	Pupils are taught who can help, how to ask for support and that seeking help is a positive and safe action.
Prevention and anticipation	Leaders draw together staff knowledge, safeguarding information, SEND needs, attendance/behaviour patterns, pupil voice and family communication to identify emerging needs and intervene early.

OPAL development in 2026-27

Staff are undertaking OPAL training as part of the school's commitment to transforming playtimes. The aim is to increase purposeful play, independence, resilience, social interaction, physical activity and enjoyment - strengthening wellbeing during a significant part of the school day.

13 Aspiration, careers and preparation for the next stage

Primary careers education at Woodlea is about widening horizons, challenging assumptions and helping children connect their strengths and interests with the wider world. It develops progressively through visitors, employer encounters, workplace experiences, enterprise and transition.

Stage	How aspiration and readiness develop
Early years / KS1	Emergency-service visitors; community roles; performance; early independence and choice; exposure to different jobs through curriculum and visitors.
Lower KS2	Barclays workshops; South East Water; police visits; practical/STEM experiences; leadership roles; clubs that build communication and problem-solving.
Upper KS2	Care-home service and careers learning; Barclays workplace visit; South East Water; local business Autogate; wedding photographer; Children's Services workshop (planned); Grow a Fiver enterprise; climate-action work; leadership and performance.
Year 6 transition	Dedicated myHappymind transition learning; increasing independence; leadership and responsibility; transition links with secondary settings and preparation for new friendships, routines and expectations.
Local partnerships broaden horizons and providers bring expertise, authentic contexts and wider networks into pupils' primary experience.	Barclays, South East Water, local businesses, the care home, police and emergency services, Petersfield Climate Action Network, Hampshire Music Service and external club providers.

14 Inclusion: participation and benefit for every child

Strong provision is not demonstrated by the number of opportunities alone. Leaders ask who takes part, who may be missing out, what barriers exist and what difference participation makes for the pupil.

Strong practice	Woodlea approach
Identify barriers	Review participation, staff knowledge, SEND and pastoral information, pupil voice and family feedback to identify who may be missing out.
Remove financial barriers	Provide many free opportunities; offer an external paid club free each term to identified pupils facing financial barriers; use funded music tuition.
Remove access barriers	Make reasonable adjustments to teaching, trips, clubs and events so pupils can participate meaningfully.
Create belonging	Use leadership, peer roles, inclusive play, cultural learning, outdoor spaces and pastoral support to help pupils feel valued and part of the community.
Check benefit, not only attendance	Ask what the pupil gained: confidence, friendship, independence, skill, aspiration, emotional regulation, enjoyment, contribution or successful transition.
Respond	If patterns show a pupil or group is under-represented or not benefiting, leaders adapt the offer, target invitations or change support.

Participation tracking is analysed by SEND, Pupil Premium, attendance groups and gender. Leaders use this alongside staff knowledge and pupil/family feedback to identify patterns and respond. The aim is that disadvantaged and SEND participation matches or exceeds whole-school averages and that there are no significant participation gaps between groups.

15 Impact, monitoring and evaluation

Impact is evaluated through triangulation. Leaders consider what pupils know, how they behave and contribute, whether they can access help, who participates, what pupils gain from experiences, and whether provision is improving outcomes and belonging.

What leaders evaluate	Evidence sources and what strong impact looks like
Knowledge and understanding	PSHE/RSE assessment; myHappymind recaps/quizzes and journals; pupil interviews; application in scenarios and discussion. Strong impact: Pupils explain healthy relationships, safety, wellbeing strategies, British Values and how to seek help using age-appropriate vocabulary.
Wellbeing and self-regulation	Pupil voice; MyHappyMind impact information; pastoral/ELSA review; observations at social times. Strong impact: Pupils can identify feelings, use strategies, access support and increasingly manage challenge independently.
Belonging, respect and safety	Pupil surveys; bullying/discrimination records; safeguarding voice; behaviour patterns. Strong impact: Pupils report feeling safe and supported; discriminatory incidents are rare; pupils understand respect and difference.
Participation and equity	Registers for clubs, events, music and leadership roles, analysed by pupil group. Strong impact: High participation; barriers are identified; adaptations/funding lead to fuller involvement and benefit.
Character and contribution	Leadership actions; restorative discussions; community projects; performances; staff/pupil voice. Strong impact: Pupils demonstrate confidence, kindness, teamwork, responsibility, resilience and integrity in authentic contexts.

What leaders evaluate	Evidence sources and what strong impact looks like
Aspirations and transition	Careers reflection; pupil voice; Year 6 transition learning; feedback from transition activity. Strong impact: Pupils broaden aspirations, identify strengths/interests and approach the next stage with greater confidence and independence.

Monitoring and evaluation

- Enrichment participation rates and club attendance.
- Participation of disadvantaged pupils and pupils with SEND, with additional analysis by attendance group and gender.
- Pupil voice, parent feedback and partner feedback.
- Impact on attendance, behaviour, belonging, confidence and wellbeing.
- Links between enrichment, personal development and wider pupil outcomes.
- PSHE/RSE assessment, myHappymind recaps/journals, pastoral/ELSA reviews and behaviour/safeguarding information.

Reports are reviewed termly by leaders and governors and contribute to the School Evaluation Form and Academy Development Plan. Where evidence shows a gap, leaders adapt provision, target invitations, remove barriers or strengthen teaching and support.

Termly leadership questions

- What do pupils know and remember about wellbeing, relationships, safety, British Values and how to seek help?
- Which pupils and groups are taking part in clubs, enrichment, music, leadership and community opportunities - and who is not?
- What difference are these experiences making to confidence, belonging, resilience, aspiration, independence and relationships?
- What do pupil, parent and staff voice tell us about emerging needs or barriers?
- What should we stop, adapt, strengthen or add next term?

16 Leadership, governance and continuous improvement

Who	Role in sustaining quality
Senior leaders	Set the vision and entitlement; ensure the programme is coherent and context-responsive; monitor participation, quality and impact; make sure staff have the knowledge and support to deliver it.
Curriculum/PSHE leaders	Maintain progression and statutory coverage; support teaching; review assessment and pupil voice; identify gaps or misconceptions.
SEND/ pastoral/ safeguarding leaders	Identify barriers and emerging needs; coordinate targeted support; ensure adaptations enable meaningful participation and long-term success.
All staff	Model values; teach content well; notice pupils' changing needs; use restorative approaches; promote and celebrate participation.
Governors	Understand the personal development entitlement; test whether impact is clear; challenge leaders about inclusion, participation, curriculum knowledge and the needs of vulnerable groups.
Pupils and families	Share views, identify barriers, shape priorities and help leaders understand whether the offer feels accessible, relevant and effective.

How Woodlea keeps developing the offer

- Leaders use participation information, pupil voice and pastoral evidence to shape future enrichment and wellbeing priorities.
- Staff development supports consistent, high-quality teaching of PSHE/RSE, myHappymind and wider personal development content.
- Governors review termly evidence and challenge leaders about inclusion, impact and the needs of vulnerable groups.
- Partnerships with families, employers, community organisations and external providers are expanded where they add genuine value.
- Planned developments from the enrichment strategy - including broader aspiration experiences, community links, outdoor learning and pupil leadership - are evaluated against clear success measures.

A strong culture, not a collection of initiatives

The defining feature of Woodlea's approach is coherence: curriculum, values, relationships, pastoral care, enrichment, leadership, outdoor learning and community partnerships reinforce the same ambition - for every child to flourish and be very well prepared for life beyond Woodlea.

17 End-of-year success statement

By July 2027

Woodlea will have established a fully inclusive enrichment entitlement where every pupil accesses a broad range of cultural, creative, sporting, leadership and community opportunities. Participation will be carefully tracked and barriers removed so that all pupils develop confidence, character, aspiration and belonging, supporting the school's ambition to achieve more, shape futures and challenge thinking.

What success will look like in practice

- Every pupil has experienced the agreed annual enrichment entitlement, with participation recorded and reviewed.
- Disadvantaged and SEND participation matches or exceeds whole-school averages, with evidence that pupils benefited from the opportunities offered.
- All year groups have at least one aspiration-focused experience and pupils can talk increasingly confidently about future possibilities.
- Leadership, music, arts, sport, outdoor learning and community opportunities are visible across the school and increasingly inclusive.
- Pupil and parent voice, wellbeing information, attendance/behaviour evidence and pastoral reviews demonstrate that the offer is strengthening confidence, belonging, resilience and readiness for the next stage.

18 Evidence index and reference framework

This document summarises the offer. The evidence sits in everyday school practice and in the records below. Keeping these sources current allows leaders and governors to test the strength of implementation and impact rather than relying on description alone.

Evidence strand	Examples
Curriculum	PSHE/RSE curriculum maps and policy; myHappymind Reception-Y6 teacher guides, journals, recaps and impact information; British Values assembly/activity plans; RE/World Views curriculum; online-safety curriculum.
Pupil experience	Pupil voice; School Council records; leadership-role evidence; work/journals; enrichment reflections; productions and community projects.
Participation	Club, music, sports and enrichment registers; group analysis; records of funded places and reasonable adjustments.
Pastoral and wellbeing	Pupil surveys; ELSA/intervention reviews; safeguarding and pastoral records; case studies; external-agency collaboration; parent feedback.
Quality assurance	Leader monitoring; staff support/training; curriculum assessment; governor minutes/challenge; termly personal development review.

Key enrichment evidence also includes the annual entitlement map, year-group term map, club registers, participation analysis, records of funded places and reasonable adjustments, pupil reflections, partner feedback, photographs/work products and termly governor review.

Appendix A Year-group enrichment map 2026-27

This map completes the year-group planning table in the enrichment strategy using the confirmed and planned experiences identified for 2026-27. Whole-school opportunities are shown separately; classes also benefit from clubs, curriculum enrichment, visits and local opportunities that develop during the year.

Year group	Autumn	Spring	Summer
Reception	Nativity; Diwali dance; Anti-Bullying Week; Children in Need run; Zoolab experience; Community role voting; Nativity performance	Explorer Dome; Chinese New Year dance; World Book Day; Jungle Book performance; Winchester Science Museum; Comic Relief Fundraising	Ambulance, police & fire service visits; Art Masters; Woodlea in Bloom; whole-school dance; Little City experience; Blue Reef Aquarium Trip
Year 1	Nativity; Diwali dance; Anti-Bullying Week; Children in Need run; Families invited to share baby photos linking with History learning; Community role voting; Deadwater Valley Woodland Walk with Woodland Sensory Explorer bag; Nativity performance	Explorer Dome; Chinese New Year dance; World Book Day; Jungle Book performance; Lunar New Year experience; Comic Relief Fundraising; Grandparents invited to share baby photos linking with History learning	Art Masters; Woodlea in Bloom; whole-school dance; Milestones museum; Gilbert White's House & Gardens
Year 2	Nativity; Diwali dance; Anti-Bullying Week; Children in Need run; Hayling Island Trip; Sir Harold Hillier Gardens; Community role voting; Nativity performance	Explorer Dome; Chinese New Year dance; World Book Day; Jungle Book performance; Comic Relief Fundraising	Rainbow Theatre; Art Masters; Woodlea in Bloom; whole-school dance; Farnborough Air Sciences Museum

Year group	Autumn	Spring	Summer
Year 3	Diwali dance; Anti-Bullying Week; Children in Need run; Butser Ancient Farm; Community role voting; Gilbert White's House & Gardens; Christmas sing-a-long performance	LEGO volcano workshop; Barclays workshop; police visit; Chinese New Year dance; World Book Day; Jungle Book performance; VR experience linking to term's enquiry question; Comic Relief Fundraising	Rainbow Theatre; Art Masters; Woodlea in Bloom; whole-school dance
Year 4	Barclays workshop; Diwali dance; Anti-Bullying Week; Children in Need run; Butser Ancient Farm; Community role voting; Hampton Court Trip; Christmas sing-a-long performance	Cocoa to Chocolate workshop; Chinese New Year dance; World Book Day; Jungle Book performance; VR experience linking to term's enquiry question; Comic Relief Fundraising	South East Water workshop; Art Masters; Woodlea in Bloom; whole-school dance
Year 5	Care home visits; career workshop with South East Water; career workshop with wedding photographer; Diwali dance; Anti-Bullying Week; Children in Need run; Community role voting; Y5 & Y6 residential; Christmas sing-a-long performance	Care home visits; Barclays Wimbledon office; Autogate careers workshop; care home visits; Chinese New Year dance; World Book Day; Jungle Book performance; VR experience linking to term's enquiry question; STEM workshop; Comic Relief Fundraising	Care home visits; Oakmoor secondary visit; care home visits; Art Masters; Woodlea in Bloom; whole-school dance; Marwell Zoo

Year group	Autumn	Spring	Summer
Year 6	Community role voting; Remembrance Memorial Service; Children's Services careers workshop; Diwali dance; Anti-Bullying Week; Children in Need run; Y5 & Y6 residential; Christmas sing-a-long performance; Bikeability	Police visit; Chinese New Year dance; World Book Day; Jungle Book performance; VR experience linking to term's enquiry question; Comic Relief Fundraising	Petersfield Climate Action Network workshop; Grow a Fiver; Year 6 production; Art Masters; Woodlea in Bloom; whole-school dance