



Personal Development & Well-being Strategy

At Trinity Church of England Primary & Nursery School Exeter, personal development and wellbeing are central to the school's vision that every child should "live life in all its fullness." Rooted in its strong Christian foundation, the school is committed to nurturing the whole child—academically, socially, morally, spiritually, and emotionally—so that all pupils flourish within a safe, inclusive, and aspirational environment.

The school's vision for personal development is driven by a clear commitment to providing a rich and ambitious experience that extends beyond the academic curriculum. Trinity prioritises wellbeing as the foundation for learning, recognising that pupils who feel safe, valued, and supported are best placed to succeed. The school seeks to develop the character, confidence, and resilience needed for pupils to thrive both now and in the future.

Through carefully planned provision, the school promotes pupils' personal development across all aspects of school life. A broad and inclusive curriculum, enriched by collective worship, values-based education, and meaningful wider opportunities, enables pupils to explore identity, faith, and values. The school explicitly teaches and models key character traits such as respect, kindness, perseverance, and responsibility, supporting pupils to become reflective and self-aware individuals.

Wellbeing is embedded through a culture of care, where positive relationships between pupils, staff, families, and the wider community are prioritised. The school actively promotes mental and physical health, equipping pupils with strategies to manage emotions, build resilience, and navigate challenges. Pupils are encouraged to express themselves, take risks in their learning, and develop independence, supported by an environment where diversity is celebrated and every voice is valued.

The school ensures that pupils develop a strong understanding of equality, diversity, and inclusion. They are supported to become responsible citizens who appreciate difference, challenge discrimination, and contribute positively to society. Opportunities for leadership, pupil voice, and community engagement enable pupils to develop confidence and a sense of agency.

The impact of this vision is seen in pupils who are confident, articulate, and resilient learners. They demonstrate strong moral awareness, respect for others, and pride in their achievements. Pupils leave Trinity not only with secure academic foundations, but with the personal qualities, wellbeing, and character needed to thrive in the next stage of their education and in later life.

Through its unwavering commitment to high expectations, inclusive practice, and holistic development, Trinity Church of England Primary & Nursery School ensures that every pupil is empowered to flourish, fulfil their potential, and make a meaningful contribution to the world.

Personal Development & Well-being Overview

Character Education

Our curriculum explicitly and progressively teaches character traits aligned with our character gateways: Citizenship, Leadership, Exploration, Expressions and Flourishing.

Relationships & Sex Education (RSE)

Trinity pupils learn detailed knowledge of RSE through the school's relationship curriculum. In addition, we use the Christopher Winter programme for progressive lessons on RSE.

Pastoral Support

Pupils required pastoral support are identified quickly and offered support through our pastoral team, including our family support worker.

Peripatetic Lessons

Peripatetic teachers are organised by the school to deliver lessons within curriculum time.

Eco School

Trinity is a beacon school for climate action in the South West – having been awarded green flag status with distinction. Our eco champions lead the way and hold staff and pupils to account.

Residentials, trips, visitors

Our curriculum is enhanced through trips and expert visitors linking to learning enquiries. Residential opportunities start in Year 3 with a sleep over in school followed by a local stay in Year 4, a city break in year 5 (being trialled) and an outdoors week in year 6.

Metacognition

Pupils learn how to learn through our metacognition curriculum. Pupils learn strategies to learn with independence, collaboration and creativity, preparing them to deepen their understanding.

Extra-Curricular

Trinity offer a range of extra-curricular clubs including football, multi skills, Lego club, performing arts etc. All teaching staff lead a club during the year.

Trinity C of E Primary School

Trust-wide events

Trinity collaborates with ACE events, including the ACE Olympics, ACE performing arts and ACE football tournament.

Mental Health Ambassadors

Our mental health ambassadors are trained by our links with the Mental Health in Schools Team (MHST). This year, they led an assembly on improving mental health during 'Children's Mental Health Week'.

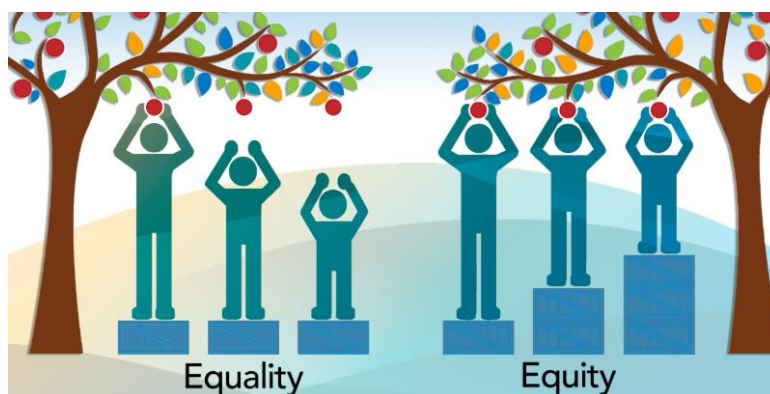
Pupil Responsibilities

Trinity pupils have opportunities for wider responsibilities across the school. This include roles in eco champions, house captains, junior MTAs, librarians, play leaders, year 6 buddies, tech leaders.

Forest School

All pupils access our forest school throughout the year. Pupils gain confidence and a sense of responsibility through caring for our animals and tidying up after them.

Trinity's Equitable Offer



Our Personal Development and Wellbeing Strategy is rooted in the belief that every child deserves equitable access to opportunities that enable them to thrive academically, socially and emotionally. We are committed to recognising and removing barriers so that all pupils, regardless of background or circumstance, can fully participate in school life and reach their potential. Through a proactive and inclusive approach, we provide a wide range of enriching experiences, including clubs, leadership roles, cultural visits, community partnerships and wellbeing support, ensuring that every child develops confidence, resilience, aspiration and a strong sense of belonging.

Trinity Equity Tracker

This tracker is used to identify the experiences and opportunities our disadvantage pupils receive at Trinity. After an initial baseline, we will identify pupils who have limited opportunities, and proactively seek to provide.

Y	Name	Club	Other	Y	Name	Club	Other
N1				Y3			
N2				Y3			
N2				Y3			
N2				Y3			
YR				Y3			
YR				Y3			
YR				Y3			
YR				Y3			
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Y3				Y6			
Y3				Y6			
Y3				Y6			
Y3				Y6			
Y3				Y6			

Club - Any club that the child may attend in school.

Other - any other school offers e.g. finance support, pupil role or responsibility etc

Throughout the academic year, we monitor the wider opportunities that our most vulnerable pupils receive. Where pupils are not engaged with wider opportunities, or where barriers are identified, we will proactively encourage participation and support access. Example strategies include:

- If needed, financial support for trips and stays.
- Creating club opportunities for groups of children not engaged in one already.
- Creating pupil responsibility and jobs roles in school.
- Supporting families with booking onto HAF programs led at our school during the holidays.
- Applying for donated local entertainment opportunities e.g. free theatre tickets.