



Cooper Perry Primary School

Personal Development Statement of Practice

Vision

At Cooper Perry Primary School, we are committed to nurturing confident, resilient and respectful individuals who are well prepared for life in modern Britain. Our core values of **respect, resilience, responsibility, open-mindedness and kindness** are central to our ethos and are woven through every aspect of school life. We strive to create a safe, inclusive and supportive environment where pupils feel valued, develop strong character, and are empowered to flourish academically, socially and emotionally.

Intent

Our personal development curriculum is designed to support pupils' spiritual, moral, social and cultural development, enabling them to become responsible, informed and active citizens. We aim to promote positive mental health, respectful relationships, inclusion and pupil voice, while ensuring pupils develop an understanding of British Values and the skills they need to succeed beyond primary school.

Through a carefully sequenced curriculum, high-quality teaching, and rich wider opportunities, pupils are supported to develop resilience, self-awareness and empathy, alongside a growing understanding of diversity, equality, and community.

Implementation

Personal development is embedded across the curriculum and wider school life. Our strengthened behaviour curriculum, underpinned by our core values, is consistently modelled by staff and pupils and has become increasingly embedded, contributing to a calm, positive and purposeful learning environment.

PSHE and RSE (Kapow Primary)

PSHE and Relationships and Sex Education (RSE) are delivered through the Kapow Primary PSHE/RSE scheme, providing a comprehensive, progressive and age-appropriate curriculum from Early Years to Year 6. The Kapow scheme ensures consistent coverage of key areas, including:

- Relationships and Health Education
- Mental health and emotional well-being
- Economic well-being and financial education
- Living in the wider world

Kapow lessons are carefully sequenced, building knowledge and skills year on year, and provide opportunities for discussion, reflection, and respectful debate. Pupils develop confidence in expressing their views while learning to listen to and respect the opinions of others. We are also

exploring ways to integrate the No Outsiders Programme alongside Kapow to further strengthen teaching around equality, diversity, and inclusion.

British Values

British Values are explicitly taught and reinforced through the PSHE/RSE curriculum, assemblies, behaviour expectations, and wider school life:

- Democracy – promoted through pupil voice initiatives such as the School Council, voting processes, and opportunities for discussion and debate.
- The rule of law – reinforced through clear behaviour expectations, restorative approaches, and understanding rules within school and society.
- Individual liberty – supported by encouraging pupils to express opinions, make informed choices, and develop self-confidence.
- Mutual respect and tolerance – embedded through Kapow PSHE/RSE, No Outsiders principles, assemblies, and daily interactions.

Well-being and Emotional Development

Emotional well-being is supported through the Zones of Regulation, which helps pupils recognise, understand, and manage their emotions, and through Well-being Wednesdays, based on the Five Ways to Well-being, which reinforce strategies for maintaining positive mental health and self-care.

Enrichment and Wider Opportunities

Our Forest School programme supports resilience, confidence, and well-being by enabling pupils to engage with nature and take managed risks. Pupils in Early Years and Key Stage 1 benefit from weekly Forest School sessions, while older pupils participate in a term of activities. The OPAL programme at lunchtimes enhances creative play, social interaction, and positive behaviour.

Cooper Perry Champion Moments *have been* developed to provide enriching experiences that broaden pupils' horizons and cultural awareness.

Inclusion

Inclusion is central to our personal development provision. The Kapow PSHE/RSE curriculum, alongside No Outsiders, Zones of Regulation, Forest School, and OPAL, promotes equality, empathy, and respect for difference. Lessons and activities are adapted to meet the needs of all pupils, including those with SEND or additional vulnerabilities, ensuring every child feels safe, supported, and able to participate fully.

Impact

As a result of our personal development provision, pupils demonstrate positive behaviour, strong relationships, and an increasing ability to manage their emotions and well-being. They show respect for others, an understanding of diversity, and a growing awareness of their role within the wider community.

Pupil leadership is developing and valued. The School Council enables pupils from Year 2 to Year 6 to influence decision-making and represent their peers. Safeguarding and Well-being Ambassadors articulate pupils' experiences and support improvement, while OPAL Ambassadors promote active and creative play. In Year 6, pupils take on leadership roles as House Captains and School Ambassadors, developing confidence, responsibility, and leadership skills.

Pupils leave Cooper Perry Primary School with a strong moral compass, an understanding of British Values, and the personal skills, confidence, and resilience needed to thrive at the next stage of their education and in life beyond school.