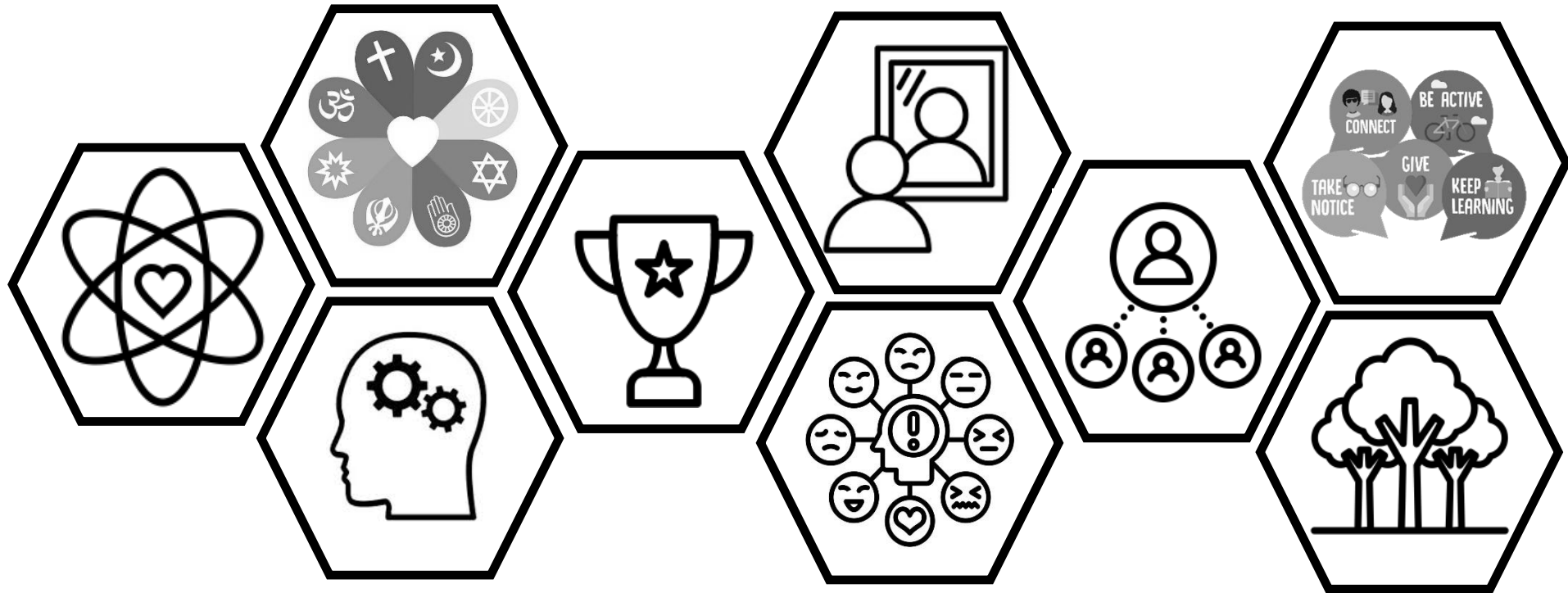
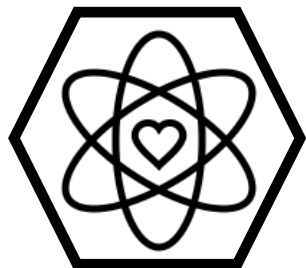


Cooper Perry Personal Development Curriculum



At Cooper Perry, our Personal Development curriculum helps every child grow into a thoughtful, respectful, and kind individual. Rooted in our mission to make the world a better place, it nurtures curiosity, independence, and responsibility, encouraging pupils to stand up against unfairness and care for others and the environment. Through meaningful experiences, including the use of our rural setting and outdoor spaces, we promote well-being, resilience, and sustainability, ensuring every learner leaves Cooper Perry as a confident, compassionate, and capable global citizen - ready to make a positive difference in the world.



School Values

Responsibility

Respect

Resilience

Open-minded

Kind

At Cooper Perry Primary School, our values are at the heart of everything we do. We aim to nurture responsibility, respect, resilience, open-mindedness, and kindness in every child, helping them grow into well-rounded individuals. Our behaviour policy and reward systems celebrate these values, with house points, rewards, and Shine Awards recognising pupils who exemplify them and act as shining lights to others.

British Values

Rule of Law

Mutual Respect

Democracy

Tolerance

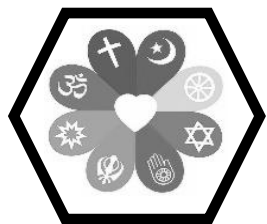
Individual Liberty

At Cooper Perry, we uphold and promote pupils' understanding of British Values, which are closely linked to our school values, behaviour curriculum, and school rules. Through our pupil leadership team, children experience democracy first-hand, representing their peers and influencing decisions within our school community. Respect is central to all we do and forms one of our three school rules — *Ready, Respectful, Safe*. We encourage respect for others, for our environment, and for individual liberty, ensuring children understand that freedom of choice and expression comes with personal responsibility. Our behaviour curriculum reinforces the importance of rules that keep everyone safe, while our value of open-mindedness promotes tolerance and acceptance of different faiths, beliefs, and opinions. These principles are woven into daily interactions and explicitly taught through PSHE and assemblies.



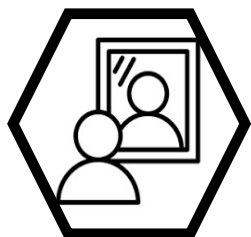
Behaviour

Our school behaviour curriculum is built on our three core rules: **Ready, Respectful, Safe**. These rules underpin and support our wider school values, guiding children to make positive choices in all aspects of school life. We follow a restorative approach that encourages pupils to take responsibility for their actions and learn from their experiences. The behaviour curriculum is explicitly taught in class and reinforced through assemblies, ensuring consistency and shared understanding across the school.



Religious Education

The demographics of Cooper Perry and its surrounding area are predominantly White British, with most parents identifying as Christian. It is therefore essential that our R.E. curriculum is broad and balanced, ensuring pupils see both themselves and wider British society represented, and promoting understanding, mutual respect, and tolerance.



Collective Reflection

Opportunities for collective reflection are provided daily through **Windows, Mirrors, and Doors**.

- **Windows** encourage children to look outward and develop awareness of the world.
- **Mirrors** provide time to reflect on personal experiences and learn from their own insights and those of others.
- **Doors** allow children to respond to new ideas and situations, shaping their actions and decisions.

These opportunities are given either in assembly or in class.

Monday	Whole School Assembly
Tuesday	PSHE
Wednesday	Wellbeing Wednesday
Thursday	Singing Celebration
Friday	Key Stage Celebration Assembly



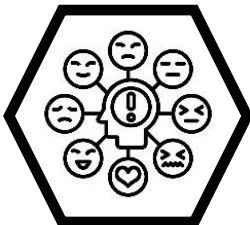
Champion Moments

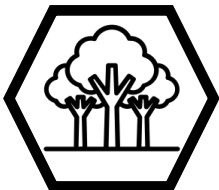
At Cooper Perry, we are committed to providing all children with an enhanced curriculum that promotes our values and supports the development of the whole child. This is achieved through **Cooper Perry Champion Moments**, which offer enriching opportunities across seven areas: environment, community, sport, arts, self, future, and aspirations.



Pupil Leadership

At Cooper Perry, pupil leadership is key to promoting our values of respect and responsibility. Through roles such as School Council, Eco Council, Safeguarding and Wellbeing Ambassadors, OPAL Play Ambassadors, Year 6 Ambassadors, and House Captains, pupils lead assemblies, share pupil voice, and support others, while modelling British values such as democracy, rule of law, and mutual respect.

	Personal, Social, Health and Emotional Education			
	PSHE/RSE – KAPOW			
	We use the KAPOW scheme for PSHE and RE to build pupils’ skills and knowledge in areas such as valuing different family structures, creating and maintaining positive friendships, developing safe and respectful relationships, understanding the changes of puberty, promoting good health and first aid, making independent choices, and staying safe in a digital world. The scheme aligns closely with both our school values and British Values.			
	No Outsiders			
No Outsiders is a scheme that uses age-appropriate storybooks to teach children about seven of the protected characteristics under the Equality Act 2010: age, disability, gender reassignment, race, religion or belief, gender, and sexual orientation. This scheme complements and supports our PSHE and RSE curriculum, promoting understanding, respect, and inclusion.				
Zones of Regulation				
We teach children to recognise and regulate their emotions through the Zones of Regulation . This approach is an integral part of our behaviour policy and is used consistently across the school to support pupils in developing self-regulation skills.				
	Wellbeing Wednesday			
	Every week, we have dedicated wellbeing time focusing on the Five Ways to Wellbeing : Connect, Be Active, Keep Learning, Give, and Take Notice. Children learn that positive actions in these areas support both mental and physical health:			
	• Connect: Building and nurturing relationships. • Be Active: Taking part in physical activities to keep the body and mind active. • Keep Learning: Engaging the mind by discovering something new. • Give: Doing something for others, including supporting national and local charities. • Take Notice: Being present and mindful of your surroundings.			
	The following progression is guidance for the progression in the different areas.			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	
Connect: Sharing toys, playing in pairs, and simple group games. Be Active: Singing and dancing to music, running in the playground.	Connect: Working on small group projects, having circle time to talk about feelings, and making cards for family members. Be Active: Participating in organized sports, learning a simple dance routine, or going for school walks.	Connect: Working in teams, collaborating on a class project, or discussing a book with classmates. Be Active: Learning a new sport, taking on a role as a "wellbeing ambassador," or going on an outdoor adventure.	Connect: Mentoring younger students, leading a group activity, and reflecting on how their social skills have grown. Be Active: Taking responsibility for a school sports club, leading warm-up exercises for	

	Take Notice: Being encouraged to notice different colours, shapes, and sounds in the environment. Keep Learning: Learning to count, recognize letters, or do simple puzzles. Give: Sharing with a classmate, offering to help a friend, and saying "thank you."	Take Notice: Mindfulness activities like listening to a story and focusing on the details, or observing the life cycle of a plant. Keep Learning: Learning new math facts, starting to read chapter books, or developing a new craft skill. Give: Helping a younger child, contributing to a class clean-up, or writing a thank you note to a teacher	Take Notice: Practicing meditation techniques, reflecting on personal experiences in a journal, or creating art that represents nature. Keep Learning: Taking on a more challenging subject, learning to play an instrument, or researching a topic they are interested in. Give: Volunteering for a school event, creating a kindness challenge for the class, or fundraising for a charity	their peers, or completing an endurance challenge. Take Notice: Developing a personal mindfulness practice, leading a school-wide moment of reflection, or observing social dynamics in the playground. Keep Learning: Taking on a leadership role in a project, learning a more advanced skill, or helping to teach a new concept to other students. Give: Organizing a charity event, writing letters to people in a care home, or using their skills to help others in the community.
	Outdoor Learning			
	Forest Schools Children in Reception, Year 1, and Year 2 take part in weekly Forest School sessions, while those in Key Stage 2 attend on a half-termly rotation. These sessions provide valuable opportunities for pupils to take risks safely, collaborate with others, and build strong social connections. By engaging with the natural world, children develop confidence, perseverance, independence, and critical thinking skills, while deepening their appreciation and respect for the environment.			
	OPAL Through the OPAL approach to play, children are not only more active at playtimes but also have the opportunity to develop important life skills, including cooperation, teamwork, and problem-solving. They are encouraged to become motivated and enthusiastic builders, engineers, explorers, and designers, fostering creativity, independence, and confidence.			