



Personal
Development
at
The Coppice Primary School



Personal development is a key part of The Coppice Curriculum. Our aim is to build our pupils' characters, resilience, citizenship and readiness for life. We want all children at The Coppice to flourish and reach their full potential. This document shows how, through six core areas, we provide opportunities for personal development.

<i>Empowering Voice and Leadership</i>	Encouraging children to express themselves confidently, take on leadership roles, and advocate for change is fundamental to active citizenship and personal growth. Developing these skills early fosters independence, decision-making, and a sense of agency.
<i>Emotional Resilience</i>	With increasing awareness of mental health challenges in young people, it is crucial to equip pupils with strategies to build resilience, manage stress, and develop self-regulation. We help children to recognise the emotional tools that help them to succeed.
<i>Real World Readiness</i>	Academic success alone does not guarantee preparedness for life. Pupils acquire essential financial, digital, and practical skills, empowering them to navigate adulthood with confidence and informed decision-making.
<i>STEM and Innovation</i>	As technology and science rapidly evolve, fostering curiosity, problem-solving, and innovation is vital. Encouraging STEM engagement, particularly for underrepresented groups like girls in STEM, prepares pupils for future career landscapes and critical thinking challenges.
<i>Cultural Awareness</i>	Active participation in democracy, governance, and social responsibility helps shape engaged, informed citizens. Providing real-world experiences of civic duties ensures pupils understand their rights, responsibilities, and the role they can play in their communities.
<i>Civic Engagement</i>	In an increasingly interconnected world, understanding diverse perspectives, histories, and cultures is essential. This area promotes inclusivity, representation, and a deepened appreciation for global citizenship and social justice.

Personal Development at The Coppice:

During their school journey at The Coppice, we nurture and value our students and aim to provide them with a rich set of experiences so that they can thrive and participate in society when they leave us at the end of year 6.

Throughout the children's journey with us we aim to provide them with a rich set of experiences so they can thrive and survive in society. Our ambition is for our pupils to leave The Coppice as well rounded, hard-working and kind individuals who are prepared for the challenges that lie ahead.

‘Happy, Confident and Successful Learners; Well prepared for the next stage of their education’.

We want Coppice pupils to:

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| 1) Know how to look after their physical and mental health | 2) Give time to members of the community |
| 3) Know how to play, explore and take risks | 4) Know and understand our British Values |
| 5) Know how to keep safe and understand healthy and safe relationships | 6) Experience responsibility and leadership, |
| 7) Experience being part of a team and show support towards one another | 8) Know how to stay safe online |

Valuing Personal Development:

Supporting Charities: 	We have close links with The Hollywood Life Centre and support their work with The Mizpah school in Africa. We send out used uniform and supplies for the children to use in their school. We carry out charity fundraiser events which are chosen each year by our School Council. We also support children who carry out individual fundraising events, celebrating these on our weekly newsletter. One of final leavers awards includes a Community Award which celebrates an individual who has made a particular commitment to the wider community.
Sport and fitness: 	We employ SH Active coaches, who work alongside our PE lead, in developing and supporting our teachers to deliver an engaging and exciting PE Curriculum. They also work with the pupils during lunchtimes to further develop their sporting skills. We take part in many inter school competitions throughout the year covering a range of different sports. We are particularly successful in these and currently hold the (athletics) We run a popular gymnastics club and In June 2026 we achieved the Sports Gold Mark in recognition of our commitment and achievements in Physical Education.
Healthy lifestyle: 	We encourage the children to lead healthy lifestyles by being active, looking after themselves and eating well. Children are encouraged to walk, scooter or cycle to school and we offer storage to keep bikes and scooters safe. Our Year 5 children have the opportunity to take part in the 'Bikeability' programme. The Bikeability Trust aims to activate a nation of cyclists by ensuring everyone has the confidence to enjoy the life skill, independence and fun of cycling. It gives children the competence and confidence to cycle and choose this as an option when making a short journey. We encourage healthy eating, only allowing children to have healthier snacks during breaktime and educating parents and children on healthy options when bringing in packed lunches. Leading a healthy lifestyle is discussed in assemblies and is part of our PSHE curriculum. We start the year with 'Snacktember'. We also offer a wide range of after school clubs that help to keep children active as well as offering a weekly cookery club.
Wellbeing: 	We deliver assemblies linked to Mental Health and Wellbeing, in addition to the lessons that are taught through our PSHE Curriculum. We are also a Thrive school, with all staff having basic Thrive training and a number of staff trained as Thrive practitioners. The Thrive approach of supporting all children is built into daily classroom practice. We carry out termly Thrive screening and children who are identified are timetabled to have either individual or small group Thrive sessions in our Thrive room. Children are also available to receive short term Thrive support if something changes that means they would benefit from Thrive support, this could family circumstances or something in school. Our Thrive dogs 'M' and 'Oscar' are a key part of supporting the wellbeing of our children.

OPAL:



Our OPAL (Outdoor Play and Learning) programme transforms lunchtimes into rich opportunities for personal development and wellbeing. Through activities such as den building, imaginative role play, construction with loose parts, water and sand play, and creative use of natural materials, pupils develop problem-solving skills, resilience, and independence. OPAL promotes inclusivity by ensuring all children can access meaningful play experiences, fostering a sense of belonging and community. These experiences contribute to SMSC development: spiritually, by encouraging creativity and appreciation of nature; morally, by teaching responsibility and respect for shared resources; socially, by promoting cooperation and conflict resolution; and culturally, by valuing diverse play traditions. OPAL also reinforces British Values—democracy through pupil voice in play choices, individual liberty through freedom to explore, and mutual respect and tolerance through collaborative play. By embedding OPAL into daily school life, we create a safe, stimulating environment that nurtures wellbeing and holistic growth.

PSHE:



Our school delivers Personal, Social, Health and Economic (PSHE) education through the JIGSAW scheme of learning, a nationally recognised programme that provides a structured, progressive approach from Early Years to Year 6. JIGSAW integrates emotional literacy, social skills, and mindfulness into weekly lessons, ensuring pupils develop resilience and positive relationships. The scheme fully meets statutory requirements for Relationships Education, Health Education, and PSHE as outlined by the Department for Education, while also supporting spiritual, moral, social, and cultural development. In addition, JIGSAW actively promotes British Values—democracy, the rule of law, individual liberty, and mutual respect and tolerance—through age-appropriate themes and activities, helping pupils understand their role as responsible citizens in modern Britain.

Assemblies:



Our assembly programme plays a central role in promoting pupils' personal development and reinforcing our school values. Weekly assemblies centre around core values, with a focus on kindness, respect, resilience, community, inclusivity and curiosity. Many assemblies focus on real life role models, often using the 'Little People, Big Dreams' books. We also deliver assemblies that focus on The British Values, helping children to understand democracy, rule of law, individual liberty, respect and tolerance. Regular safeguarding assemblies ensure children know how to keep themselves and others safe; including Internet safety, water safety, and OPAL play assemblies, which promote active, inclusive play. Singing assemblies for KS1 and KS2 nurture creativity and a sense of belonging, while assemblies linked to national events such as Remembrance Day and Children in Need develop empathy and social responsibility. Finally, assemblies reinforcing our behaviour curriculum provide clarity and consistency, ensuring pupils understand expectations and the importance of positive choices. Together, this structured programme enriches pupils' spiritual, moral, social, and cultural development and supports their overall wellbeing.

Celebrating Success:



In addition to our weekly assemblies we have half termly Celebration Assemblies where we celebrate children who have stood out in certain areas of the curriculum, including; Maths, Reading, Writing, Science, The Arts, Humanities, Sport, Design & Technology and Computing. The individuals are chosen by their year group teachers and are awarded with a certificate and trophy. Celebrating a breadth of curriculum subjects enables children who excel in non core subjects to also be recognised.

Teamwork:



When the children start of The Coppice, they become part of a team; belonging to either Owls, Eagles, Hawks or Falcons. They are placed in the same team as their siblings which puts a further emphasis on the 'belonging' aspect of being part of a team. The children can earn points which are added to a team point totaliser. Every half term the winning team is celebrated as part of the Celebration Assembly. The top three individual team point earners are also rewarded with individual medals. Other team focused events take place throughout the year, including our Sports Days.

Leadership opportunities:



We have many committees in school where our KS2 children are able to develop their skills of leadership, teamwork and collaboration. These committees include The School Council, ECO Committee, OPAL Play Rangers, Science Ambassadors and Team Point Captains. The committee members work collaboratively to improve school life and plan positive changes. They act as representatives and feedback to their own class as well as a linked KS1 class. In many cases the committee members are voted in by their peers following on from presentations and help to reinforce the British Value of 'Democracy'.

Supportive relationships: *Buddy System*



Our Buddy system in school allows a strong bond to build between our oldest and youngest children over two years, with Reception buddying with Y5 children, which then carries on throughout Yr1 and Y6. This helps to create a supportive and caring community. As well as having set buddy playtimes, the children are able to interact with each other during OPAL lunchtimes when all age groups are able to play together. 'Reading together' times are also built into the timetables to allow buddies to read together.

Opportunities to perform:



From Reception to Year 6, all children are given the opportunity to perform to parents / carers in their class assembly. These performances include acting, singing, dancing and opportunities to demonstrate other skills such as music or gymnastics. These class performances assemblies children to develop confidence, creativity, and communication skills in a supportive environment, while fostering teamwork and resilience. Performing arts experiences contribute significantly to pupils' spiritual, moral, social, and cultural (SMSC) development: spiritually, by encouraging self-expression and appreciation of creativity; morally, by promoting responsibility and respect within a collaborative setting; socially, by strengthening relationships and cooperation; and culturally, by exposing pupils to diverse traditions, stories, and artistic forms.

Other performances throughout the year also take place including Nativities, Christmas Sing- A-Longs, Leavers' assemblies, Choir performances and music concerts. Our school choir sing in the local community around Christmas time and also perform at Young Voices - an incredible experience for them.

In KS2, our children also audition for The Coppice Talent Show. Each class votes for their best performance to go through to the whole school performance, where all children and staff then get to see the very best and our panel of judges vote for the best!

Our Yr5 residential is also focused around The Arts, where the children have the opportunity to practise their artistic, musical, drama, cinematic and dance skills, leading to a performance / presentation of their work at the end of the residential.

Extracurricular opportunities:



We offer a wide range of after school clubs that cater for a wide range of interests. As well as school staff running clubs we have a number of private clubs that our pupils are also able to attend, these cover: Sports and Physical Activity (*Multisports, Trampolining, Nerf wars, Gymnastics, Netball, Tennis, Rounders, Dance*), Creative and Performing Arts (*Art, Pottery, Crochet, Choir*), STEM (*Science, Computing*), Academic (*Maths, Spanish, Mandarin*) and Special Interest clubs (*Cookery, Chess*)

Developing Independence:



In addition to developing independence when in school, we give the children many opportunities to take risks and face new challenges outside of school.

In Year 4, we take all the children to Upton Warren - Aztec Adventure for three days, where they take part in a whole range of water and land based activities, In Year 5, the children go on a 3 day residential to Ingestre Hall, where they focus on developing their skills within The Arts. In Year 6, the children go on a 3 day outdoor adventure residential, where many fears are faced!! These opportunities enable the children to be more independent, often staying away from home for the first time, and enabling new friendships to be made.