

SMSC At Cranbury Primary

Strong emphasis is placed on developing the pupils' spiritual, moral, social and cultural development. Provision is based on nurture group principles at Cranbury Primary.

The day starts with targeted SMSC discussion at breakfast time. Topic and individual subject teaching promote aspects of SMSC provision. SMSC is promoted in English, Art, RE and Humanities work linked to topic themes, such as Terrible Tudors health, crime and punishment in Term 1, Inside Out Emotions and feelings in term 2. PSHE is taught daily through circle time activities based on PATHS programmes, with aspects of SEAL and TAMHS projects incorporated.

Children are encouraged to take part in their assessment of achievement and progress with academic and social, emotional and behavioural work. Each child has a key worker who supports the pupils to build a personal profile of their strengths, areas to develop and support needs. Social emotional and behavioural targets are developed from Boxall assessments. Targets are displayed in the home room along with compliments/recognised effort towards targets; ongoing progress towards these targets is reviewed in weekly key worker sessions and in Friday circle time.

Pupils assess progress against success criteria in core lessons and targets recorded in their books. Work and achievement are celebrated weekly in group circle time on Thursdays and by a system of compliment awards each session. Wow work is displayed and recognised along with photographic record reminder of good social skills and behaviours for learning. Pupils are rewarded with tokens for session achievement, choosing time, weekly park play and treats to town bookshop to buy books. Work trawls are stored as an ongoing record to inform termly assessments of progress and pupils. Pupils are involved in their assessments. A personal passport is developed in PE to record bronze, silver and gold progress towards achievement of PE skills, as well as personal communication, social interaction, teamwork and other behavioural skills.

Opportunities are created for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological events and activities that promote pupils' SCMC development. The week starts with Arts afternoon with a visiting Art teacher; performing arts and music/vocal coaching are taught weekly; trips to the theatre are arranged, such as pantomime at Christmas. Food science/cookery is taught weekly. Successful curriculum workshops and educational visits have included a Science/chocolate workshop and a visit to a Falconry to experience handling falcons. The all-weather garden, nearby town centre, cemetery and park have been used to support work in Maths, Science, RE and Literacy. Local sports facilities and the park are used for PE lessons, along with the all-weather astro-turf garden. Pupils take part in termly sports tournament games.

Weekly alternative provision sessions, such as Heroes therapeutic work with animals and cooperative, leadership skills with Reading Football Club target the needs of individual pupils. Daily sensory circuits and weekly aromatherapy help pupils to develop skills to support emotional regulation and ability to communicate and participate and develop social skills. A music therapist works with small groups and individuals weekly; pupils are able to explore feelings and emotions through musical expression. Vocal coaching and music is also taught in primary weekly.



Cultural diversity is explored and celebrated through cross-curricular topic activities, including music, RE, art and cookery. Links with local church groups are encouraged; a church group voluntarily decorated part of the primary building this year. Cranbury College Home school links are encouraged. Parents and carers are invited to school to meet with the lead teacher at the start of terms 1, 3 and 5. Parents and carers are invited to a celebration of achievement morning at the end of terms 2, 4 and 6.