



In our whole school curriculum, we have nine ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and also a common dominator in all that we do.

Whole School			PE	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
<p>School context: Our FSM is higher than national and Swindon averages. We are prominently white working class. Our demographic survey shows 63% children from hard-pressed families, 44% of our families live in the in the most 30% of deprived postcodes in the UK.</p> <p>Our Acorn study shows that: There is a higher proportion of single parents than the base There is a higher % of unemployed than the base 41% of our demographic have an income less than 20K (the lowest grade measured) 39% of our demographic are in full time employment.</p> <p>We have to ensure our children leave our school having had a high-quality, ambitious and well-planned curriculum. This means that all of our children, no matter what their starting points are, will achieve their best not only at our school, but in their future education setting, and then in working and adult life.</p>				
1.	Love of reading and books	<p>We know that we need to establish reading, language and oracy to ensure our children have the best possible outcomes. Reading and language is a crucial aspect to learning. Studies have proven that reading and language acquisition are key to all elements of learning, and later life</p> <p>This is essential that we start children loving books, being able</p>	<ul style="list-style-type: none"> To support with the idea of a love of reading, we have shared videos with our children of Swindon Town FC players reading for World Book Day. Swindon Town FC have also donated books to the school and Swindon Town FC programmes are visible around the school too. 	<ul style="list-style-type: none"> Children reported in Pupil Voice 23/11/22 that they enjoy reading Sports books in school.



		readers, have good understanding of vocabulary and language	<ul style="list-style-type: none"> • Relevant sports books are ordered for specific occasions i.e. The Story of Walter Tull for Black History Month • Sports books can be seen in library and class libraries. These are encouraged for children who have a passion for sport. 	
2.	Oracy-rich opportunities	Research shows that oracy is key to high performers. Research also shows that children, especially boys, benefit from drama and oracy opportunities to plan and gain increased understanding.	<ul style="list-style-type: none"> • A focus on the whole child being developed comes through our Head, Heart, Hands approach. • As part of Head, children are asked to offer feedback in lessons and also analyse session so far. • Through Heart, children are encouraged to communicate in game situations whilst also offering encouragement. • In Year 6, we have Sports Ambassadors and Football and Dance captains. They are asked to take lead roles in lessons and will organise activities regularly. 	<ul style="list-style-type: none"> • Lesson observations completed in Terms 2 and 3 of 2022-23 academic year showed how children are given time to develop oracy in lessons. Examples included children working in teams to develop tactics in Year 3 and children being allowed to give feedback to other groups in lesson time in Year 5. • Lesson observation in Year 6 highlighted excellent communication of the school's Sports Ambassadors as they set up and led fitness activities for other groups of children.
3.	Sound understanding of key vocabulary and language	Research has proven that children from lower socio-economic backgrounds have a word gap, and also have less vocabulary than their peers. To ensure cultural capital of our children, we need to enable our	<ul style="list-style-type: none"> • Vocabulary progression map designed to develop PE vocabulary in lessons sequentially. 	<ul style="list-style-type: none"> • Children can confidently talk about language used in PE in Pupil Voice (evidence 23/11/22).



		children to have sound understanding of vocabulary.		
4.	Confident pupils	Being confident will help our children with their learning, not being afraid to make mistakes or to give things a go. They will be confident with their friends and this will help them achieve in their next stage of life. Having good self-esteem will encourage RCPS children to try new things and find their passion, which will allow them to develop a sense of identity and build confidence in facing whatever comes their way.	<ul style="list-style-type: none"> • PE progression map carefully crafted to ensure pupils become confident with skills (Terms 1-3) before applying them in game situations (Terms 4 and 5) and then at Sports Day (Term 6). The first three terms are skills based and allow children to develop confidence and not be afraid of making mistakes. Children then develop confidence in competitive game scenarios (an important life skill and detailed in the PE national curriculum. • Confidence is further developed for aspiring sportspeople through representation in our Girls Football Team, Year 5/6 Football Team, Year 3/4 Football Team and KS2 Elite Dance Team. • Our SEN children have also had the opportunity to develop their skills and confidence in a specialises intervention run by Swindon Town FC. 	<ul style="list-style-type: none"> • Sports Day 2022 was a huge success with all children competing in a competitive football game during the week and then a range of Sports Day activities on the day. Feedback from parents was very positive. • Elite dance children competed well in 2023 Great Big Dance Off. • Year 5/6 Football team competing in local league and cup competitions. High proportion of children in team are disadvantaged and do not represent a team outside of school. • Year 3/4 Football team competed well in local tournament.
5.	Problem solvers	By solving problems, our children will be happy, confident and	<ul style="list-style-type: none"> • Problem solving fits into our 'Hands' approach in our Head, 	<ul style="list-style-type: none"> • Lesson observations completed in Terms 2 and 3 of 2022-23



		independent learners. They will be able to make sense and understand the world around them. They can make connections and they can apply this to other areas of life through new experiences.	Heart, Hands model. Because our curriculum and lessons are sequenced and build on from one another, children make connections to previous lessons. They are given the skills required to compete in competitive games allowing them to problem solve in a variety of ways.	academic year showed children working well in teams with good evidence of problem solving. Good evidence seen in Year 4.
6.	Enthusiastic and excited learners	It's important that our children are happy and excited learners, who want to know and remember more. If our children are excited and enthused about their learning they will be actively engaged and in turn display excellent learning behaviours which also maximises learning.	<ul style="list-style-type: none"> • Each term, children are excited to know which child has been elected the Sports person of the Term. This child is chosen for demonstrating excellent Head, Heart and Hands for that term. • Primary PE Planning supports our teachers in delivering high quality, sequenced lessons that match up with our progression map to engage, enthuse and excite our children. 	<ul style="list-style-type: none"> • Pupil Voice completed in November 2022 highlighted children's love of PE. On a Scale of 1-5, the majority of children voted for 5 to highlight their love of PE. One child said "1000 out of 5 because I just love sport." • Lesson observations (Terms 2 and Term 3) and teacher feedback shows the positive impact CPD from Primary PE Planning has brought.
7.	Learning hooks and themed days	Enrichment of learning is key! This gives our children cultural capital to their learning, and also means that they will enjoy their learning more.	<ul style="list-style-type: none"> • Each term, Ridgeway School and their Sports Leaders are invited to hold a PE festival of learning focussed on the current learning objectives in each year group. • Through Medium Term Plans, children are challenged to provide lessons and 	<ul style="list-style-type: none"> • Pupil Voice and Staff Feedback demonstrated how well enjoyed our first Ridgeway PE festival was. • Pupil Voice in November 2022 also highlighted children's love for PE. One child said "I like PE. It's really fun and I like to learn new skills."



			<p>opportunities that will inspire and engage learners.</p> <ul style="list-style-type: none"> • Other recent Themed Days related to PE included a 'Joy of Moving Day' and a tour of the school from Swindon Town FC's chairman. • Each year, a Sports and Wellbeing week is held in Term 6. Children are given the chance to experience new sports like Tae-kwon-do and Martial Arts as well as a range of other activities too. 	<ul style="list-style-type: none"> • Pupil Voice completed in September 2022 also highlighted the positive impact Sports and Wellbeing Week has on children's enjoyment across a range of sports activities. • A child from Rodbourne Cheney Primary School won a national competition as part of a recent 'Joy of Moving' event.
8.	Happy and healthy individuals	<p>We want our children to have the best start in life and be equipped as adults with being in the best health-emotionally and physically. We need to provide lots of sporting opportunities to our children have the same experiences as their peers. We want our children to be equipped as best as they can by having good emotional health, are able communicators and can discuss their thoughts and feelings.</p>	<ul style="list-style-type: none"> • Our Whole School Sports and Wellbeing week is held annually and is designed to educate the children on how to lead healthy and happy lifestyles. • Through our PSHE and Wellbeing Curriculum, the children are educated on how to lead healthy lives thinking about both fitness and diet. • Our commitment to two PE sessions a week gives the children two opportunities to develop fitness with a range of sports clubs also on offer. 	<ul style="list-style-type: none"> • A recent Parent Voice highlighted the impact of our recent work on Wellbeing. • From 128 parental responses, 95% of parents either agreed or strongly agreed that their child was happy at Rodbourne Cheney Primary School (the remaining 5% were neutral with no parent disagreeing/ strongly disagreeing). 93% of parents either agreed or strongly agreed that the school supports their child's wellbeing. A further 5% were neutral.
9.	Ready and prepared for their next stage of education or career	<p>All of the 8 previous ambitions feed in to this last aim. We aspire for our children to strive and achieve well at</p>	<ul style="list-style-type: none"> • Ridgeway Year 9 Sports Leaders come into our school once a term to offering 	<ul style="list-style-type: none"> • Many of our children go on to represent sports teams both outside of school and at



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		<p>secondary, gaining excellent GCSE grades, and then move on to have good careers and be successful adults in their own right.</p>	<p>aspiration for the next stage of the children's education.</p> <ul style="list-style-type: none">• Our focus on competitive games gives the children a flavour of what it means and the benefits of representing a sports team in the future.• Talks with local university give further aspiration. Our young sportspeople enjoy asking questions about the wide variety of sports that can be played at university.	<p>secondary school. Our Year 5/6 football team are a prime example of how we give opportunity to our disadvantaged children with the aim of them participating in sports teams in the future. The team has grown as the year has progressed and we have had Year 6 children join sports teams outside of school this academic year.</p>
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