

## RCPS Golden Threads and Subjects PSHE



**In our whole school curriculum, we have five 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 are also a common dominator in all that we do.**

Golden Threads



Rodbourne  
Cheney

- Love of reading and books
  - Oracy-rich opportunities
- Sound understanding of key vocabulary and language
- Confident and enthusiastic learners
- Problem solving, learning hooks and themed days

*By focusing on these Golden Threads, we can ensure that the children in our school are happy, healthy and prepared for the next stage of their education or career.*

**School context:**

Our FSM is higher than national and Swindon averages.

Our children are from predominantly white, working-class families.

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**Our demographic survey shows:**

42% of our children from financially stretched or low-income families.  
57% of our families live in the in the most 30% of deprived postcodes in the UK.

**Our Acorn study shows that:**

There is a higher proportion of single parents than the base.  
Financial profile shows more families making ends meet/ struggling than the base.  
Number 1 Dominant Acorn Group titled 'Limited Budgets'. 23% of our families fall into this category compared to 5% base.  
20% of our demographic have an income less than 20K (the lowest grade measured).

**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.**

Whole School			PSHE	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
1.	Love of reading and books	We know that we need to develop the children's reading, language and oracy to ensure they 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. It is essential that we encourage children to love books, teach them to be able readers and ensure they have	-Our high-quality text led curriculum has been carefully crafted to ensure that children can make links and connections continually. Our books connect with our topics and also include important themes linked to PSHE. Examples include: <ul style="list-style-type: none"> <li>- Wonder (exploring disability)</li> <li>- Journey to Jo'Burg (exploring racial discrimination)</li> </ul>	- Children reported in Pupil Voice that they enjoy the books that they read in school.

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		<p>a good understanding of vocabulary and language.</p>	<ul style="list-style-type: none"> <li>- The Snow Queen (exploring Good vs Evil)</li> <li>- Mulan (challenging gender stereotypes)</li> <li>- The Firework Maker's Daughter (recognising the importance of perseverance and courage).</li> <li>- The Big Big Sea (bonds between children and their carers)</li> </ul> <p>-We provide a range of diversity books in our classrooms. Book displays link to topics and themes e.g. displays for Black History Month.</p>	
<p>2.</p>	<p>Oracy-rich opportunities</p>	<p>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. It is essential that oracy opportunities are across all subjects and all phases.</p>	<p>-Through our Jigsaw themed curriculum, the children are encouraged to learn through discussion, both teacher and child led.</p> <p>-PSHE is recorded in the floor book so that we can fluidly document the children's thoughts, feeling and ideas. We ensure that each child has a voice and that these voices are captured and celebrated in the floor book.</p> <p>-Confidence gained from the discussive nature of our PSHE curriculum is applied in a range of scenarios both within and externally to our PSHE curriculum. Externally,</p>	<p>-Lesson observations completed in the 2022-23 academic year showed how children are given time to develop oracy in lessons.</p> <p>-Monitoring of each class's Floor Books in Term 3 and Term 6 continue to show lessons rich with discussion and oracy. This is a strength of the school and was highlighted as a strength by Ofsted in July 2023.</p> <p>-Feedback from visitors to the school is always enormously positive. In a visit from a senior leader from another school, it was noted that the children are wonderful ambassadors for the school.</p>

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			<p>the children hone their oracy skills through a range of explicit activities including:</p> <ul style="list-style-type: none"> <li>- School Council speeches at the start of the academic year</li> <li>- Head Boy/ Head Girl speeches</li> <li>- Prefect speeches</li> <li>- KS1 Nativities</li> <li>- Year 6 Leavers' Play and Assembly</li> <li>- Class Assemblies</li> <li>- Enterprise projects including a Christmas market where children make and then sell goods.</li> <li>- Assemblies led by children</li> </ul>	
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 children to have sound understanding of vocabulary.	<p>-Vocabulary progression map designed to develop PSHE vocabulary in lessons sequentially.</p> <p>-Vocabulary is explicitly taught in lessons where this is needed.</p> <p>Examples of this include through the sensitive nature of our RSHE curriculum.</p>	As above, monitoring of each class's Floor Books in Term 3 and Term 6 continue to show lessons rich with discussion and oracy. This is a strength of the school.
4.	Confident and enthusiastic learners	Being confident will help our children with their learning; not being afraid to make mistakes or to give things a go.	-Our Jigsaw themed curriculum is designed to give the children the confidence, knowledge and skills	-Ofsted noted in July 2023 that through our "rich personal, social and health

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		<p>They will be confident with their friends and this will help them achieve in their next stage of life. This links to the children having good self-esteem, which 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. It's important that our children are enthusiastic 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.</p>	<p>needed to develop healthy, strong, lasting and positive relationships.</p> <ul style="list-style-type: none"> <li>-With strong emphasis on emotional literacy, resilience and safeguarding, Jigsaw properly equips our children to be confident in their own skins while also giving them the confidence to know the difference between right and wrong. Our links with the NSPCC, who come in and deliver sessions and assemblies across the school, further enhances this confidence.</li> <li>-Our teachers plan and deliver lessons that are rich with discussion further developing oracy confidence.</li> <li>-To supplement our JIGSAW scheme of work, children are enthused and excited by our many Diversity and Inclusion themed assemblies and days. In 2022-23, these have included focusses on:             <ul style="list-style-type: none"> <li>- Parliament</li> <li>- International day of languages</li> <li>- Black history month</li> <li>- Diwali</li> <li>- Remembrance</li> <li>- Christmas and Advent</li> <li>- World Religion Day</li> <li>- International Women's Day</li> </ul> </li> </ul>	<p>education curriculum, pupils develop an eagerness to thrive.”</p> <ul style="list-style-type: none"> <li>-Ofsted also noted that through focusses on the Take One Picture and International Women's Day, the school helps our children to be “well-rounded individuals with a broad view of the world”</li> <li>-The children's confidence can be seen through their desire to fully participate in school and class events (as listed in 'Oracy Rich opportunities).</li> <li>-The children's confidence can also be seen through their desire to take on leadership roles in Year 6. All children hold a role in the school ranging from Prefects to subject leads to Green Ambassadors.</li> <li>-Children can verbalise in Pupil Voice what to do if they are concerned. They know how to stay safe online and are aware of safeguarding procedures and terms e.g. NSPCC PANTS.</li> <li>-Children talk positively about PSHE lessons in Pupil Voice.</li> <li>-Floor book monitoring and lesson observations have highlighted children's enthusiasm and engagement in PSHE lessons.</li> <li>-Children spoke very positively about the PSHE themed Healthy Me Sports Week.</li> </ul>
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				Through the above, links are made to the British values of Rule of Law, Democracy, Mutual respect and Tolerance of those with different faiths and beliefs.
5.	Problem solving, learning hooks and themed days.	<p>By solving problems, our children will be happy, confident and independent learners. They will be able to make sense of, and understand, the world around them. They can make connections and they can apply this to other areas of life through new experiences.</p> <p>Enrichment of learning is key! This gives our children cultural capital to their learning, and also means that they will enjoy their learning more. If children enjoy their learning, they will be more engaged and actively participate in lessons and experiences.</p>	<p>-As well as the enrichment activities listed above, we hold a special PSHE/ PE themed 'Healthy Me Sports Week'</p> <p>-Our Whole School Healthy Me and Sports week provides the children with enriching opportunities that include designing, making and sampling healthy dishes.</p> <p>-Children are encouraged to solve problems through the discussive nature of the JIGSAW programme.</p> <p>-In Year 5 and 6, two specialist programmes deal with problem solving scenarios that are particularly seen in disadvantaged areas.</p> <p>-In Year 6, our children attend Junior Good Citizen, a multi-agency event aimed at equipping young people with the life skills and knowledge to cope with issues impacting on young people today.</p>	<p>-Pupil Voice from our Healthy Me Sports Week was extremely positive with children suggesting that they thoroughly enjoyed the themed week.</p> <p>-Data given after the Junior Good Citizen highlighted the children's progress before and after.</p>

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