

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.



The graphic features the text 'Golden Threads' in a cursive font, arched over a circular emblem. Inside the circle is a small version of the school logo (hands holding a globe) and the text 'Rodbourne Cheney'. A large, stylized orange thread or needle is drawn across the circle, with a long, flowing tail that extends towards the bottom right of the slide.

- 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.*

## RCPS Golden Threads and Subjects

### PE



#### School context:

Our FSM is higher than national and Swindon averages.  
Our children are from predominantly white, working-class families.

#### 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			PE	
	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	<ul style="list-style-type: none"> <li>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.</li> <li>Swindon Town FC have also donated books to the school and Swindon Town FC programmes are visible around the school too.</li> </ul>	<ul style="list-style-type: none"> <li>Children reported in Pupil Voice that they enjoy reading Sports books in school.</li> </ul>

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		a good understanding of vocabulary and language.	<ul style="list-style-type: none"> <li>• Relevant sports books are ordered for specific occasions i.e. The Story of Walter Tull for Black History Month</li> <li>• Sports books can be seen in library and class libraries. These are encouraged for children who have a passion for sport.</li> </ul>	
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. It is essential that oracy opportunities are across all subjects and all phases.	<ul style="list-style-type: none"> <li>• A focus on the whole child being developed comes through our Head, Heart, Hands approach.</li> <li>• As part of Head, children are asked to offer feedback in lessons and also analyse session so far.</li> <li>• Through Heart, children are encouraged to communicate in game situations whilst also offering encouragement.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations completed in the 2023-24 academic year showed how children are given time to develop oracy in lessons. Examples included children working in teams to develop tactics and children being allowed to give feedback to other groups in lesson time.</li> <li>• 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.</li> <li>• Our Year 6 Sports Ambassadors were praised by many parents and staff for how they interacted and encouraged the younger children during Sports Day.</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	<ul style="list-style-type: none"> <li>• Vocabulary progression map designed to develop PE vocabulary in lessons sequentially.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can confidently talk about language used in PE in Pupil Voice (Evidenced in PE Folder).</li> </ul>

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		<p>children to have sound understanding of vocabulary.</p>		
<p>4.</p>	<p>Confident and enthusiastic learners</p>	<p>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. 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>	<ul style="list-style-type: none"> <li>• Each term, children are excited to know which child has been elected the Sportsperson of the Term. This child is chosen for demonstrating excellent Head, Heart and Hands for that term.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• In July 2023, Ofsted noted that "Pupils know how to keep themselves physically and mentally healthy."</li> <li>• Sports Week 2024 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.</li> <li>• Elite dance children competed well in 2024 Great Big Dance Off.</li> <li>• 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.</li> <li>• Year 1/2 Football team competed well in local tournament.</li> <li>• Year 3/4 Football team competed well in local tournament.</li> <li>• Our Year 5/6 Girls team won a competition at The County Ground</li> <li>• Pupil Voice highlighted children's love of PE.</li> <li>• Lesson observations in 2023-24 and teacher feedback shows the positive impact CPD from Primary PE Planning has brought.</li> </ul>

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5.	<p>Problem solving, learning hooks and themed days.</p>	<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>	<ul style="list-style-type: none"> <li>• Problem solving fits into our 'Hands' approach in our Head, 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.</li> <li>• Through Medium Term Plans, children are challenged to provide lessons and opportunities that will inspire and engage learners.</li> <li>• 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.</li> <li>• 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.</li> <li>• Further to the above, we have developed strong links with Wiltshire Cricket who run the Chance to Shine Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations completed in the 2023-24 academic year showed children working well in teams with good evidence of problem solving.</li> <li>• Pupil Voice also highlighted children's love for PE.</li> <li>• Pupil Voice completed in July 2023 also highlighted the positive impact Sports and Wellbeing Week has on children's enjoyment across a range of sports activities.</li> <li>• A child from Rodbourne Cheney Primary School won a national competition as part of a recent 'Joy of Moving' event.</li> <li>• A child from Rodbourne Cheney Primary School won 'Chance to Shine' child of the term in February 2024.</li> </ul>
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