

Theme Days Supporting Statement

There is a special theme day every half term throughout the academic year. These specially designed days challenge, engage and excite pupils; providing enriching and cross-curricula experiences through a range of practical and innovative activities, enhancing the sense of the school as a community.

The theme days cover a range of topics providing the pupils with a wealth of opportunities. This helps pupils to understand more about the world, enabling them to enjoy and experience working together learning independently and co-operatively through areas such as the Arts, Literature, Physical Education and Religious Education. We aim to ensure that pupils are given the opportunity to develop their communication, learning, thinking and social skills as well as enriching personal development.

Theme days are planned and organised by teachers and the designated theme day team. Activities are differentiated to meet the needs and interests of each class group and individual pupils. They provide the pupils with the opportunity to consolidate, reinforce and generalise previous learning, as well as introducing new knowledge, skills and understanding in a structured familiar environment. Theme days also provide additional experiences and learning opportunities which help broaden their cultural experiences.

The activities change with each topic and are designed to:

- Fuel enthusiasm
- Develop social and group skills.
- Develop creative and imaginative skills
- Develop awareness of cultures, identity and celebrations.
- Recognise and learn about British Values and encourage pupils to engage with them pro-actively.
- Help to build confidence and increase motivation

Activities link with other subjects

Literacy: Listen and respond. Speak to communicate. Engage in discussion. Read and understand. Read and obtain information. Write to communicate. Puzzles

Numeracy: Understand and use mathematical information, Communicate mathematical information e.g., numbers 1-10.

DT/Science: Designing/building models/problem solving; Experiments e.g., recreating special effects such as volcanic eruption.

History/Geography/RE: Map work-countries/flags/religious/cultural celebrations

ICT: Digital photographs, researching information /producing PowerPoints

Language: Listen, respond and learn new words/phrases in a new language

Cookery: tasting new foods/making food products

Expressive Arts: Opportunity to experience a range of mediums to produce pictures/drawings/collages; identifying clothing through the ages/dressing up and role play; listen to different types of music/making music/identifying artists/musicians

Sensory: Sensory experiences using different textures/ Sensory stories/Sensory rooms

British Values

Democracy: At Robert Ogden school we listen to the pupil voice. Children have many opportunities for their voices to be heard and to support them to believe in themselves.

The Rule of Law: The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days to support pupils to understand right from wrong. This is supported by visits from authorities such as the Police; Fire Service; Ambulance staff etc.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education.

Mutual respect: Part of our school ethos, revolves around core values including respect. These ideas are reiterated through helping to develop self – esteem and the concept of respect for those who keep us safe.

Tolerance of those of different faiths and beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faiths, including visiting faith buildings and inviting people of other faiths and cultures to come and talk to the children.

SMSC

Spiritual: To access novel and stimulating experiences, and be encouraged to communicate how that made them feel. To enjoy wow moments.

Moral: To give young people the opportunity to explore and develop moral concepts and values, to explore the consequences of actions, express their views, develop respect, confidence, consideration and responsibility.

Social: To take turns and share- give young people the opportunity to relate to other peoples' social skills and personal qualities.

Work collaboratively towards common goals. To work as a member of a group.

Show responsibility and respect for others. Participate in activities in the school community to gain a greater understanding of it.

Cultural: give young people the opportunity to learn about the cultures of different countries.

Written by:	Jon Mount	December 2014	
Review:	Every 2 years		
Reviewed & amended	December 2016	December 2018	December 2020
Reviewed & amended	October 2024		