

Integrated Studies (RPE) At Ravenshall



Religion Philosophy and Ethics (RPE) Policy

Background and context

Ravenshall School is a special school for young people with complex needs. The school accommodates students between the ages of 5 and 19 and all students have a statement of Special Educational Needs. There is a very high percentage of students entitled to free school meals (50%) and a proportion of students come from minority ethnic backgrounds (48%) particularly Asian or Asian British-Pakistani families.

The school has a range of extended school activities aimed to promote the emotional and physical well-being of students. Most of the students travel to school by bus from the surrounding areas and as a result the school community expands far into the Kirklees and Calderdale area. This does provide challenges for building community links, however, the school is pro-active in promoting community cohesion by ensuring opportunities to mix and learn with and from people from different backgrounds through links with other schools and community organisations. Through the whole school ethos and curriculum we aim to promote discussion of a common sense of identity and support diversity, showing our students how different communities can be united by shared values and common experiences.

Rationale

Kirklees and Calderdale are enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. So through this treasury of human experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives, and the ways our varied perspectives can strengthen our local communities and relationships. Engaging and stimulating RPE also helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. RPE offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context.

RPE contributes dynamically to student's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RPE students discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

At Ravenshall School we have combined Religious Studies with PSHE, Citizenship and Communication and Social Interaction (CSI) to encourage students to become respectful, responsible, independent and healthy

members of society. More importantly the subject is a vehicle in which our richly multi-cultural society can promote community cohesion, harmony, peace, and respect, built on a strong sense of personal identity.

Aims of Religious Studies

The RPE curriculum includes a balance of three main aims: -

A. Know about and understand a range of religions and other world views, so they can:

A1 Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals (**worship, ritual and ways of life**).

A2 Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and other world views (**sources of wisdom**).

A3 Appreciate and appraise the nature, significance and impact of different ways of expressing meaning (**symbols and actions**).

B. Express ideas and insights about questions of beliefs and meaning, so they can:

B1 Explain and give reasons for their ideas about how beliefs, practices and forms of expression influence individuals and communities (**impact of beliefs on choices**).

B2 Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively (**questions of meaning, purpose and truth**).

B3 Appreciate and appraise varied approaches of religions and world views to ultimate questions (**different responses to ultimate questions**).

C. Investigate and respond to important questions for individuals and the wider community, so they can:

C1 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues (**identity and belonging**).

C2 Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all (**cooperation and cohesion**).

C3 Articulate beliefs, values and commitments clearly in order to explain why these may be important in their own and other people's lives (**evaluating moral dilemmas**).

How will we achieve these 3 main aims at Ravenshall School?

Teaching and Learning

Teaching and learning experiences have been designed to equip students with knowledge and understanding of a range of religions and other world views, allowing them to develop their ideas, values and identities. It has been designed to develop in students an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views. Students should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Students learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Foundation Stage: - Teaching and learning is focused through purposeful play with a mix of adult-led and child-initiated activities. Sensitivity to the backgrounds and experience of young children is especially important, including those who come from a particular faith background.

At Key Stage 1:- Teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. This does not preclude inclusion of aspects of other faiths and world views.

At Key Stage 2:- Teaching and learning is focused around Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. This requirement does not preclude study of aspects of other faiths and world views.

At Key Stage 3:- Teaching and learning includes all six major world faiths, Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Recognition of other belief systems and practices and understanding of the diversity within religions should also be taught.

At Key Stage 4 and PFA:- Teaching and learning should extend and deepen student's knowledge and understanding of religions and other world views, reflecting local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and other world views in comprehensive ways.

Implementation

To deliver the local Agreed Syllabus with integrity, the equivalent of an hour a week has been allocated to teaching RPE.

Primary: - Students receive the one hour a week through the Creative Curriculum which is a theme-based' creative approach to learning. (Refer to RPE highlighted in the CC overview). It is delivered via 'Topic' lessons. This approach has, at its core, the development of a set of skills that are progressive. Wherever possible the themes are used to link together the core subjects.

The core principles include:

- A thematic approach to teaching and learning.
- A pre-formal/ semi-formal or formal approach to learning, depending upon the needs of the learner-
- In-depth working to give children the time they need to consolidate learning.
- Placing direct experience and opportunities to apply learning and skills at the centre of the curriculum.
- Needs-based learning experiences.

KS3:- Student's receive the one hour a week in a dedicated Integrated Studies (RPE) lesson.

KS4 and PFA students receive the one hour a week in 2/5 Community and Social Interaction (CSI) lessons.

Inclusion

Due to the diverse nature of our statemented students all the aspects listed in this section are implemented appropriately.

- We set suitable learning challenges.
- We teach knowledge, skills and understanding in ways that suit our student's abilities.
- We are flexible regarding long-term medical problems etc.

- We appreciate our students attainments fall significantly below the expected levels at Key Stage and need a much greater degree of differentiation.

Whilst responding to students diverse learning needs we provide:-

Opportunities for all students to succeed i.e. to overcome potential barriers to learning and assessment for individuals and groups of students:-

- Boys and girls.
- Students with SEN.
- Students with disabilities.
- Students of different ethnic group.
- Students from diverse linguistic backgrounds.

Help with communication, language, and literacy.

- Develop understanding.
- Plan for full participation.
- Provide support from adults or peers when needed.
- Adapt tasks or environment.
- Provide alternative activities where necessary.

In order to manage behaviour we: -

- Set realistic demands.
- Use positive behaviour management (BFL) and Dojo reward system.
- Give students chance to develop co-operative skills.
- Teach students to value and respect each other.
- Encourage/teach independent learning.

Assessment, Recording and Reporting.

- Students are regularly assessed informally according to Integrated Studies Progression Skills.
- Students are assessed formally at the end of each term. This level is recorded in Integris.
- Once a term feedback and intervention lessons are delivered. During these lessons students receive both written and verbal feedback and are given the opportunity to improve and correct work and set targets.
- A verbal progress report at parents evening will be given and a written end of school year assessment will be part of a general report for each student.
- At the end of each Key Stage students are assessed against the Integrated Studies Progression Skills.
- IPERF Levels are updated regularly in class work.

IPERForm Levels:

- Introduced
- Prompted
- Emerging
- Reached
- Functional

Resources

In Primary resources ranging from books, DVD'S story sacks and religious artefacts are located in the Primary Resources Room. These are available to be booked out for use by individual class teachers using the booking in/out system.

In Secondary the RPE Resource Centre is located in the Intervention Room; books are arranged according to specific religions, festivals, key religious people, rites of passage and mixed faith as well as photocopiable worksheets. There are resource boxes for the six main religions, dressing up clothes, DVD'S, religious jigsaws, board games. Resources can be booked out for use by individual teachers. (See Religious Studies resources handbook).

Communication with Parents/ Carers

We welcome communications with our parents, and invite parents in half-termly to celebration assemblies or performances to showcase the students' work.

On a daily basis parents can communicate with us through the student planner and also through the school Dojo reward system. This is now available online or via the app and allows parents to read the class story, and understand what their son/daughter is doing in class and how many Dojo's they are achieving each week. Staff regularly update their class page on the school website with planning for the half term and suggestions about how to help students learn at home.

Reporting to parents

In line with Syllabus requirements, reports on individual's student's achievement relative to End of Key Stage are provided to parents in years 2, 6, 9, 11 and 13.

The Annual Review Report includes written comments on student's progress. Parents have opportunities to discuss these and their child's progress in RPE. Information is also shared with a school to which a student may be transferring to.

Health and Safety

Specific risk assessments are undertaken on Evolve prior to visits to places of worship.

Monitoring Teaching and Learning

All school staff and students have the responsibility of ensuring that this policy is upheld, but day-to-day responsibility is held by the Head teacher and RPE subject leader Mrs Kerry Horan.

Monitoring of RPE is carried out as part of the school's monitoring policy. All staff is observed and students learning discussed accordingly. Reviews and updates of the scheme take place through regular staff meetings. The school council may also be involved. Assessment within Religious Studies is set against End of Key Stage Progression Skills and recorded on Integris using IPERF. On-going assessment and termly formal assessments are used to determine a yearly Religious Studies level which is based on the End of Key Stage Progression Levels.

Continuous professional development and training

Ravenshall School recognises the need to professionally develop the skills, knowledge and confidence of staff and is committed to support appropriate training within RPE. Currently there are three RPE specialists within the school.

Budget Commitment for Religious Studies

The Religious Studies budget is reviewed annually.

Use of External Support

Religious Studies at Ravenshall School is assisted by the LA's Advisory Service and a number of statutory and voluntary agencies. Whilst mindful of child-protection issues, the school is committed to having visitors in school, and for visits out. All planned learning experiences are designed to address specified learning objectives.

Links to Other Policies and Protocols

The Integrated Studies (RPE) policy links to the following policies:

- Community and Social Interaction
- Community Cohesion
- SMSC Policy
- Citizenship Policy
- Prevent Policy
- Equal Opportunities policy
- Confidentiality Policy
- Child Protection Policy
- Relationships and Sexual Health Education Policy
- Drug Education Policy

The School and the Community

Students and parents are consulted about the curriculum, both in terms of the learning and the teaching of RPE. Students are consulted via RPE/CSI lessons and the School Council, while parents are asked via letters and as part of parent's consultation days/evenings.

Leadership, Management and Co-ordination

Leadership, Management and Co-ordination for Integrated Studies (RPE) is the responsibility of Mrs Kerry Horan.

Responsibility for the Integrated Studies (RPE) Policy

The Headteacher takes overall responsibility for the policy and its implementation in the school. This responsibility includes liaison with the Governing Body.

Policy Review

It is the intention of the school and the staff involved in the planning and delivery of RPE to review this policy every 3 years, with clarification by the governing body.

The Governing Body agreed the policy on:

.....

Date for Review: *March, 2019*