



RUGBY SCHOOL
JAPAN

Curriculum Policy

Version 1.0

Associated guidance and policies

- [‘Safeguarding and Child Protection Policy’](#) Equality Act (2010)
[‘Guidelines for Life at Rugby School Japan’](#)
[‘Rugby School Japan Complaints Procedure’](#)
[‘Rugby School Japan Discipline and Rewards Policy’](#)
[‘Rugby School Japan Document Retention Policy’](#)
[‘Rugby School Japan Standard Terms and Conditions \(Parent Contract\)’](#)
[‘Rugby School Japan Pupil Manual’](#)

1.0 INTRODUCTION

The Curriculum Policy is designed to establish the framework for the curriculum at Rugby School Japan.

2.0 DEFINITIONS

The following year group nomenclature is used at Rugby School Japan:

School Phase	Year Group	Pupil Age as of 1st September of the year of entry
Lower School	Year 7	11
	Year 8	12
	Year 9	13
Middle School	Year 10	14
	Year 11	15
Sixth Form	Year 12	16
	Year 13	17

3.0 SCOPE

3.1 This policy applies to all staff involved in the provision of the Curriculum and Co-Curriculum.

3.2 The policy should be read by all teaching staff and other staff involved in the development and delivery of the Curriculum and Co-Curriculum.

4.0 THE CURRICULUM POLICY CONTENT**SECTION 1, ACADEMIC LIFE AT RUGBY SCHOOL JAPAN**

4.1 Teaching and Learning is at the core of what we do at Rugby School Japan. Pupils at Rugby School Japan have the benefit of fantastic educational facilities and highly qualified staff. They learn what is needed to prepare fully for public examinations but, more than that, they develop a love of learning which stays with them long after they have left the School. We set high expectations of pupils not only in terms of their work ethic but also in terms of their intellectual ambition.

4.2 Pupils joining the School in Years 7 - 9 receive a broad and balanced education in all the subjects that we feel are important for young men and women of the 21st century. This breadth and balance

continues when pupils move into their GCSE & IGCSE courses. We believe that this range of subjects gives pupils the best educational experience.

4.3 In the Sixth Form, pupils prepare for A-level qualifications with the opportunity to complete an International Extended Project Qualification in Year 12.

4.4 Ultimately our aim at Rugby School Japan is to prepare pupils for university life and beyond. It is clear what universities are looking for: excellent grades at both IGCSE/GCSE and A-level but also an intellectual appetite. We firmly believe that the opportunities available here at Rugby School Japan address both of those aspects.

4.5 Further to this, we know employers want highly qualified employees, but that they also demand qualities of versatility, resilience, a global mindset, the capability to think critically and creatively, and a habit of reflection. These dispositions are encapsulated in our Rugby Learner Profile and underpin our thinking about the School's curriculum as a whole.

SECTION 2, TIMETABLE

4.6 Rugby School Japan operates a two-week timetable with sixty-eight 45-minute lessons per fortnight.

4.7 Lower School (Years 7 - 9)

Group	Periods Per Fortnight	Subject details*
Mathematics	7	All pupils study Mathematics
English	7	All pupils study English
Japanese	5	All pupils study Japanese, either as part of a Native Language Programme, or a Non-Native Language Programme
Science	12 (4)	All pupils study Biology, Chemistry and Physics (each individual subject is allocated 4 periods per fortnight)
Humanities	8 (4)	All pupils study Geography and History (each individual subject is allocated 4 periods per fortnight)
Visual Arts	8 (4)	All pupils study Art and Design (each individual subject is allocated 4 periods per fortnight)
Performing Arts	6 (3)	All pupils study Drama and Music (each individual subject is allocated 3 periods per fortnight)
Modern Foreign Language Option	4	All Year 7-8 pupils study French, while Year 9 pupils may choose to continue with French <u>or</u> to study German (based on suitable uptake) as their second modern foreign language option**
Options	As appropriate	Double Music++ Personalised Learning+++
Library	2	All pupils have a dedicated time to read according to their own interests in the library twice a fortnight

Finance	1	All pupils study Finance for 1 period a fortnight
PSHE	2	All pupils have a weekly PSHE lesson
Tutor Period	2	All pupils have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
PE & Sport	4+	All pupils attend PE lessons (allocated 4 periods per fortnight) plus sports training on Tuesday and Thursday afternoons and Saturday matches.
<p>*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual pupils. **In some cases it may be the case that a Modern Foreign Language is not appropriate for a pupil with SEN or EAL. In consultation with the parent and pupil the Modern Foreign Language may be replaced with Personalised Learning lessons. ++ In the case of Music Scholars or other pupils with considerable musical commitments, we offer the option of Double Music in place of a second foreign language. This is to allow time for Peripatetic Music lessons and instrumental practice. +++ Personalised Learning lessons are offered to pupils with notable EAL or SEN. The lessons take place in one of the Modern Language blocks. Decisions about Personalised Learning lessons are made in consultation with parents and the pupil concerned.</p>		

4.8 From the curriculum programme outlined above, pupils have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education. The curriculum as outlined above allows pupils to acquire speaking, listening, numeracy and literacy skills and we believe the subject matter is appropriate to their ages (Department Schemes of Work provide more details).

4.9 Middle School (Years 10 and 11)

Group	Periods Per Fortnight	Subject details*
Mathematics	7/8	All pupils study Mathematics (7ppf in Year 10 and 8ppf in Year 11)
English	8/7	All pupils study English (8ppf in Year 10 and 7ppf in Year 11). English language is studied as a First or Second Language; it is expected that the vast majority of pupils will also study for the World Literature qualification
Science	21 (7)	All pupils study Biology, Chemistry and Physics (each individual subject is allocated 7 periods per fortnight)
Modern Foreign Languages	7	All pupils must study a Modern Foreign Language.** They may choose from: French, German, Japanese and Mandarin***.
Options	21 (7)	All pupils must choose 3 further options from the following list:+ • Modern Foreign Languages: French, German, Japanese, Mandarin***; • Humanities: Business Studies, Geography, History • Arts: Art, Design, Drama, Music++ • Sports Science: PE • Personalised Learning+++

Library	1	All pupils have a dedicated time to read according to their own interests in the library once a fortnight
PSHE	1	All pupils have a fortnightly PSHE lesson
Tutor Period	2	All pupils have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
Sport		All pupils take part in sports training on Tuesday and Thursday afternoons and Saturday matches.
<p>*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual pupils. **In some cases it may be the case that a Modern Foreign Language is not appropriate for a pupil with SEN or EAL. In consultation with the parent and pupil the Modern Foreign Language may be replaced with Personalised Learning lessons. ***Mandarin is offered only for non-native speakers with an existing knowledge of the subject. The subject is not open to beginners. Pupils must have reached an appropriate level to access this course. + Pupils are offered a free choice of any of the subjects listed, however, we suggest that they do at least one humanities subject and at least one art subject. ++ In the case of Music Scholars or other pupils with considerable musical commitments, we offer the option of Double Music in place of a second option. This is to allow time for Peripatetic Music lessons and instrumental practice. +++ Personalised Learning lessons are offered to pupils with notable EAL or SEN. The lessons take place in either the Option or Modern Language block. Decisions about Personalised Learning lessons are made in consultation with parents and the pupil concerned.</p>		

4.10 From the curriculum programme outlined above, pupils have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.

4.11 Sixth Form (Years 12 and 13)

Option*	Periods Per Fortnight	Subject
Option 1	15	Pupils may choose any subject for option 1
Option 2	15	Pupils may choose any subject for option 2
Option 3	15	Pupils may choose any subject for option 3
Option 4**	15 (7 for Further Maths)	Pupils may choose any subject for option 4
EPQ	5	All pupils work towards an Extended Project Qualification**
Library	1	All pupils have a dedicated time to read according to their own interests in the library once a fortnight
Tutor Period	2	All pupils have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)

Supervised Study	As appropriate	Pupils are expected to spend non-taught study periods working in the Library or other suitable academic space, typically under supervision
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* We allow a free choice of A Level options.

** We advise that pupils take 3 A-level options plus an EPQ. In rare cases, a pupil may wish to take 4 A-level options. Decisions about whether a pupil may take 4 A-levels are made in consultation with parents and the pupil concerned. In such cases, the pupil would not be expected to work towards an EPQ.

4.12 Pupils in the Sixth Form who have significant EAL or SEN receive a fixed weekly 1-1 session with a member of our Personalised Learning Department during one of their study periods.

4.13 All pupils in the Sixth Form have a regular Higher Education and Careers lesson between the second half of the Year 12 Autumn Term and the first half of the Year 13 Autumn Term.

4.14 All members of the Sixth Form have a weekly tutor period during which they engage with PSHE learning.

4.15 A-level Subjects

Group	Subject
Art & Design	<ul style="list-style-type: none"> • Art • Design & Technology
English	<ul style="list-style-type: none"> • English Literature
Humanities	<ul style="list-style-type: none"> • Economics • Geography • History
Mathematics	<ul style="list-style-type: none"> • Mathematics • Further Mathematics
Modern Languages	<ul style="list-style-type: none"> • French • German • Japanese
Performing Arts	<ul style="list-style-type: none"> • Drama • Music
Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • PE
Extended Project Qualification	An International Extended Project Qualification counts as half an A-level

5.0 STRETCH AND CHALLENGE

5.1 Pupils at Rugby School Japan are challenged according to their ability in lessons in accordance with the document above. However, many more activities outside of class allow pupils to develop their intellectual skills and interests.

5.2 Academic departments offer a rich variety of activities. Clubs and societies are an integral part of Rugby School Japan's co-curriculum. Most Departments hold university preparation sessions, known as Societies, where pupils are encouraged to go beyond the confines of exam curricula, to discuss, explore and develop their ideas. There is also a wide-range of enrichment activities for pupils in younger years. The Co-curricular brochure gives a good sense of both the number and diversity of clubs and societies offered. Pupils take the lead in the organisation and management of a number of these activities. Many Societies have pupil leaders who assist in the planning and organisation of meetings. Pupils in the Sixth Form help teaching staff lead enrichment activities for the younger years. In addition, there are numerous opportunities for pupil-led talks. There is also a programme of visiting speakers.

6.0 THE SCHOLARS' PROGRAMME

6.1 For 2023 entry, Academic Scholarship Awards are made to Year 7-12 pupils who demonstrate outstanding academic potential during the admissions process, with the expectation that they show leadership and ambition in the academic arena throughout their time in the School. We expect our academic scholars to progress to world-leading universities and become leaders in their chosen fields.

6.2 As well as the opportunities available to stretch and challenge all pupils, scholars follow a tailored programme and work closely with a specialist mentor. Academic Scholars benefit from opportunities such as:

- taking part in Scholars' events and regular meetings, including formal dinners, symposiums and trips
- collaborating with fellow scholars from their subject in other schools such as Rugby School UK and Rugby School Thailand, to pursue their academic development outside of the formal classroom
- leadership involvement in the School's academic forums and societies within the School

7.0 PERSONALISED LEARNING, SEN AND EAL

7.1 Our aim is to ensure that all pupils achieve their full potential and overcome any challenges they may experience with their learning. We provide for pupils with a range of learning difficulties and those whose first language is not English, tailoring support to their needs.

7.2 Graduated support may be provided for pupils according to their learning needs. This may take the form of Personalised Learning lessons as an option choice in Years 7 - 11 in small groups. In the Sixth Form, pupils may be supported in a weekly 1:1 session in one of their study periods. Drop-in sessions take place during the week and these may be accessed by all pupils as well as more ad hoc support lessons when appropriate.

7.3 Classroom teachers also have regular INSED training to enable them to provide for pupils with EAL or learning difficulties in their classroom, and teachers are kept informed of the strengths, needs and strategies they can use to provide for each pupil.

7.4 Subject teachers, parents, tutors or pupils can request assessments and support. The School can provide guidance to parents in contacting external educational professionals.

7.5 We also offer support lessons for pupils for whom English is not their first language. Working with local education partners, we will be able to help pupils prepare for their IELTS qualification, which some may require in order to satisfy visa requirements to study at a UK university.

8.0 PSHE: PERSONAL SOCIAL HEALTH EDUCATION

8.1 PSHE

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

8.2 PSHE education makes an important contribution to the School's responsibilities to provide a British curriculum that is balanced and broadly based and which:

- promotes the Welfare, Health and Safety of pupils
- promotes the Spiritual, Moral, Social and Cultural development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of later life
- achieves the whole curriculum aims
- promotes community cohesion
- promotes respect for others, giving particular attention to the characteristics of disability, race or family origin, gender, religion, sexual orientation, social or marital status, age.

8.3 Our PSHE programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing pupils with a genuinely holistic education. An effective school ethos requires effective relationships between all members of the school community, and for school policies to be compatible with what is taught in PSHE education.

8.4 PSHE equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they may encounter now or in the future.

8.5 Each house tutor group has a regular PSHE tutorial lesson. These encompass many aspects of PSHE including maintaining good mental and physical health, relationships, study skills and financial wellbeing.

8.6 Our PSHE curriculum is based on the PSHE Association curriculum and is in line with the UK DfE Statutory Guidance on Relationship and Sex education. It is tailored with particular reference to life in this boarding school. The Schemes of Work are reviewed and updated regularly with reference to specific issues (e.g. internet safety, mental health and financial capability).

8.7 Housemasters and mistresses are encouraged to feed back to the Deputy Principal (Pastoral), and all teachers may suggest matters which could be helpfully considered in PSHE. Tutors meet formally and informally and attend training sessions led by experts. They are coordinated and supported by the Deputy Principal (Pastoral).

9.0 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS (SMSCD)

9.1 Rugby School Japan recognises its responsibility to promote the values of democracy, the rule of law, individual liberty and mutual respect and understanding of those with different faiths and beliefs.

9.2 Opportunities to model and promote these values are taken in all subjects when the opportunities arise. The humanities subjects of History and Geography play a particularly significant role in this regard. Whole school initiatives, such as debates, run as part of our academic enrichment programme, help to deepen pupils' understanding of the way in which democracy functions.

9.3 Rugby School Japan recognises that all staff have an important part to play in SMSCD. This is done through the taught curriculum, by tutors and HMs who see the pupils in their House on a daily basis, and through sports and co-curricular opportunities.

10.0 CAREERS GUIDANCE

10.1 The aim of the Careers & Higher Education Department is to prepare pupils for the transition into Higher Education and the world of work.

10.2 Throughout their time in the School, all pupils receive guidance on subject choices and careers from their tutor. This happens in Tutor Period, in additional sessions arranged centrally, during regular 1-1 meetings, or ad hoc as needs arise.

10.3 Guidance starts in earnest in the Year 9 as pupils are supported in making their I/GCSE choices. The Careers Department supports HMs, tutors and subject teachers in providing appropriate advice to pupils on which I/GCSE options to select.

10.4 Year 11 pupils make their A-level choices in the Spring Term following a period of discussion and consideration that includes presentations, tutor group discussions with members of the Academic SMT, external speakers, parent seminars, an options fair and consultation with their tutors, HMs and subject teachers.

10.5 Pupils will have HE guidance during Years 12 and 13. These sessions inform the pupils of the breadth of opportunities available to them and the qualifications, skills and qualities they will need to achieve their goals, and the lessons prepare them for the application process both for internships and to university.

10.6 Members of the careers team are available to give careers advice and guidance on a one-to-one basis. Parents can also contact the academic team on any issues regarding university applications or career planning.

10.7 Presentations for parents are given at parents' meetings, and information is available to take away.

11.0 SPORT

11.1 Sport figures prominently in the life of the School. All pupils are expected to be involved in physical activity at least twice a week. There are a wide variety of team sports and physical activities on offer for all pupils.

11.2 Co-curricular activities are available for all pupils on most afternoons of the week and also on many evenings.

11.3 The School not only concentrates on sporting excellence, but also promotes a vibrant 'sport for all' philosophy, with all sports open to boys and girls equally.

12.0 POLICY OWNER

12.1 The Deputy Principal (Academic) is responsible for updating the policy.

12.2 The Deputy Principal (Academic) is a member of the Academic Leadership team and Senior Management Team.

13.0 RELATED POLICIES AND GUIDANCE

13.1 The following policies should be read in conjunction with this policy:

1. Academic Integrity Policy
2. Academic Policies (internal)
3. Relationships and Sex Education Policy
4. Additional Needs Policy

13.2 This policy should be read in association with other guides as listed below:

- Sixth Form Curriculum Guide
- Middle School Curriculum Guide
- Lower School Curriculum Guide
- Co-Curricular Brochure

13.3 Curriculum progress is built into our guides for Lower School (Years 7 - 9), Middle School (Years 10 - 11) and the Sixth Form (Years 12 - 13) as well as providing them with the appropriate experiences for adult life.

Rugby School Japan
Curriculum Policy – April 2023