

RUGBY SCHOOL
JAPAN

MIDDLE SCHOOL CURRICULUM GUIDE

YEARS 10-11
2025-26

INTRODUCTION

Rugby School Japan seeks to develop the whole person, so in our academic provision we aim to challenge pupils to exercise and enrich their entire minds. A breadth of intellectual experiences in Years 10 and 11 allows our pupils to face academic challenge and to develop their understanding of both the physical and imaginative worlds they inhabit. We aim to provoke a curiosity in our pupils which they will be able to follow up with the support of subject specialists outside the classroom, through our programme of academic enrichment, clubs and societies.

The Middle School curriculum at RSJ offers both breadth and depth of study, primarily based on the International General Certificate of Secondary Education (IGCSE). The IGCSE is an international version of the compulsory school examinations in England and Wales which, due to their global outlook and thorough academics, are used by both international schools and top UK independent schools, including Rugby UK.

As the most popular examinations worldwide for 14-16 year olds, the IGCSEs are seen as excellent preparation for A Level and other post-16 qualifications. The courses follow a prescribed curriculum administered by examination boards in England. At Rugby School Japan, we use four examination boards to administer our examinations: Cambridge, AQA, OxfordAQA and Pearson Edexcel. However, while examination results are of vital importance, we structure our courses around learning rather than examinations, and the learning is not always confined to the limits of the syllabus content.

The subject matter studied at I/GCSE is of intrinsic value and interest. Pupils receive a grounding in the powerful knowledge that underpins our understanding of the modern world and humanity more broadly. They should select courses of study they find engaging and thought provoking, as well as useful in a practical sense.

Lessons at Rugby School Japan are intellectually stimulating and fun. We want our pupils to develop the confidence and experience necessary to manage and direct their own academic work. We aim for them to be enquiring in their approach to academic study, to learn to reflect on their work and to show both resilience and versatility, particularly when confronted with challenges. Our aim is for them to become effective communicators and collaborators, maintaining a global perspective in their approach which, in turn, helps them to remain open to others and to embrace diversity.

STRUCTURE AND OPTIONS

The Year 10 and 11 curriculum allows for an element of choice for our pupils, yet we have structured it to ensure the diversity of experience that we value as a school. All pupils study a core of subjects that includes English (Language and Literature), Mathematics, and all three Sciences (Biology, Chemistry and Physics). Pupils then choose one Modern Foreign Language and have a free choice for their remaining three subject options.

The range of options includes Art, Business Studies, Computer Science, Design & Technology, Drama, French, German, Geography, History, Japanese, Mandarin (for those with suitable experience), Music and PE. Scholars of Expressive and Visual Arts, Performing Arts or Sports must study the subject for which they have a scholarship as one of their subject options.

Each I/GCSE course normally lasts two years (although the content teaching for Mathematics, Biology, Chemistry and Physics begins in Year 9) and is externally assessed by written examinations. Some courses include coursework which will be completed in school and internally assessed but then externally moderated. Pupils sit I/GCSEs in the Summer Term of Year 11. Cambridge IGCSE grades are reported on a scale from A* to G, with A* to C usually considered to be a good pass. AQA, OxfordAQA and Pearson Edexcel I/GCSE qualifications will receive a 1 (low) to 9 (high) award, with 5 and above being considered a good pass.

In addition to their I/GCSEs, pupils also participate in regular Sport along with specialist PSHE lessons that complement our weekly tutorial and pupil wellbeing programme. Year 10 and 11 pupils are also involved in Higher Education and Careers events. All pupils have weekly one-to-one tutorials with their tutor, which is an opportunity to discuss the academic, higher education, careers, enrichment and pastoral strands of their lives.

N.B. While we aim to offer as much choice of subjects as possible, we cannot guarantee to provide a subject if the number of pupils who choose it is very low. Similarly, the specific combination of subjects that a pupil is able to take will ultimately be limited by the School's timetabling constraints, which is normally fixed by the start of the Summer Term before Year 10.

If pupils change their minds after options have been finalised, we will endeavour to accommodate their request but we cannot guarantee that we will be able to make changes. No subject changes are allowed after the first half-term in the Autumn Term of Year 10, however, it would be rare for a pupil to make subject changes after the first Leave Weekend (late September) in the Autumn Term.

N.B. Syllabus and assessment details are correct at the time of publication but are subject to modification as a result of changes made by exam boards.

ART & DESIGN

ART

DESIGN & TECHNOLOGY



ART

AIMS

GCSE Art and Design equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives. It has immense value in a broad and balanced curriculum enhancing pupils' learning across their subjects. This is an exciting course that gives pupils the opportunity to explore painting, printmaking, sculpture, ceramics, photography, digitally-generated imagery, textiles, drawing and many more art-making techniques. It also enables pupils to develop their artistic skills, creative thinking and their understanding of art history.

NATURE OF THE COURSE

Work is assessed using criteria set by the exam board and takes into account:

- the process of gathering visual information
- understanding the works of artists
- developing, reviewing and modifying ideas
- accumulating skills and techniques
- producing artwork which is the result of extended visual research.

It is challenging, enjoyable and rewarding. It requires determination and commitment.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel GCSE (9-1)

[CLICK HERE](#)

- The Personal Portfolio is designed to give pupils the opportunity to comprehensively experience a wide range of methods and techniques as they explore their ideas, develop their skills and build a solid understanding of artists and designers. Coursework accounts for 60% of the mark.
- The Externally Set Assessment is a broad-based thematic 'starting point' set by the exam board, part of which is sat under exam conditions. This accounts for the remaining 40% of the mark.

ENRICHMENT OPPORTUNITIES

- Pupils have opportunities to visit galleries and collections to enable the research and the collection of source material. Outside of lessons, the Department runs co-curricular programmes for pupils to attend and develop their skills in all areas.

DESIGN & TECHNOLOGY

AIMS

Design shapes the world we live in and very often dictates the way we live our lives. Design Technology aims to teach pupils to be confident, innovative and creative problem solvers. Pupils will be able to manage projects independently and develop solutions to a particular need, want or problem. Using an understanding of aesthetics, anthropometrics, sustainability and functionality, pupils will become confident in designing and manufacturing a wide range of products in a creative approach to improve their own quality of life and that of society in general.

NATURE OF THE COURSE

During this two-year course, pupils will learn to research and explore needs, wants and opportunities in the context of designing for a real client. They will develop their understanding of varied 2D and 3D design methods, technical drawing and presentation techniques alongside gaining independent thinking skills. Pupils will learn to become creative, flexible and innovative designers, able to solve real world contextual problems.

In Year 10, pupils will explore a full range of manufacturing processes using wood, plastic and metal by completing a variety of interesting practical projects. Pupils will learn where our materials come from, how they are processed and how they are reused, recycled and disposed of, all while learning the environmental consequences of their use and production. Pupils will develop hands-on skills and will be able to identify the working properties of a range of resistant materials.

In Year 11 pupils will use all of their theoretical and practical knowledge gained in Year 10 to complete a major design and make a project for a specific client as part of their end of year examination, known as Component 2.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel GCSE (9-1) (1DT0)

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COMPONENT 1: 50% of IGCSE

Paper 1: Written/drawing examination (1 hour, 45 minutes)

Section A – This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions to the core content of the course.

Section B – This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions tailored to the pupil's chosen material area (metals, papers and boards, polymers, systems, textiles and timbers).

COMPONENT 2: 50% of IGCSE

Project: Design and making practice, approximately 45 hours of coursework that consists of a single design-and-make activity. Pupils are assessed across 4 objectives: investigate, design, make and evaluate.

ENRICHMENT OPPORTUNITIES

The Department is open frequently for pupils to work on their coursework or independent projects during their free time. There is also a range of clubs offering more hands-on skill-based workshops with different resistant materials and opportunities to try different areas of expertise in Design Technology, such as 3D printing, textiles and architecture.

ENGLISH

ENGLISH FIRST LANGUAGE

ENGLISH AS A SECOND LANGUAGE

LITERATURE IN ENGLISH



ENGLISH FIRST LANGUAGE

AIMS

The aims of the English Language course are to enable pupils to read, write and speak with fluency, through engagement with a wide variety of text types from different times, places and perspectives. Pupils will have opportunities to develop as critical thinkers through the development of their analytical and evaluative skills.

At Rugby School Japan, we encourage pupils to read widely, speak fluently and write accurately in preparation for further study. It is expected that most pupils will be selected to take the IGCSE English First Language course, including many that have a different home language.

NATURE OF THE COURSE

This is a course which centres on skills rather than content or knowledge. Teachers will guide pupils through a wide variety of text types and consider the purpose, intended audiences and the features of language that appeal to specific audiences and are used for specific purposes, while considering underlying biases.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0500)

[CLICK HERE](#)

The exam comprises:

- Paper 1 - Reading: Pupils will respond to a series of written texts with short comprehension tasks and longer extended writing tasks
- Paper 2 - Writing: Pupils will compose extended written responses - one response in a specific text type, and one for a specific purpose

ENGLISH AS A SECOND LANGUAGE

AIMS

This course aims to build pupils' awareness of the nature of language and the four language-learning skills of reading, writing, listening and speaking, thereby developing their ability to understand and use English in a range of situations. The English developed in this course will form the bedrock of language pupils require to successfully access all of their I/GCSE subject options.

NATURE OF THE COURSE

This qualification is for learners who already have a working knowledge of the English language. It is suitable for pupils whose first language is not English, but who study through the English medium. It focuses on practical communication for everyday use, which will also form the basis for further, more in-depth language study. Pupils will develop transferable skills that will complement other areas of the curriculum.

The Year 10 section of the course will focus on developing core grammar and vocabulary, and pupils will be exposed to the examination-style questions they will encounter in the examination. The course follows a topic-based syllabus, focusing on the most general topics that are covered in the IGCSE examination, such as Diet and Exercise, the Environment, Technology, and Tourism. In Year 11, pupils produce formal and semi-formal reports, magazine articles, reviews and informal emails. Summary writing skills are also developed. Pupils learn to comprehend text and answer three different question types about general topics. The listening component of the course teaches pupils to identify and retrieve facts and details and understand relevant information about a range of topics. In preparation for the speaking section, pupils learn to talk at length and answer questions about a range of different topics.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0511/0510)

[CLICK HERE](#)

The exam comprises:

- Paper 1 - Reading & Writing: Pupils will respond to a series of written texts with short comprehension tasks and longer extended writing tasks
- Paper 2 - Listening: Pupils will listen to exercises of various lengths, answering multiple-choice style questions
- Paper 3 - Speaking: Pupils will take part in a 15 min speaking task involving an interview, short talk and discussion

LITERATURE IN ENGLISH

AIMS

Literature in English aims to offer the pupils a broad range of literature and literary forms from different periods and cultures. We aim to expose our pupils to the world through different sets of eyes and experience extraordinary people, places and circumstances. Through a rich and robust literary experience and innovative teaching, we hope to engender a love of literature and the confidence in our pupils to express their informed opinion with assurance. This academically rigorous course will not only provide a solid foundation for the further study of literature, but ultimately foster an inquisitive attitude towards learning, intellectual growth and an awareness of human concern.

NATURE OF THE COURSE

The course exposes pupils to three major literary text forms: poetry, prose, and drama. Pupils will be required to develop an appreciation of the way language, imagery, literary techniques and aspects of structure are manipulated by writers to create meaning and the impact this has on the reader. Pupils will explore texts beyond the surface, meaning developing the ability to articulate their critical analysis of writers' craft in a sensitive and informed personal response.

Chosen set texts for examination are from a range that includes:

- Poetry for Paper 1: Either 15 poems from Kayo Chingonyi's collection *Kumukanda* or 15 poems from an anthology of poetry published by Cambridge University Press.
- Prose for Paper 1: One of a selection of the following texts: Jane Austin's *Pride and Prejudice*, Anita Desai's *Fire on the Mountain* or Susan Hill's *I'm the King of the Castle*.
- Drama for Paper 3: One of a selection of the following texts: Pearl Cleage's *Blues for an Alabama Sky* or Tennessee Williams' *A Streetcar Named Desire*.
- Coursework for Component 5: Two assignments (between 600 and 1200 words each).

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0475)

[CLICK HERE](#)

- Coursework for Component 5: (25% of the course) Two assignments (between 600 and 1200 words each) which will be internally assessed and moderated externally. One assignment will be an analytical response to the prose text the students are preparing for Paper 1. The second assignment will be an empathic response to William Shakespeare's *Julius Caesar* or *Macbeth*.

- Paper 1 - Poetry and Prose: 1 hour and 30 minutes (50% of the course) Pupils answer two questions: one from Section A (Poetry) and one from Section B (Prose). There is a choice of two questions for each section: an extract and essay question.
- Paper 3 - Drama: 45 minutes (25% of the course) Pupils answer one question from a choice of an extract and essay question for a studied drama text.

Pupils may take clean copy set texts into the exam with them.

ENRICHMENT OPPORTUNITIES

- All pupils will have access to comprehensive reading lists to further develop their love of literature and develop their personal tastes
- Pupils can take part in debates through the Debating Society in order to prepare for the annual inter-house debate competition and represent the school in external debating competitions
- A Shakespeare Festival in collaboration with the Drama Department
- Cultural events such as a Burns' Night Supper in January with a ceilidh Book Group
- Creative writing club
- House recitals
- House newspaper

HUMANITIES

BUSINESS STUDIES

GEOGRAPHY

HISTORY



BUSINESS STUDIES

AIMS

Business Studies at RSJ is about learning by doing. Pupils will learn through activities that will exercise their leadership, organisational and team working skills, as well as their business acumen. Business Studies is about looking at what businesses do and how they operate. Pupils not only study business concepts and techniques, but also enhance related skills such as numeracy and enquiry. We learn this through studying, visiting and taking part in businesses. This is a practical subject with an academic edge. The syllabus provides both a foundation for further study and an ideal preparation for the world of work.

NATURE OF THE COURSE

The content of the course covers 6 areas: Understanding business activity; People in Business; Marketing; Operations management; Financial information and decisions; and External influences on business activity.

The course will also enable pupils to develop the following skills:

- numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0450)

[CLICK HERE](#)

The course is assessed by two 1h 30min examination papers:

Paper 1: Short-answer and data-response

Paper 2: Case study-based questions

ENRICHMENT OPPORTUNITIES

Pupils will have the opportunity to take part in a number of co-curricular activities to further develop their understanding and application of business concepts in the real world. These include a Share Dealing Challenge and the opportunity to visit the Tokyo Stock Exchange, the chance to set up and run a small business in Enterprise Club, or the possibility to develop soft skills such as presenting and problem solving in conjunction with local and international businesses through the visiting speaker programme.

GEOGRAPHY

AIMS

The Cambridge IGCSE Geography syllabus aims to develop a 'sense of place' by examining natural processes and how they influence contrasting populations at a local, regional, and global scale. The course is designed to engage pupils in the process of inquiry and to equip them with the lifelong skills of observation, investigation, analytical thought, and debate. Pupils also get the opportunity to apply this knowledge by undertaking fieldwork which includes the collection of both primary and secondary data, presenting and analysing that data, and drawing evidence-based conclusions. They will thus have a greater appreciation for our Earth and develop the tools to tackle some of the more pressing man-made environmental concerns.

NATURE OF THE COURSE

The syllabus is divided into three themes. The first is 'population and settlement': pupils will learn about population structure and their dynamics as well as urban and rural settlements. The second theme is 'natural environment' where they will cover the core processes such as natural hazards, rivers, and coasts as well as weather and climate. The last theme combines the previous two themes and is called 'economic development'. It focuses on the opportunities and challenges of using our natural environment, for example, food production, tourism, and renewable energies. These themes come together to make up Paper 1. Paper 2 focuses on geographical skills, and pupils work on a piece of coursework worth 27.5%.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0460)

[CLICK HERE](#)

Paper 1: 1h 45mins

Paper title: Geographical Themes

Total marks: 75 marks, worth 45% of GCSE

Paper 2: 1h 30mins

Paper title: Geographical Skills

Total marks: 60 marks, worth 27.5%

Component 3:

Coursework out of 60 marks, worth 27.5%

Pupils will be set one centre-based assignment of up to 2000 words.*

ENRICHMENT OPPORTUNITIES

Pupils will have the opportunity to attend the sustainability and environment club where they will actively engage in helping make the school more sustainable. The Department plans to be well integrated with the local smart city of Kashiwanoha, through local stakeholders and businesses. Pupils are also encouraged to enter competitions organised by the Royal Geographical Society, such as the Young Geographer of the Year. As part of their IGCSE coursework, pupils will visit Tokyo city centre to analyse the structure and characteristics of the city centre as well as visiting either a local river or the coastline to study erosional processes and flood risk. There will also be opportunities for longer residential trips to visit other areas of geographical significance within Japan and potentially abroad.

HISTORY

AIMS

The Modern World IGCSE course aims to excite pupils by directing their learning towards themes of monumental world change. It teaches core skills of analysis, debate and evaluation through topics specifically chosen to engage and interest. Pupils will begin with a course assessing the progression of civil rights in America with attention to the status of women, minority groups and the anti-Communist movement. They will then study the Cold War and its impact on the world, the transformation of Russia into the Soviet Union and a unique module focused on Japan in the 19th and 20th century. From the brinkmanship of the Cuban Missile Crisis to the terror of the NKVD (Stalin's secret police), the course offers chronological depth as well as geographical depth.

There is plenty of flexibility for pupils to expand their learning beyond the syllabus. Pupils are expected to carry out their own research programme based on textbooks, library resources and considered use of podcast and internet sources.

NATURE OF THE COURSE

The Edexcel IGCSE exhibits a strong international flavour, covering a breadth of global and European affairs from the 1850s until the late 1900s. The depth studies will cover a detailed analysis of the nuclear arms race and Cold War tensions, Stalin's rise to power and subsequent economic and social policies in the Soviet Union. In addition, pupils will study one historical investigation unit which will focus on the Russian Revolution and the fall of the Romanov dynasty.

Pupils will also have the unique opportunity to study the history of Japan, focusing on the role of external influences and political modernisation, the transformation of Meiji culture, the impact of the industrial revolution, and Japan's role in the global war.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (9-1) (4HI1)

[CLICK HERE](#)

Paper 1: (90 mins) A world divided: superpower relations 1943 – 72 and A Divided Union: Civil Rights in the USA 1945 - 74.

Paper 2: (90 mins) Russia and the Soviet Union 1905 – 24 and Japan in Transformation 1853 – 1945.

ENRICHMENT OPPORTUNITIES

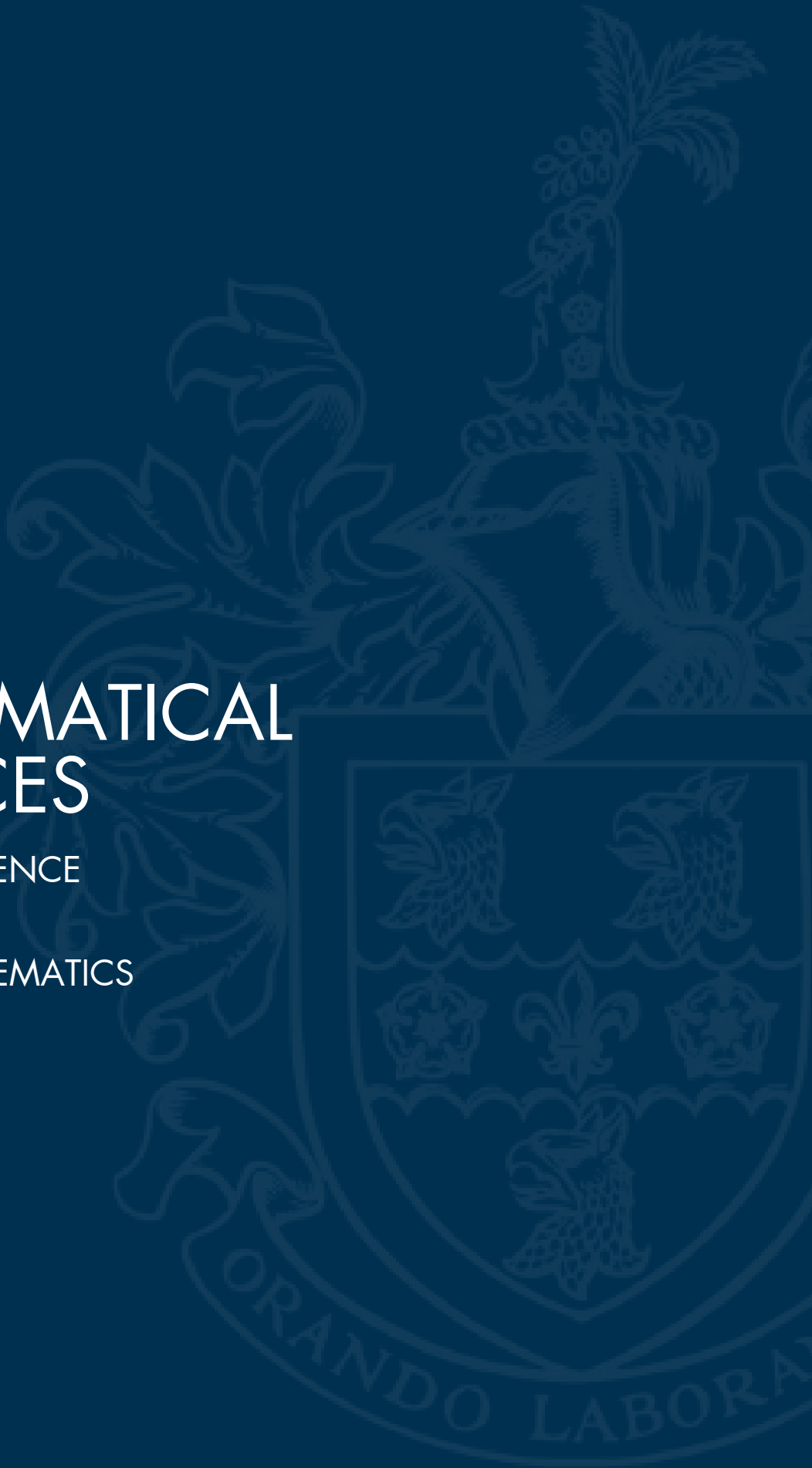
Pupils will have the opportunity to attend the History Department's visiting lecture series and participate in trips both inside and outside of Japan. Routine enrichment will include a half termly seminars where pupils will consider extension materials in order to debate themes and new historical contexts, for example the role of women in the Crusader States and the presentation of the Siege of Troy through different sources. In addition, students have the opportunity to participate and lead on a termly publication, the RSJ History Review, and the 'PastCast', a pupil-led historical podcast. Pupils will also be encouraged to apply to academic essay competitions run by the most prestigious universities worldwide, and will receive help and guidance on this.

MATHEMATICAL SCIENCES

COMPUTER SCIENCE

MATHEMATICS

FURTHER MATHEMATICS



COMPUTER SCIENCE

AIMS

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed. Cambridge IGCSE Computer Science enables learners to develop an interest in computing and gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers.

NATURE OF THE COURSE

The IGCSE course develops:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of subsystems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using high-level programming language

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0478)

[CLICK HERE](#)

The course is assessed by two 1h 45min examination papers, as follows:

Paper 1: Theory, 75 marks

Short-answers and structured questions based on section 1 of the subject content:

Data representation, data transmission, hardware, software, the internet and its uses, automated and emerging technologies

Paper 2: Problem-solving and Programming, 75 marks

Short-answers and structured questions based on section 2 of the subject content:

Algorithm design and problem-solving, programming, databases, Boolean logic

ENRICHMENT OPPORTUNITIES

The Computer Science Department at Rugby School Japan has a variety of industry links, such as Google, in addition to, partnerships with the Japanese and British Governments' Cyber Security Divisions. Pupils are given the opportunity to take part in external competitions and challenges such as Google's "Mind the Gap", "CyberFirst", "GCHQ Christmas Challenge", "BEBRAS" and the "Oxford University Coding Challenge". In addition to this the pupils are exposed to industry experts and talks by these experts to allow them to explore future careers and opportunities as well as gain invaluable advice and insights.

The Department is open frequently for pupils to stretch themselves learning new skills, in addition to offering support for academic study or to support pupils in personal development and projects of interest to them.

Various clubs are available throughout the year to allow pupils to explore the different aspects of Computer Science, such as coding, electronics and web development. These will be tailored to the interests of the pupils.

MATHEMATICS

AIMS

Mathematics is an essential subject for everyone at IGCSE level. It facilitates the understanding within many other subjects such as Biology, Chemistry, Physics, Computer Science, Business Studies, Economics and Geography, to name a few.

Mathematics will be taught in sets according to ability (- these can change throughout the year). Our accelerated sets will take on Further Mathematics in Year 11 (after completing the IGCSE syllabus by the end of Year 10), where they will be challenged, stretched, and get a taste of A Level contents. Enrichment will be provided for every pupil regardless of their abilities – ranging from regular support clinics every week to Maths Society.

Whilst ensuring the pupils are fully prepared to get the best grades they can obtain, the Mathematics Department will endeavour to provide a broad and compelling curriculum which will develop their interest and passion for the subject.

NATURE OF THE COURSE

The IGCSE Mathematics course is broadly split into five key areas: Numbers; Algebra; Graphs; Shape and Space; and Handling Data. It also provides preparation for further study through topics such as Functions, Basic Calculus and Set Theory.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (Specification A) (9-1) (4MA1)

[CLICK HERE](#)

The qualification comprises two papers (of equal difficulty) taken in the Summer Term. Both are calculator papers and two hours long, and all of our pupils take the Higher Tier.

ENRICHMENT OPPORTUNITIES

We have a Senior Maths Society where we inspire, stretch and enrich both within and outside the curriculum. Pupils are also invited to enter the annual UKMT Maths Competitions.

FURTHER MATHEMATICS

AIMS

At the invitation of the Head of Mathematics, our accelerated Maths sets will take on Further Mathematics in Year 11 (after completing the IGCSE syllabus by the end of Year 10). This course will provide interesting problem solving lengthy questions for the very able mathematicians who will find the material in the IGCSE course relatively straightforward. This course is specifically designed to stretch those excelling in the IGCSE course, and also to provide a solid basis for pupils wishing to progress to Edexcel A-Level Mathematics, which is what we would expect most of the pupils in these sets to do.

NATURE OF THE COURSE

The IGCSE Further Pure Mathematics course is broadly split into five key areas: Number; Algebra; Calculus; Geometry; and Trigonometry. It also enhances some of the grade 9 topics from the IGCSE course.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (9-1) (4PM1)

[CLICK HERE](#)

The qualification comprises two papers (of equal difficulty) taken in the Summer Term. Both are calculator papers and two hours long.



MODERN FOREIGN LANGUAGES

CHINESE
FRENCH
GERMAN
JAPANESE

CHINESE

AIMS

IGCSE Chinese allows elementary learners to expand their knowledge and understanding of the language and increases their contact with Chinese culture. We study a variety of topics, and by the end of the course, pupils will know around 500 characters, being able to express themselves in a more sophisticated way than at KS3. There is also a focus on translation into Chinese and oral presentation skills. Active learning is central to successful language teaching, and so interaction plays a vital part in our lessons. We also encourage learners to use media sources and online resources, such as the Chairman's Bao website, to gain a greater understanding of real-life language and perspectives that might differ from their own. We also provide an insight into China, Taiwan and the Chinese-speaking world through film clips, radio shows and short literary texts (both poetry and prose).

NATURE OF THE COURSE

We cover a range of vocabulary and sentence patterns, including referring to past, present and future events and expressing aspirations and desires. Learners can choose whether they want to use simplified or traditional characters. The syllabus covers a wide variety of content, split into five main topics: Home and Abroad; Personal Life and Relationships; the World Around Us; Education and Employment; and Social Activities, Fitness and Health. The course focuses primarily on spoken register 口语 and not formal written Chinese 书面语.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (9-1) (4CN1)

[CLICK HERE](#)

Paper 1: Listening (25% of final grade)

Paper 2: Reading and Writing (50% of final grade)

Paper 3: Speaking (25% of final grade)

ENRICHMENT OPPORTUNITIES

The department provides a range of opportunities for pupils to develop their interest in Chinese language and culture. There are activities to celebrate Spring Festival (Chinese New Year), Mid-Autumn Festival and other traditional festivals over the year. Wider Modern Foreign Languages engagement is also encouraged through activities for the European Day of Languages, Linguistics Club and various regional and cultural festivals celebrated throughout the year. Please note that the IGCSE course is Chinese as a foreign language, so is not a suitable option for native or fluent speakers of Chinese.

FRENCH

AIMS

IGCSE French allows elementary learners to expand their knowledge and understanding of the language and increases their contact with French culture. At the end of the course, pupils should feel confident communicating a wide range of ideas, orally and in writing, and should have an excellent grounding in listening and reading comprehension. There is also a focus on translation and presentation skills. Active learning is central to successful language teaching, and so interaction plays a vital part in our lessons. We also encourage learners to use media sources and online resources, to gain a greater understanding of real-life language and perspectives that might differ from their own. Grammar is vital for linguistic success and is taught alongside and embedded in a wide range of communicative activities. We also provide an insight into France and the French-speaking world through film clips, radio shows and short literary texts.

NATURE OF THE COURSE

We cover a range of language and grammar, including referring to past, present and future events and expressing aspirations and desires. The syllabus covers a wide variety of content, split into five main topics: Home and Abroad; Personal Life and Relationships; the World Around Us; Education and Employment; and Social Activities, Fitness and Health.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (9-1) (4FR1)

[CLICK HERE](#)

Pupils are assessed in the main four skills of Reading, Listening, Writing and Speaking, with each skill being worth 25% of the final grade.

Paper 1: Listening (25% of final grade)

Paper 2: Reading, Writing and Grammar (50% of final grade)

Paper 3: Speaking (25% of final grade)

ENRICHMENT OPPORTUNITIES

The Department provides a range of opportunities for pupils to develop their interest in French Language and Culture: Pupils have the opportunity to watch French language films, read francophone literature, listen to québécois pop music and learn about French history. There is also the chance to enter essay and translation competitions. Wider Modern Foreign Languages engagement is also encouraged through activities for the European Day of Languages, Linguistics Club and various regional and cultural festivals celebrated throughout the year.

GERMAN

AIMS

We aim to give pupils an enjoyable and fulfilling experience whilst studying the German language and culture by developing their abilities, potential and range of skills, whether for personal development, broadening their contacts, pleasure, work and business, culture or travel.

Learning the language develops character: confidence, maturity of written and spoken expression, the ability to craft language (including a better understanding of English), self-awareness, reflectiveness, cultural awareness, sense of perspective and context, broader horizons, responsiveness and adaptability. Pupils also gain social and academic skills: communication, discussion and self-expression as well as cross-curricular skills such as summarising, deduction, code identification, analysis and memory skills. It goes without saying then that learners of German enjoy deeper knowledge and understanding of culture, the wider world and diplomacy.

NATURE OF THE COURSE

In a typical week pupils can expect to apply the four key language skills (listening, reading, writing, speaking) to a particular topic, spend time learning vocabulary, and revise and develop grammatical constructions, which are vital for success. The balance of skills will vary over the course depending on which type of task is being prepared. Active learning is central to successful language teaching, and so interaction and collaborative work play a vital part in our lessons.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel IGCSE (9-1) (4GN1)

[CLICK HERE](#)

The syllabus offers topics designed to be of relevance and interest. The skills of listening, reading, writing and speaking are each weighted to represent 25% of the IGCSE. All papers are assessed at the end of the course and marked externally. Reading includes summary skills, writing requires two texts of approximately 70 and 140 words each as well as a grammar test, and speaking involves discussion of a candidate-selected and teacher approved picture stimulus followed by discussion of two further topics and lasting no more than ten minutes in all. No dictionaries are allowed in the examination.

ENRICHMENT OPPORTUNITIES

The Department provides a range of opportunities for pupils to develop their interest in the subject: German Film Club; linguistics and poetry competitions; advanced conversation sessions; and the celebration of culturally significant days. We also have a well-stocked German section in the library, which pupils are encouraged to use.

HOW CAN FAMILIES HELP?

- Encourage regular learning and testing of vocabulary (such as allowing Post-It notes on fridges)
- Support opportunities to travel, experience the language, watch films in German (but with German rather than English/Japanese subtitles), and listen to German music
- Show enthusiasm for learning a language - perhaps alongside your child!
- Change phone settings/computer home page to the language
- Listen to your son/daughter practise their chosen language

JAPANESE

AIMS

The Japanese GCSE course allows pupils to develop their ability to communicate with native Japanese speakers in both speech and writing. The qualification is intended for pupils who are learners of Japanese rather than native speakers. Pupils will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Japanese-speaking communities and countries. They will develop language-learning skills both for immediate use and to prepare them for further Japanese study and use in school, higher education or employment. Pupils will develop and use their knowledge and understanding of Japanese grammar progressively through their course of study.

NATURE OF THE COURSE

The syllabus covers these five themes which are further divided into a range of topics: Identity and culture (Who am I?, Daily life, Cultural life); Local area, holiday and travel (Holidays, Travel and tourist transactions, Town, region and country); School (What school is like, School activities); The World Around Us (Using languages beyond the classroom, Ambitions, Work); and International and global dimension (Bringing the world together, Environmental issues). Pupils will develop their knowledge and understanding of the language, and study all topics in the context of both pupils' home country and that of countries and communities where Japanese is spoken.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel GCSE (9-1) (1JA0)

[CLICK HERE](#)

Pupils are assessed in the main four skills of Reading, Listening, Writing and Speaking, with each skill being worth 25% of the final grade.

Paper 1: Listening and understanding in Japanese (25% of final grade): multiple-response and short-answer open-response questions

Paper 2: Speaking in Japanese (25% of final grade): role-play, questions based on a picture, and conversation tasks

Paper 3: Reading and understanding in Japanese (25% of final grade): responding to multiple-response and short-answer questions based on a variety of texts

Paper 4: Writing in Japanese (25% of final grade): producing written responses of varying lengths and types to express ideas and opinions in Japanese, including a translation piece

ENRICHMENT OPPORTUNITIES

Links with local Japanese schools and the local Japanese community in Kashiwanoha and the Chiba and Tokyo Prefectures will offer our pupils a more immersive and authentic learning experience.



PERFORMING ARTS

DRAMA
MUSIC

DRAMA

AIMS

At its core, the IGCSE in Drama aims to inspire creativity and confidence in our pupils. This course will enable learners to develop understanding of Drama through practical and theoretical study in the roles of actor, director, and designer, allowing pupils to explore all facets of what it takes to create impactful theatre and how to communicate meaning to an audience. Throughout the course, pupils are given unique platforms to engage with and challenge live audiences, to debate contemporary political and social issues and to learn effective presentation skills. Through a dynamic combination of group and individual practical work and the close academic study of texts – classic, contemporary and culturally diverse – pupils develop a broad range of skills and an ability to discern and analyse what makes effective theatre.

NATURE OF THE COURSE

Drama is by its nature a practical subject. The course allows pupils to develop their performance skills within a theoretical framework. Practical work will develop both group and individual skills in relation to extended extracts from plays, other stimuli and dramatic work of the pupils' own devising. Pupils will create and stage individual, group performances and consider not just the function of actors but also that of designers (set, costume, lighting, and sound), and the ways in which a director might approach the interpretation of the piece within the given performance space.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0411)

[CLICK HERE](#)

COMPONENT 1: Written examination of 2 hour 30 minutes - 40% of the qualification (80 marks)

Section A: Extracts from a published play (30 marks)

- This section consists of up to eight short-answer and extended-response questions. Marks per question range from 2 to 10. Performance texts will be chosen by the exam board and supplied in the pre-release material. Pupils will study the extract and explore it as practical theatre.

Section B: Extracts from a different published play (25 marks)

- This section consists of two extended-response questions: One compulsory question (10 marks) and one question from a choice of two (15 marks). As above, pupils will study the extract prior to the exam.

Section C: Reflection of the devised piece (25 marks)

- This section consists of two extended-response questions (10 and 15 marks). Questions will be in reflection of the devised piece pupils created for component 2.

ASSESSMENT DETAILS

COMPONENT 2: Performance coursework – 60% of the qualification (120 marks)

There are three parts to the assessment:

- An individual performance based on an extract from a play (40 marks, 3 minutes)
- A group performance based on an extract from a play (40 marks, 20 minutes) - Pupils need to demonstrate their practical understanding of repertoire, performance skills and ability to communicate effectively with an audience for both above components
- A group performance of an original devised piece (40 marks, 20 minutes) - Pupils need to demonstrate their ability to devise dramatically effective material from a stimulus and to develop their own role as well as their performance skills and communication with an audience

ENRICHMENT OPPORTUNITIES

All IGCSE pupils are encouraged to audition for school productions as actors. There will also be the opportunity to become members of the tech crew or design team to allow pupils to develop their understanding of technical theatre and take on a leadership role. Pupils should also actively look for opportunities to speak publicly and represent the school at any opportunity. Some may opt to undertake additional LAMDA lessons as they become available. Theatre trips take place up to twice a term, and these carry an additional charge. Members of the Department are available throughout the week to support pupils as they work on aspects of the course, and the Drama spaces are open during lunch for pupils to rehearse and create on their own time.

MUSIC

AIMS

Pupils will be given the opportunity to expand their knowledge in three core disciplines, they are: listening, performance and composition. Through exposure and analysis of a wide repertoire, pupils will become inspired by a vast musical landscape from around the world. Through performance, pupils will become more confident and more proficient as musicians. By composing, pupils will embed their knowledge of music theory and be encouraged to explore their own musical language.

NATURE OF THE COURSE

The syllabus requires pupils to focus on seven core areas of study, they are: Baroque music; Classical music; Romantic music; music and words; music for dance; music for small ensemble; music for stage and screen. The exam board nominates between three to five set works for focused study in each of these areas, which allows pupils to become familiar with a broad range of styles and contexts. In performance, pupils will be given the opportunity to perform on a regular basis, both as a soloist and part of an ensemble. It is an expectation pupils studying IGCSE commit to regular practice on their main instrument, in order to develop their physical technique as well as their expressive control. For composition, pupils will submit two compositions, one of which is a free composition and the other is composed to a self-chosen brief, and both of which will be produced using industry-standard software. All IGCSE Music pupils are expected to be in the school choir.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0410)

[CLICK HERE](#)

- 30% performance coursework. One solo and one ensemble performance recording, with a combined duration of between 4-10 minutes, approximately grade 5 standard.
- 30% composition coursework. Two compositions. Composition one is a free composition. Composition two must be written according to a self-chosen brief, and candidates must submit an accompanying statement/commentary for this composition.
- 40% listening exam. Candidates listen to eight unheard extracts taken from all eight areas of study, and answer multiple-choice and some short-form questions.

ENRICHMENT OPPORTUNITIES

- Regular performance opportunities, and opportunities for individual feedback on recordings
- Visits to see local performances where performance schedules/school timetable permit, or performances arranged in school (played by school ensembles)
- Participation in the school choir, involving regular performances, and an invitation to all choir social events
- Musical ensembles: Participation is strongly encouraged in any of the School's instrumental ensembles

SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

CO-ORDINATED SCIENCES

PHYSICAL EDUCATION



BIOLOGY

AIMS

The 21st century is set to be dominated by advances in Biology. Life sciences play a key role in tackling global challenges that our pupils will face in their adult lives. The IGCSE in Biology develops an interest in and understanding of the living world so that our pupils can develop into biologically literate global citizens and lays the foundations for them to become leaders in the life sciences. We aim to deliver the course content through practical work as far as possible, teaching the key principles of the scientific method. We believe this approach builds transferable skills that encourages our pupils to view the world in a critical way and develops resilience and creativity in the pursuit of solutions to problems.

NATURE OF THE COURSE

The course is divided into twenty-one topics. The initial five explore the fundamental make-up, processes, and organisation of organisms from biological molecules to the characteristics and classification of all living things. Nutrition and Transport looks at how plants and animals gain the essential substances for survival and move these materials around their bodies, whilst further human-focused topics deal with the functions of the immune, excretory, nervous, and respiratory systems. Reproduction and Inheritance illuminate how information can be passed from one generation to the next, which sets the tone for the Variation and Selection topic that investigates the grandest concept in biology - Evolution. Further topics provide the opportunity to look into how organisms exist in their environments, the influence of humans on ecosystems and how they use their knowledge of biological systems to their advantage, introducing pupils to controversial technologies such as cloning, an issue pupils may have to vote on in their adult lives.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0610)

[CLICK HERE](#)

The content is assessed over three written papers at the end of the course:

- Paper 2 is 45 minutes and counts for 30% of the qualification
- Paper 4 is 75 minutes and counts for 50% of the qualification
- Paper 6 is 75 minutes and counts for 20% of the qualification

ENRICHMENT OPPORTUNITIES

Pupils are encouraged to attend a variety of co-curricular opportunities that expand on their interests. Guest lectures from active scientists and related professionals, and trips to external lectures provide pupils with the chance to hear from experts in their fields, whilst STEM club and Biology Society will allow for exploration of ideas collaboratively with their peers. In addition to this, the Biology Challenge and Biology Olympiad, both run by the Society of Biology, will give the pupils a chance to take part in competitions to demonstrate their biological knowledge, and Science Week activities such as biological model making competitions will also nurture pupils' imagination, creativity and scientific skills.

CHEMISTRY

AIMS

Chemistry is the study of the composition, structure and properties of matter. To study chemistry is to gain an appreciation of the world around us – from the smallest atoms to the most complex biological processes. The Cambridge IGCSE course gives pupils an opportunity to explore a range of fundamental concepts and develop enthusiasm for the subject. The course places equal emphasis on acquisition of knowledge and application of essential scientific skills, from problem-solving techniques to mathematical skills. As the course progresses, pupils develop a propensity to think critically, clearly and independently. A strong emphasis on practical work and investigative skills ensures pupils will have an exciting and memorable experience during their time at Rugby School Japan.

NATURE OF THE COURSE

Chemistry is divided into three parts:

- Organic Chemistry, which is the study of carbon containing molecules. This encompasses a range of substances from fuels and plastics to perfumes and flavourings.
- Physical Chemistry, which involves the application of mathematical skills to chemical contexts.
- Inorganic Chemistry, which is the holistic study of the Periodic Table. Nobel-prize winning work from the 20th Century is used to explain trends and predict properties of elements and compounds.

The Cambridge IGCSE in Chemistry is well-established and internationally recognised. The course provides pupils with a strong foundation for further study of Chemistry and science-related subjects.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0620)

[CLICK HERE](#)

The course is examined across three written papers that are all taken at the end of Year 11:

- Paper 2: Multiple choice questions: 45 minutes (30%)
- Paper 4: Short answer and structured questions: 1 hour and 15 minutes (50%)
- Paper 6: Alternative to practical: 1 hour (20%)

ENRICHMENT OPPORTUNITIES

Academic enrichment is embedded into the RSJ ethos. Pupils are encouraged to engage with the subject outside of the classroom at every opportunity, and the Department makes every effort to facilitate this. Some examples of opportunities available include:

- Chemistry Society
- The Cambridge Upper Science Secondary Science Competition
- Lectures from external speakers
- Weekly academic support sessions

PHYSICS

AIMS

The IGCSE Physics course is a crucial foundation for pupils interested in pursuing a career in science or engineering, but also for thinkers who are curious about how the Universe works. The course aims to develop pupils' logical and problem-solving skills and ability to apply mathematical skills in a variety of physical contexts. Through the course, pupils will learn how to apply these concepts to real-world situations and develop their understanding of the fundamental concepts of Physics that underpin our universe on the smallest and largest scales.

A key aim of the IGCSE Physics course is to foster an appreciation for the scientific method and its role in understanding the world around us. This includes developing critical thinking skills, the ability to interpret data, and an understanding of the importance of experimental design. By doing so, pupils will be able to evaluate scientific claims and make informed decisions about scientific issues in their personal and professional lives. The course is designed to provide a comprehensive and challenging education in Physics that prepares pupils for further study and career opportunities in the sciences. By mastering the concepts, skills, and attitudes covered in the course, pupils will be well-equipped to succeed in a rapidly-changing global society.

NATURE OF THE COURSE

The Cambridge IGCSE course has been split into six sections: Motion, forces and energy; Thermal Physics; Waves; Electricity and magnetism; Nuclear physics; and Space physics. Pupils will participate in a large number of experiments throughout the course and will have a practical assessment to show their understanding of the scientific method.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0625)

[CLICK HERE](#)

The course is examined across three written papers that are all taken at the end of Year 11:

Paper 2: (30%) – a 40 mark multiple choice exam

Paper 4: (50%) – an 80 mark theory based exam

Paper 6: (20%) – an exam assessing practical skills

ENRICHMENT OPPORTUNITIES

- Physics Olympiad
- School trips to Kagoshima
- Weekly supported study sessions

CO-ORDINATED SCIENCES

AIMS

Some of our pupils follow a Co-ordinated Science programme leading to two IGCSE qualifications for the combined assessment of Biology, Chemistry and Physics. Discussions will be had with the Heads of Science and the Deputy Principal (Academic) about which pupils would benefit from this pathway.

The Cambridge IGCSE Co-ordinated Sciences course gives pupils the opportunity to achieve a solid foundation in Biology, Chemistry and Physics. Pupils will acquire the essential skills to pursue further study of the sciences. This includes a set of transferable skills such as handling data, problem solving, and applying the scientific method.

ASSESSMENT DETAILS

Examination board: Cambridge IGCSE (0654)

[CLICK HERE](#)

This is a double award qualification, earning two grades. Examinations can be broken down as follows:

- Paper 2 - Multiple choice questions: 45 minutes (30%)
- Paper 4 - Short-answer and structured questions: 1 hour 15 minutes (50%)
- Paper 6 - Practical assessment - Alternative to Practical: 1 hour 30 minutes (20%)

PHYSICAL EDUCATION

AIMS

AQA GCSE Physical Education provides an enriching and dynamic educational experience. The course introduces fundamental sporting concepts and connects them with practical performance. Physical Education is integral to our school ethos of nurturing the whole person, as pupils cultivate interpersonal skills, decision-making abilities, teamwork, and leadership, communication, problem-solving skills, and apply scientific principles to enhance their sports performance. The syllabus provides pupils with opportunities to explore both practical and theoretical aspects of Physical Education, including anatomy and physiology, movement analysis, physical training methods, sports psychology, socio-cultural influences, and health, fitness, and well-being. It is designed to instil a lifelong love for physical activity and sport, emphasising the importance of maintaining health, fitness, and well-being throughout life while promoting critical thinking, encouraging pupils to apply theoretical knowledge to practical situations, analyse data, and make informed decisions to enhance their own and others' performance. Additionally, the course aims to provide a solid foundation for further study in Physical Education or related fields, as well as equip pupils with transferable skills applicable to various academic and career pathways.

NATURE OF THE COURSE

AQA GCSE Physical Education enables pupils to:

- Develop skills to plan, execute, and evaluate physical activities effectively.
- Understand the societal and global significance of sport and physical activity.
- Gain knowledge of the theoretical framework behind physical performance.
- Apply theoretical knowledge to improve personal performance.
- Engage in various physical activities, refining skills and employing tactics.
- Appreciate and adhere to safe practices in physical activity and sport.
- Recognise the benefits of physical activity for overall health and fitness.
- Establish a strong foundation for future study in the field.

ASSESSMENT DETAILS

Examination board: AQA GCSE Physical Education (8582)

[CLICK HERE](#)

- Paper 1: The human body and movement in physical activity and sport
 - Written examination: 1 hour 15 minutes, 78 marks (30%)
- Paper 2: Socio-cultural influences and well-being in physical activity and sport
 - Written examination: 1 hour 15 minutes, 78 marks (30%)
- Non-exam assessment (Practical Performance & Analysis)
 - Practical performance in three different physical activities from the approved list (30%)
 - Written analysis of performance in one activity (10%)

ENRICHMENT OPPORTUNITIES

- Participation in games sessions and extracurricular clubs/activities to enhance personal performance in pupils' assessed activities.
- Attendance at lectures conducted by guest speakers with expertise in sports.
- Weekly supported study sessions.



BEYOND EXAMINATIONS

HIGHER EDUCATION & CAREERS

PERSONALISED LEARNING

PSHE

ACADEMIC ENRICHMENT

HIGHER EDUCATION & CAREERS

The aim of the Higher Education and Careers Department is to prepare pupils for the transition into Higher Education and the world of work by building their Professional Profile whilst in school and by allowing them to explore a full range of options for their future. The University Counselling Room, situated next to the Sixth Form Centre, is a dedicated space where staff are able to offer one-to-one meetings, interviews and support to pupils during their time at Rugby School Japan. Teachers and tutors also play a vital role in encouraging pupils to think ahead and build the skills necessary to be irresistible to future employers. Regular presentations will be given to parents throughout their child's journey through the School. Details of courses offered by outside organisations are advertised to pupils, and a growing awareness of future possibilities is fostered as pupils move through the School. In particular, pupils are invited to attend academic societies to help with considering future options.

As would be expected, the degree of contact a pupil has with the Higher Education and Careers Department increases as they move further through the School, and in the Sixth Form pupils have timetabled lessons. They explore a wide range of future options and make their university applications. Visiting speakers from a number of universities, ORs and employers are also invited to help each individual to make decisions about their future.

In 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 senior team, external speakers, parent seminars, options fair and consultation with their tutors, HMs and subject teachers.

Members of the Higher Education and 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.

PERSONALISED LEARNING

Personalised Learning is primarily intended for those with English as an additional language or pupils with specific learning difficulties. Personalised Learning classes may be chosen by pupils for whom it is appropriate as one of the Options in Year 10. In some cases, Personalised Learning may be taken instead of the compulsory Modern Foreign Language. In all such cases, the application must be made directly through the Deputy Principal (Academic) and will be discussed with the relevant staff.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

If English is not a pupil's first language and they need additional support, Personalised Learning (EAL) may take the place of an Option, typically instead of a Modern Foreign Language. The main aim is for all EAL pupils to become confident in listening, speaking, reading and writing so that they are able to participate in the academic curriculum and operate effectively in English within an academic setting. We aim to enable all pupils to:

- develop the four skills: reading, writing, speaking and listening;
- acquire the academic vocabulary required to achieve success in a range of academic disciplines;
- achieve competency in English to participate fully in all areas of school life: academic, social, cultural and spiritual;
- be prepared to sit either the IGCSE English as a Second Language or IGCSE English First Language examinations. (For some pupils, the IGCSE English as an Additional Language qualification may be appropriate, and this decision will be discussed with the pupil and their family.)

This is achieved through the provision of targeted language instruction by EAL specialist teachers, who collaborate with subject teachers across the curriculum to enable pupils to acquire general English and the academic language needed within their subject areas.

ADDITIONAL LEARNING NEEDS

If a pupil has additional learning needs that require further support outside of the classroom, Personalised Learning specialist tuition will focus on advancing learning skills, with the aim being to aid the pupil in overcoming the barriers posed by their learning needs so that they can demonstrate their underlying ability.

- Sessions are curated and adapted to meet individual pupil needs.
- All pupils are provided with opportunities to develop a better awareness of how they learn most effectively, so that they have greater control over managing their learning, enabling greater independence.
- Content covered in Personalised Learning lessons should be reflected in progress across all subjects. In order to make learning more effective and targeted, tuition is, wherever possible, based on (or related to) current topics covered in subjects.
- Support and advice on coursework are an important part of our work, especially in Year 11.
- Considerable emphasis is placed on empowering pupils, building confidence and improving self-esteem.

PSHE

PSHE education equips young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables 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 encounter now and in the future.

Our PSHE curriculum is based on the PSHE Association's Programme of Study. The programme 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.

ACADEMIC ENRICHMENT

There is a considerable range of subject-specific academic enrichment available to our Year 10 and 11 pupils; however, we also run a core academic enrichment programme that all pupils participate in. In Year 10, pupils are invited to write an academic paper and to participate in an academic conference. In addition, pupils in Years 10 and 11 are invited to attend lectures and workshops (often career-related) that allow pupils to understand how they can apply their academic learning to real-life situations and to get a taste of what life in the workplace will involve. These are experiences that we hope will give insight into life in the Sixth Form and higher education.



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