



RIKKYO SCHOOL IN ENGLAND

CURRICULUM POLICY (inc. PSHEE)

Lead Person for Policy: Mrs J Foley (Deputy Head Academic)

This policy applies to the whole school.

The Policy is available to the school staff on the 'Staff Share'

Throughout this document we refer to students in our school as students.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (student protection). Our fundamental priority is our students and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed:

岡野 透
Dr T Okano
Headmaster

J N Pratten
Mr J N Pratten
Chairman

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Rikkyo School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

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Introduction: Rikkyo School is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all students and are committed to providing a caring, friendly and safe environment for our students so that they can learn in a relaxed and secure atmosphere. We believe that every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Rikkyo School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Mission: Rikkyo School nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded leader, a lifelong learner and compassionate member of a global community.

Student Wellbeing: Concern for student wellbeing is at the heart of the approach to the curriculum at Rikkyo School, and our teachers ensure that wellbeing is evident in all aspects of school life. This is achieved through consistent monitoring of the school's performance in this area and actively promoting student wellbeing. Wellbeing is defined by section 10(2) of the Students Act 2004 as relating to:

- students' physical and mental health and emotional wellbeing social and economic wellbeing;
- protection of students from harm and neglect;
- students' education, training and recreation; and,
- students' contribution to society.

Curriculum rationale and summary: Rikkyo School is a school characterised by academic excellence, broad and inclusive pastoral care, and inspiring education. We enable students, at a formative stage in their development, to experience the joy and excitement of learning in an environment that celebrates individual strengths and talents and that allows students to develop the confidence, motivation, personal growth and self-awareness that are the hallmarks of our school. We believe all students should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and autonomy, which underpin success in education and employment. The "Course of Study" is a set of educational curriculum standards established by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) to ensure that all Japanese schools maintain a certain level of education.

The School's purpose is to realise its core values. We believe that every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why our school exists. The basis of our curriculum process is that we want our students to be immersed in the curriculum and actively get involved in it. Our curriculum revolves around a shared definition of learning that is expressed in the School's Mission and through our curriculum intentions.

The curriculum may be defined as all the timetabled activities that we organise in order to promote learning and personal growth and development that

- prides itself on having traditional values and discipline;
- values scholarship, determination and hard work;
- values participation in the arts, co-curricular and physical activities;
- values the importance of developing and channelling students' creative talents – particularly through art, music and drama;
- looks to develop higher order thinking skills;
- appreciates that as a non-selective school students will not all be at the same level of cognitive and academic development, and we value the accomplishments of all of our students; and,
- promotes the development of metacognition.

Elements that are factored into planning the School Curriculum

Integral to our approach is:

- effective and logical schemes of work;

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- identification of specific resources to support a curriculum;
- sequencing of the curriculum;
- alignment with School's values;
- alignment with student cohort which is age-appropriate;
- quality of teaching;
- alignment between the curriculum, pedagogy and assessment;
- strong leadership and management of the curriculum;
- the role of the governing body in terms of oversight;
- role of governance advisors in regulatory and quality control oversight;
- time allocation for different courses (all of which are determined by MEXT);
- skills and competencies for individual subjects;
- expected knowledge base when entering each stage;
- timetable planning; and,
- English as a foreign language as an integral part of the curriculum.

Any curriculum should also reflect the current and emerging social, cultural and intellectual challenges that students are facing. While teachers can focus on their published curriculum, it is also an opportunity to highlight issues related to how the world works, whilst also referencing Personal, Social, Health and Economic Education (PSHEE) and Ethics and Morals, that is Spiritual, Moral, Social and Cultural (SMSC) development.

Values: Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our school, upon which we have based our curriculum.

- We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual student, as well as for people of all cultures. We highly value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the power of language and self-expression – where students can access mastery of skills in more than one language.
- We value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the students in our school including those with special educational needs and disabilities (SEND).
- We ensure that in all curricular and extra-curricular activities we do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims: The aims of our school curriculum are:

- to enable all students to learn and develop their skills to the best of their ability;
- to enable all students to produce high-quality work they are proud of;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of literacy, numeracy, and Information Communication Technology (ICT);
- students should be enabled to be creative and independent thinkers and learners;
- to teach students about their developing world, including how their environment and society have changed over time;
- to help students to be positive citizens in Japanese society, as well as global citizens, and develop cultural capital needed to succeed;
- to fulfil requirements of the Japanese Curriculum;
- to teach students to have an awareness of their own spiritual development, and to understand right from wrong;
- to develop an understanding of economic factors in society which can affect their well-being;
- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to ensure students are being prepared for their next stage of education at each stage of their learning;
- to ensure all students can read and write at an age-appropriate level of fluency as set out in Japanese law;
- to ensure students develop self-respect, with a proper sense of self-esteem, taking responsibility for the general welfare of their peers as appropriate;
- to encourage our students to develop respect for and understanding of diversity with particular regard to the protected

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characteristics set out in the Basic Act of Gender Equal Society 1999.

Curriculum intent

Global Perspective: Through our curriculum, we teach students to be global leaders and citizens with a global perspective. We provide our students with a rich tapestry of experiences using the Japanese Curriculum, through a range of subjects and extra-curricular opportunities whilst also developing an appreciation of British values.

Life-Long Learning: We aim to prepare students for both higher education and life-long learning with our focus on moral and academic development, independence and resilience. Our community fosters an inclusive teaching and learning environment. Providing opportunities for students, staff and parents to learn and celebrate learning. The school takes students from ten to eighteen years of age with the intention that all students will master key knowledge and skills.

The school focuses on ensuring students have effective learning behaviours which will guide them as they go into the wider world. We adopt a student-centred approach which not only incorporates aspects of the School ethos but also enables effective pastoral support as part of the curriculum. The School ensures that all elements of the curriculum are interdependent and interrelated. Although the school recognises the fundamental importance of examination outcomes for students, educational quality cannot only be measured through this metric. The quality of the curriculum and the development of future-readiness skills can help create confident and informed young adults.

12 future-readiness skills



The curriculum at Rikkyo School consists of three interdependent elements:

1. **Academic / core curriculum** – subjects required of the school by the Japanese MEXT
2. **Support curriculum** – PSHEE, SMSC, RSE, British Values, Cultural Capital, extra-curricular activities
3. **Area-based/community curriculum** – engagement at social, charitable, academic, NGOs and events that enrich, inspire, educate and motivate our students to learn more about their wider community.

The knowledge and skills to be learnt by the students are generally outlined in the content and specifications of the Japanese MEXT school curriculum for elementary, lower secondary and upper secondary age students I (currently in force), but individual teachers will also highlight and augment these where appropriate. Speakers are also encouraged to interact and address the students so that complex issues such as crime, substance misuse, depression, anxiety, technology and relationships can be aired in an open, supportive and safe environment.

At Rikkyo School, all students experience a curriculum that is characterised by:

Breadth

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- to bring students into contact with the elements of learning (knowledge, understanding, concepts, skills and attitudes) and the areas of learning (aesthetic, creative, cultural, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance

- to ensure that each element and area of learning will be given appropriate attention.

Coherence

- to embrace the different elements and areas of learning so that these do not appear as unconnected but as contributing to overall progress and achievement.

Ambition

- to ensure that the curriculum challenges students and pushes them to achieve as much as they can; student must excel and teachers must be ambitious for their students to acquire the knowledge and skills to make progress over time.

Relevance

- to ensure that subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties;
- to prepare students for the opportunities, responsibilities and experiences of adult life through an appropriate PSHEE and SMSC;
- to prepare students for many of the emerging issues and challenges that they will face as young adults;
- to better understand and comprehend political, religious, cultural, social and technological issues that are rapidly shaping the future.

Personal Development: Developing students so that they can better comprehend and navigate the often complex issues that face them in the real world is an important part of the whole curriculum. Whether promoting equality of opportunity, an inclusive environment that negates discrimination, developing responsible, active and respectful citizens who understand moral and ethical issues or forming healthy relationships, the curriculum reinforces the importance of developing resilience, interdependence and independence.

Digital Literacy: The School wants its students to embrace digital literacy, so that they can become confident and competent digital citizens. To this end, the School encourages students to use technology to help them explore learning. The school encourages students to use school-approved educational sites which provide on-line learning in key academic areas. The school is aware of the need to promote specific digital skills, such as coding or content generation. As part of digital literacy strategy, the School encourages teachers and students to understand that digital skills are useful across the range of subjects, as well developing civic participation in complex societal issues, careers, health and personal development as well as privacy and staying safe online.

Economic Literacy: The school is mindful of the importance of imparting knowledge and understanding so that students have the ability to use basic economic concepts to make decisions about earning, planning, savings and spending money. The school will attempt to improve the economic literacy of its students through formal PSHEE, curriculum teaching and literature.

Health Literacy: An important element of the support curriculum and embedded in some aspects of the core curriculum is health literacy and ensuring that students understand how to stay healthy and fit. It is also important that students are informed about complex issues such as pregnancy, abortion, STIs, consent and the law. Staff encourage students to eat healthy food, get a good night's sleep, avoid drugs, alcohol or other forms of stimulants/depressants. Mental health is taken seriously at the school in parallel with efforts to develop students' character through the promotion of positive thinking, building confidence and resilience.

Careers Advice: It is important that the School provide impartial career advice to students and promote their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. The School has careers teaching staff who make students aware of how they can access information regarding careers. This advice:

- provides information about a range of education opportunities, including apprenticeships and technical educational routes;
- promotes the best interest of students;
- explores the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, neuro-marketing, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers.

Curriculum Stages

Curriculum Stages	Age	Grade
Primary School	10-11	5 (5)
	11-12	6 (6)
Middle School	12-13	7 (1)
	13-14	8 (2)
	14-15	9 (3)
High School	15-16	10 (1)
	16-17	11 (2)
	17-18	12 (3)

Core curriculum

Schemes of Work are developed by the subject department specialists reflecting the Japanese National Curriculum guidelines. Such schemes are scrutinised by the Deputy Head Academic and (subsequent) subject department heads are held o account over the content, implementation and learning outcomes. The SoW detail how topics will be taught and the particular order that the specification will be taught in.

Student progress will be monitored on a regular basis and interventions put in place if deemed necessary. This will occur through formal observations, student progress meetings and anecdotal conversations. The core curriculum that students study consists of Japanese, geography, history, social studies, mathematics, sciences, health and physical education, arts, English, and home economics. In Grades 5 and 6 computer programming is now a compulsory subject.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Japanese curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the students. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We believe in engendering in young people a love of lifelong learning. Rikkyo School ensures that the curriculum gives all students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. While the following is not intended to be prescriptive in the way the school organises its curriculum, it does illustrate the expected experiences provided by our school in the following areas:

- **Linguistic literacy:** This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. Rikkyo School is determined that all students will become confident and fluent readers. Towards this end, the school will commence a whole-school three-year reading program undertaken in English, sequenced to develop a student's confidence with targeted support given for any student falling behind;
- **Mathematical:** This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving;
- **Scientific:** This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments, beginning to understand variables and fair testing, and recording their findings;
- **Technological:** Skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products;

- **Human and Social:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions;
- **Physical:** This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health;
- **Aesthetic and Creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical responses. Students are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including School concerts, traditional events, recitals, creative/cultural festivals and literacy events.

Our curriculum is adaptable:

- to allow for the different abilities and aptitudes of students within the same year group and class (streamed in English, non-streamed in other subjects);
- to acknowledge that students learn in different ways;
- to ensure that all students learn and make progress;
- to ensure that all students have access to the curriculum;
- to ensure all students with SEN or specific disabilities have access to the curriculum and that it is adapted, designed and developed accordingly.

Differentiation is reflected in a variety of teaching approaches, resources and classroom organisation. It is imperative that students have opportunities to read, listen and discuss their work. The most important pre-requisite of good differentiation is an extensive knowledge of students. Differentiation is by task or outcome whilst requiring individualised teaching plans, involves:

- communicating to students what is to be learnt;
- having a selection of teaching styles/learning tasks; and,
- giving students feedback on achievement.

The curriculum is regularly reviewed to take into consideration changes in the Japanese MEXT requirements. It is reviewed to:

- set standards that teachers should enforce;
- quality, balance, and relevance;
- changes to the curriculum in terms of the addition of new subjects;
- check the structure of teachers' curriculum, including work scrutiny and lesson observations;
- ensure that the curriculum is cohesive;
- ensure that the curriculum is ambitious for its students;
- ensure that the curriculum is congruent with School's strategic direction.

Expectations of Staff

Staff are expected to promote curricular aims by:

- having high expectations of students, employing a variety of teaching methods;
- ensuring that students are enabled to access the curriculum and given opportunities to be successful;
- delivering lessons that build upon previous experiences and that provide continuity and progression;
- providing learning opportunities that offer depth and challenge and that motivate and inspire students;
- involving students in the process of learning by discussing work, negotiating targets, encouraging students to evaluate their personal achievements, and giving regular formative feedback through discussion, assessment, and marking;
- developing students' skills to become independent learners; and,
- keeping parents and guardians regularly and fully informed about the progress and achievements of their students through reports and parent conferences.

Our teachers at Rikkyo School will:

- use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to be connected with prior learning, and in a way that the endpoints of each unit of learning are clear;
- teach high quality lessons which incorporate time for retrieval, instruction, practise and application of knowledge and skills;
- facilitate opportunities for students to engage collaboratively with their peers as well as working independently;

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- make explicit links to prior learning so that students can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure;
- unpick and explore misconceptions that arise during the lesson and plan opportunities to address these using hinge questions to assess understanding; and,
- be responsible for monitoring, recording and reporting along with Subject Coordinators/Specialists as applicable.

Teachers will monitor the progress over time of a student through:

- formative and informal assessment during lessons;
- practical work – this provides an excellent opportunity to evaluate specific skills and competencies linked to the specification and in a broader sense;
- understanding students’ strengths and weaknesses in the class and using differentiation strategies, ensure that all students are appropriately challenged;
- examine and scrutinise students’ work to ensure that they are kept in a neat, logical way, developing a sense of pride at one’s own progress;
- through discussions with the teaching staff and other team members, be able to explain at what point is a student in their attainment of knowledge of skills, and what they must do to fully grasp all the Headmaster concepts involved;
- discussions with students about schemes of work and other long-term curriculum planning to better understand where improvements can be made.

Prior the start of the academic year, all subject teachers are asked to provide an up-to-date scheme of work (SoW). Within this work, staff must make clear the following:

- how they intend to plan and sequence their curriculum;
- how they intend to implement it; and,
- what do they expect as a result of it.

All teachers will ensure that they keep up-to-date with their subject knowledge and be supported where necessary to address gaps in their knowledge that may otherwise hinder learning. They follow appropriate Continuing Profession development (CPD) training programmes/conferences or through appropriate professional societies. Teachers will be inspected formally and informally and feedback provided on how they teach.

A good attendance is central to all successful teaching and outcomes, so teachers along with the SMT must ensure that all students have very high levels of attendance. Teachers and the SMT will use formative and summative assessment to get a “picture” of a student at any one point during their schooling.

We have an adaptive baseline assessment as required by the Japanese MEXT with reference to maths, science and literacy. Baseline tests along with formative and summative and diagnostic assessments can also be used to support any intervention planning.

Roles and Responsibilities: Learning and teaching is a shared responsibility and all members of Rikkyo School community have an important part to play. We place student progress and welfare at the centre and build a supportive staff network around each student, depending on their needs. All members of Rikkyo School community should work according to School aims and policies:

- valuing each other as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to Rikkyo School community;
- providing a well-ordered environment in which all are fully aware of high behavioural expectations;
- ensure all students can access lessons in the event of remote learning;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

The Headmaster:

- is responsible for CPD and INSET and sets the learning and teaching focus areas;
- has overall oversight of students personal development and academic achievements;
- has overall oversight of quality assurance;
- is responsible for quality assurance of teaching and learning;

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- the Headmaster should liaise with the Bursar and Anglo Japanese Executive Committee to create suitable and appropriate budgets for Subject Coordinators to achieve the curriculum objectives;
- is responsible for the quality assurance processes, which involve:
 - consistent use of Rikkyo School Curriculum Policy and subject policies; programmes of study; students' prior performance data;
 - classroom observation, learning walks, student feedback, work scrutiny, student data, schemes of work;
 - analysis of assessment results, SEF, development and action plans.

Heads of Departments should (or SMT whilst recruiting suitable staff):

- ensure that schemes of work, that challenge and stimulate students to achieve their best, are in place;
- stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- Subject Coordinators are responsible for resourcing the teaching of the curriculum. Appropriate and relevant materials should be in place to deliver suitable teaching;
- Subject Coordinators are responsible for keeping accurate records of the resources available within their curriculum areas;
- monitor planning, teaching and marking in their subject;
- regularly quality assure how the subject is taught and feed this back to SMT;
- ensure that subject curriculum is being taught in a way that students are transferring knowledge to their long-term memory;
- ensure that resources are available and accessible to support learning in their subject.

Teachers are responsible for day-to-day monitoring of student welfare, in relation to their learning and their pastoral care. ***Teachers will endeavour to:***

- provide challenging and stimulating lessons designed to encourage all students to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual student according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with best practice;
- present information clearly, promote appropriate discussion and systematically check students' understanding;
- provide clear information on Rikkyo School procedures and student progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare students for the opportunities, responsibilities and experiences of life;

Communication with Parents and Guardians: Parents and guardians have a fundamental role to play in helping students to learn.

Teachers and administrators provide advice to parents about the progress of students in their studies at school and about options for the next school, if applicable. We do all we can to inform parents and guardians about what and how their students are learning by:

- holding parents' evenings to explain our school strategies;
- holding parent conferences to review the progress of each student;
- providing current information about the topics of study to parents as part of termly reports;
- sending regular reports to parents and guardians in which we explain the progress made by each student and in which we indicate how the student can improve further;
- explaining to parents and guardians how they can support their students; and
- being available through email correspondence and telephone communication.

We believe that parents and guardians have the responsibility to support their students and the School in implementing school policies. We expect parents and guardians to:

- ensure that their student has the best attendance and punctuality record possible;
- do their best to keep their student healthy and fit to attend school;
- inform us if there are matters outside of school that are likely to affect the student's performance or behaviour at school; and
- promote a positive attitude towards school, staff, and learning in general.

Parents can support their student's learning by:

- ensuring that their student arrive back at Rikkyo School wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within Rikkyo School and for the teacher's role;

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- participating in discussions concerning their student's progress and attainment;
- support Rikkyo School homework policy and give due importance to any homework set during the holidays
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their student to become increasingly independent as they progress throughout the school;

Students are encouraged to support Rikkyo School aims by:

- being organised, bringing necessary equipment, taking letters home promptly, etc;
- taking increased responsibility for their own learning.

The community is invited to support Rikkyo School by:

- contributing to activities such as assemblies, outings, clubs, etc;
- organising activities and events throughout the year to extend and deepen students' knowledge and skills;
- supporting school events.

Effective Planning: We use the School curriculum to guide our teaching. This sets out the aims, objectives, and values of the School and details what is to be taught to each grade level and subject. We base our planning on our knowledge of the students' levels of attainment. Teachers make on-going assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our focus is to develop further the knowledge and skills of the students. We strive to ensure that tasks are appropriate to each student's level of ability. We plan our lessons with clear learning objectives. Our lesson plans contain information about the learning objectives, the planned learning activities, the resources needed, and the way in which we assess the students' learning.

Curriculum Map: Our curriculum maps detail which topics within a given subject are covered per grade. These do not detail specific learning intentions, more the core theme for the learning e.g. trigonometry, erosion. Each subject covers from grades 5-12.

Subject Progression Map: Our detailed progression maps outline exactly what skills and knowledge should be covered within each phase of the school. These run from grades 5-12. They include how we organise our learning intentions across each subject and year group, detailing how these progress throughout the school

Scheme of Work – Unit Overview: For each subject, and then within each year group, we have a scheme of work which students will be taught from. This scheme of work will consist of a Unit Overview, assessment materials and then individual lessons. The Unit Overview details the learning intentions for each lesson and provides an overview of the knowledge and skills being covered within that scheme of work.

Organisation and Planning:

- We review our long-term plan on an annual basis to consider what is taught in each term, and to which groups of students.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use within our teaching (both formally and informally) through in service education (INSET) training.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Copies of short-term plans are submitted to the Headmaster each week.

Effective Teaching: The most important role of teaching at Rikkyo School is to promote learning and to raise students' achievements. Teaching includes lesson planning, the implementation of plans, marking, assessment, and good quality feedback. It also includes support and intervention strategies. In assessing the quality of the teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every student by:

- extending the previous knowledge, skills, and understanding of all students in a range of lessons and activities over time;
- enabling students to develop skills in reading, writing, communication, and mathematics;
- engaging and motivating students to learn;
- using assessment and feedback to support learning and to help students know how to improve their work;
- differentiating teaching by setting suitably challenging activities and providing support for students of different abilities, including those who may have additional educational needs;
- enabling students to develop the skills of learning for themselves and of setting high expectations;
- setting appropriate homework;

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- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on subject knowledge and expertise to encourage students to make good progress;
- managing instances of poor or disruptive behaviour; (Please see our Behaviour Management Policy for more details)
- allowing opportunities for open discussion and debate of problems and themes which arise from the curriculum or everyday life.

In our lessons, we ensure that learning objectives are shared with and understood by the students. We also ensure that students understand the 'success criteria' for the lesson – i.e. what they need to do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the students to ensure that they have full understanding of them. Learning objectives and success criteria will usually be displayed in lessons. Teaching at Rikkyo School:

- enables students to acquire new knowledge and make progress according to their ability so that they might increase their understanding and develop their skills in the subjects taught;
- fosters within students the application of intellectual, physical, or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities, and management of class time;
- shows good understanding of the aptitudes, needs, and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject matter being taught;
- effectively utilizes classroom resources of an adequate quality, quantity, and range;
- demonstrates that a framework is in place to assess students' work regularly and thoroughly;
- uses information from assessments to plan teaching so that students can progress;
- utilises effective strategies for managing behaviour and for encouraging students to act responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- does not discriminate against students contrary to the Japanese Equality Act 2009.

Effective learning: We ensure the best possible environment for learning by developing a positive atmosphere in which all students feel safe and feel they belong, in which they can access appropriate resources, and in which they enjoy learning because they know the challenge will have been set at the right level. All teaching is structured to maximise learning opportunities and progress, with the end goal of ensuring students can function properly as adult citizens and are able to engage with public institutions and society at a local, national and international level. Lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give students the 'big picture' of the lesson;
- the teacher should explain the learning objectives and share the learning journey;
- through effective questioning, challenge all learners appropriately
- the lesson should use a range of appropriate resources so that all students can access the learning;
- it should allow opportunities for the students to build up their own understanding through various activities;
- it should allow opportunities for the students to review what has been learnt;
- it should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning journey will be.

We offer opportunities for students to learn in different ways. These include investigation and problem solving; research; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; fieldwork and visits to places of educational interest; watching television programmes and responding to musical or pre-recorded material; and debates, role-plays, and oral presentations. We also encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We also recognise that some students may have other particular needs such as Looked After Students or those who perform a caring role at home as Young Carers. Rikkyo School carefully considers what additional actions may be required to ensure these students receive the support they need to achieve whilst taking into consideration the impact of their needs and/or caring responsibilities.

Teacher Preparation for Effective Learning:

- Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance. Schemes of Work incorporate opportunities for appropriate differentiation.
- Teachers are responsible for producing lesson plans according to the scheme of work.
- Planning should include a learning objective and success criteria, as well as information about support, resources and differentiation.

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Effective Assessment: Assessment and feedback are an integral part of the learning process. This includes both assessment of learning and assessment for learning. Our teachers systematically assess students and use that assessment to plan and modify provision for our students. We are concerned with learning outcomes, and continuous assessment is integral to this process, which includes:

- well-understood learning objectives that are shared with the student;
- assessments of individual subjects and their objectives, through a thematic approach;
- sharing or creating learning outcomes with the students to make them partners in their learning;
- effective teacher questioning, observations of learning, and analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to students; and
- students understanding how well they are doing against the success criteria and how they can improve.

Tracking Progress and Baseline Assessments: Assessments are used to monitor progress within English and Maths. During lessons and activities, teachers give students feedback in line with the school's feedback and marking policy. Teachers also track students' progress using digital tracking systems, based on students' performance in classwork and in informal assessments. Each half term, teachers will give an attainment grade for each student in Reading, Writing, Mathematics. Please see our Assessment and Reporting Policy for more details.

Knowledge, Skills, and Understanding: When we are teaching, we focus on motivating all students and on building on their knowledge, skills, and understanding of the curriculum so that they might extend their horizons of achievement. We value each student as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, and disability. We strive to meet the needs of all our students and to ensure that we meet all statutory requirements related to matters of inclusion. The following is a list of teaching skills we use at The Rikkyo School which activate student's learning:

- All lessons should have a clear objective and students should understand how they can be successful.
- Students should receive regular constructive feedback.
- Staff show a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons.
- Staff ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Staff ensure that teaching does not discriminate against students contrary to Part 6 of the 2010 Equality Act.
- Teachers regularly assess students and lessons are adapted accordingly to meet their needs.
- Teachers make the learning activities clear by effective presentation using a variety of methods.
- Teachers utilise effectively classroom resources of a good quality, quantity and range, so that students are exposed to a sufficiently wide variety of stimulating material.
- When the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.
- Teachers are aware of the indirect messages they may give. Therefore, they consider carefully the language they use, the type of humour they use in their lessons, the examples they give, the way they encourage quiet students, the time they spend with particular students, their marking turnaround time and so on.
- Students should not be actively encouraged by teachers or others to support particular political viewpoints.
- Good direct teaching requires staff who really know their subject; therefore staff are expected to be fully in command of subject material.
- Teachers try to use their voices in ways that are clear, varied, interesting and welcoming.
- Questioning is an important part of learning. Students are encouraged to phrase their own questions and develop an enquiring mind so that they become more independent learners.
- Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:
 - an expectation of effort by both the teacher and the students;
 - opportunities for students to speak and respond both to the teacher and to each other;
 - time for students to write notes or consolidate discussion in written form;
 - varied presentational styles and activities in order to keep lessons stimulating;
 - differentiated strategies (to include scaffolding and challenge) suited to different learning needs and styles;
 - effective use of the resources available including books, handouts, displays and IT equipment and so on.

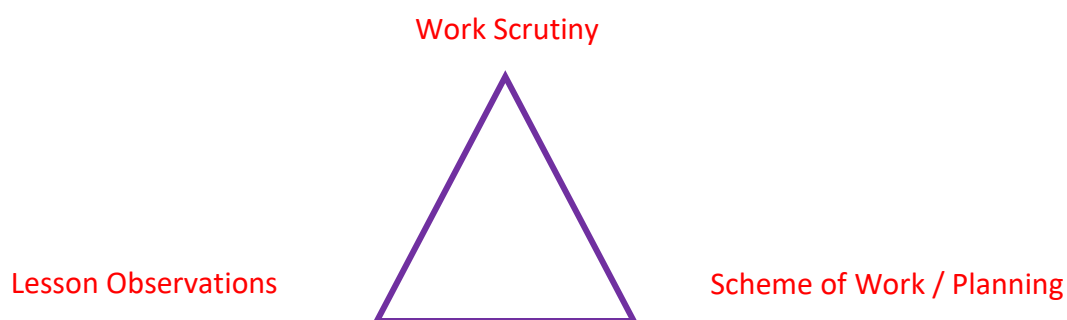
Classrooms and Learning Environments: Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat the students with kindness and respect. We recognise that they are all individuals with different needs, and we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School policy with regard to discipline and classroom management. We have a wide range of learning environments at Rikkyo School, with both indoor and outdoor spaces. Our school learning environments have been appropriately risk assessed to ensure that they are as pandemic-secure as possible, whilst meeting the needs our students. We continually review our classroom facilities and resources to ensure that they are of suitable quality, accessible to all and appropriate to support students' learning. We also regularly review resources to ensure that they do not discriminate against the protected characteristics set out in the Equality Act 2010, or suggest bias towards a particular gender. For example, students will study literature written by both men and women, and issues raised in historical texts is discussed and set in context for the time.

Impact: The impact of the curriculum is often difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the School is possible alongside normative and summative assessments regarding the progress of the students on their learning journey. Summative assessment is particularly important in determining long-term progress. Thus, to evaluate the impact of the curriculum, the Senior Management Team and Subject Leaders use a combination of different techniques within school, inclusive of but not restricted to:

- work and book monitoring;
- student conferencing, Parent feedback;
- teacher's self-evaluation, Learning walks;
- the characteristics and behaviours demonstrated by students in all settings within school;
- the monitoring of e-safety incidents that are raised to or by the school.

Impact of the curriculum will also be measured/evaluated through test results, assessment outcomes and entry points and progress over time – value added.

Aside from the understanding of intent, implementation and impact, the SMT will gather evidence to see triangulation in the form of:



When staff are observed in lessons, a check is made on roughly where they are in their teaching to see if it aligns with their sequence order in their SoW. Where there is a serious misalignment, questions will be raised. In addition, work is collected from teachers and checked in terms of suitability, marking and assessment. In addition, staff are asked to complete a work scrutiny document that requires them to explain how they are implementing their curriculum and whether they are actioning their intent and planning. Embedding work scrutiny into day-to-day practice allows staff to track progress effectively and ensure accountability. Where there are some concerns, staff will be spoken to by the curriculum leaders of the SMT. In addition, staff are also asked if they require additional resources to help them implement their curriculum. Checks are also made to see if staff need any additional CPD training or need to take their students on relevant and useful educational trips or visits in support of their curriculum.

Work Scrutiny: A sample of teachers' marking is collected to ensure that appropriate homework is being set and that the work is being marked in line with the teaching and marking policy, that work is being returned in a suitable timeframe and that adequate and helpful feedback is being given. The SMT will feed back to teachers how they can improve in this area as necessary. To ensure teachers are constantly reviewing the work they are teaching and to seek further evidence that the intent of the curriculum is being appropriately implemented, staff will be asked to complete a work scrutiny document. The purpose of the

questions in this document is to act as a quality check on the teachers' curriculum and to ensure that staff are constantly evolving and improving the way they teach and enhancing the learning experience for their students.

Elements that Combine to Give a Picture of Student Progress: A picture of a student's overall progress is obtained from a wide range of sources of information, inclusive of:

- teacher's feedback and observations;
- assessment Point testing;
- regular homework and practical work (where relevant);
- baseline testing, completing examination papers and longer homework;
- engagement with student and parents e.g. Parents' Evenings;
- teacher-predicted and target grades and interventions and an understanding of a student's previous academic history.

Classroom discipline and management:

- All staff are expected to utilise effective strategies for managing behaviour and encouraging students to act responsibly
- Learning activities are given appropriate time so that students may understand what is being taught. Lessons are well paced to maintain motivation and progress. Teachers look for opportunities to exploit time and space and use cross-curricular links with other subjects where appropriate.
- Flexibility is shown either to meet individual needs and add variety, or because of unseen problems or opportunities, to make a particular learning point.
- Transitions between activities are handled carefully so that all students can move on with a sense of purpose and success.
- Discipline is maintained in a fair and firm manner. Students learn because they are encouraged not because they work in fear. Students and teachers understand what is acceptable behaviour and what sanctions will be employed should standards slip.
- The learning environment is carefully monitored and all materials or resources are of the highest quality and are treated with respect. The teachers (in their dress and manner) contribute to this understanding of respect. Classrooms are positive, bright, stimulating and welcoming.

Homework: We recognise the importance and value of homework as an extension and consolidation of classwork. Homework can also stimulate creativity, critical thinking, and the awareness that learning can take place outside of the classroom. Homework assignments can be varied in line with the competency of the student. Please see our homework policy for more details.

Educational visits: The curriculum offers a series of educational visits that deepen the students' understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. These include both day and residential visits that relate to our curriculum. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents and guardians are informed, and their permission is obtained before the visit takes place.

Co-curricular Activities: The School has an extensive programme of activities that takes place outside the formal curriculum and during a designated time of the day to enhance the opportunities and develop the skills of all students. The programme of activities is designed to ensure that students of all needs and abilities will have access to a wide range of co-curricular opportunities. All students have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities. These reflect the talents and interests of the staff and students, while some will also involve the input and expertise of external specialists.

Ethics and Moral Education integral to which is the Rikkyo School interpretation of Spiritual Moral Social Cultural (SMSC) development: Through the curriculum and co-curriculum, we nurture the spiritual, moral, social, and cultural development of each student as well as their intellectual and physical growth. students are encouraged to strive for academic excellence and a spirit of open and shared enquiry; while developing their individual potential and qualities of character so they can make a positive contribution to the world., aligning with our school vision of nurturing global citizens.

Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In doing so we positively promote the British core values. In addition, our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables students to gain insights into the origins and practices of their own culture and heritage, and into those of the wider community;

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- takes steps to ensure the students appreciate racial and cultural diversity and avoid and resist racism, and
- ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables students to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in school and through taking vocational examinations, as well as taking part in performances of Music, Dance and Drama, both in-house, in local theatres and competitions;
- encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides students with a broad general knowledge of public institutions and services in England;
- assists students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and
- precludes the promotion of partisan political views in the teaching of any subject in the school.

For more details on how our school promotes SMSC and prevents extremism, please see our: *SMSC and Preventing Extremism and Radicalisation Policies*.

Students gain:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies (eg.: police, army) can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting unfair or illegal discrimination;
- an understanding of why democracy is perceived within the UK as the fairest form of political organization;
- an understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than alternatives.

At Rikkyo School this is achieved through activities such as:

- sharing age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government;
- discussions with the school council ensures that all students within Rikkyo School have a voice that is listened to, and which promotes democratic processes;
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide students with the opportunity to learn how to argue and defend points of view;
- enabling students to encounter people of different faith backgrounds;
- using teaching resources from a wide variety of sources to help students understand a range of faiths;
- considering the role of co-curricular activity, including any organised directly by students, in promoting the fundamental British values;
- running group activities that teach co-operation and initiative, giving students responsibility within the school setting, and enabling students to serve other people in the wider community;
- educational visits which enhance students' understanding of public services;
- Enabling students to gain knowledge and respect for their own culture and faith, to prepare students to interact positively with people of different cultures and faiths.

Staff at Rikkyo School understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

- superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy;
- the use of data which is misleading or contains misrepresentations and half-truths;
- deployment of material in such a way as to prevent students meaningfully testing its veracity and forming an independent understanding as to how reliable it is;

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- the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives;
- a particular view being advocated as being the ‘right’ view which must be adopted because otherwise certain presupposed consequences follow;
- actions are taken either directly or indirectly to further the interests of a particular political party;
- actions are taken either directly or indirectly to procure changes to the laws of this or another country;
- actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

We promote work and interactions within Rikkyo School, which respects individuals and differences between them, and we ensure that students become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways (Headmaster’s awards, letters of Commendation, parents being informed of achievement) and encourage students to have the confidence to undertake difficult tasks and have a wide range of experiences. Students are also be encouraged to question things which prevent them developing into confident adults. For more details, please see our *Safeguarding and Student Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.

Personal, Social, Health and Economic Education (PSHEE) and Citizenship: Our PSHEE curriculum reflects the school’s aim and ethos in that it promotes students to be confident open-minded and compassionate individuals, who can flourish in a global society. We aim for our students in an age-appropriate way to understand and appreciate the range of different cultures and faiths in modern democratic Britain and prepare them for engagement with public institutions and society at both a national and local level. Our PSHEE Curriculum also fundamentally encourages respect for other people, paying particular regard to the protected characteristics set out in the Japanese Equality Act 2009. (These include: Age, Disability, Gender Reassignment, Marriage, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.) We enable students to develop an understanding of public services and institutions and to take their place in the modern democratic society. The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner. Please refer to our *PSHEE Policy*. Each student’s Personal, Social, Health, and Economic education informs all aspects of the school day. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic Japanese society. We encourage respect for others, with a focus on protected characteristics. We promote emotional and social literacy through all curriculum subjects. The groundwork for social and emotional literacy is based on the “5 Skill Buckets”.



Relationships and Sex Education (including Health Education): Relationships and Sex education is guided by moral principles and students are taught to recognise the values of family life and the range of relationships which they develop. The policy for the School’s Relationships and Sex Education is available to parents. It has regard for the government’s statutory guidance on Relationships and Sex Education. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but

parents may withdraw their students from any other part of the sex education provided without giving reasons – which can only be granted by the Headmaster. The school is committed to teaching RSE to students under the umbrella of PSHEE, but very distinct and separate from general PSHEE. The school would cover such topics as:

- sexting;
- toxic relationships;
- consent;
- sexual harassment and violence;
- marriage and other relationships;
- misogyny and gender-based discrimination;
- Pregnancy and abortion;
- STIs;
- contraception;
- friendships;
- pornography;
- sexual exploitation;
- County Lines and student sexual exploitation;
- student-on-student abuse.

Students with Special Educational Needs and Disabilities (SEND) - Inclusion within the Curriculum: Our curriculum is well planned for each age group and ensures that students of all abilities, including those with an EHCP, special educational needs and/or disabilities, are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. A student with SEND will never be offered a reduced or restricted curriculum and our curriculum aims to be as broad as possible for as long as possible. We design our curriculum to ensure that it is as broad as possible, well balanced and covers all the required areas of learning. If we think it necessary to modify our curriculum and teaching to meet the needs of individual students, then we do this only after their parents have been consulted. If a student has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a student displays signs of having special needs, this is referred to the Headmaster who seeks appropriate advice.

We not only provide additional resources for students with learning and/or disabilities but where appropriate, we use these resources with all our students as they can often benefit from them. This includes providing an individual learning programme (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

The school meets with parents using Teams on a regular basis to see how we can work together, involving other agencies if appropriate, and setting targets to support their student's progress. However, some students in our school have other disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all groups of students within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students. Teaching and learning is appropriately modified for students with disabilities. For example, they may be given additional time to complete certain activities or additional resources. If a student has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice currently in force in providing for students with special needs. If a student displays signs of having special needs, his/her teacher makes an assessment of this need.

The student will then be placed on the 'Alert' List by the SENCO and reviewed and actioned following consultation with relevant staff. In most instances the teacher is able to provide resources and educational opportunities, which meet the student's need within the normal class provision. We provide additional resources and support for students with special needs in consultation by 'teams' with parents. The special needs register sets out the nature of the special need, and outlines how Rikkyo school will aim to address the need as well as any students that are working in greater depth in any subject. The role of SENCO extends from monitoring those students who are in need of additional support to those students who require extension work. Individual school support plans may be in place which set out the nature of the special need, and outlines how the school will aim to address the need, as well as targets for improvement, so that we can review and monitor the progress of each student at regular intervals.

English as an Additional Language (EAL): At Rikkyo School, All students study English as their Modern Foreign Language (MFL). (Insert detail)

How our school actively promotes fundamental Japanese Values: We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our students. Our range of artistic, sporting and other cultural opportunities available to students through the curricular and extra-curricular programme, enables opportunities for their participation. We plan our, personal, social and health education and citizenship through, assemblies and 'circle time' to help our students acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting Japanese values can be seen across the school, including our School website,

Prospectus and other documentation. Routine monitoring of the Japanese Values agenda is carried out by the Head of PSHEE and the Director and Studies in liaison with the Headmaster.

We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Japan. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic Japanese society. We provide a range of quality opportunities for students to take on responsibility in school and make a positive contribution to the school and the local and wider communities.

In our school we plan and provide effectively in order to develop students' spiritual, moral, social and cultural awareness. Students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education also make a strong contribution. Additionally, we ensure the following does not occur at our school:

- including material in lessons which promotes non-democratic political systems rather than those based on democracy, whether for reasons of faith or otherwise;
- teach that the requirements of religious law permit the requirements of English civil or that criminal law to be disregarded;
- that our lessons suggest to students that other beliefs are wrong and that therefore those who follow them are not worthy of respect.
- that our curriculum does not undermine the fundamental Japanese values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Preparation for the opportunities, responsibilities and experiences of life in British society: We ensure that during their time at Rikkyo School, the students gain a thorough understanding of life within British society. This entails developing in every young person the values, skills and behaviours they need to get on in life. All students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in future education and employment.

Assessment and Reporting: On entering the School, students take a baseline test. These are used across core subjects, including for spelling and testing reading level. End of unit assessments are carried out in all subjects at an age-appropriate level. Regular testing of spelling and maths skills occurs within our schemes of work. The Rikkyo School uses assessment to measure progress and inform planning. Assessment addresses the attainment of long-term and short-term learning objectives. The assessment programme is in keeping with the requirements of the Japanese Ministry of Education. Assessment results are seen by the students and parents. It is used to analyse students' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our students' ability to embed key concepts and develop their understanding of the topic instead of simply memorising disconnected facts. Students take at least one test every month in each subject and the results are collated and published on report cards that are seen by the student and parents/guardians and reviewed by the Head of Year. If students are thought to be underperforming, interventions will be discussed with the student/parents and put in place. The SMT will report if any student is not making the expected progress and again interventions will be put in place where necessary.

Parents/guardians receive a comprehensive report both during and at the end of the academic year. This will list all the test scores in each subject as well as give detailed comments from each subject teacher. Again, the reports are reviewed by the Heads of Year and interventions put in place as appropriate. Each student will meet with their Headmaster to review their report and set targets. The class and subject teachers will also contribute to the setting of targets and assessing if the student is making suitable progress.

Remote Learning – Curriculum Provision: In instances where Rikkyo School is unable to provide on-site education to groups or all of our students, we have procedures in place to ensure we can offer a remote curriculum with minimal disruption to students' learning. We recognise the challenges of learning from home on both students and their families and as such, we support families in accessing remotely with regular contact, including video conferencing lessons where appropriate. For more details, please see our Remote Learning Procedures. Additionally, the school may make adjustments to our proposed curriculum based on our assessments of students' learning progress to address gaps in knowledge and skills as a result of students having to learn remotely.

Related Documents

- EAL and Language Policy

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- Culture Capital Policy
- Educational Visits and Off-Site Activities Policy
- E-Safety Policy
- Anti-Bullying Policy and Behaviour, Discipline and sanctions Policy
- Special Educational Needs Policy
- PSHEE, Social, Moral, Spiritual and Cultural Development
- Preventing Extremism and Tackling Radicalisation Policy

Information regarding Schemes of Work, Curriculum Plans and Progression Maps: Each subject also has its own schemes of work and curriculum plans, which are divided into age-appropriate grades (primary, middle, high school) and lists the Japanese curriculum aims and expectations for students at each stage of their development. Schemes of work are organised into groups on the basis of the school year in which they will be taught. These detailed learning objectives, aims for assessment and the ways in which students will be encouraged to develop their skills and knowledge. Schemes of Work and Sequencing of Curriculums

Each subject has its own scheme of work, which set out how the curriculum is to be delivered. All schemes of work within different subject areas must adhere to the principles outlined in the curriculum policy. The schemes of work help in understanding the structure and sequencing of the curriculum. It is also important that schemes of work are reasonably detailed and roughly match what is actually being taught. For example, if a teacher is inspected during November and they are teaching work that is, according to the scheme, supposed to have been completed in early October, it should raise concern over a teacher's pace of teaching and their capability to deliver. The latter will be checked during class inspections by the Rikkyo Senior Management Team (SMT) staff. Schemes of work will also be available for PSHEE, alongside evidence for embedding ethics and moral education integral to which embraces British Values and Cultural Capital within the curriculum. The ethics and moral education at Rikkyo School is the equivalent of the British Spiritual, Moral, Social and Cultural (SMSC) development.

Teachers will be required to sequence and weave their curriculum so that they have properly thought through a logical sequence for teaching and learning. Teachers must also understand, triangulate and evidence: intent; implementation and impact of their curriculum. Work Scrutiny will be applied to all teachers. Teachers will be expected to be able to highlight and have carefully thought through how they integrate relevant elements of Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), SMSC, Japanese Values (JV) and Cultural Capital (CC) within their curriculums. Staff will also be subject to observations and feedback given. Adaptive and differential learning will be reviewed as well as how the curriculum has been adapted (where relevant) for students with SEN. In addition, the SMT will want to ensure that staff appreciate how to integrate substantive and disciplinary knowledge into their subjects.

Concerns and complaints: Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's home teacher. If the issue is not resolved, parents should contact the Headmaster. The School has a Complaints Procedure in place, which is available to parents and students.

Monitoring the implementation of our Curriculum and measuring its impact: The Headmaster is responsible for monitoring the implementation the School curriculum and overseeing the work of the teaching staff within the school. They will examine long and medium-term planning to ensure that appropriate teaching strategies are used. They provide strategic lead and direction; offer support and advice to colleagues; monitor student progress in specific subject areas or activities; provide efficient resource management; oversee subject data collection and tracking; and source partnerships with outside agencies as appropriate.

We therefore uphold the view that 'Education has certain long-term goals, that it has a general point and purpose, which can be definitely, though generally stated. The goals are twofold, different from each other, but by no means incompatible. They are first, to enlarge a child's knowledge, experience and imaginative understanding, and thus his awareness of moral values and capacity for enjoyment; and secondly to enable him to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.' (Warnock Report, 1978).

In conclusion, working with the students at Rikkyo School will demand of the teachers and support staff a high level of professional skill, knowledge and experience, combined with the dedication and experience which is a hallmark of the ethos, values, tradition and practice of education within this school.