



Belvedere
British School

WEEKLY NEWSLETTER

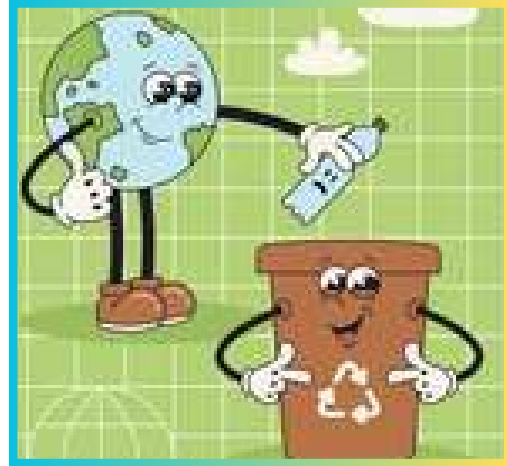
Edition 2419

11 February, 2025

Topics of the week!

- 01 ✓ Message from the Principal
- 02 ✓ Islamic Education - Arabic Department
- 03 ✓ The five senses - Arabic Department
- 04 ✓ Year 5 Mini Habitats - Primary Department
- 05 ✓ KS2 PE Assembly - Primary Department
- 06 ✓ Mandala Club - Primary Department
- 07 ✓ FS2 Teddy Bear Party - Primary Department
- 08 ✓ Message from the Vice Principal
- 09 ✓ January Maths Masters, Minds and Motivated - Secondary Department
- 10 ✓ Students Spotlight - Secondary Department
- 11 ✓ Upcoming Event - **CHECK THIS OUT**
- 12 ✓ UTerm 2 Final Exam Schedule - **CHECK THIS OUT**

REDUCE



Sustainability Tips of the Month



Reduce



This month's ****Sustainability Focus: Reduce!**** ♻️ Reducing waste is the first step toward a greener future. By using only what we need, choosing reusable items, and minimizing single-use plastics, we can lower our environmental impact. Simple actions like going digital, bringing reusable bottles, and reducing food waste make a big difference. Let's work together to create a more sustainable world—small changes lead to big impacts!

Let's keep moving together to keep our Earth sustainable!



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MISSION, VISION AND VALUES

BELVEDERE BRITISH SCHOOL STRIVES TO PROVIDE AN EXCELLENT TEACHING AND LEARNING ENVIRONMENT WHERE STUDENTS ACHIEVE MORE DUE TO THE HIGH STANDARDS EXPECTED FROM OUR EDUCATIONAL PHILOSOPHY. ULTIMATELY WE AIM TO PREPARE STUDENTS FOR LIFE, BASED ON OUR VALUES OF TOLERANCE, RESPECT, AND RESPONSIBILITY.

WE PROVIDE A HOLISTIC EDUCATION AND INSPIRE LIFELONG LEARNING. OUR STUDENTS ARE MOTIVATED TO APPLY THEMSELVES SO THEY ACHIEVE THEIR FULL POTENTIAL IN ALL ASPECTS OF SCHOOL LIFE. WE ENCOURAGE HIGH AND REALISTIC EXPECTATIONS, SO OUR STUDENTS HAVE ASPIRATIONS THAT TAKE THEM BEYOND SCHOOL TO THEIR OWN FUTURES, IN THE UAE AND INTERNATIONALLY.

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PRINCIPAL'S MESSAGE

A Shared Vision – 1. Trust

Our school has a vision statement. Did you notice it? How many people in our school community know the school's vision do you think? What's more, how many members of our school community know their role in realising the vision? Are we all aware of how we can contribute to realising the shared vision? This week let's look into the first of the requirements needed for a happy and successful learning community to have a shared vision.

A while ago, I was lucky enough to be inspired by Peter Senge's ideas about learning organisations and learning communities and I made this diagram adapted from his work.



As you can see, if we start at the top and follow the arrows around, there are three steps before we get to a shared vision:

1. Trust (holistic, dispositional)
2. Communication (Effective and Appropriate)
3. Collaborative Independence (Effective and Agile)

It's not that you can't have a vision without these three steps, but without high levels of trust, good, effective communication and collaboration, it's unlikely that our vision will be shared, or our community be enabled to realise it.

Basically, if members of our community have high levels of trust between them, we are more likely to be able to communicate well. When they can communicate well, then we are more likely to collaborate effectively towards realising our vision.

What attention do we pay to the levels of trust in our school community? Do we take effective communication for granted? Is our school the sort of school where all the help young people receive in learning to collaborate either happens outside the class or consists of just asking them to get into groups and handing them a problem to solve or project to do? If so, then there's a lot more we can do.

Like 'potential', a Vision is worthless unless you strive to realise it distraction.



Cont....



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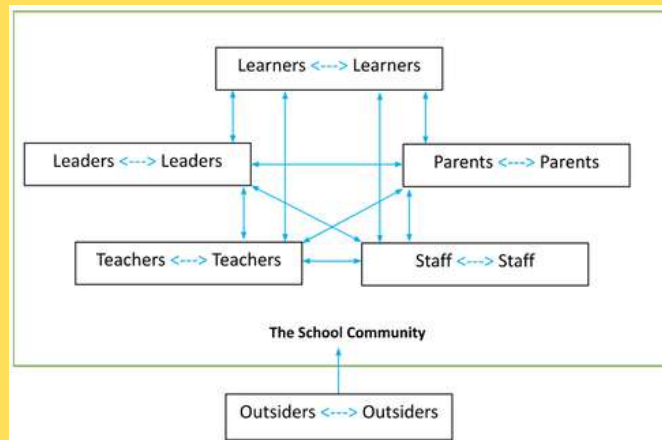
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PRINCIPAL'S MESSAGE

So, how are the levels of trust in our school community? Firstly, where are the lines of trust in a school community?



There are a lot of blue arrows – a lot of places for trust to be developed or lost. There is no room for me to go through them all here (but I suggest you do take time to reflect on each yourself and for the school, because missing one can have damaging consequences), so let's just take a quick look at some of these blue arrows of trust.

Some will be obvious to you. For example, if within one group in the school (e.g. learners or teachers or non-teaching staff, etc) there aren't reasonably high levels of trust between individuals, then our school is not going to be a very nice place to be - for them or for those they have to deal with.

Or, if levels of trust are low between members of two groups, the same applies. For example, if the levels of trust are low between learners and teachers - then learning in class will be seriously affected as distrust forms a barrier to healthy learning.

What is not so obvious perhaps (but, I believe, easily understandable) are trust relationships between parents, or between non-teaching staff and learners or between outsiders. Let's briefly look at each of these.

Distrust is a distraction.



Cont....



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Learners: If trust levels between learners and non-teaching staff are low – what might be the outcome? What do you think happens when your non-teaching staff don't trust the young people in your school? One thing is that a wealth of learning opportunities is lost. Imagine our office staff, technicians, support staff, assistants, security guards, not trusting the young people in our community enough to give them opportunities for responsibility (adults often underestimate the capacity of young people to take responsibility). As responsibility only grows through opportunity to take it, the opportunities are lost through distrust.

Also, if teachers don't trust learners, then what will happen? Of course, again school life will not be pleasant – there will be lots of rules and consequences and young people trying to get around the rules and ... well, a lot of distraction. However, there's another level of trust that we need to take note of. That is the trust involved in enabling young people to be responsible for their lives and learning. Do you trust your children to take responsibility for parts of their lives? What parts? It's very important to show young people trust so that they can safely take on and build responsibility. Without this our young people grow in many ways but not in independence and without independence we have dependence. Imagine a society of dependent citizens!

So, how can you tell if a school community is connected through high levels of trust?

Why not ask? In schools with high levels of trust, you will hear people talking about others positively and about learning opportunities with them – *'I like the cleaners because they are always so friendly and helpful'; 'it is always good to see the other mothers in my class because they have such fun together'; 'I don't like making mistakes but I feel safe because the teachers/leaders in our school never blame, they just help me fix things'*, and so on. Is that what you would hear if you asked?

In schools with low levels of trust, their answers will sound more like a litany of complaints, blaming each other and criticism. I think I don't need to give examples here – we all know them.

Cont....



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PRINCIPAL'S MESSAGE

What does trust look like in at BBS? Collect a few friends or colleagues together or a few of our staff and discuss. Don't accept the first few answers and don't let anyone get away with trying to tell you what they think you want to hear. Dig deep, then have a break. Come back to it the next day – get people to think. And they will. Then they will start to see where the trust is and where it is not, and perhaps they will begin to see how to fix it where it needs fixing.

To gain trust, one must show trust.

What can you do to develop higher levels of trust in our school community and beyond? Here are a few ideas, what can you add?

- Making the idea of developing higher levels of trust explicit – letting people know it's important, why and what they can do about it.
- Knowing more about each other – eating together
- Solving issues together – workshops for parents and teachers, learning opportunities for teaching staff and non-teaching staff
- Sharing experiences.
- Allowing others to see your vulnerability
- Supporting others in their vulnerable moments
- Making wise decisions to the benefit of others
- Eradicating blame and becoming a 'blame-free environment'



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ISLAMIC DEPARTMENT



قسم التربية الإسلامية Department of Islamic Education



ISLAMIC DEPARTMENT



فَلْيَنْظُرِ الْإِنْسَانُ إِلَى طَعَامِهِ أَنَا صَبَبْنَا الْمَاءَ
صَبًّا ثُمَّ شَقَقْنَا الْأَرْضَ شَقًّا فَأَنْبَتْنَا فِيهَا
حَبًّا... " (عبس 24-27)



الزراعة نعمة عظيمة سخرها الله لنا، فهي مصدر غذائنا وحياتنا. ازرع اليوم وكن جزءًا من إعمار الأرض!
قام طلاب السنة السادسة بتطبيق نشاط عن الزراعة.



THE FIVE SENSES



الحواس الخمس



FS2 students participated in an activity about the five senses and learned about God's blessings on humans. It was an entertaining and beneficial activity for them.

تمّ تنفيذ نشاط عن الحواس الخمس مع طلاب الروضة الأولى، حيث قام الأطفال بتصنيف الحواس والتعرّف على نِعَم الله على الإنسان، وكان نشاطًا ممتعًا ومفيدًا لهم.



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YEAR 5 MINI HABITATS

Year 5 students have been learning about habitats—the different places where animals and plants live and how they depend on their environment to survive. To deepen their understanding, students created their own mini habitats using jars and other creative materials.

Each of their habitats represented a different ecosystem they were interested to learn more about, such as oceans, rainforests, deserts, and freshwater habitats. Students carefully selected elements like plants, animals, water, and soil to make their models as realistic as possible. Through this project, they explored important concepts such as the features of different habitats, the types of plants and animals that live there, how they are adapted to their surroundings and the importance of protecting habitats.

Well done, to the Year 5 students, on your amazing work!



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KS2 PE ASSEMBLY: THE POWER OF PLAY AND SPORTS



Hosted by Ms. Jonalyn, this week's KS2 PE assembly focused on The Power of Play and Sports, emphasising the values of teamwork, sportsmanship, and the joy of losing.

The assembly began with an interactive hula hoop challenge, where students worked in teams to pass a hula hoop around a circle without letting go of each other's hands. This engaging activity encouraged communication, cooperation, and problem-solving, demonstrating how teamwork leads to success.

Following the challenge, Ms. Jonalyn delivered an inspiring presentation on the importance of sports beyond winning. She highlighted how teamwork strengthens friendships, sportsmanship fosters respect and fairness, and losing can be a powerful learning experience. She encouraged students to embrace challenges, celebrate effort, and recognise that every game—win or lose—is an opportunity for growth.

By the end of the assembly, students left with a deeper understanding of the true spirit of play—one that values perseverance, respect, and the lessons that come with every experience.



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MANDALA CLUB



Last Friday, students gathered for a special session of the Mandala Club, where they explored the art of creating intricate and colorful mandalas. With focus and creativity, each participant designed a unique piece, reflecting their personal style and artistic expression.

Mandalas, known for their symmetrical patterns and vibrant designs, require patience and attention to detail. The students embraced the challenge, using a variety of colors and patterns to bring their artwork to life. Their dedication was evident in every piece, showcasing not only their artistic skills but also their ability to relax and enjoy the meditative process of drawing.

The session was a wonderful opportunity for students to express themselves and experience the calming effects of mandala art. Their completed works are a testament to their talent and creativity. Congratulations to all the participants—we look forward to seeing more of your inspiring artwork in future sessions!



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FS2 TEDDY BEAR PARTY

The FS2 Teddy Bear Picnic was a delightful gathering. The children all came together for an outdoor picnic on Friday, 7th February, with their beloved teddy bears to enjoy a time of fun and friendship. With their colorful blankets, each one cozy and filled with excitement. The atmosphere was lively, with laughter in the air as the kids shared snacks and played games together with their plush companions. It was the perfect blend of imagination, friendship, and fun!



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VICE PRINCIPAL'S MESSAGE

As another week comes to an end, we invite you to reflect on some of the exciting discussions, activities, and upcoming events that are shaping our students' experiences at BBS.

Did You Know the Secret to Success Might Start with Sleep?

This week, our Year 11 students and Mr. Zouheir led thought-provoking assemblies about the importance of a good night's sleep. Have you ever wondered what truly happens when we sleep? Why do some of our best ideas come to us in dreams? How can we use sleep to improve our focus, creativity, and overall success?

Students explored these questions, learning about the science behind sleep cycles, how a lack of sleep affects brain function, and practical ways to ensure they are well-rested. But it didn't stop there! They also examined how literal and aspirational dreams can be turned into reality through discipline, goal-setting, and perseverance. Parents, this could be an excellent opportunity to discuss with your children: Are they getting enough sleep to be their best selves?

Exciting Events Coming Up – What's Next?

- Year 11 Trip to the Louvre Abu Dhabi – Wednesday, 12th February

Why does art matter? What can we learn from masterpieces created centuries ago? Our Year 11 IGCSE Art students will soon find out as they embark on an enriching educational trip organized by Mr. Sliman to the Louvre Abu Dhabi. This experience will allow them to explore history, culture, and creativity through some of the world's most renowned works of art. Parents, we encourage you to ask your children about their experience after the trip: what piece of art left the biggest impression on them?

- Mid-term Break – 17th to 19th February

A well-deserved break is just around the corner! From Monday, February 17th, to Wednesday, February 19th, students will have time to recharge before returning on Thursday, February 20th. How can they make the most of this break? Perhaps it's an opportunity to catch up on reading, practice a skill, or simply relax and reflect on their goals for the rest of the term.

- Exciting Student Trips – Where Will We Go Next?

Once we return from the midterm break, even more exciting trips are lined up for different year groups! Keep an eye on school notices for more details and be sure to discuss these opportunities with your children.

A Challenge for Our Students: Are You Making Time for Rest & Growth?

This week's discussions about sleep and well-being serve as an essential reminder: How well do we balance our time? Are students setting aside enough hours for rest while also pushing themselves to grow? A small change in routine, such as limiting screen time before bed or creating a more structured evening schedule, could make a big difference in energy levels and concentration in class. Why not try it, and give us your feedback if you see any improvements.

Thank You for Your Ongoing Support!

We are so grateful for our students' and families' enthusiasm and engagement. As we move forward, we encourage you to continue these conversations at home; ask your children about what they've learned, what they're looking forward to, and how they can take small steps towards improving their habits and achieving their dreams.



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JANUARY MATHS MASTERS

Celebrating Our January Maths Masters!

This month, we proudly recognise our January Maths Master Minds, students who have demonstrated exceptional dedication and skill in mathematics.

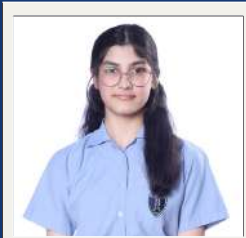
A special congratulations to **Maira Marchant**, who mastered an outstanding **510 key skills**, and **Marwan Ahmed Farouk Mohamed Ahmed**, who achieved **467 key skills** mastered—a phenomenal accomplishment!



Maths Masters

GOLD

Our Gold Medal winners have shown remarkable mathematical prowess:



Maira 9C
510 key skills



Marwan 8C
467 key skills



Adham



Anas



Mariam



Gerilyn



Rony



Zainab



Zaid



Hussein



Shehzeen



Salma

SILVER



Seant



Sarim



Kra Caleb

BRONZE



Amna



Aymen



Affan



Sara



Peter



Amirah

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MATHS MIND AND MATHS MOTIVATED

Beyond our medallists, we also celebrate our **Maths Minds**—students who consistently demonstrate strong mathematical thinking—and our **Maths Motivated** stars, who show determination and enthusiasm in their learning journey.



MATHS MINDS



Keisha



Siddhanth



Malika



Josiah



Mohamed



Marko



Haya



Jasmin



Caleb

MATHS MOTIVATED



Zeina



Rudy



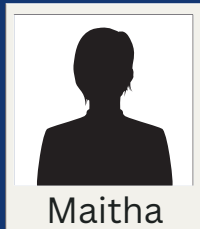
Ayesha



Ayooob



Zidan



Maitha



Lina



Lilian



Dandre

Congratulations to all our outstanding students! Keep up the fantastic work—your dedication to maths is truly inspiring!

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HANA'S CLAY SCULPTURE JOURNEY – 7A

Meet Hana from 7A, a talented young artist who discovered a new hobby while crafting these incredible clay sculptures!

Here's what she had to say about her experience:

"I'm Hana, and these clay sculptures took me the whole weekend and Monday to finish! Each big one took around four hours because of all the thinking and planning, but the orange dragon took an entire day! I started with just white, orange, and black clay, originally planning to make only a bird, but I loved the process so much that I found a new hobby!"

Hana also shared some valuable sculpting tips:

- Focus on the most detailed part first—head or body.
- Keep unused clay sealed in an airtight container .
- Attach eyes immediately after sculpting the head, or they won't stick well!
- Start with smaller details before larger ones to avoid running out of clay.
- Be patient—bigger sculptures are more complicated!
- DO NOT SQUASH IT! It won't make it solid—gentle handling is key!

Finally, Hana recommends letting the sculpture dry in an area with airflow for a full day to set properly.

We're so proud of Hana's dedication and creativity—what an amazing journey into clay sculpting!



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ROMAN EMPIRE

Hello, my name is Nikhil, and I am in Year 7B, I was excited to do a project in Humanities on the Roman Empire with Mrs Farah Coolman. We had to choose from any aspect of Roman life, so I decided to do a Roman shield, sword, and axe.

I did this because everyone else was doing it on Roman architecture but I wanted to emphasize the Roman soldiers in my own creative way. My experience on this project was that I came across many great ancient artefacts such as the Terracotta army and the Rosetta stone. I thank Mrs Farah Coolman for introducing us to this project.



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A POETIC TRIBUTE TO BBS

At Belvedere British School, we encourage our students to express themselves creatively, and this week, we are proud to showcase the literary talent of Lapika from 7A. She has beautifully captured the essence of our school in a heartfelt poem that speaks of growth, learning, and limitless possibilities.

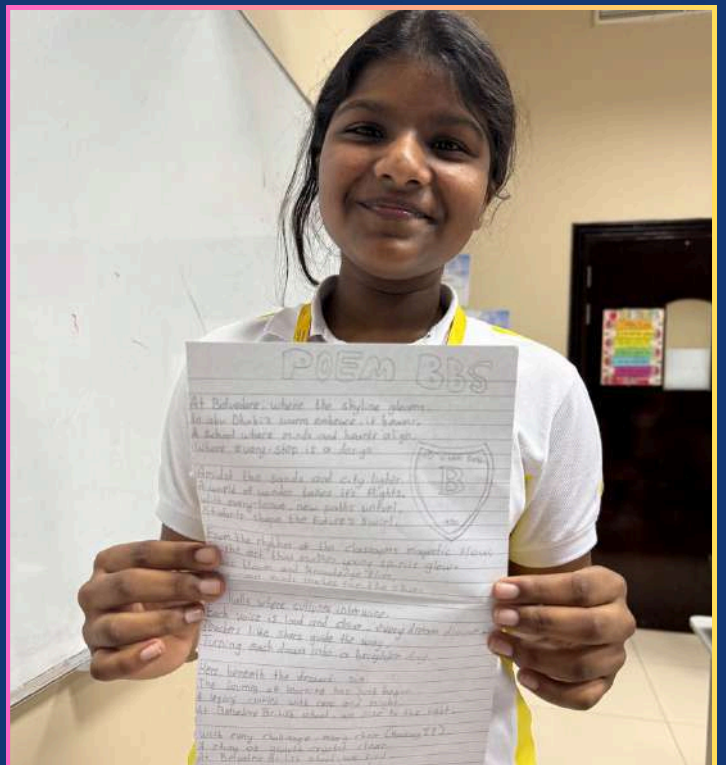
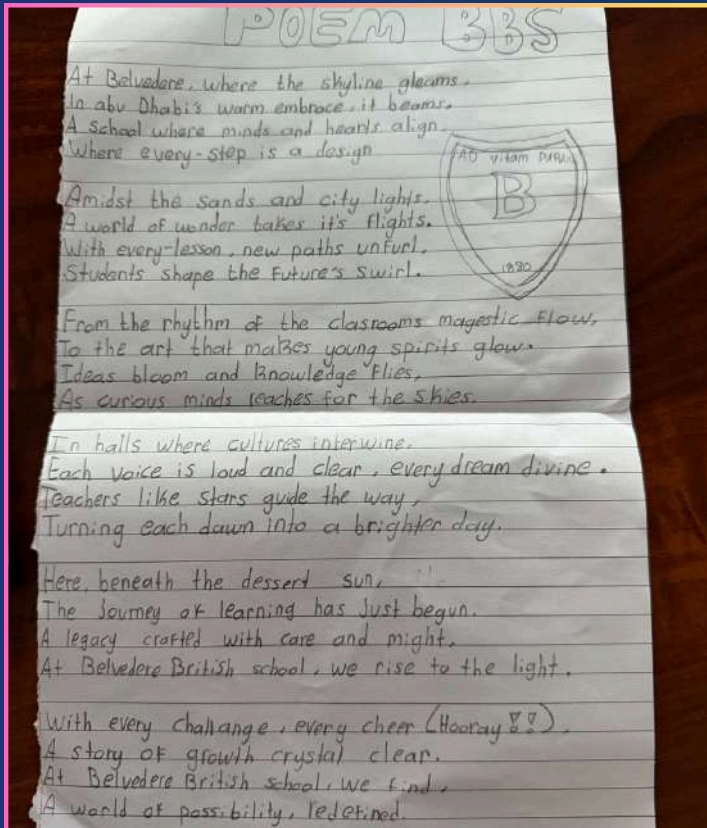
Her poem paints a vivid picture of BBS as a place where minds and hearts align, where cultures intertwine, and where each student's journey is guided towards a brighter future. Through rhythmic verses, she celebrates the school's legacy, the dedication of its teachers, and the endless opportunities that await every learner.

One of the most powerful lines in her poem states:
"At Belvedere British School, we rise to the light."

This simple yet profound statement reflects the school's mission—to inspire, uplift, and nurture young minds.

Lapika's words remind us all of the magic within our classrooms and the community we continue to build together. We invite you to read her full poem and appreciate the artistry behind her words.

Congratulations to Lapika on this incredible piece of writing!



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UPCOMING EVENT



Dear Parents,

As we prepare to embrace the holy month of Ramadan, we are glad to invite our students to celebrate "**Haq Al Laila**" on the night of the middle of Shaaban, **Friday, February 14, 2025 during regular school hours.**

We invite your involvement in this occasion by encouraging our students to wear traditional Emirati clothing.

Let us collaborate to make this event bright and meaningful, spreading happiness, joy, and high ideals.

We look forward to your participation in this wonderful event!

أولياء الأمور الأعزاء

مع استعدادنا لاستقبال شهر رمضان المبارك، يسعدنا دعوة طلابنا للإحتفال بـ "حق الليلة" ليلة النصف من شعبان وذلك يوم الجمعة 14 فبراير 2025 خلال ساعات الدوام المدرسي. نرحب بتفاعلكم مع هذه الإحتفالية، وذلك بتشجيع طلابنا وطالباتنا على ارتداء الزي الإماراتي التقليدي. دعونا نجتمع معاً لجعل هذا الإحتفال نابضاً بالحياة وذا مغزى مع نشر الإيجابية والبهجة والقيم السامية. نتطلع إلى مشاركتكم في هذا الحدث الجميل!

TAKE A LOOK

YEAR 11

ABU DHABI TRIP TO LOUVRE

Wednesday
12 February 2025



Department
for Education

edexcel
Approved Centre

BSME
BRITISH SCHOOLS IN THE MIDDLE EAST

AoBSO
FOR SCHOOLS BY SCHOOLS

British School
Overseas
Inspected by Prota International



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By IRIS



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



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TERM 2 FINAL EXAM SCHEDULE

Dear Parents/Guardians,

We would like to inform you that Term 2 Final Exams will take place from 5th March to 19th March. Please see the exam schedule below for full details on subject timings and requirements.

Resit Exams for Absent or Failing Students

Students who missed an exam with a valid excuse or did not meet the passing criteria will be given the opportunity to resit their exams on 20th and 21st March.

School Attendance on 20th & 21st March

On these days, no new material will be taught. However, students can attend school for structured activities, including PE, art, and other engaging sessions. The schedule for attendance is as follows:

- Thursday, 20th March: 9:30 AM – 12:00 PM
- Friday, 21st March: 9:30 AM – 11:00 AM

Attendance on these days is mandatory, and any student who does not attend will be marked as absent in the ESIS system.

If you have any questions or need further clarification, please feel free to let us know. Thank you for your continued support in ensuring a smooth and productive exam period.

TERM 2 FINAL EXAMS TIMETABLE 2024/25										
	Monday 10th March	Tuesday 11th March	Wednesday 12th March	Thursday 13th March	Friday 14th March	Monday 17th March	Tuesday 18th March	Wednesday 19th March	Thursday 20th March	Friday 21st March
Exams start at exactly 9:30am. School Day ends at 12pm (To be confirmed)									Resit students (9:30 am - 12pm)	
All exams are 60 mins										
Year 1	Science	Arabic	Islamic	Maths		English	Topic		Students resit for exams missed	
Year 2	Arabic	Social Studies	Science	English		Maths	Islamic	Topic		
Year 3	English	Social studies	Science	Topic		Maths	Islamic	Arabic	Students resit for exams missed	
Year 4	Arabic	Islamic	Maths	Social studies		English	Topic	Science		
Year 5	English	Social Studies	Science	Topic		Arabic	Islamic	Maths		
Year 6	Maths	Topic	English	Islamic		Science	Social Studies	Arabic		
Year 7	Arabic	Business	Humanities	Computer Science	French	Maths	English	Science	Students resit for exams missed	
Year 8	Science	French	Computer Science	Business	Humanities	English	Maths	Arabic		
Year 9	Maths	Humanities	Business	French	Computer Science	Science	Arabic	English		
Year 10	Business	Physics	Maths	Chemistry	English Language	Biology	ICT	Arabic		
	Geography	Psychology	Social Studies	English Literature French History		Economics	Islamic			

Year 7 - 9: Social studies will be examined on Wednesday the 5th of March. Islamic studies will be examined on Thursday the 6th of March.