



BELVEDERE
British School

AD VITAM PARAMUS | PREPARATION FOR LIFE

WEEKLY NEWSLETTER

EDITION 2602
78 SEPTEMBER 2026



TOPICS OF THE WEEK!

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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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دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



PRINCIPAL'S MESSAGE

Mr. Robert Thorn



When you walk into some schools you can feel the effect of the extent to which that community has entrusted their youth with responsibility. In many schools, young people have traditionally been thought of as having to be 'provided' with an education, given what is needed, shown what's what and looked after in ways that go beyond safety and towards overreliance and eventually learned uselessness. Basically, to a greater or lesser extent, they try to do it for the young rather than allow the young to do it for themselves. How can we trust young people to get it right? They need to learn.

Some adults love compliant children and teenagers who know their place and follow the programme – compliant and reliant. It is easier to teach them subjects and get them to pass exams, to get them through university and slot them into a job at the end of it. These are not the people of the future though. It can be argued that these were not the people of the past – in fact, history might have been a lot different if education had not been modelled on an answer to the needs of the industrial age.

Are our young people trusted with responsibility enough at school and at home? Do we let them try things for themselves or do we tell them what to do? Do we help them become self-reliant or do we create the environment in which they become over reliant on others? And when we do let them go free, have they had enough experience to be safe and make wise decisions?

After two years of life at Belvedere, I have seen capable students and adults waiting for things to happen to them. This was a discussion I had with the Parents-in-Partnership group who have been doing an excellent job. At first, they waited for me to tell them what to do, however, I explained that this is their group not mine. When people gain responsibility, they gain purpose and energy. Similarly, some parents asked me to set up Model United Nations (MUN) for their daughters and sons. I refused. I asked how old their children were – sixteen, seventeen – and they still asked their parents to ask the principal! Within a short time, a student came to me and asked if he could set up MUN. He and some peers did it. They found a teacher to help them through it and set up MUN. I've just received an offer from a student eager to lead the way with the continuation of MUN this year.

After seeing the appointment of Year 13 Head Boy and Head Girl and their deputies in previous years and their focus on organising graduation while many younger students itched for opportunities to take responsibility and do something interesting, we decided to create a Learner Leadership Committee. The idea was inspired by a group of year 10 (now Y11) girls who last year wanted to create a sort of 'activity activist' group to make things happen in school. Due to the regional situation last year and their exams, they were not as successful as they had hoped but they inspired us. The idea of the LLC was to create a vehicle whereby as many young people as possible could have opportunities to be involved in setting up and running activities that were meaningful to them and that offered opportunities to learn, develop and realise their current potential.

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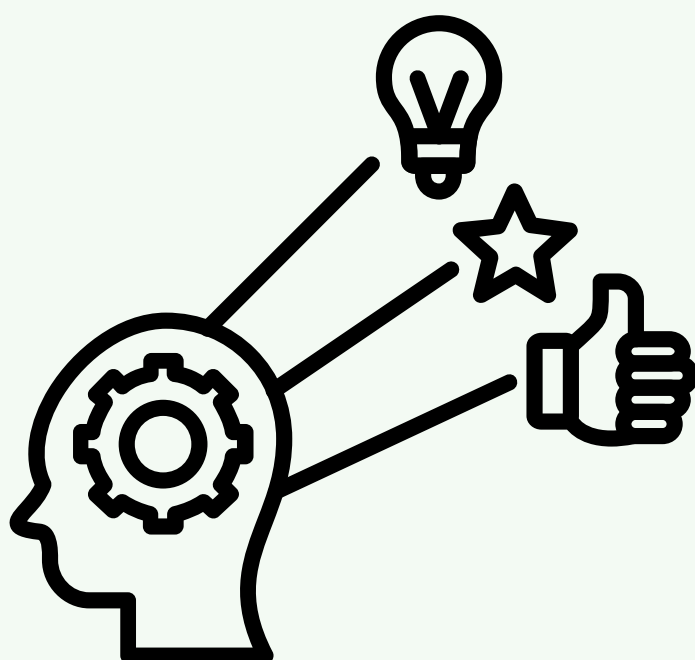
PRINCIPAL'S MESSAGE

Mr. Robert Thorn



In the first meeting, from Y8 upwards, we had perhaps seventy students. After the meeting, students wrote to me about their interest in the LLC and what it meant to them. Some wrote to me immediately with proposals that they seem to have been sitting on waiting for the opportunity to take action. I have been rather busy in the last few weeks and had neglected the idea, so it was wonderful to be visited by students asking me when the LLC would be starting. The first person to push me to get things going wasn't a year 13 student – it was a year 9 student. I began to receive ideas from students about how the LLC might function and be structured. Some of the best of these have been from younger teenagers. Last Friday, we held a meeting only for those who wanted to help identify the function and structure of the organising part of the committee. I warned that it might be a little boring and organisational. I expected twenty or so students. In fact, we had to move rooms and use the cafeteria which quickly filled up with students. We now have a registered group on Google Classroom of 162 students and already around 10 fully written proposals for action (without having asked for them).

Young people have a lot of potential. All you have to do is liberate them to realise it.



VICE PRINCIPAL'S MESSAGE

Dr. Ahmed Al Zuhairi



Education in the News – Preparing Children for a Digital Future

One of the most interesting education stories in the UAE this week has been the discussion around **children, social media and digital wellbeing**.

Schools across the UAE are preparing students and families for new restrictions on personal social-media accounts for children under the age of 15. The wider conversation, however, goes far beyond whether a child should or should not have a particular app.

Educators are increasingly talking about **screen time, online safety, cyberbullying, privacy, misinformation, digital footprints and the effect that late-night technology use can have on sleep, concentration and learning**.

At the same time, technology is becoming an increasingly important part of education itself. The UAE has recently approved the introduction of an Artificial Intelligence curriculum across public and private schools, with students learning not only how AI works and how it can be used, but also about its ethical use, risks, data and algorithms.

These two developments may initially appear contradictory: we are encouraging children to become more technologically capable while at the same time placing greater restrictions around their use of technology.

In reality, they represent the same goal: **we want our children to become confident users of technology, but also safe, responsible and thoughtful users of it**.

What does this mean at BBS?

At Belvedere British School, we believe technology and AI can provide tremendous opportunities for learning. Our students need to understand these technologies because they will undoubtedly form part of the universities, workplaces and careers they enter in the future.

However, knowing how to use technology is only one part of being digitally literate.

Students also need to learn when not to use it.

They need to understand that AI should support their thinking rather than replace it; that information found online is not automatically correct; that something posted online can leave a permanent digital footprint; and that respectful behaviour is just as important online as it is inside the classroom.

This is something that schools cannot achieve alone.

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VICE PRINCIPAL'S MESSAGE

Dr. Ahmed Al Zuhairi



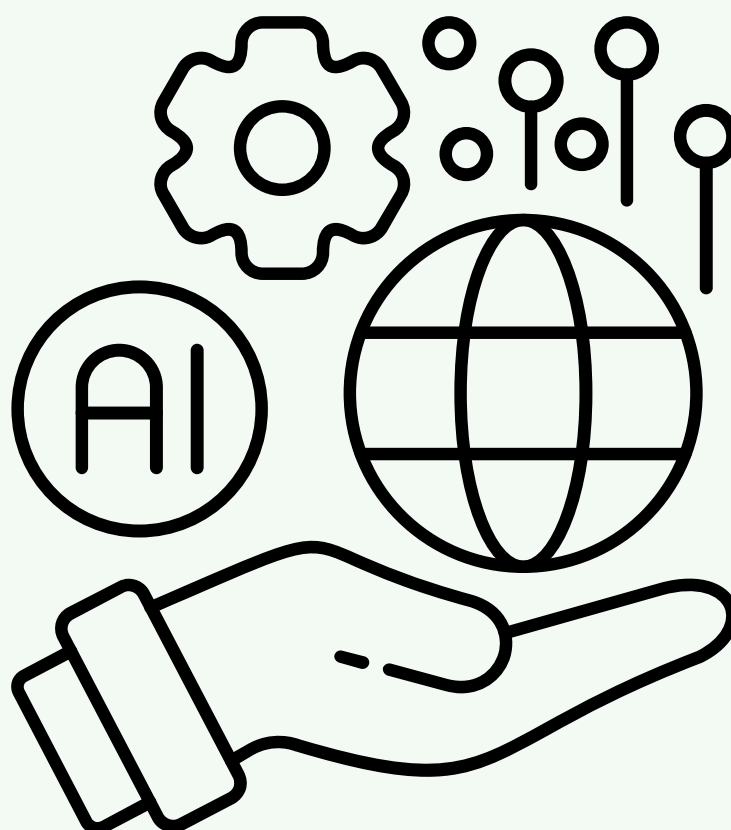
We therefore ask parents to continue supporting us by taking an active interest in their children's digital lives. Talk to your children about the applications and games they use, know who they communicate with online, encourage appropriate screen-time routines, particularly before bedtime, and regularly discuss what they see and share online.

For older students, we also encourage conversations about AI. Rather than simply asking, "Are you using AI?", perhaps ask, "How did you use AI to help you learn this?" or "How do you know the information it gave you is correct?"

These conversations help children understand that technology is a **tool for learning, creativity and communication—not a replacement for independent thought, effort or real human relationships.**

As a school, we will continue developing students' understanding of AI and responsible digital citizenship alongside the strong academic foundations that remain at the heart of education.

As always, your support as parents is greatly appreciated. When school and home provide children with the same clear and consistent messages, we give them the best possible opportunity to make safe and responsible choices—both inside and outside the classroom.



CONTINUATION.....

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



نتعلّم بحواسنا ونكتشف جمال عالمانا

في أجواء تعليمية ممتعة وتفاعلية، خاض أطفالنا تجربة ثرية ومميزة للتعرف إلى الحواس الخمس وأهميتها في حياتنا اليومية من خلال أنشطة عملية وممتعة جمعت بين التعلم والاستكشاف واللعب وقد انطلق أطفالنا في رحلة مليئة بالفضول والاكتشاف، استخدموا خلالها حواسهم المختلفة للتعرف إلى ما يحيط بهم، وملاحظة التفاصيل من حولهم، والتعبير عن تجاربهم بطريقة تفاعلية تعزز الفهم وتنمي مهارات الملاحظة والتفكير والتواصل كما أتاحت الأنشطة للأطفال فرصة لاكتشاف جمال دولة الإمارات العربية المتحدة من خلال حواسهم، وربط تعلمهم بيئتهم ومجتمعهم، في تجربة تعليمية تعزز لديهم روح الانتماء والاعتزاز بهويتهم الوطنية. لقد كانت تجربة تعليمية مميزة جمعت بين المعرفة والمتعة والاستكشاف، وأسهمت في تعزيز حب التعلم لدى أطفالنا وتشجيعهم على طرح الأسئلة، واكتشاف العالم من حولهم بثقة وفضول. نفتخر بحماس أطفالنا وتفاعلهم، ونؤمن بأن التعلم الحقيقي يبدأ عندما يكتشف الطفل بنفسه، ويستمتع بما يتعلمه.

In a fun and engaging learning environment, our children enjoyed a rich experience exploring the world of the five senses and discovering their importance in our daily lives.

Through a variety of interactive activities, the children embarked on an exciting journey of discovery, using their senses to explore and appreciate the beauty of the United Arab Emirates.



Ms. Rania

It was a wonderful experience that combined learning and fun, while inspiring our children to develop a love for exploration and learning.



CONTINUATION.....

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



ENGAGING IN ISLAMIC STUDIES: LEARNING THROUGH PLAY

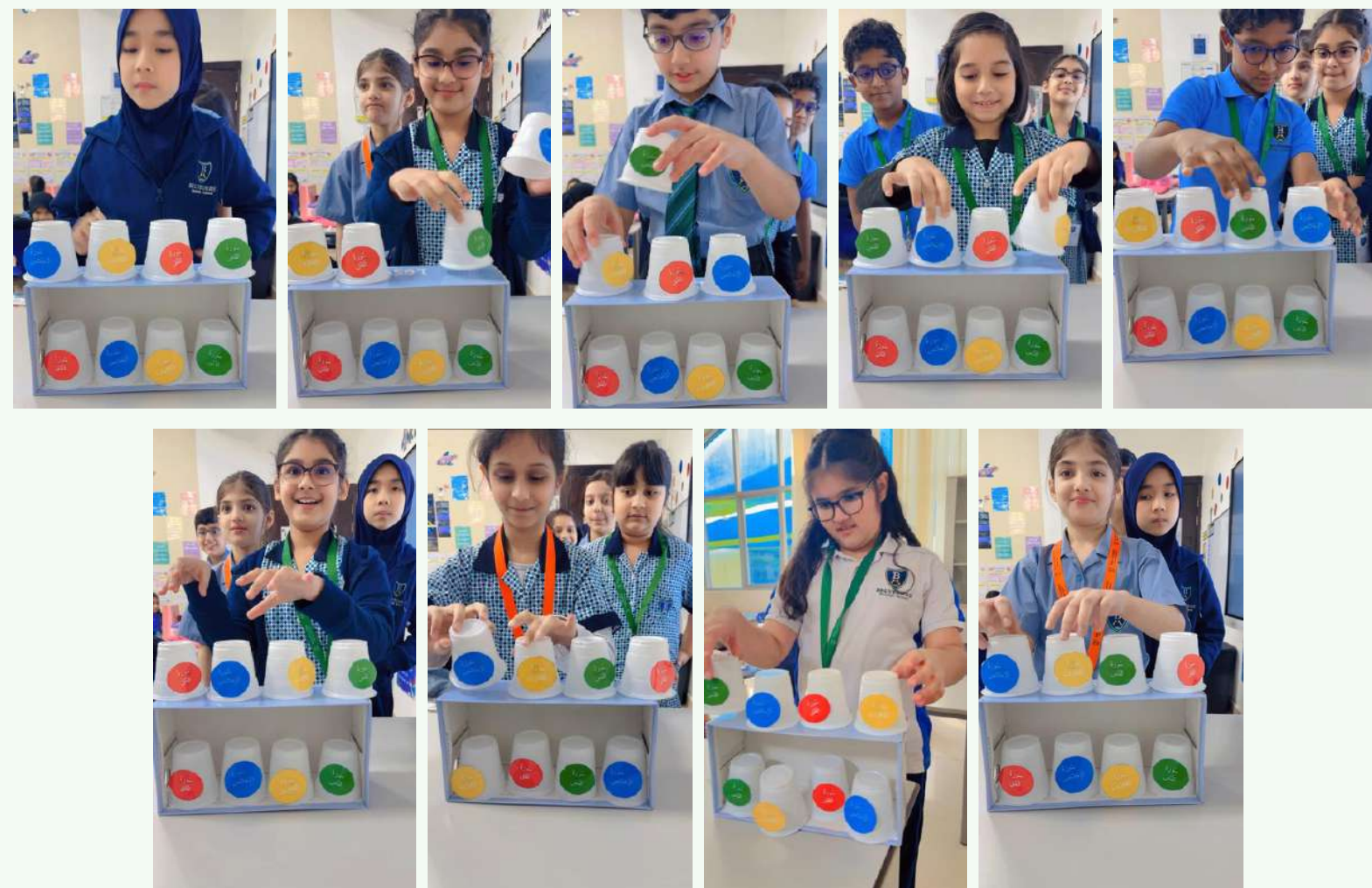
It has been a wonderful week in our Islamic Studies classes as our students continue to deepen their connection with the Qur'an through fun, interactive, and memorable learning experiences!

Our young learners have been actively participating in a **Cup-Matching Surah Activity**, designed to strengthen their Qur'anic memorisation, visual recognition, and critical-thinking skills. This hands-on activity transforms revision into an exciting game, encouraging speed, accuracy, active participation, and peer collaboration.

Through play and exploration, the children are developing strong foundational skills in Arabic reading and Qur'anic comprehension, while also building confidence and enthusiasm for learning. We are extremely proud of their engagement and enthusiasm and look forward to seeing them continue to progress, achieve their goals, and excel in their Islamic Studies journey.



Ms. Noshila



CONTINUATION.....

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



من قصص القرآن نصنع الأثر: نتعلم، نتأمل، ونقتدي

انطلاقاً من حرص قسم التربية الإسلامية على ترسيخ محبة القرآن الكريم وتعزيز ارتباط طلبتنا به، يسعى القسم إلى تقديم التعلم الإسلامي بصورة هادفة وملهمة، تتيح للطلبة فهم كتاب الله والتأمل في معانيه، واستنباط الدروس والقيم التي تسهم في بناء شخصياتهم وصقل سلوكهم.

وتأتي هذه الفعالية الموجهة لطلبة الصفوف من السابع إلى الثالث عشر وتأخذهم في رحلة معرفية وإيمانية إلى عالم قصص الأنبياء وقصص القرآن الكريم، من خلال أساليب إبداعية تفاعلية تشجعهم على القراءة والبحث والاستكشاف، وتمنحهم فرصة للتعبير عن فهمهم وتوظيف مواهبهم وقدراتهم بطريقة مميزة.

ولا يقتصر هدفنا على تعريف الطلبة بأحداث القصص القرآنية، بل نحرص على أن يتجاوز التعلم حدود المعرفة إلى الفهم والتأمل والاقتداء والتطبيق؛ ويستخلص الطلبة من قصص الأنبياء دروساً عظيمة في الإيمان والصبر والثبات، والصدق والأمانة، والتوكل على الله، وتحمل المسؤولية، ومواجهة التحديات بالحكمة والعزيمة.

كما تسهم الفعالية في تعزيز مهارات العمل الجماعي والتواصل والحوار والتفكير الناقد، وتشجع الطلبة على الربط بين القيم التي تحملها القصص القرآنية وواقعهم وحياتهم اليومية، ليصبح تعلم التربية الإسلامية تجربة حية تنعكس على سلوكهم واختياراتهم وتعاملاتهم.

ويؤكد قسم التربية الإسلامية من خلال هذه المبادرة التزامه بتقديم تعلم إسلامي يجمع بين المعرفة والقيم والتطبيق، ويسهم في إعداد طلبة يعتزون بدينهم وهويتهم الإسلامية، ويتمثلون القيم الإسلامية في حياتهم، ويحملونها معهم ليكونوا أفراداً صالحين وفاعلين في مجتمعهم.

إننا نؤمن بأن قصص القرآن الكريم ليست مجرد قصص تُروى، بل هي دروس للحياة، ومواقف تُلهمنا، وقيم تُبنى عليها الشخصية، ولذلك نحرص على أن يعيش طلبتنا هذه القصص بفهم ووعي، وأن يستلهمون منها ما يعينهم على بناء مستقبلهم بثقة ومسؤولية.



Ms. Falak

إعلان مشروع مدرسي

قصص الأنبياء وقصص القرآن الكريم

ندعو طلابنا للمشاركة في مشروع إبداعي للتعرف على القصص وعرضها لطلاب الصفوف الأصغر.

آلية المشاركة:

- تكوين فرق ومجموعات.
- كتابة اسم المجموعة وأسماء الطلاب المشاركين.
- اختيار قصة من قصص الأنبياء أو قصص القرآن الكريم.
- إعداد مجسم إبداعي يوضح أحداث القصة.
- تحضير شرح مبسط وجذاب للقصة والدروس المستفادة منها.

⚠ تنبيه: يُمنع تجسيد الأنبياء عليهم السلام.

آخر موعد لتسليم المجسمات: 12 أكتوبر

اجعلوا من كل قصة درساً ممتعاً لا يُنسى!

اللهم صل وسلم على سيدنا محمد

مشرفة القسم: وجدان المناصير

PRIMARY COORDINATOR'S MESSAGE

Mr. Jason Lachenicht



Supporting Your Child's Growth and Development at Home

A child's development extends far beyond the classroom. While school provides opportunities for academic learning, collaboration and personal development, the support and encouragement children receive at home play an equally important role in shaping their confidence, independence and attitude towards learning.

As parents, there are many simple but meaningful ways you can support your child's continued growth.

Make Learning Part of Everyday Life

Learning at home does not always need to mean additional worksheets or hours of homework. Some of the most valuable learning opportunities occur naturally through everyday experiences.

Reading together, discussing the events of the day, cooking and measuring ingredients, working out the cost of items while shopping, playing educational games or encouraging your child to explain something they learnt at school can all strengthen important academic skills.

Taking an interest in what your child is learning is equally powerful. Rather than simply asking, "How was school?", try asking questions such as, "What was the most interesting thing you learnt today?" or "Was there anything you found difficult today?" These conversations encourage children to reflect on their learning and understand that their education is valued both at school and at home.

Praise Effort, Not Only Results

Children will not always achieve the result they hoped for, and that is an important part of learning. Confidence develops when children understand that making mistakes does not mean they have failed.

Try to recognise effort, perseverance and improvement alongside academic results. Phrases such as, "I can see how hard you worked on that" or "You kept trying even when it was difficult" reinforce the idea that progress comes through effort and resilience.

When children are not afraid of getting something wrong, they are more willing to challenge themselves and try something new.

Encourage Independence

As children grow, it can be tempting to step in whenever they encounter difficulty. However, allowing them to solve age-appropriate problems independently is an important part of their development.

Encourage your child to organise their school bag, take responsibility for homework, prepare what they need for the following day and attempt a challenging task before asking for help.

Knowing that they can overcome challenges independently helps children develop both responsibility and self-confidence.

CONTINUATION.....

PRIMARY COORDINATOR'S MESSAGE

Mr. Jason Lachenicht



Build Their Confidence Through Conversation

Children need to know that their thoughts and opinions matter. Give your child opportunities to speak, make choices and contribute to family discussions.

Celebrate their individual strengths, whether these are academic, sporting, creative or social. Every child develops differently, and comparisons with siblings, classmates or friends can sometimes undermine confidence.

Instead, encourage children to focus on their own progress: "Am I improving? What can I do better next time?"

Maintain Healthy Routines

Academic performance and emotional wellbeing are closely connected to healthy routines. Adequate sleep, nutritious meals, physical activity and time away from screens all contribute to a child's ability to concentrate, regulate their emotions and engage positively with learning.

A consistent routine at home can also provide children with a sense of stability and help them develop positive habits that will benefit them throughout their education.

Working Together

Perhaps most importantly, children thrive when **home and school work together**.

Maintain open communication with your child's teachers, celebrate successes together and address concerns early. When children see that their parents and teachers are working as a team, they receive a consistent message that their education, wellbeing and personal development matter.

Our shared goal is not simply to help children achieve academically. It is to help them become confident, resilient, independent and enthusiastic learners who believe in their own ability to grow.

By providing encouragement, structure and opportunities for independence at home, we can work together to give every child the foundations they need to succeed both inside and outside the classroom.



KS2 PARENT COMMUNICATION – GOOGLE CLASSROOM

Thank you to all parents who have already accepted their Google Classroom guardian invitation.

A friendly reminder to any parents who have not yet accepted their invitation to please do so. Google Classroom is our main communication platform in Key Stage 2 this year, where parents can stay informed about class notices, weekly overviews, learning updates and upcoming work.



Ms. Charney

Please check your email for the invitation and accept it to ensure you stay connected and up to date with your child's class.

Thank you for your continued support.



PARENT COMMUNICATION ON TIDY YOUR SPACE

Dear Parents,

As part of our commitment to nurturing responsible, respectful and independent students, we are introducing Tidy Your Space , a structured, values-based daily practice aligned with ADEK's National Identity Policy. Each day, students will spend a few minutes caring for their classrooms and shared learning spaces through simple, age-appropriate actions such as tidying their desks, returning learning materials and disposing of their own litter.

Why Introduce This Habit?

Our school brings together families from across the United Arab Emirates and the world, and the spaces we use each day belong to all of us. In the United Arab Emirates, looking after our surroundings is deeply connected to our national identity and the late Sheikh Zayed bin Sultan Al Nahyan , who inspired generations through his commitment to caring for the land, serving the community, and protecting our environment for future generations.

Caring for our shared spaces means caring for one another. It shows respect for the people around us and for the UAE, our shared home. By encouraging students to care for their own spaces, we strengthen their connection to the values that define our nation; and give them a life skill that stays with them anywhere in the world.

How Does It Impact Your Child?

Research shows that simple, age -appropriate responsibilities, such as caring for personal and shared spaces, help children build independence, respect , and responsibility from an early age .

Through this routine, students will practice four key values:

- Respect: caring for the space we share, and for those who use it after us.
- Integrity: doing the right thing, even when no one is checking.
- Humility: recognizing that no task is beneath any of us.
- Discipline: building consistency by following positive routines, without needing reminders.

For Reference: National Identity Programme

KS2 - TIDY UP AWARD

A huge congratulations to Year 3C and Ms Carolina for receiving this week's Tidy Up Award! Their classroom has been beautifully organised, neat and ready for learning.

It is wonderful to see the students taking pride in their classroom and working together to look after their learning environment.

Well done, 3C - keep up the fantastic teamwork!



Ms. Charney



YEAR 6A SCIENCE EXPERIMENT

Our Year 6 students had fun exploring microorganisms through a hands-on yeast and sugar experiment!

They investigated how yeast reacts with sugar and warm water by observing the production of carbon dioxide gas as the mixture caused a balloon to inflate. The experiment allowed students to apply their scientific knowledge, make observations, and see the activity of a microorganism in action.



Ms. Anzel



STUDY SMARTER, NOT LONGER!

A Survival Guide for KS4 & KS5 - Dr Gülse Koca

Exams, assessments, coursework, deadlines... and somehow your phone becomes incredibly interesting the moment you decide to revise.

You sit down. Laptop open. Textbook ready. Pens perfectly arranged. Five minutes later, you have checked your messages. Ten minutes later, you are choosing a revision playlist. Twenty minutes later, you are watching something completely unrelated and wondering where the time went.

Sound familiar? Here is the good news: **effective studying is not about spending your entire life at a desk. It is about making the time you do spend studying actually count.**

As a teacher, I often hear, 'But I revised for HOURS!' I believe you. But spending three hours looking at notes is not necessarily the same as learning for three hours.

Don't measure revision by hours. Measure it by what you can remember without your notes.

YOUR BRAIN IS NOT A PHOTOCOPIER

Reading the same page five times can make you feel as though you know it. Then you close the book. Gone.

Instead, make your brain **retrieve information**. Close everything and ask: What can I remember? Can I explain it? Could I teach it to someone else?

- **History:** explain an event using dates and evidence.
- **Science:** recreate a process or diagram.
- **English:** recall a quotation and explain why it matters.
- **Maths:** solve the problem without the worked example.

The more your brain has to retrieve, the stronger the memory becomes.

DR GÜLSE'S BLANK-PAGE CHALLENGE

Take a blank sheet of paper. Write one topic in the middle. Give yourself five minutes to write everything you remember - no textbook, Google, notes or cheating. Then check your work. Anything you forgot becomes your next revision target.

It is considerably more useful than highlighting an entire page until it resembles a rainbow. **Highlighters are useful. Turning your textbook fluorescent yellow is not revision.**

ATTACK THE REDS

We naturally enjoy revising topics we already know. Meanwhile, that horrible topic we do not understand is quietly waiting to appear on the exam paper.

- GREEN - I can explain it confidently without notes.
- AMBER - I mostly understand it, but need practice.
- RED - I do not really understand it yet.

Your mission: RED → AMBER → GREEN. Do not spend all evening polishing your greens. Attack the reds.

THE SMALL RECTANGULAR ELEPHANT

Yes - your phone. One notification becomes one message, then another, and suddenly twenty minutes have vanished. If you need it for flashcards, a timer or educational videos, use it purposefully. Otherwise, **move it out of reach.**

Work for **25-40 focused minutes**, take a short break, and choose a specific goal: not 'Revise History', but 'Learn five key dates and complete one 8-mark question'. **Specific tasks beat vague promises.**

LITTLE AND OFTEN BEATS PANIC

Please do not try to force six weeks of learning into your brain three days before an assessment. **Your brain is not a suitcase. Sitting on it will not make more information fit.**

Twenty or thirty focused minutes several times a week can beat one enormous panic session. Review today's lesson briefly. Test yourself at the weekend. Revisit it a few weeks later. Then, when mocks arrive, you will actually be revising rather than learning half the course from scratch.

KNOW THE EXAM - NOT JUST THE SUBJECT

Knowing the content is only half the battle. You also need to know what the examiner wants you to do with that knowledge. What does 'explain' require? How is 'evaluate' different from 'describe'? What does 'compare' actually ask you to do?

Practice exam-style questions. Learn their patterns. Look carefully at model answers. Most importantly, use your feedback.

Feedback is your personal instruction manual for getting better.

If your teacher keeps writing 'Use precise evidence', 'Explain your point', 'Link back to the question' or 'Develop your judgement', please do not admire the handwriting and then forget about it.

KS5 - GO ONE STEP FURTHER

At International A-Level, simply knowing lots of information is not enough. You need to **think with it**: make connections, compare factors, challenge interpretations, evaluate evidence and reach supported judgements.

? Why did it happen?

? How important was it?

? What evidence supports or challenges this argument?

? Was another factor more significant?

That is the difference between knowing your subject and thinking like a specialist in it.

TEACH YOUR BEDROOM WALL

Explain a difficult topic aloud as though you are the teacher. Your audience can be a friend, sibling, parent, pet - or a completely uninterested bedroom wall.

If you hear yourself saying, 'So basically... um... well... you know...', excellent. You have found a gap. Go back, fill it and try again. If you can teach it clearly without notes, you probably understand it.

SLEEP IS A STUDY SKILL

Staying awake until 2:00am before an assessment is rarely the heroic academic achievement it feels like. You need concentration to read questions, retrieve information, solve problems and organise arguments. Sleep, food, water, movement and breaks are part of effective studying. Looking after yourself is not stealing time from your studies.

THE TOP 5

★ **TEST YOURSELF** - do not just reread.

★ **REVISE LITTLE AND OFTEN** - avoid the last-minute panic.

★ **ATTACK WEAK TOPICS** - turn reds into ambers and ambers into greens.

★ **PRACTISE EXAM QUESTIONS** - knowledge and technique work together.

★ **USE YOUR TEACHERS** - ask questions and act on feedback.

YOUR TEACHERS ARE ON YOUR SIDE

If you do not understand something, ask. If you are struggling with an essay, show us a paragraph. If you do not understand a mark, ask us to explain it. There is no prize for being silently confused.

And please do not wait until the evening before the exam to announce that you have not understood an entire unit since the first of September. **The earlier you ask for help, the more we can do.**

DR GÜLSE'S 7-DAY CHALLENGE

Forget 'I need to revise more'. Choose one **small habit** for the next seven days:

- ☐ Review today's learning for 15 minutes.
- ☐ Complete one exam-style question.
- ☐ Test yourself using a blank page.
- ☐ Create five useful flashcards.
- ☐ Revise one RED topic you have been avoiding.
- ☐ Put your phone away for 30 minutes.
- ☐ Ask a teacher one question.

Do it consistently for seven days and see whether studying begins to feel more manageable. **Consistency beats one heroic evening of revision.**

AND FINALLY

Successful students are not necessarily those who spend every waking hour studying. They are the ones who discover how they learn best. They make mistakes, respond to feedback, practise, ask questions and keep going.

You don't need to study all the time. You need to make the time you spend studying count. Good luck, KS4 and KS5 - you've got this!



KS5 - GCC EXHIBITION

My experience at the GCC Exhibition was very enjoyable, informative, and valuable. I had the opportunity to meet representatives from different universities and learn more about their courses, requirements, and admission processes.

The representatives were friendly, welcoming, and very cooperative. They patiently answered all our questions and provided helpful information about university opportunities. We also received some exciting freebies and university materials, which made the experience even more enjoyable.

Overall, it was an interesting and memorable experience that helped me understand my future university options better.



**Devashree
Sindhwad 13A**



Eishaal Adeel Najam 12A

The university fair allowed us to explore a diverse range of universities, courses, and future pathways. We learned more about different university requirements and what we need to achieve to pursue our preferred courses.

This helped us set clear goals for the future and gave us a better understanding of the steps we need to take to achieve them.

The GCC Exhibition was one of those events that made university feel a little more tangible. With so many options gathered in one place, we were able to walk around at our convenience, compare different courses, see what the universities we were interested in had to offer, and actually speak to the people representing them instead of reading about everything online.

What I found most useful was being able to ask questions you don't always think of when looking at a university from a website. Things about the entry requirements, scholarships, studying abroad and what life might actually look like once you get in. There's a certain reassurance in being able to ask a question and have someone answer it immediately.

It was also interesting to come across options that I hadn't really considered before. The exhibition gave us a chance to pause and think about our choices a little more clearly, especially what we truly want from a university beyond the course itself. It reminded us that there are so many different paths we could take after school, some of which we wouldn't have found on our own.



Safa Mousin 13A



ABU DHABI POLICE VISIT - ROAD SAFETY AWARENESS ASSEMBLY

Today, our school had an important and informative assembly focused on road safety and staying safe around roads. A member of the Abu Dhabi Police visited our school and gave us a presentation about the dangers we can face on the roads and how we can prevent accidents.

During the presentation, we were shown real-life examples of people who had been involved in road accidents. These examples helped us understand the serious consequences of not following road safety rules and showed us how simple precautions can help prevent accidents.

We also learned about the importance of always looking carefully before crossing a street and continuing to pay attention while crossing. Another important topic was the dangers of using scooters on roads and in areas where they are not safe. We learned about the possible consequences



Neza 12A



Mariem 12A



Mayar 12A

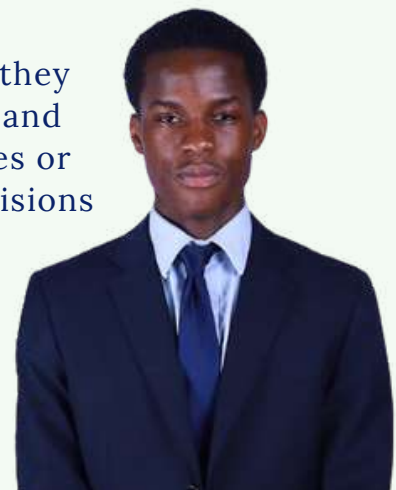
and why it is important to use them responsibly and follow safety rules.

The assembly was a valuable reminder that road safety is everyone's responsibility. By the end, students had learned a lot about staying safe and were more aware of the choices they can make to protect themselves and others on the road.

Despite the short notice, I gathered a plethora of key takeaways that drastically shifted my perspective on self awareness when on the road. One of the main things he talked about was crossing the road safely. He reminded us to use designated pedestrian crossings whenever possible, look carefully in both directions before crossing, and avoid being distracted by our phones or other things around us. He also explained that we should never assume that a driver has seen us, even if we are crossing at a pedestrian crossing.

Another important topic was electric scooters. He warned us to be especially careful when using them because they can be dangerous if they are used irresponsibly. We should follow the rules, stay aware of cars and pedestrians, and avoid using scooters in a way that could put ourselves or others at risk. Overall, the session was a good reminder that small decisions can make a big difference when it comes to road safety. Being aware, following the rules, and thinking about the people around us can help prevent accidents and keep everyone safe.

I really do commend the policeman for his interactive and intuitively understandable presentation of making us aware of scenarios that may arise if we do not become self-aware on the road.



Umar 13B

NATIONAL ANTHEM WHILE LINED UP

Values Alignment

The daily line-up builds Cultural Pride, Respect and Discipline by establishing a consistent routine in which students assemble in an orderly manner, stand attentively and recite the UAE National Anthem together as a unified community. Through daily practice, students strengthen their sense of national belonging, shared responsibility and respect for the nation and its symbols.

What?

Every school must hold a daily national anthem assembly. It should be a daily habit that is a fixed, non-negotiable part of every school day.

Why?

Its purpose reaches far beyond the anthem itself: it teaches students pride, respect, discipline, and positive participation in the school community.

How?

It should be conducted every school day before first period at an assembly point, 7-10 minutes maximum, where all students enter and exit in orderly lines under direct supervision to recite the national anthem.



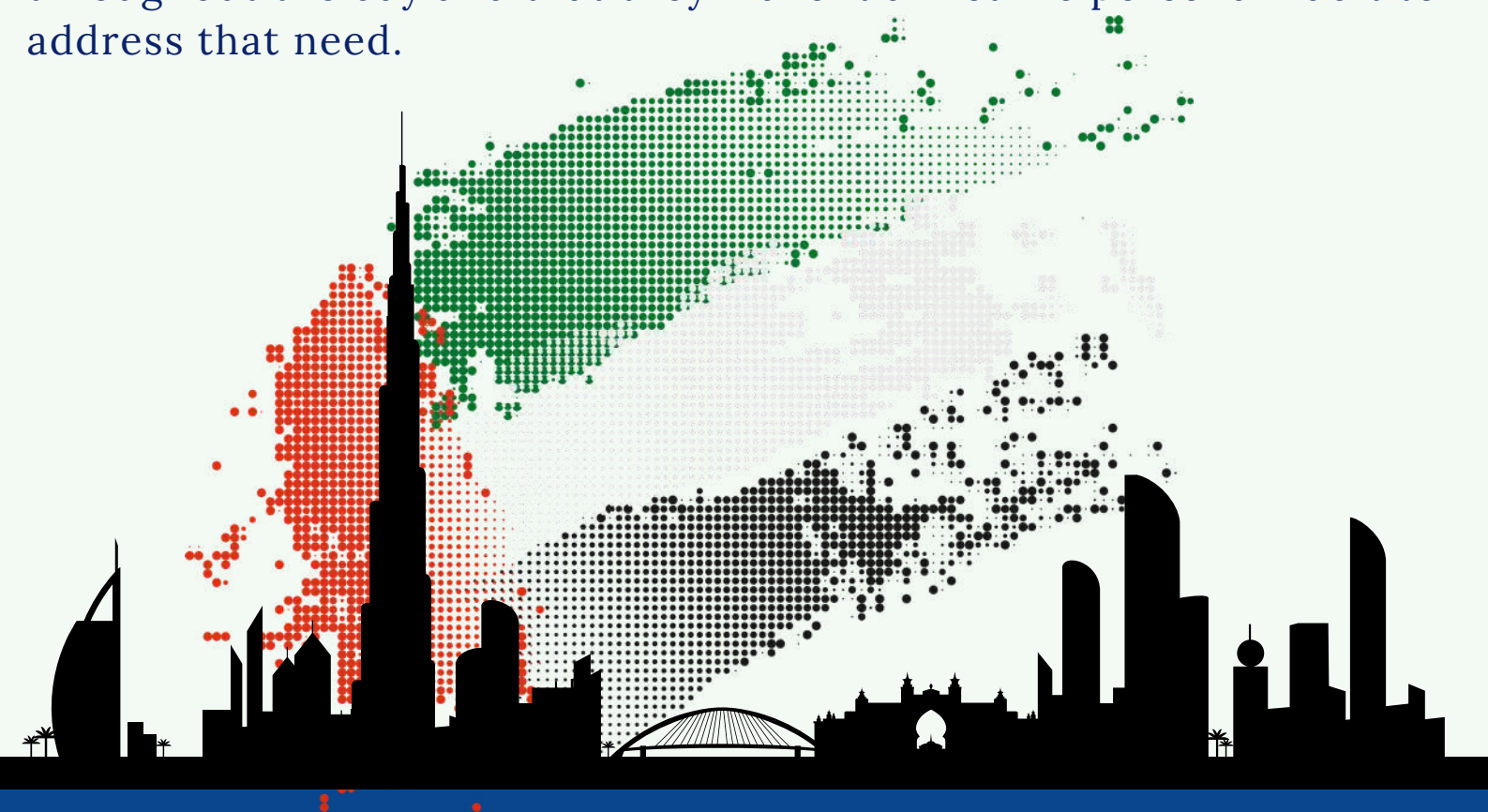
THE NATIONAL IDENTITY MORNING ACTIVITY PLAN

Starting the Day with Movement and National Identity

Aligned with the National Identity and Physical Activity Policy, the school ensures all students participate in a daily, orderly assembly by lining up, singing the UAE National Anthem, and raising the UAE flag. At 7:35, our students begin the morning with the UAE National Anthem and Quran recitation, followed by 15 minutes of moderate-to-vigorous physical activity (MVPA).

- FS2 and Year 1 participate in their classrooms;
- Years 2–6 in the MPH; and
- Years 7–13 in the Yard.

This shared start to the day celebrates national identity while encouraging movement and wellbeing. The adults have been working with students to identify and recognise opportunities for another minimum of 15 minutes of activity during the day, supporting ADEK's target of an average of at least 30 minutes of MVPA per day within the school setting. Staff and older students are guiding activities suitable to the age of students. The goal is that our young people develop this awareness of their body's need for movement throughout the day and that they make it a lifetime personal habit to address that need.



FS2 SAFETY INDUCTION

Empowering Safe Learners Across All Stages!

Our FS2 students took their first steps into learning how to stay safe, confident, and prepared at school last Tuesday, 22 September!

Through fun and age-appropriate safety activities, our little learners explored Road Safety, Fire Safety, Bus Safety, and Emergency Procedures.

And we're just getting started!

Safety Inductions for KS1 through KS5 will continue this week and next week, helping our students build safe habits and confidence at every stage.

Learn Safe. Stay Safe. Be Safe!

Safe, Smart, & School-Ready:

Fire, Bus, and Road Safety Awareness Guide for
FS2 & KS1 Students
Academic Year 2026-2027

FIRE SAFETY



BUS SAFETY



ROAD SAFETY



**BUS UPDATES: PLEASE INFORM US BY 1:30 PM!****IMPORTANT REMINDER FOR PARENTS**

If your child will NOT be travelling on the school bus on a particular day, please make sure to inform the school before 1:00 PM.

**CUTOFF TIME: 1:00 PM**

Timely notification helps our Transport Team update the bus lists and make the necessary arrangements for a safe and smooth journey for all students.

We kindly ask all parents to notify the school within the deadline whenever their child will not be using the bus.

**A LITTLE EXTRA FOR BIG LITTLE EMERGENCIES!****SPARE CLOTHES REMINDER FOR FS2-YEAR 2**

To help our younger students stay comfortable and confident throughout the school day, we kindly remind all parents of FS2 to Year 2 students to send a complete set of spare clothes to school.

Accidents and unexpected little mishaps can happen anytime — from spills during snack time to getting wet or messy during play. Having spare clothes readily available means your child can quickly change and get back to learning and enjoying their day. 😊

Please ensure your child has:



Spare top



Spare bottoms



Spare underwear



Spare socks

Please place the spare clothes in a clearly labelled bag with your child's full name and send them to school as soon as possible.

A small bag of spare clothes can make a big difference in your child's day! 💛



PUNCTUALITY MATTERS: LATE ARRIVAL RECORDING

As part of our commitment to creating a positive and purposeful start to the school day, **Belvedere British School** will be introducing a consistent **Morning Activity Plan supporting ADEK**, with activities that encourage students to begin their day engaged, prepared, and ready to learn.

The initiative also supports our focus on **The National Identity**, providing meaningful opportunities for students to develop a strong sense of belonging, cultural awareness, and connection to the UAE.

Students are expected to arrive on time and be ready for the school day. To encourage punctuality, classes that consistently assemble on time will be recognised. Students who arrive late will be supported through positive guidance and encouraged to understand the importance of responsibility, respect, and good daily habits.

To ensure students have enough time to settle in and participate in the morning activities, please take note of the **late arrival recording times starting next week**:

FS2-Year 4:

Students arriving after **8:00 AM** **will be recorded as late.**

Years 5-13:

Students arriving after **7:37 AM** **will be recorded as late.**

We kindly encourage families to plan their morning routines and allow sufficient time for travel and school drop-off. Arriving on time allows students to take part in the morning activities from the beginning and start their learning day positively.

Together, we can help our students develop the values of **punctuality, responsibility, and respect**, while making every morning a meaningful start to the school day.

Thank you for your continued support and cooperation.



BBS Newsletter



BELVEDERE
British School

Understanding School Badge Classification

NON-BUS STUDENT



BUS STUDENT



NON-SUPERVISED



PARENT



STAFF



Types of School Badges

School badges can be categorized into several types based on their purpose:

Non-Bus Student ID: It helps staff and security easily identify students who are not using the bus service, ensuring that they are accounted for.

Non-Supervised ID: The badge is meant for students who are deemed responsible enough to travel to and from school without needing direct supervision from a parent, guardian, or school staff.

Bus Student ID: is a student identification card that specifically includes access to school transportation services, such as riding a school bus.

Parent Badge: A parent badge is an identification card or badge issued to parents or guardians, granting them authorized access to school premises for specific purposes. It is part of a broader school safety protocol designed to enhance security and ensure that only approved individuals can enter school grounds during drop-offs, pick-ups, or other school activities.

Staff ID: A staff ID is an identification card or badge issued to school or institutional staff members, including teachers, administrators, support staff, and other employees. It is part of the overall security and organizational system within the school. The staff ID plays several important roles in maintaining security, ensuring access to authorized areas, and managing day-to-day operations efficiently.

Note: Badges play a crucial role in ensuring the security, efficiency, and overall organization of school operations.

WEAR YOUR BADGE RESPONSIBLY!