



BELVEDERE
British School

AD VITAM PARAMUS | PREPARATION FOR LIFE

WEEKLY NEWSLETTER

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TOPICS OF THE WEEK!

- *Principal's Message*
- *Vice Principal's Message*
- *Head of Arabic Department*
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- *History Is Full of Surprises*
- *Healthy Together - PE Department*
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- *School Badge Classification*

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



Better than Teaching?

I learnt a lesson from my first overseas students this last weekend. I was invited (online) to a reunion of former students – specifically class B of the first cohort of the English Section of a Moravian secondary school in what was Czechoslovakia. My first full-time teaching post overseas, it was the early 1990s, and the Velvet Revolution had come and gone leaving a nervous but hopeful time between the euphoria of a peaceful revolution and the disappointment of the quiet asset-grabbing and the emergence of cut-throat capitalism over the security of mind-numbing state. Suddenly people were 'free' – but with freedom comes frightening personal responsibility.

So, here were my former students. Over the years, I have described class A and B as the best classes I have ever taught – they were bright kids in lots of ways, but they were also grounded people who were considerate, thoughtful and funny. As a young teacher I learnt so much from them and with them. I have seen and written to several of them down the years but here they were in one room online. The reunion had been organised by the Vice Dean in charge of Organisation and Strategical Development of the local university (former student). There were IT experts, business people, five doctors and a marketing guru apologising for the film director's absence (we always expected them to be an item) and teachers, and humble family-makers who held positions that, in any other company, would be impressive – selecting the employment of university professors, being the outspoken sports photojournalist, a bank manager – or whatever the less humble name it is for someone who is in the top tier of a major European Bank.

There were others for whom it would take a while to explain their significant roles and impacts on their society.

So why am I telling you all this? A small band of teachers – some professional and experienced, others, like me, less so began a school with some very nervous but intrepid students thirty something years ago. They told me of their feelings at having gone to that school; of having us as their teachers and having found that, once at university, they had realised how different and exceptional their preparation for it had been. How they were ready, how easy it was to transition to university compared to their peers who had taken more regular routes in. They explained, how they had learnt that there was something beyond learning – a drive to learn and an inspiration to question, a critical disposition to stand back and wonder if what was in front of you was as it seemed. Several of them still seemed in awe of the chance they had in going to that school. As one said, our fight to keep her in the school in spite of poor grades and unambitious parents and local teachers who could not quite see her potential, had changed her life and allowed her to become an outspoken university researcher and the possible next mayor of the city.

As I reflected on our reunion, I wondered wherein lies the difference – the powerful difference – of what they went through and what I have seen in regular established schools, some of which have been highly respected. It isn't the facilities (we had a photocopier and a sink in each classroom as well as a chalk board) it's not the technology (we had the photocopier), it was the inspiration we as a team had given these young people and the need and hunger they had for it.

So, are we as parents and teachers, inspiring our young people? Are they looking to us for inspiration? How do we get them to that state where they can be inspired? How can we not simply teach them but inspire them to learn and develop?

What is better than teaching? Nothing, if one includes inspiration as a high form of teaching.

VICE PRINCIPAL'S MESSAGE

Dr. Ahmed Al Zuhairi



A Strong Start and Three Important Days Ahead

We have well and truly got the ball rolling this academic year. As I walk around the school, it is wonderful to see students settled, engaged in their lessons and participating positively in school life. Classrooms are busy, purposeful spaces, and it is encouraging to see students asking questions, working collaboratively and taking pride in their learning.

We are also delighted to now be fully staffed. I am personally carrying out regular learning walks and formal lesson observations to ensure that the quality of teaching and learning reflects the high standards that both you and we expect from our school. I am pleased to report that I have observed many positive lessons, strong relationships and examples of effective classroom practice.

One of our strengths is that many members of our teaching team have remained with us. This continuity is extremely valuable because established teachers understand our students, our systems and the standards expected within the school. Our new teachers have also made a promising start. Through regular feedback, coaching and professional development, we are supporting them as they settle into our school community and become fully aligned with our expectations.

Before the midterm break, we have two special events:

- Monday, 5 October – Dress Like a Teacher Day
- Thursday, 8 October – Green Day in support of mental health awareness
- Friday, 9 October – Pink Day in support of breast cancer awareness

Dress Like a Teacher Day

Dress Like a Teacher Day will provide students with an enjoyable opportunity to celebrate the adults who teach and support them. Students may choose to dress smartly, wear an outfit inspired by a favourite teacher or even carry some of the familiar items associated with school life. We hope the day will be fun while also reminding students of the important role teachers play in encouraging, guiding and believing in them.

Why Are We Wearing Green?

The green ribbon is recognised internationally as a symbol of mental-health awareness. Wearing green communicates that mental health matters and that nobody should feel ashamed or alone when experiencing difficulties. ([Mental Health Foundation](#))

Our Green Day takes place shortly before World Mental Health Day, which is observed internationally on 10 October. The first World Mental Health Day was held in 1992 to promote public education, advocacy and more open conversations about mental health. (wfmh.global)

These conversations matter. The World Health Organization reports that nearly one in seven people worldwide was living with a mental-health condition in 2023, with anxiety and depression among the most common conditions. (who.int) Mental health can affect anyone, regardless of age, background or circumstances.

Worldwide awareness campaigns have helped bring mental health out of the shadows. They encourage people to talk more openly, challenge stigma and seek support rather than suffering silently. They also remind communities that mental health is not simply about having a diagnosed condition; it includes how we manage emotions, cope with challenges, build relationships and support one another.

We encourage parents to speak to their children about the meaning of Green Day. Students can make a difference through small but important actions: checking whether a friend is genuinely okay, listening without judgement, including somebody who appears lonely, using respectful language and speaking to a trusted adult when they or someone else needs help. Even one thoughtful conversation can help another person feel noticed, valued and less alone.

CONTINUATION.....

VICE PRINCIPAL'S MESSAGE

Dr. Ahmed Al Zuhairi



Why Are We Wearing Pink?

Pink has become an internationally recognised colour for breast-cancer awareness. The pink-ribbon movement grew during the early 1990s and has since helped make breast cancer a subject discussed openly by families, communities, healthcare organisations and governments worldwide. ([National Breast Cancer Foundation](#))

Breast cancer affects millions of individuals and families. Approximately 2.3 million women worldwide were diagnosed with breast cancer in 2022, making it the most commonly diagnosed cancer among women globally. ([who.int](#)) Although it mainly affects women, breast cancer can also affect men.

Pink-awareness campaigns have helped people worldwide by encouraging conversations about symptoms, screening, early diagnosis, treatment and support. They have also inspired fundraising for medical research and patient services. The World Health Organization stresses that identifying and treating cancer early can improve the likelihood of successful treatment and survival. ([who.int](#))

For children, Pink Day should be approached in an age-appropriate but meaningful way. They can learn to show sensitivity towards people facing illness, avoid unkind comments about someone's appearance or physical changes, support classmates whose families may be affected and understand why communities raise awareness and funds for medical causes.

More Than Wearing a Colour

We ask parents to help children understand that Green Day and Pink Day are about much more than dressing in particular colours. They are opportunities to learn about empathy, courage, awareness and community responsibility.

Not everyone experiences life in the same way. Some people may be managing anxiety, sadness or other difficulties that cannot be seen. Others may be facing serious illness themselves or supporting a loved one through treatment. We should never assume that we know what another person is experiencing.

Students can show support by:

- Checking in with someone who seems worried or unusually quiet.
- Inviting a student who is alone to join an activity or conversation.
- Listening patiently rather than judging or dismissing someone's feelings.
- Speaking kindly and avoiding jokes about mental health, illness or appearance.
- Creating a supportive message, card, poster or green or pink ribbon.
- Talking to a trusted adult when they are concerned about themselves or another person.
- Showing patience and compassion towards families experiencing difficult circumstances.
- Learning why awareness, early support and access to appropriate help are so important.

A coloured shirt alone will not change the world, but the understanding, conversations and actions inspired by these days can make a real difference. If every student leaves these events more willing to listen, support others and ask for help when needed, then the days will have achieved something genuinely worthwhile.

Thank you for your continued support in helping us develop not only successful learners, but also thoughtful, compassionate and responsible young people.

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



الشعر النبطي... إرث نحفظه وهوية نغرسها في أبنائنا

أولياء الأمور الكرام:

حرصًا من مدرسة بلفيدير البريطانية على تعزيز الهوية الوطنية لدى أبنائنا، وتمشيًا مع توجهات مجلس أبوظبي للتعليم في ترسيخ قيم الانتماء والمحافظة على التراث والثقافة الإماراتية، أطلقت المدرسة مبادرة «الشعر النبطي» باعتباره أحد أهم أشكال التعبير الأدبي المرتبطة بالموروث الإماراتي فالشعر النبطي ليس مجرد أبيات تُحفظ وتُلقى، بل هو ذاكرة وطن تنقل بين الأجيال القيم والعادات والحكمة والمواقف الإنسانية، وتعكس معاني الأصالة والكرم والشجاعة والوفاء والانتماء وحب الوطن. ومن خلاله يتعرّف أبنائنا إلى جانب مهم من تاريخ المجتمع الإماراتي وثقافته، ويتعزز لديهم الشعور بالفخر والاعتزاز بالهوية الوطنية

ومن هنا تأتي أهمية هذه المبادرة، إذ نهدف من خلالها إلى أن يكون التراث حاضرًا في حياة أبنائنا بصورة عملية ومحبة، وأن يدركوا أن المحافظة على الهوية الوطنية لا تقتصر على معرفة الماضي، بل تعني أيضًا فهمه والاعتزاز به ونقله إلى الأجيال القادمة

الفئة المستهدفة وآلية التطبيق

وفق (Year 2 – Year 6) تستهدف المبادرة الطلاب العرب من السنة الثانية وحتى السنة السادسة الفئات العمرية المحددة لكل مرحلة

وقد تم تحديد القصائد المناسبة لكل فئة عمرية من قبل المجلس، بما يتناسب مع أعمار الطلاب ومستوياتهم، ويحقق أهداف المبادرة في تعزيز ارتباطهم بالشعر النبطي والتراث الإماراتي وتتبع المدرسة خطة محددة ومنظمة لتطبيق المبادرة، حيث سيتم توضيح القصيدة أو الجزء المطلوب من الطالب من خلال الخطة الأسبوعية، بما يتيح لأولياء الأمور متابعة أبنائهم ومساندتهم في الحفظ والفهم والتدريب على الإلقاء

ونحرص من خلال هذه الخطة على ألا يقتصر دور الطالب على حفظ الأبيات فقط، بل أن يفهم معانيها ورسالتها والقيم التي تحملها، وأن يتعرّف إلى المفردات والصور المرتبطة بالتراث والثقافة الإماراتية دور الأسرة في نجاح المبادرة

إن تعاون الأسرة مع المدرسة يمثل عنصرًا أساسيًا في نجاح هذه المبادرة. لذلك ندعو أولياء الأمور إلى تشجيع أبنائهم على قراءة الشعر النبطي والاستماع إليه، ومناقشة معاني القصائد معهم، ومساعدتهم على الحفظ والتدريب على الإلقاء

في المتابعة المنزلية، ولو لدقائق بسيطة، تسهم في تعزيز ثقة الطالب بنفسه، وتنمية لغته، وتقوية ارتباطه بتراث دولة الإمارات وثقافتها

هدفنا ليس أن يحفظ الطالب قصيدة فحسب، بل أن يفهم قيمتها، ويشعر بجمالها، ويدرك أن التراث جزء أصيل من الهوية الوطنية الإماراتية وأمانة تنتقل من جيل إلى جيل، مدرسة وأسرة، نغرس الانتماء، ونحفظ التراث، ونبني جيلاً يواكب المستقبل ويعتز في الوقت نفسه بهويته وقيمته وثقافته

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



الشعر النبطي... إرث نحفظه وهوية نغرسها في أبنائنا



BELVEDERE
British School

مبادرة الشعر النبطي

(مدرسة بلفدير البريطانية)

أولياء الأمور الكرام،

تحية طيبة وبعد.

يسر مدرسة بلفدير البريطانية أن تعلن عن تطبيق مبادرة "برنامج الشعر النبطي" التي أطلقتها دائرة التعليم والمعرفة بالشراكة الاستراتيجية مع هيئة أبوظبي للثقافة والتراث، اعتباراً من العام الدراسي 2026 - 2027.

وتأتي هذه المبادرة بناءً على توجيهات القيادة الرشيدة، بهدف ترسيخ الهوية الوطنية والاعتزاز بالانتماء لدى أبنائنا الطلبة، من خلال تذوق الشعر النبطي وحفظه وإلقائه، بما ينمي لديهم قيم التراث الأصيل، مع التركيز على قصائد الشيوخ والشعراء الذين أسهموا في تشكيل الهوية الوطنية.

من يشارك؟

يشارك أبنائكم وبناتكم من طلبة المرحلة الابتدائية من السنة الثانية إلى السنة السادسة في تعلم قصيدة واحدة في كل فصل دراسي من بين قصائد متنوعة، ويشارك في هذه المبادرة جميع الطلبة الناطقين باللغة العربية في المدرسة.

المسابقة المدرسية

تختتم فعاليات المبادرة في المدرسة بمسابقة شعرية سنوية، يتأهل من خلالها الطلبة المتميزون للمشاركة في مسابقة "موطني إبداعي" على مستوى دائرة التعليم والمعرفة، مع إمكانية الترشيح لبرنامج "شاعر المليون" للأطفال، ومسار الموهبة الشعرية الذي ترعاه حكومة أبوظبي.

أهداف المبادرة

تهدف المدرسة، من خلال هذه المبادرة، إلى تحقيق عدد من الأهداف التربوية لأبنائنا الطلبة، أبرزها:



اكتشاف المواهب الشعرية المبكرة لدى الطلبة وتنميتها.



تنمية مهارات الحفظ والإلقاء، وربط الطلبة باللهجة المحلية، وإثراء معجمهم اللغوي.



تعزيز فهم الطلبة للقيم الأصيلة المرتبطة بالموروث الثقافي، كالكرم والشجاعة وإكرام الضيف والولاء للوطن.



ترسيخ الهوية الوطنية وتعزيز الانتماء لدى الطلبة.

دوركم في إنجاح المبادرة

لدعمكم ومشاركتم الأثر التربوي الأكبر في إنجاح هذه المبادرة، وذلك من خلال:



حضور المسابقات والفعاليات والاحتفالات المدرسية المرتبطة بالمبادرة.



الاطلاع على دليل الطالب الخاص بكل قصيدة، والذي سيرسل إلى كل طالب عبر منصة Google Classroom



متابعة أبنائكم في فهم القصيدة، ومساعدتهم على حفظها.

وختاماً، نشكر لكم تعاونكم الدائم وحرصكم على مسيرة أبنائكم التعليمية، ونتطلع إلى مشاركتكم الفاعلة في إحياء هذا الموروث الجميل وترسيخه في نفوس أبنائنا جيلاً بعد جيل.

إدارة مدرسة بلفدير البريطانية

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer

ARABIC STUDIES DEPARTMENT



✨ رحلة ممتعة مع حرف التاء (ت)

خاض طلابنا الصغار رحلة تعليمية ممتعة للتعرف على حرف التاء (ت) وصوته، من خلال مجموعة متنوعة من الأنشطة التفاعلية التي جمعت بين التعلم واللعب والمشاركة. بدأ الطلاب بتهيئة مشوقة ساعدتهم على التعرف إلى شكل الحرف وصوته، ثم استكشفوا مجموعة من الكلمات التي تبدأ بحرف التاء، مثل: تُفَاح | تمساح | تَمَر

كما تدرب الطلاب على تمييز الحرف والاستماع إلى صوته ونطقه بصورة صحيحة، ومارسوا كتابته من خلال أنشطة تعليمية ممتعة وتفاعلية. وقد أتاحت هذه الأنشطة للطلاب فرصة للتعلم من خلال الاستكشاف والمشاركة، وتعزيز مهاراتهم اللغوية وثقتهم في استخدام اللغة العربية في بيئة تعليمية محفزة وممتعة! خطوة صغيرة اليوم... وإنجاز كبير في رحلة التعلم

✨ A Fun Journey with the Arabic Letter Taa (ت)

Our young learners enjoyed a fun and engaging journey as they explored the Arabic letter Taa (ت) and its sound through a variety of interactive activities that combined learning, play, and participation.

The students began with an engaging introduction to the shape and sound of the letter. They then explored words that begin with the letter Taa, such as:

Apple 🍏 | Crocodile 🐊 | Dates 🌴

They also practised recognising, pronouncing, and writing the letter through enjoyable and meaningful learning activities.

These activities provided students with opportunities to learn through exploration and participation while developing their early Arabic language skills and confidence in a positive and engaging learning environment.



Ms. Dina

A small step today... and a great achievement in our learning journey!

CONTINUATION.....

ARABIC STUDIES DEPARTMENT



HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer

ARABIC STUDIES DEPARTMENT



الميزان الصرفي... من قاعدة لغوية إلى تجربة تعليمية تفاعلية

في أجواء تعليمية اتسمت بالحيوية والتفاعل، حوّل قسم اللغة العربية درس الميزان الصرفي إلى تجربة تطبيقية ممتعة، أتاحَت لطلاب السنة العاشرة فرصة الانتقال من فهم القاعدة الصرفية إلى استخدامها وتحليلها بصورة عملية وانطلاقاً من حرص القسم على جعل اللغة العربية لغةً تُمارَس وتُكتشف، لا مجرد قواعد تُحفظ، جاء هذا النشاط ليجسّد أهمية التعلّم بالممارسة في ترسيخ المفاهيم اللغوية وتنمية مهارات التفكير والتحليل لدى الطلبة وخلال النشاط، تعرّف الطلاب بصورة تطبيقية إلى كيفية تحليل بنية الكلمات، واستخراج الحروف الأصلية والزائدة، ثم تحديد الوزن الصرفي المناسب لكل كلمة. واعتمد النشاط على مجموعة من البطاقات التفاعلية للكلمات والأوزان الصرفية، مما أضفى على الدرس أجواءً من الحماس والتحدى، ودفع الطلاب إلى التفكير والمناقشة للوصول إلى الإجابة الصحيحة وعمل الطلاب ضمن مجموعات تعاونية، حيث تولّى أفراد كل مجموعة قراءة الكلمات وتحليلها، ثم مطابقة كل كلمة بوزنها الصرفي، مع مناقشة أسباب الاختيار والتحقق من صحة الإجابات. ولم يتوقف التحدي عند تحديد الوزن، بل امتد إلى توضيح الكلمات في جمل مفيدة وسياقات لغوية ذات معنى، الأمر الذي ساعد على ربط المعرفة الصرفية بالاستخدام الحقيقي للغة وفي خطوة أضفت بُعداً وطنياً وثقافياً على النشاط، وظّف الطلاب عدداً من المفردات المرتبطة بالهوية الإماراتية والتراث المحلي، ليتكامل تعلم المهارة اللغوية مع الاعتزاز باللغة العربية والارتباط بالثقافة والتراث الإماراتي. وهكذا أصبح الميزان الصرفي وسيلةً لاكتشاف جمال بنية الكلمة العربية، وفي الوقت نفسه نافذةً للتعبير عن مفردات الوطن وتراثه وقيمه، وقد أسهم النشاط في تنمية عدد من المهارات لدى الطلاب، من أبرزها الدقة اللغوية، والتحليل، والاستنتاج، والتفكير النقدي والعمل الجماعي، والتواصل الفعّال، إلى جانب تعزيز قدرتهم على تطبيق المفاهيم الصرفية في مواقف لغوية متنوعة ويؤكد هذا النوع من الأنشطة التزام قسم اللغة العربية بتقديم تعلم يتجاوز حدود الكتاب المدرسي، ويمنح الطلبة فرصاً حقيقية لاكتشاف اللغة من خلال التجربة والتطبيق والتعاون. فحين تتحول القاعدة إلى نشاط، وتصبح الكلمة موضع بحث وتحّد، يصبح تعلم اللغة أكثر قرباً من الطالب، وأكثر رسوخاً في ذاكرته.

اللغة العربية لا تُتعلّم بالحفظ وحده... بل تُكتشف بالممارسة، وتنبض بالحياة حين نستخدمها ونبدع بها



Ms. Maha

CONTINUATION.....

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer

SOCIAL STUDIES DEPARTMENT



ريوق يدو.. نكهة من التراث الإماراتي تعزز الهوية الوطنية

يأتي نشاط «ريوق يدو» ضمن الأنشطة التعليمية والثقافية الهادفة إلى تعريف طلبتنا بجانب أصيل من جوانب الحياة الإماراتية من خلال التعرف إلى الريوق الإماراتي التقليدي وما يرتبط به من عادات وتقاليد وقيم متوارثة تعكس أصالة المجتمع الإماراتي وكرم أهله.

ولا يقتصر النشاط على تقديم الأطعمة التراثية، بل يمثل تجربة تعليمية متكاملة تسهم في ترسيخ الهوية الوطنية وتعزيز شعور الطلبة بالانتماء والفخر بتراث دولة الإمارات. فمن خلال التعرف إلى الأطعمة الشعبية وطريقة تقديمها وأجواء الضيافة الإماراتية يكتشف الطلبة جانباً من الحياة اليومية التي عاشها الأجداد، ويتعرفون إلى أهمية المجالس والضيافة والتواصل الاجتماعي في الثقافة الإماراتية.

ويرتبط النشاط بمحاور الدراسات الاجتماعية والهوية الوطنية، حيث يتيح للطلبة تطبيق ما يتعلمونه في المنهاج بصورة عملية وواقعية، وربط المفاهيم المتعلقة بالتراث والثقافة والمجتمع والحياة في دولة الإمارات بتجربة تعليمية تفاعلية قريبة من حياتهم.

كما يعزز «ريوق يدو» مجموعة من القيم الإماراتية الأصيلة، من أبرزها الكرم، والتعاون، والاحترام، والمشاركة، والتواصل، وتقدير التراث. ويمنح الطلبة فرصة للتعلم من خلال الممارسة والمشاركة، في أجواء تراثية دافئة تعكس روح المجتمع الإماراتي وتجمعهم على المحبة والألفة، ومن خلال هذه الأنشطة، نحرص على أن تبقى الهوية الوطنية حاضرة في حياة الطلبة اليومية، وأن يتجاوز تعلمهم للتراث حدود المعرفة النظرية ليصبح تجربة يعيشونها ويشاركون فيها ويعتزون بها، بما يسهم في بناء جيل واع بهويته، ومحافظ على تراث وطنه وقيمه الأصيلة.



Ms. Shereen

Yaddah's Breakfast: Celebrating Emirati Heritage and National Identity

Yaddah's Breakfast is an engaging cultural and educational activity designed to introduce our students to an authentic aspect of Emirati life through traditional Emirati breakfast and the customs and traditions associated with it.

The activity goes beyond introducing traditional food. It provides students with an opportunity **to explore and appreciate the UAE's rich cultural heritage, strengthen their sense of national identity, and develop a strong sense of belonging and pride in their country.** Through experiencing traditional Emirati food, hospitality, and the warm atmosphere of Emirati gatherings, students gain a deeper understanding of the traditions and values passed down through generations.

The activity also supports learning in **Social Studies and National Identity**, allowing students to connect classroom learning with real-life experiences. It provides a practical and interactive way for students to explore concepts related to Emirati culture, heritage, community, traditions, and the way of life of previous generations.

Furthermore, **Yaddah's Breakfast** promotes important Emirati values such as **generosity, cooperation, respect, sharing, communication, and appreciation of cultural heritage.** By participating together in this experience, students learn through interaction and meaningful engagement while experiencing the welcoming spirit and strong sense of community that are central to Emirati culture.

Through activities such as this, we aim to ensure that **national identity is an active and meaningful part of students' everyday learning.** By experiencing and celebrating their heritage, rather than simply learning about it, students develop a deeper connection to their roots and a greater appreciation of the UAE's traditions, values, and cultural heritage.



Ms. Padmini

CONTINUATION.....

SOCIAL STUDIES DEPARTMENT



HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



ISLAMIC STUDIES DEPARTMENT

أركان الإسلام... نتعلّمها ونبدع فيها

في رحلة تعليمية ممتعة ومليئة بالحماس، تعرّف طلاب الصف الثاني إلى أركان الإسلام الخمسة، وتعلّموا أهميتها ومكانتها في حياة المسلم، من خلال أساليب تعليمية تفاعلية ساعدتهم على فهم المفاهيم وترسيخها بطريقة بسيطة ومحبة تناسب أعمارهم.

وخلال الدرس، شارك الطلاب بحماس في مجموعة متنوعة من الأنشطة الإبداعية التي جمعت بين القص والتلوين واللصق، مما أتاح لهم فرصة للتعلّم بالممارسة، والتعبير عن فهمهم، وتثبيت المعلومات بطريقة ممتعة وشيقة.

وقد عكست مشاركة الطلاب وحماسهم مدى استمتاعهم بالتعلّم، حيث تفاعلوا بإيجابية مع الأنشطة، وتعاونوا مع زملائهم، وأظهروا اهتمامًا واضحًا بالتعرّف إلى أركان الإسلام وفهم معناها وأهميتها.

ومن خلال هذه التجربة التعليمية، تحقق الهدف من الدرس في تعريف الطلاب بأركان الإسلام الخمسة، وتعزيز فهمهم لمكانتها في حياة المسلم، وتشجيعهم على تقدير هذه الأركان والارتباط بها، ليصبح التعلّم تجربة تجمع بين المعرفة والقيم والتطبيق العملي.

وهكذا كان درسنا مزيّجًا جميلًا من المعرفة والمتعة والإبداع، في أجواء مليئة بالحماس والفرح والتفاعل. نفخر بطلابنا الصغار وبما أظهروه من حماس وتفاعل وإبداع، ونعتز بكل خطوة يخطونها في طريق التعلّم، فأنتم دائماً مصدر فخرنا وسعادتنا.



Ms. Israa

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer



ISLAMIC STUDIES DEPARTMENT

المؤمن القوي - تعلّم تفاعلي وقيم راسخة

في إطار حصص التربية الإسلامية، خاض طلاب الصف الثاني الابتدائي تجربة تعليمية تفاعلية مميزة ضمن درس «المؤمن القوي»، مستلهمين من الحديث الشريف: «المؤمن القوي خيرٌ وأحب إلى الله من المؤمن الضعيف، وفي كلٍّ خير».

ومن خلال نشاط جماعي ممتع، عمل الطلاب ضمن مجموعات لاكتشاف أنواع القوة المختلفة، ومنها القوة البدنية والقوة الإيمانية، والقوة العقلية، وتعرّفوا إلى أهمية توظيف هذه القوى بصورة إيجابية في حياتهم اليومية، كما ناقش الطلاب مواقف من واقعهم، وتبادلوا الأفكار حول كيفية التحلي بالقوة الحقيقية التي تظهر في الإيمان وحسن التفكير، والمثابرة، وتحمل المسؤولية، ومساعدة الآخرين. وقد أتاح النشاط لهم فرصة للتعاون، والاستماع إلى آراء زملائهم، والتعبير عن أفكارهم بثقة.

وجاءت هذه التجربة لتؤكد أن التعلم في التربية الإسلامية لا يقتصر على اكتساب المعرفة، بل يهدف إلى غرس القيم الإسلامية وتحويلها إلى سلوك وممارسات في حياة الطلاب اليومية. نفخر بطلابنا الرائعين وبما أظهروه من حماس وتعاون وروح إيجابية خلال هذا النشاط. ونؤمن أن كل خطوة يخطونها في طريق العلم والقيم تبني فيهم شخصية قوية واثقة، قادرة على العطاء وصنع أثر إيجابي في مجتمعها. فخورون بكم يا أبطال الصف الثاني، ونتطلع دائماً إلى المزيد من إنجازاتكم وتألقكم



Ms. Israa

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer

ISLAMIC STUDIES DEPARTMENT



!الغذاء الصحي... اختيارات صحية لمستقبل أكثر صحة

بدأ أطفالنا درسهم بتهيئة ممتعة وجذابة أثارت فضولهم وجذبت انتباههم منذ اللحظات الأولى، ومهدت لهم، خوض تجربة تعليمية مليئة بالحماس والتفاعل. ومن خلال مجموعة متنوعة من الأنشطة التفاعلية الممتعة اكتشف أطفالنا أهمية الغذاء الصحي ودوره في المحافظة على صحة أجسامهم ونموهم بشكل سليم استمتع أطفالنا بالتعرف على مجموعة متنوعة من الأطعمة، وتعلموا كيفية التمييز بين الأطعمة التي تساعد على الحفاظ على أجسامنا قوية وصحية، والأطعمة التي ينبغي تناولها باعتدال. كما اكتشفوا أن اختيار الفواكه والخضروات والأطعمة المغذية وشرب الماء يمكن أن يكون جزءًا ممتعًا ومهمًا من حياتنا اليومية ومن خلال اللعب والاستكشاف والمشاركة، أتيحت للأطفال فرصة للتعبير عن آرائهم ومشاركة أطعمتهم المفضلة، إلى جانب تطوير وعيهم بأهمية اتخاذ خيارات غذائية صحية منذ سن مبكرة. وقد ساعدت هذه الأنشطة على تحويل المفاهيم الصحية إلى تجربة عملية قريبة من عالمهم واحتياجاتهم اليومية

!كان درسنا مليئًا بالتعلم والمرح والاستكشاف والابتسامات الجميلة

فالتعلم يصبح أكثر متعة وتأثيرًا عندما يجتمع اللعب مع الفائدة، والاستكشاف مع التعلم، والمشاركة مع المتعة

Healthy Food... Healthy Choices for a Healthy Future!

Our little learners began their lesson with an engaging and exciting warm-up that sparked their curiosity and captured their attention from the very beginning. This created a positive and joyful atmosphere for a meaningful learning experience. Through a variety of fun and interactive activities, the children explored the importance of healthy food and discovered how nutritious choices support healthy growth and help keep our bodies strong and active.

The children explored a variety of foods and learned to recognise the difference between foods that help keep our bodies healthy and foods that should be enjoyed in moderation. They also discovered that choosing fruits, vegetables, nutritious foods, and drinking water can be both enjoyable and an important part of our daily lives.

Through play, exploration, and active participation, our learners had opportunities to express their ideas, share their favourite foods, and develop an understanding of the importance of making healthy choices from an early age. These activities helped turn important health concepts into a practical and enjoyable learning experience that connected naturally with the children's everyday lives.

It was a wonderful lesson filled with learning, fun, exploration, and lots of happy smiles!

Our young learners discovered that learning becomes even more meaningful and enjoyable when play meets purpose, exploration meets learning, and participation meets fun.



Ms. Najwa

HEAD OF ARABIC DEPARTMENT'S MESSAGE

Ms Wejdan Almanaseer

ISLAMIC STUDIES DEPARTMENT



This week, our learners explored the difference between healthy and unhealthy food through fun and engaging activities.



The children enjoyed sorting, matching, puzzling and exploring different foods. They learnt that healthy food gives us energy and keeps us strong.



PRIMARY COORDINATOR'S MESSAGE

Mr. Jason Lachenicht



Effort, Preparation and Making the Most of Every Opportunity

One of the most important messages we can teach our learners is that success begins with effort. Every learner has different strengths, areas for development and starting points, but what we can all control is the effort we put into our learning each day.

Putting in effort at school means much more than simply being present in the classroom. It means **paying attention, actively participating, asking questions, contributing to discussions and being willing to challenge ourselves**. Learners should not be afraid to make mistakes, as mistakes are an important part of learning. What matters is that we are willing to try, listen to feedback and use it to improve.

However, being a successful learner also extends beyond the classroom. We need to consider how we **prepare ourselves for school in our own time**. When an assessment is approaching, are we revising what we have learnt? When we have an assignment, are we giving ourselves enough time to complete it to the best of our ability? Are we reading instructions carefully, reviewing previous learning and asking for help when we are unsure?

Developing these habits from a young age teaches our learners **responsibility, independence and resilience**. Preparation does not need to mean spending hours studying every evening. Small, consistent actions—reviewing learning, reading regularly, preparing for an upcoming assessment and completing assignments on time—can make a significant difference.

As teachers and parents, we want our children to understand that achievement is not simply about receiving the highest mark. It is about being able to say, “**I gave my best effort, I challenged myself, and I am continuing to improve.**”

Midterm Break: Rest, Recharge and Return Ready

As we now approach the **midterm break**, it is also important to recognise the hard work and effort our Primary learners have shown during the first half of Term 1.

The break provides an important opportunity for learners, families and staff to **rest, recharge and enjoy some well-deserved time together**. Whether you are travelling, spending time with family or simply enjoying a quieter few days at home, I encourage everyone to make the most of this opportunity to switch off and refresh.

At the same time, the midterm break signals only the halfway point of **Term 1**. There is still plenty of learning, progress and many exciting opportunities ahead of us. When we return, I encourage every learner to come back **rested, motivated and ready to give their best effort**. The second half of the term is an opportunity to build upon everything we have achieved so far, strengthen our learning habits and continue working towards our individual goals.

I wish all our Primary learners and families a **safe, relaxing and enjoyable midterm break**. Enjoy the time together, rest well, and we look forward to welcoming everyone back refreshed and ready for a successful second half of Term 1.

HISTORY IS FULL OF SURPRISES

History Is Full of Surprises. Help Us Tell Its Stories!

Did you know that chocolate was once a drink and that cacao beans were so valuable they could be used as money? Long before chocolate bars existed, people in the Americas prepared cacao as a drink. Some added chilli. Would you try a cup?



Dr. Gulse

That is only the beginning. Nearly 4,000 years ago, a customer was so annoyed about the poor-quality copper he had bought that he wrote a complaint on a clay tablet. His message has survived to this day. Imagine someone finding one of your complaints in the year 6000!

Closer to home, Abu Dhabi has its own remarkable stories. Before its modern skyline rose, pearl divers sailed out to sea and searched beneath the waves for oysters. Their journeys could last for months. What was like aboard their boats? What did their families do while they waited for them to return?

These are the stories we want to explore in our new History Magazine and we need a team to help create it.

History is everywhere. It is in the food we eat, the words we use, the clothes we wear and the buildings we pass every day. It is in family photographs and old maps. It is in inventions that changed the world and in ordinary people whose stories have almost been forgotten. Every one of those stories begins with a question: *What happened here? Who was involved? How do we know?*

If you join the History Magazine Team, you could investigate a mystery, write a short article, interview someone, take photographs, create illustrations, design a page or invent a quiz. You might uncover a surprising fact about the UAE, explore an ancient civilisation, compare school life now and in the past, or tell the story of someone who deserves to be remembered. Perhaps you have an idea none of us has thought of yet.

You do not need to be a history expert. You do not even need to be sure that you like history. If you are curious, enjoy asking questions or love making things, there is a place for you on the team. Writers, artists, photographers, researchers, puzzle makers and designers can all help bring the magazine to life. Students from every year group are welcome.

Our first issue could take readers from an ancient chocolate drink to a pearl-diving boat and then somewhere none of us expects. You can help decide where it goes.

So, what would you like to investigate? Bring your ideas to the History Department and join the History Magazine Team. Let's make a magazine that has the whole school turning the page to find out what happens next.

HEALTHY TOGETHER

Parents, join our PE Department & SLT



MONDAY 19 OCTOBER



SESSION 1

8:15 AM – 9:15 AM



SESSION 2

1:15 PM – 2:00 PM

VENUE: MPH

Meet the PE team • Discover their vision • Enjoy a 30-minute active routine

COME READY TO MOVE!

All fitness levels welcome

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?

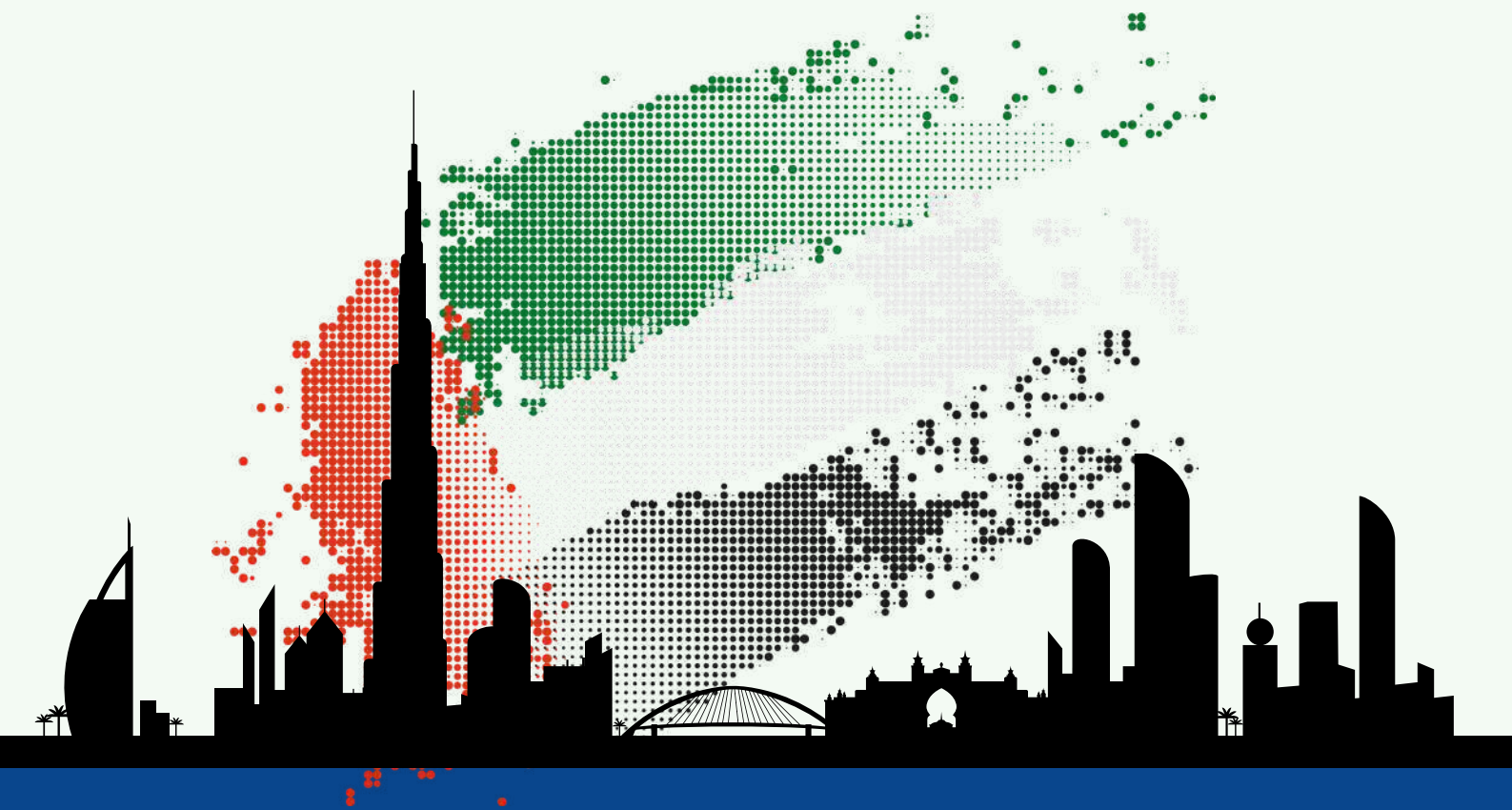
Every school must hold a daily national anthem assembly. It should be a daily habit that is a fixed, non-negotiable part of every school day.

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.



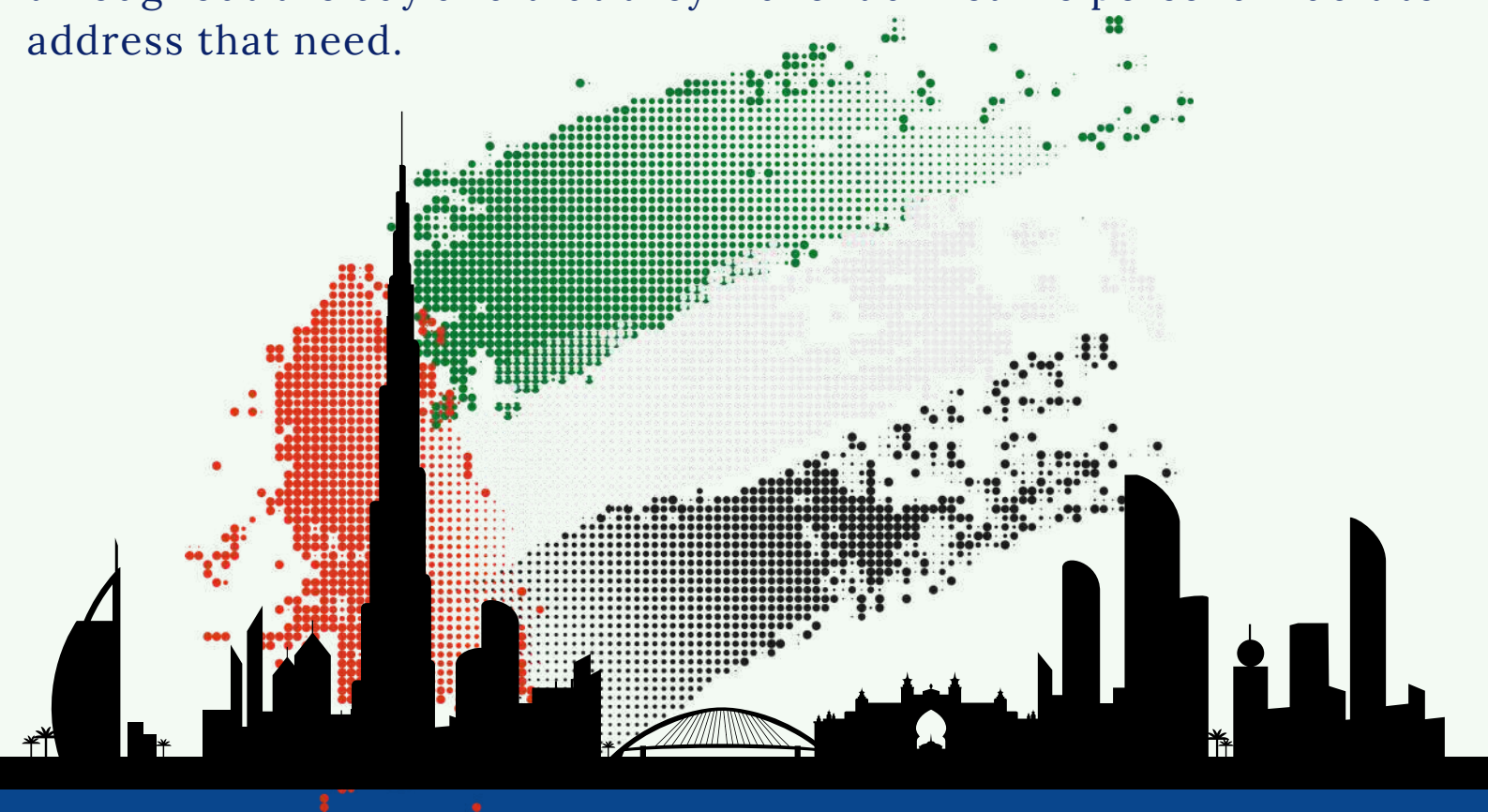
THE NATIONAL IDENTITY MORNING ACTIVITY PLAN

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.



**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.



BELVEDERE
British School

Let's Keep Our Yard Flooring Safe!

Please do not wear

STILETTOS
to school.

Stilettos can cause dents, scratches and damage to the yard flooring. Let's help keep our school environment safe, clean and in good condition for everyone.



Choose
comfortable
footwear.



Protect our
yard flooring.



Help us keep our
school clean and
safe for everyone.

Thank you

for your 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!