



BSCD
MAGAZINE

**BEGIN THE SECONDARY
JOURNEY TOGETHER**



BSCD Magazine

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The members of the newspaper are: Nico (Y9), Noah (Y9), Glòria (Y11), Biel (Y6)

Journalists: Sergi Casado & Mar Cirera



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WELCOME

One more step in a shared journey

As we reach the end of this first term, we would like to extend our sincere thanks to all our students and families. These have been intense months, full of shared challenges and collective effort, culminating in an achievement that fills us with pride and marks a turning point in the history of The British School of Costa Daurada.

The recent inspection by NABSS (National Association of British Schools in Spain) has positioned our school as a British centre of reference within the region. The report highlights excellence in safeguarding and students' emotional wellbeing, the quality and experience of our teaching staff, high academic standards, the richness of our educational resources and, above all, the strong sense of belonging and pride shown by our students. This recognition consolidates the educational project we are building and places us at the forefront of schools in our local area.

This success is a collective one. It is the result of the trust placed in us by families, the commitment and vocation of service of the entire school team, the support and long-term vision of our shareholders, and the positive, responsible and enthusiastic attitude of our students, who are the true protagonists of this journey.

As we approach the Christmas holidays, we wish you a period filled with calm, joy and special moments together. May our children take this time to rest, recharge their batteries and, above all, be happy. Together, we will continue to enjoy and grow the school we are building as a community.

Gerard Monguio Figuerola
CEO – The British School of Costa Daurada

The newspaper crew



Ens agrada formar part del grup del newspaper. Quan ens trobem, ens mirem als ulls, ens saludem i, de seguida, ens abracem. Llavors comencem a parlar, tots alhora, perquè hi ha moltíssimes coses a explicar. El temps corre, comença a volar i se'ns tira a sobre... fins que algú diu: "Som-hi... baixem a la terra, que tenim molta feina..."

El Nico, cada setmana, proposa entrevistes i seccions noves plenes de valors; ens ha recordat la importància d'"escoltar sense jutjar" i esperem poder llegir aquesta secció ben aviat. La Glòria ens sorprèn amb curiositats que fan que tots parem l'orella i, a més, sempre troba tots els documents; el Noah ens il·lumina amb el seu vocabulari i les seves reflexions, i el Biel, l'última incorporació, ens encomana l'alegria i ens recorda, constantment, un dels fonaments del periodisme: preguntar, repreguntar i tornar a preguntar.

I això és exactament el que fem al newspaper: preguntar-nos què ha passat a l'escola, observar-ho amb una mirada crítica quan cal i explicar-ho de la millor manera possible. Som els que ens agrada portar l'acreditació i reivindicar el newspaper com a espai d'informació, reflexió i veu pròpia.

Però, com totes les coses importants de la vida, això no ho fem sols. Ho fem gràcies a l'ajuda i la col·laboració de tots els professors i de la comunitat educativa que ens donen suport, ens envien contingut i fotografies; de la Miss Mònica i la Miss Hall, que ens regalen articles d'opinió; de la Silvia Severino, sempre disposada a respondre entrevistes i ajudar-nos a entendre temes complexos que ens interpel·len com a societat; de la Laia Monguió, que ens fa costat i aporta una mirada que va molt més enllà de l'escola; del Gerard Massip, que ens ajuda en els temes tècnics amb moltíssima paciència; de la Miss Cristina, sempre a punt per imprimir el newspaper amb un somriure; i, finalment, del CEO, Gerard Monguió, per confiar en nosaltres i fer possible, entre tots, que aquest projecte tan bonic arribi a les famílies. Un projecte que va més enllà del paper i de les paraules. Un projecte que parla de comunitat i, sobretot, del futur dels nostres fills i filles.

Desitgem que gaudiu d'aquest newspaper i que passeu unes molt bones festes!

Kind regards,
Mar Cirera



BSCD culmina un proyecto educativo histórico

The British School of Costa Daurada ha alcanzado este curso un conjunto de hitos que marcan un antes y un después en su trayectoria y en el panorama educativo del Camp de Tarragona. La escuela, ubicada en El Catllar, consolida definitivamente la etapa de secundaria con la graduación de su primera promoción de alumnos y afronta el reto de iniciar el bachillerato el próximo curso, convirtiéndose en la única escuela británica del territorio que acompaña a sus alumnos desde la primera infancia hasta el acceso a los estudios universitarios o postsecundarios que decidan elegir.

Este momento histórico culmina un proyecto educativo iniciado en el año 2008, cuando The British School of Costa Daurada nació como una guardería en inglés. Desde entonces, el centro ha crecido de manera sostenida hasta consolidar con éxito las etapas de infantil, primaria y secundaria, alcanzando un reconocimiento sin precedentes tanto por la calidad educativa como por su vocación de servicio a las familias.

Uno de los elementos clave que avalan esta trayectoria ha sido la reciente inspección recibida el pasado 12 de diciembre de 2025 por

parte de NIS, el cuerpo de inspección de la NABSS (National Association of British Schools in Spain), el organismo de referencia que agrupa y evalúa a las escuelas británicas en el Estado. El resultado de la inspección ha sido altamente positivo y ha situado al centro como una escuela británica excelente, proponiéndolo para la autorización oficial del British Council y de la Generalitat de Catalunya para los próximos cuatro años en todas las etapas educativas.

Este reconocimiento institucional certifica la solidez del proyecto y culmina el reto de ofrecer una formación completa que permita al alumnado transitar con garantías hacia sus estudios futuros, tanto dentro como fuera del Estado. La inspección destacó especialmente la protección de la infancia, su bienestar emocional y la creación de un entorno seguro y estimulante para el aprendizaje a lo largo de toda la vida académica.

En este sentido, The British School of Costa Daurada dispone de un departamento de protección a la infancia (Safeguarding) y de un departamento de psicología educativa, ambos formados por profesionales a jornada completa, un hecho que sitúa a la escuela como

un referente a nivel estatal. Los inspectores también subrayaron el fuerte sentimiento de pertenencia del alumnado, que se muestra orgulloso de formar parte de la comunidad educativa y mantiene una relación muy positiva con el centro.

"The British School of Costa Daurada acompañará a su alumnado hasta el acceso a la universidad"

La calidad del claustro docente ha sido otro de los aspectos mejor valorados. El informe destaca las buenas prácticas en el aula, la cualificación y la experiencia excepcional del profesorado, así como los altos estándares académicos que se mantienen en todas las etapas. En el ámbito curricular, se pone de relieve la oferta equilibrada de GCSE en secundaria y la propuesta de A-levels que se ofrecerán a partir del próximo curso con el inicio del bachillerato.

Los recursos materiales del centro también han sido reconocidos como uno de sus grandes puntos fuertes. Destacan especialmente las instalaciones científicas, el laboratorio y una STEAM Room de última generación

dedicada a la robótica y a las nuevas tecnologías. Sin olvidar las materias artísticas, con espacios como el laboratorio de arte o el trabajo de la lengua inglesa mediante las artes escénicas, que contribuyen a una formación integral del alumnado.

Finalmente, la escuela destaca también por su compromiso con la calidad y la mejora



continua, avalado por la certificación ISO 9001:2015, renovada recientemente por Bureau Veritas. Al mismo tiempo, el centro trabaja las lenguas y contenidos del territorio de acuerdo con el currículo de catalán, castellano, geografía e historia de Catalunya y España, y refuerza la proyección internacional con la incorporación del alemán como cuarta lengua y un intercambio educativo con una escuela de Lippstadt, en Alemania.

Todo este proyecto se desarrolla en un entorno privilegiado en El Catllar, donde ya se está trabajando en una nueva ampliación de las instalaciones, que será la cuarta fase de crecimiento del centro. Esta ampliación permitirá dar respuesta a una comunidad educativa que actualmente supera los 525 alumnos y que se prevé que alcance los 700 en los próximos años.

"Se está trabajando en una nueva ampliación de las instalaciones, que será la cuarta fase de crecimiento del centro"

PUNTOS CLAVE

1

BSCD consolida la secundaria con la graduación de su primera promoción

2

La escuela iniciará el bachillerato el próximo curso, completando todas las etapas educativas hasta el acceso a la universidad

3

Es la única escuela británica del Camp de Tarragona que acompaña al alumnado desde la primera infancia hasta los estudios universitarios

4

El proyecto educativo se inició en 2008 como una guardería en inglés

5

La escuela ha superado con una valoración excelente la inspección de la NABSS (NIS) en diciembre de 2025

6

La inspección ha propuesto la autorización oficial del British Council y de la Generalitat para todas las etapas educativas

7

El informe destaca la calidad del profesorado, las buenas prácticas en el aula y los altos estándares académicos

8

El centro dispone de departamentos propios de Safeguarding y psicología educativa

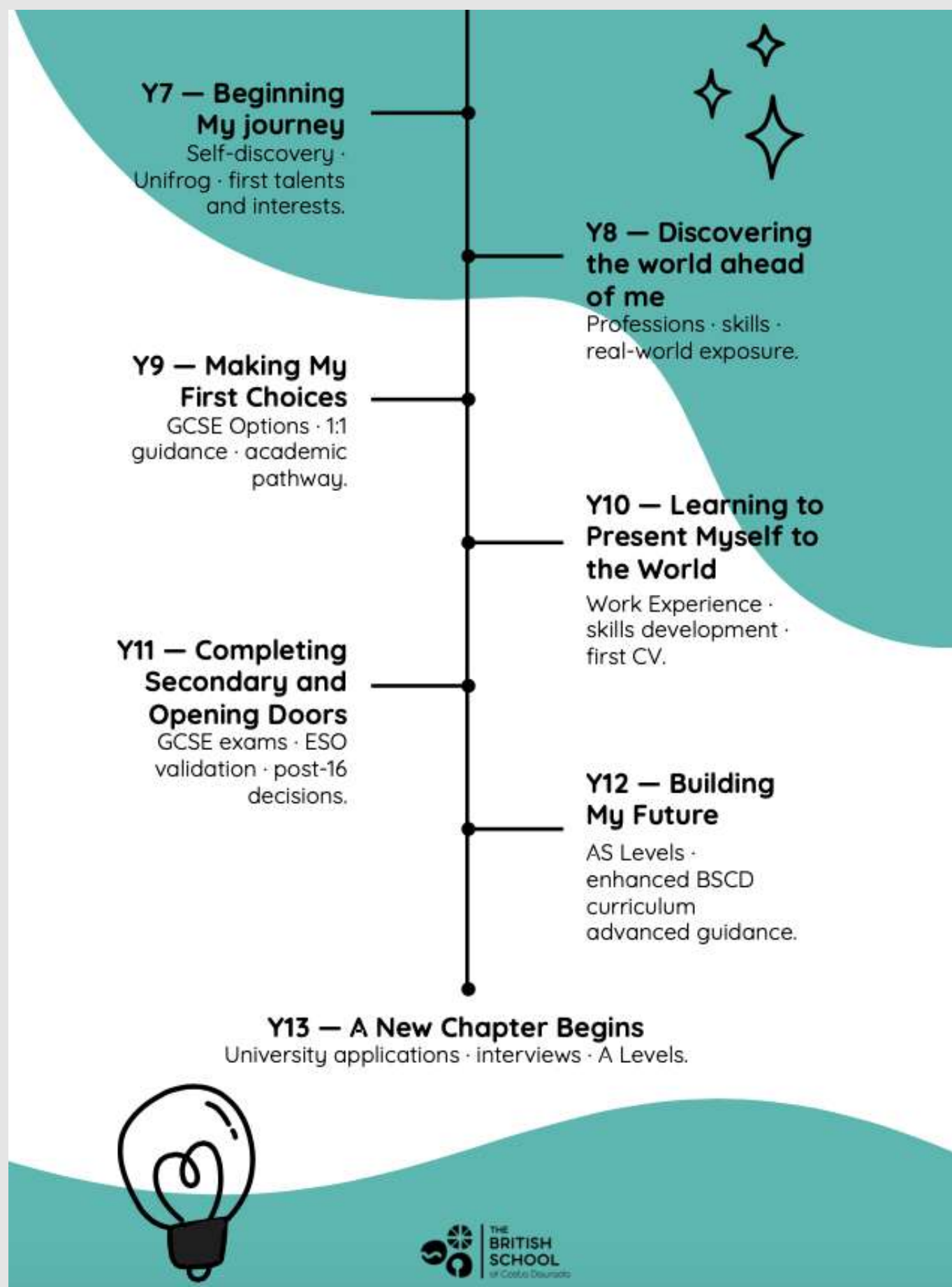
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Las instalaciones incluyen laboratorios, una STEAM Room y espacios artísticos

10

La escuela prevé una nueva ampliación y refuerza su proyección internacional con nuevos idiomas e intercambios

TIMELINE



Dear families...



**Miss Monica
Gusano & Miss Hall**

As we approach the end of our first half term, I would like to thank all parents who have joined the recent Digital Citizenship Education (DCE) meeting and those who have taken on the role of DCE Ambassadors. Your engagement and partnership are invaluable. Together with Ms Hall, who is leading this important initiative with great dedication, we are shaping a culture where our pupils learn not only how to use technology, but how to use it wisely, responsibly, and safely. DCE is not only about screens or devices, it is about values, accountability, and pedagogy. At school, we teach children how to be respectful, kind and discerning digital citizens; at home, this learning must continue. The way children use technology

outside school has a direct impact on their wellbeing, attention, and learning in class. We therefore ask for your active role in setting boundaries, monitoring usage,

teachers, pupils and parents. When we work together, modelling good digital habits and critical thinking, we equip our children not only to achieve academically, but to navigate

the digital world with integrity and balance. Next week marks the end of the first half term, and what a term it has been! Full of learning, laughter and a few lost jumpers along the way. As we approach the break, let's continue reinforcing these habits of care and accountability both in and out of school. I wish you a lovely weekend, and we look forward to seeing you next week during our parents meetings, as we celebrate our pupils' achievements and the strong community that

continues to grow around them.

**Head of EYFS and Primary School &
Head of Teaching and Learning in
EYFS and Primary**

"When we work together, modelling good digital habits and critical thinking, we equip our children not only to achieve academically, but to navigate the digital world with integrity and balance"

and ensuring that what happens online reflects the same respect and responsibility we promote in school. Accountability is a shared responsibility, between

BSCD crea el Departamento de Dirección Técnica

The British School of Costa Daurada da un paso importante con la creación del Departamento de Dirección Técnica, destinado a gestionar el reconocimiento oficial de las titulaciones británicas de su alumnado en España. El departamento está encabezado por la fundadora del colegio, Laia Monguió Figuerola, quien aporta una amplia experiencia en los sistemas educativos español y británico, así como en las relaciones institucionales con ambos países, y que destaca por su firme compromiso con la comunidad educativa.

El colegio sigue el currículo británico, con titulaciones como los GCSE y IGCSE (Year 11 - 4º de ESO) y los A Levels (Year 13 - 2º de Bachillerato). Para continuar los estudios en España —ya sea accediendo al GESO, al Bachillerato, a la Formación Profesional, a la universidad u otras vías, estas titulaciones deben ser validadas oficialmente.

El nuevo departamento centraliza este proceso, gestionando la documentación, los requisitos y la comunicación con el Ministerio de Educación y la Generalitat de Catalunya.

“Nuestro objetivo es que las familias se sientan acompañadas e informadas en este momento clave”, señala Laia Monguió. “Este departamento garantiza que los estudiantes puedan avanzar sin barreras, ya sea en España o en el extranjero.”

El Departamento de Dirección Técnica también ofrece orientación en etapas de transición importantes, especialmente en Year 11 y Year 13, y trabaja en coordinación con el equipo de Secundaria, el Exams Officer y el Career Advisor para asegurar una planificación coherente.

Con esta iniciativa, The British School of Costa

Daurada refuerza su compromiso de asegurar que los logros académicos de sus estudiantes sean reconocidos oficialmente y que todas sus oportunidades de futuro permanezcan abiertas.

"Este departamento garantiza que los estudiantes puedan avanzar sin barreras, ya sea en España o en el extranjero"



In the picture, from left to right, are Paco Monguió, Maria del Carme Figuerola and Laia Monguió, founding members of BSCD, together with the Mayor of Stafford and her consort.

BSCD welcomes the visit of the Mayor of Stafford

Text by Laia Monguió

This year, coinciding with the Santa Tecla festivities, our school had the honour of welcoming the Mayor of Stafford (UK) and her consort, invited by the Mayor of Tarragona as part of the long-standing twinning agreement between both cities.

For our educational community, this visit holds particular significance, as it is closely connected to the origins of our project. Our journey began

in 2008 with a modest nursery in the centre of Tarragona named Jigsaw. This small setting was created by the founding family with the aim of offering a fully English-speaking environment in the heart of the city. To make this possible, we partnered with Stafford College, whose vocational students travelled each year to complete their placements and work with us. This international educational exchange became a fundamental pillar in our early development and remains a symbol of the link between Tarragona and Stafford — a connection we continue honouring with pride.

LANGUAGES DAY

Last Friday, September 26th, we celebrated a very special day at school: Languages Day. Our goal was clear: to promote respect and curiosity for the different languages and cultures of the world through playful, creative, and participatory activities. And we can proudly say it was a complete success!

From the very beginning of the day, students received their Language Passport, which they filled with stamps as they completed the different activities prepared in the classrooms. Each station offered them a unique experience: reading a short story in English, learning greetings and key words in German, singing in

Catalan, trying out tongue twisters in Spanish, practicing mini-calligraphy in other alphabets, and even listening to stories that some classmates shared in their mother tongue. Creativity also played a central role in the Flags and Greetings activity, where each class researched different countries and collaboratively designed their flags. And as a final touch, everyone contributed one or more beautiful words to the great Collective Mural, a space that became filled with meaningful and inspiring terms related to life in our school. It was a day full of learning, fun, and togetherness, where students not only discovered new languages and cultures.



NEWS





Miss Joana Hernández, Head of the Arabic Department at the EOI Tarragona

Learning languages: An inspiring visit from an Arabic teacher

Text by Ona Sanabra Llorens (Y11)

–

On Friday, the 26th of September, it was international languages week and therefore an Arabic teacher visited our school to talk about the importance of learning languages. She spoke several languages, including English, Spanish, Catalan....

During her talk, she explained the fact that knowing more languages can open many opportunities in the future.

She encouraged us not to settle for learning only one language because every new one helps us to understand and connect with more people and more cultures.

The teacher also shared her personal journey about how she ended up being an Arabic teacher. At first, she didn't plan to dedicate her career to it but afterwards it became a big part of her life. Now, most of her work involves teaching Arabic. Her talk inspired many of us to keep learning or start to learn new languages and appreciate their value in the world today.!



Trip to Lippstadt, Germany

This term, KS3 and KS4 students started the year off with great energy! From August 30th to September 6th, 22 BSDC students, accompanied by their German teacher and a volunteer parent, travelled to the German city of Lippstadt to spend a few days with their exchange partners and host families from the Marienschule (<https://www.marienschule-lippstadt.de/>).

This first exchange project with Germany began in November 2024, when our Year 9 and Year 10 students started writing to their pen pals; in April, we welcomed the students from Lippstadt to Tarragona. It all came full circle last September with an exciting week-long trip

during which our students, besides getting to know the picturesque city of Lippstadt in the Westphalia region, also had the chance to visit Münster and Dortmund. Staying with their German host families gave our students the perfect opportunity to practise the language and experience the local culture and traditions firsthand.

During their two days at the school, they also got to immerse themselves in the atmosphere of a German secondary classroom. This new exchange programme with Germany is here to stay: preparations are already underway for the 2025/26 edition, which will involve this year's Year 9 students.

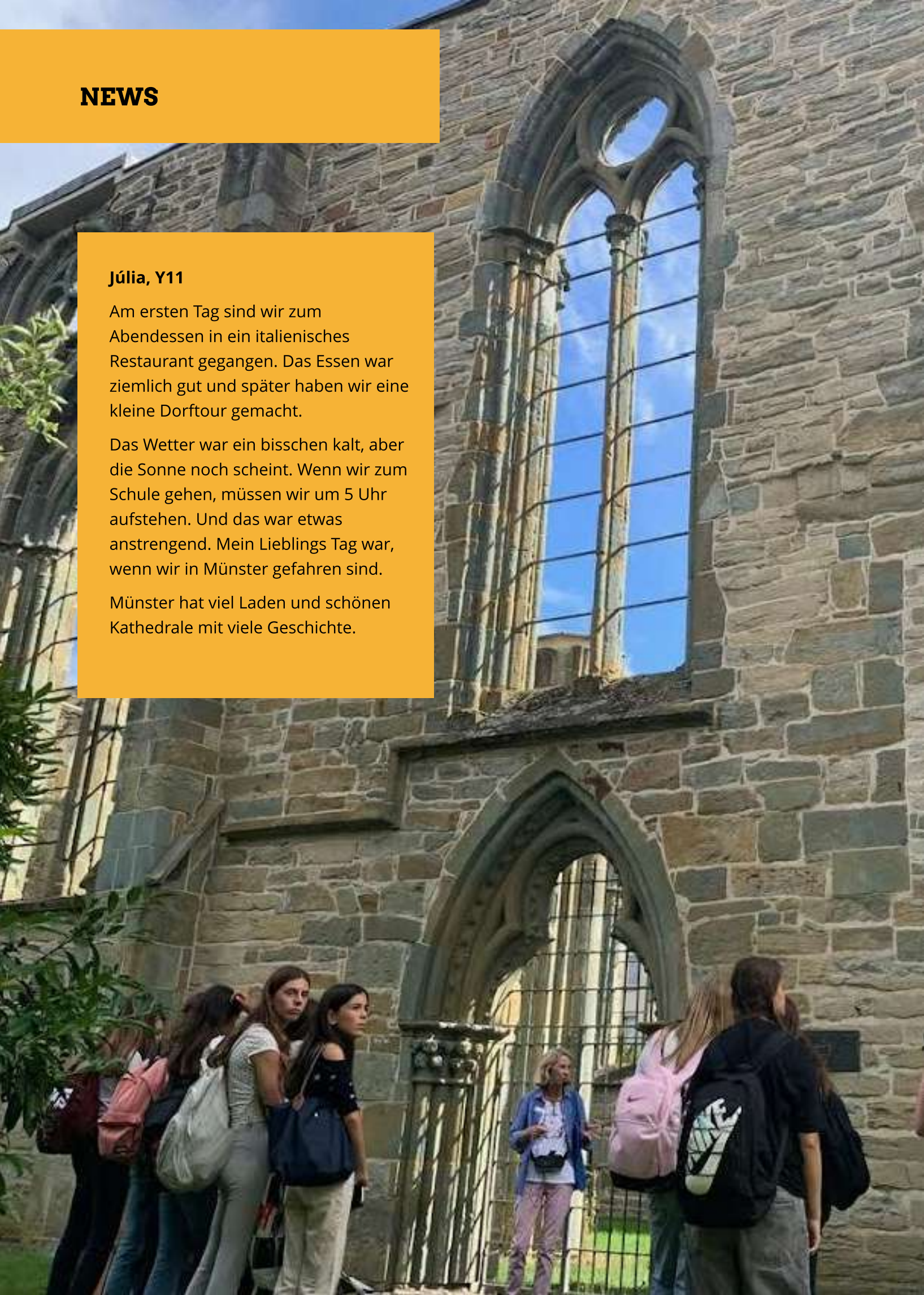
NEWS

Júlia, Y11

Am ersten Tag sind wir zum Abendessen in ein italienisches Restaurant gegangen. Das Essen war ziemlich gut und später haben wir eine kleine Dorftour gemacht.

Das Wetter war ein bisschen kalt, aber die Sonne noch scheint. Wenn wir zur Schule gehen, müssen wir um 5 Uhr aufstehen. Und das war etwas anstrengend. Mein Lieblings Tag war, wenn wir in Münster gefahren sind.

Münster hat viel Laden und schönen Kathedrale mit viele Geschichte.



NEWS

Martina, Y11

Am 30. August haben wir unser Erlebnis gestartet. Um 9 Uhr haben wir uns alle am Reus Flughafen getroffen, und um 13 Uhr hat unsere Reise angefangen. Es war sehr anstrengend, und wir waren sehr müde, weil der Flug 2 Stunden gedauert hat und dann hatten wir eine Busfahrt, die 2.5 Stunden dauerte. Aber als Frau Ostarek gesagt hat, dass wir in der Nähe war, wurden wir alle aufgeregt.

Am Samstagabend haben wir die Familie besser kennengelernt, und am Sonntag haben einige Familien ein BBQ zusammen gemacht oder andere Menschen haben Köln und andere schöne Sachen besucht.

Mit der Schule haben wir drei Ausflüge gemacht: Borussia Dortmund Stadium, Münster und Lippstadt. Es waren alles richtig schöne Städte. Wenn wir keine Ausflüge machen, sind wir in den Unterricht gegangen. Der Unterricht in der Deutschen Schule war einfacher als in unserer Schule, dachten wir. Aber das Problem war, dass sie die Menschen zu schnell sprachen, deshalb konnten wir es manchmal nicht gut verstehen.

Am letzten Tag mussten wir alle um 5:20 in der Schule sein, weil wir nach Hause gehen mussten. Es war sehr traurig, und viele Menschen haben geweint. Es war ein sehr tolles Erlebnis, an das wir uns unser ganzes Leben erinnern werden.

Aina, Y11

Ich mochte den Aufenthalt in Lippstadt. Es hat viel Spaß gemacht mit meinen Austauschpartnern und meinen Freunden. Es war eine gute Gelegenheit, weil ich viele Wörter und die deutsche Kultur gelernt habe.

Manchmal sind wir mit unseren Austauschpartnern zur Schule gegangen, und an anderen Tagen sind wir in der Stadt einkaufen gegangen. Ich möchte auch den Tag, an dem wir ins Dortmunder Stadion gegangen sind. Alles war eine sehr schöne Erfahrung.

NEWS

David, Y11

Ich habe den Austausch in Deutschland toll gefunden. Ich glaube wir haben viel gemacht und ich will in der Zukunft nach Lippstadt wieder gehen. Am Samstag sind wir in einem Themepark gegangen. Ich glaube, das war besser als in der Marienschule Cafeteria zu sein.

Am Montag gehen ich und Joshua zur Schule. Es war okay, aber Freitag war besser. Am

Montag habe ich nicht viel im Unterricht gemacht, aber am Freitag habe ich ein bisschen Notizen gemacht. Und ich glaube, das war toll. Meiner Meinung nach war Donnerstag der beste Tag, weil wir mit meinen Freunden und mit unseren Austauschpartner in Münster gegangen sind. Wir haben viel gemacht und viel spazieren gegangen. Ich habe nur gute Erfahrungen mit dieser Reise gemacht..

Meritxell, Y11

Diesen Sommer habe ich Lippstadt in Deutschland besucht. Ich bin mit meinem Austauschpartner und anderen Freunden mit ihren Austauschpartnern zu einem Ballonfestival neben Warsteiner gegangen. Es war wie ein "Fair" mit vielen Leuten. Alle hatten Spaß und lachten (ich auch).

In der Luft konnte man viele Gerüche riechen: von Currywurst, Pommes Frites und süßem Essen.

Es war elektronische Musik für alle und viele Menschen tanzten. Am Abend wurden die Heißluftballons mit Licht beleuchtet. Es war sehr schön und bunt.

Aber die Temperatur war auch sehr kalt. Die Atmosphäre war wunderbar, und ich werde diesen Tag in Deutschland nie vergessen.

Martí, Y11

Während unseres Aufenthaltes in Lippstadt wohnten wir bei unseren Brieffreunden. Ich hatte großes Glück mit meinem Pen Pal, bei dem ich wohnte, denn wir hatten viel gemeinsam. Den ersten Tag verbrachten wir bei der Familie. Er zeigte mir seine Lego Star Wars Sammlung. Ich mag Lego Star Wars viel und das war ein schöner Moment für mich. Er besaß sehr alte Sets und seltene Minifiguren.

Montag und Freitag gingen wir zur Schule. Am Dienstag gingen wir ins Stadion von Borussia Dortmund. Am Mittwoch besuchten wir Lippstadt und am Donnerstag Münster. Am Samstag sind wir sehr früh aufgestanden, um ins Flugzeug zu steigen. Unser Flug war gut und ich habe im Flug mit einigen meiner Klassenkameraden FIFA gespielt. Ich glaube, dass dieses Erlebnis unvergesslich ist.

Paula, Y11

Im Sommer habe ich Lippstadt, in Deutschland, besucht. Ich habe mit meiner Austauschpartnerin in ihrer Schule, der Marienschule, zwei Tage Unterricht gehabt. Der Schulunterricht beginnt morgens um 7:30 Uhr und endet um 13 oder 15 Uhr. Zum Mittagessen gehen sie nach Hause. Wir haben nach Lippstadt und Münster eine Stadttour gemacht. Und wir haben in Dortmund das Stadion und das Museum der Mannschaft.

An meinem letzten Tag war ich mit meiner Austauschschülerin und einer ihrer Freundinnen im Aqua Fun Park in Soest. Hier gibt es viele Pools und viele Rutschen, es war toll. Ich war in einem Restaurant in Soest, Die Zwiebel. Dort habe ich Schnitzel mit Kartoffeln und Currywurst gegessen und es war sehr lecker. Meine Woche in Lippstadt war super, ich hoffe, dass ich wiederkommen kann.





Learning beyond the bell

A Look at BSCD's After-School Programs

To mark the end of the 2024/2025 academic year, British School of Costa Daurada hosted a vibrant and unforgettable party that brought the entire school community together.

The event, held on school grounds, was filled with energy, laughter, and sunshine. Students and families came together to celebrate the achievements of the year and to welcome the summer break with joy.

From the start, excitement was in the air. Children enjoyed an array of activities, including bouncy castles and thrilling water games that

kept them smiling for hours. A lively kids' show and a captivating magic performance wowed the crowd and kept the younger students spellbound.

This joyful celebration served not only as a farewell to the school year but also as a reminder of the strong sense of community and spirit that defines the school. With laughter, play, and shared moments, the party closed the year on a high note.

Here's to another successful year—and to the summer adventures ahead!





Fa cinc anys que coordina les extraescolars del BSCD, un programa viu i variat que reflecteix la seva passió per l'educació, la creativitat i l'esport. Antiga jugadora i entrenadora de bàsquet, destaca per la seva energia i capacitat d'innovació. Sempre oberta a nous projectes, valora molt el treball en equip.

Raquel Meseguer: 'Les extraescolars s'adapten als interessos dels nens i les nenes'

Text Nico, Glòria, Noah

És un programa viu, que s'adapta als interessos dels nens i nenes.

Quina va ser la primera extraescolar que vas coordinar a l'escola?

Jo vaig començar a coordinar les extraescolars fa ja 5 anys, i tot i que abans ja s'hi oferien activitats, sincerament, no en conec els detalls. A partir d'aquell any vam començar a oferir un programa molt ampli, molt semblant al que tenim ara. Sempre hi ha alguna activitat nova que encanta i es queda, i d'altres que desapareixen perquè no han acabat d'agradar.

Quina extraescolar recomanes per a nens i nenes de 10 anys?

Depèn molt dels interessos de cada infant, però als 10 anys és una edat ideal per explorar activitats que combinin creativitat, moviment i aprenentatge. Per exemple, teatre és fantàstic per guanyar confiança i expressió; futbol, tennis o pàdel ajuden a canalitzar energia i treballar en equip; LEGO estimula la lògica i la creativitat; i màgia o escacs són opcions originals que desenvolupen la concentració i l'estratègia.

Quina és l'última extraescolar que es va afegir a l'escola?

Les últimes extraescolars que s'han incorporat han estat màgia, futbol i escacs. Tot i que escacs ja s'havia ofert fa anys, es va deixar de fer durant un temps i ara fa un parell de cursos que l'hem recuperat amb molt bona acollida.

Quina és la teva extraescolar preferida?

No em puc quedar només amb una, perquè la veritat és que n'hi ha moltes que em motiven! M'encanta la dansa pel que transmet, la màgia em genera molta curiositat, el LEGO em sembla una activitat molt creativa, el teatre i la música són molt enriquidores, i les esportives m'agraden per l'energia i el treball en equip. Cadascuna té alguna cosa especial que la fa única!

Fa molt de temps vas ser entrenadora. T'agradaria tornar a ser-ho?

Abans de ser coordinadora d'extraescolars, vaig començar fent l'extraescolar de bàsquet i m'ho passava molt bé! Jo havia estat jugadora durant molts anys de la meva infància i adolescència, així que tornar a viure-ho des de l'altra banda va ser molt especial.

Tornar a ser entrenadora?

Qui sap! M'agradava molt i el temps dona moltes voltes. On ara tenim l'edifici de Year 5, Year 6 i secundària, abans hi havia una pista on fèiem bàsquet i patinatge... en tinc molt bons records!

S'ha parlat d'afegir alguna extraescolar diferent?

Sí, es va parlar d'introduir una extraescolar de Yoga and Mindfulness, ja que ens sembla una proposta molt enriquidora tant a nivell físic com emocional. Tot i això, ho valorarem de cara al curs vinent, ja que aquest any es va proposar una mica tard i no hi havia prou marge per organitzar-la com cal.

"Una extraescolar com Forest School permetria als infants connectar amb la natura"

Creus que d'entre totes les extraescolars hi ha prou activitat física?

Sí, sens dubte. Tenim una oferta molt variada d'activitats físiques com futbol, multiesport, dansa, judo, piscina, tennis, padel i golf. Són opcions pensades per adaptar-se als interessos i necessitats de tots els/les alumnes, i fomenten no només l'activitat física, sinó també valors com el treball en equip, l'esforç i la constància.

Creus que seria viable crear una extraescolar relacionada amb el medi ambient i la natura? Com per exemple programar un Forest School com extraescolar?

Sí, crec que seria una proposta molt interessant i enriquidora. Una extraescolar com Forest School permetria als infants connectar amb la natura, aprendre a través de l'experiència directa i desenvolupar habilitats importants com l'autonomia, el respecte pel medi ambient i el treball en equip. A més, encaixa molt bé amb els valors educatius de l'escola, així que seria molt bonic poder-ho valorar de cara a futurs cursos.

I què opines sobre el Newspaper?

El Newspaper és una extraescolar molt especial, ja que dona veu i visibilitat a tot allò que passa a l'escola. Els/les alumnes que hi participeu es converteixen en periodistes, observadors del dia a dia, que tenen la responsabilitat i l'oportunitat de compartir amb tothom les vivències, activitats i moments més especials del curs. És un projecte que fomenta la creativitat, l'expressió escrita i el treball en equip, i que deixa una empremta molt bonica en forma de revista escolar.

MUSIC DAY

Text by Biel Vilà (Y6)

On Music Day, the 22nd of November, all the pupils of the British School of Costa Daurada from Y1 up to Y6 came in clothes matching their house colour (green for Pegasus, blue for Lochness, red for Kraken and yellow for Griffin). The house groups split between group 1 and 2. Throughout the day, individual students went to perform in front of the house groups, playing instruments or singing. There were workshops such as musical bingo and “guess the movie” song.

Along the way, the house groups collected picture pieces that formed the house picture. After a long day, the houses practiced a particular song ready to perform in front of Primary.

Next Friday 29th November, at assembly, the house captains came up front and made the picture and all houses were awarded house points. A fantastic day was had by all! Special congratulations to all performers and organisers.







Share your talent

Digital Citizenship Education at the heart of our community

At BSCD, pupils and teachers came together to celebrate what truly makes us human — our ability to connect, share and play.

The “Share Your Talent” morning invited children from across the school to showcase small skills, games or talents, or simply join in and learn something new from their peers. Armed with skipping ropes, balls, cards and other small items, pupils shared their interests

and discovered the joy of collaboration and creativity. Teachers also joined the fun, sharing their own talents and helping the event run smoothly.

The morning embodied the spirit of Digital Citizenship Education, reminding us that while technology connects us, it is kindness, curiosity and creativity that truly bring us together as a community.





CASTAWEEN



One of the most popular celebrations at the British School of Costa Daurada is Halloween...



CASTAWEEN





CASTAWEEN

This spooky October, we saw an amazing event all the way from toddlers to secondary! It was filled with great moments including a traditional Castanyada, a spectacular costume event, as well as other events.

In Primary there was an event organised by Year 6. It included a scary terror tunnel built by Mr Oliva's Year 6 and a lab set up by Mr Derrone's class. It was an amazing event that showed pupils' bravery and valor through a frightening and terrifying experience. The science lab showed simple science in fun and interactive ways that sparked curiosity. Pupils enjoyed the effort of their next-to-be-secondary students as well as their fantastic creativity!

In Secondary, there were two events organised for their pupils; a scary movie which was a Tim Burton classic - *The Night Before Christmas*. There was also a disco party that was filled with dancing and joy. It included fun board games and obviously a Just Dance battle. It was a calm after the gargantuan week that was filled with exams.

All in all, this amazing Castaween was filled with amazing and spooky moments that will hold a special place in the hearts of every pupil & teacher.

Noah Pearson





CASTAWEEN

Felix (Y5)

Are you nervous about the castaween event?

Yeah, I'm excited about it

What are you preparing in your class for the castaween event?

Right now we were drawing some pictures for the door, for maths we will be doing an escape room sort of thing with the other year 5

How are you going to be dressed up for the castaween?

I dressed up as a NASA astronaut in respect of my coach back in Houston

Do you like "CASTAÑAS"?

I've never tried it

In your opinion, what do you think about the tradition of trick-or-treat?

Yeah, every year I get loads of candy from the rich neighbourhoods back in the U.S.

Artiz (Y5)

Are you nervous about the castaween event?

I'm a bit nervous but not too much

What are you preparing in your class for the castaween event?

We are preparing a little maze and some little sentences.

How are you going to be dressed up for the castaween?

Tom brady

Do you like "CASTAÑAS"?

Yes I like castañas.

In your opinion, what do you think about the tradition of trick-or-treat?

It think is cool because is a tradition every one can do to get candy of other houses.



Our hero team which helps the world, our Charity Committee

Text by Biel Vilà (Y6)

–

Among all the initiatives of the B.S.C.D., the primary school charity committee is one of the most innovative. It is a group formed by 6 year 6 students who create events to raise money and then donate to charitable causes.

How are the charity committee members chosen? The charity is democratically chosen by votes in which all year 6 students vote, and the 6 students who receive the most votes are the representatives throughout the school year.

Every two weeks, during school hours, they meet to discuss future events.

The following 6 students are the members of the charity committee for the 2025-2026 school year who are supervised by two teachers: Miss Hall and Miss White.

The head of the committee is Irene Petzetaki Cotonda and the other representatives are Joel Virgili Gonzales, Alejandro Patino Jorege, Lucia Carrascosa Anguis, Allegra Cara Pubil and Biel Vilà Hidalgo. The first action of the charity committee of the current course was the tunnel of terror and the laboratory. It was held on Castaween day and all the students of year 6 participated. Around 500 euros were raised

which will be allocated to the Catalan animal protection association S.P.A.C. This association was created in 2020 by two lads whose names were David Miller and David Nussbaum.

Opinion
Biel Vilà (Y6)

–

Joining the charity committee has given me many responsibilities and organising most of the events has given me more business skills and ideas.

We also need creativity skills to attract more people to come visit our activities and generally make it fun.

To launch our plan in action we have to create posters, videos and digital presentations with colourful sub-headings and pictures. It has been a splendid experience witnessing what is being part of a group that our dreams of making money and helping people can come true.

My reason for joining the charity committee was to enjoy helping the poor and have an important role in our British school. This led me to taking important decisions instantly which led me to deeply thinking rapidly.

The Harvest Festival: Supporting our community once again



BSCD proudly supports Associació Socioeducativa Joventut i Vida, the largest social dining service in Tarragona. Based in Bonavista, the organisation provides over 4,000 hot meals each month to families in need.

Pupils recently welcomed Raquel Quílez and Cristóbal, who shared their inspiring work and answered thoughtful questions from students. Their visit highlighted the importance of empathy, generosity, and community spirit — values deeply rooted in BSCD's ethos. Through this initiative, BSCD continues to build meaningful connections and inspire pupils to make a positive impact.





Solidaridad sin fronteras

Text Mar Cirera

BSCD mostró una vez más su espíritu solidario apoyando a una escuela de Hikaduwa, en el suroeste de Sri Lanka, una zona gravemente afectada por el tsunami de 2004. Gracias a una donación de 375€, el exterior de la escuela de Hikaduwa ya ha sido pavimentado, mejorando el entorno y las condiciones para sus alumnos. Una familia del colegio visitó el centro en Sri Lanka el 2024, donde pudo conocer a los niños y al profesorado. Este gesto solidario refleja el compromiso de The British School of Costa Daurada con el apoyo a la educación.



ANTI-BULLYING WEEK

Text by Noah Pearson (Y9)

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This week (Monday, November 10th to Friday, 14th of November) has been especially dedicated to awareness about bullying by the Anti-Bullying Alliance also known as the A.B.A. The A.B.A. is a coalition of organisations and individuals that work against bullying to create a better & safer environment for children & young people. Its main event Anti-bullying week is an event that occurs each year in which

awareness is spread about bullying and how to stop it. This Monday an assembly was held by Miss White & was attended by Keystage three. It covered what bullying was and how we can stop by speaking up or talking to a trusted adult or guardian about it. Pupils got to enjoy a small interactive activity in which the students had to write their opinion on a post-it note about the question 'Is being a bystander just as bad as a bully?'. After doing so, the post-it notes were stuck on a display that had been made by Miss White and the SENCO department of the school for the event.





Sílvia Severino Fareno
Head of SEND&
WELLBEING Department

Educational Psychologist
COPC 28756

Therapeutic Pedagogy
CDL37692

Sílvia Severino: 'Quan hi ha bullying el més important és demanar ajudar'

Text Glòria

Qué entenem per Bullying?

La veritat és que, de vegades, no tothom té clar què és i què no és bullying. Des de la meua experiència, el que intento sempre és explicar als alumnes d'una manera molt senzilla què entenem per assetjament escolar. Quan parlem d'assetjament, ens referim a situacions que passen de manera repetida i en què una o més persones exerceixen conductes que fan mal a algú. Aquestes conductes poden ser insults,

empentes o cops, xantatge, escampar rumors, robar coses o qualsevol acció que tingui com a objectiu ferir, intimidar o fer sentir malament una altra persona.

Com ajudes als alumnes de l'escola si en algún moment han sentit bullying?

Quan un alumne s'adona que està vivint una situació que li fa mal, el primer que faig és ajudar-lo a sentir confiança amb mi. Necessito que tingui molt clar que sóc aquí per escoltar-lo, protegir-lo i treballar perquè aquesta situació canviï. El segon pas és que senti la força i el suport dels adults que l'acompanyem: professorat, família i equip de l'escola.

ENTREVISTA

Cap alumne ha d'afrontar això sol. Després treballem sobre les relacions sanes: què és el que ens fa mal, què no podem acceptar en cap cas i com podem posar límits de manera segura. Sempre els explico que hauré de parlar amb altres adults responsables per poder intervenir, però també els deixo clar que no els deixaré sols, ni durant el procés ni un cop hagi acabat.

Perque creus que una persona li pot arribar a fer bullying en un altre?

Perquè sent un malestar emocional molt gran i aquesta és la manera que troba.

Si un alumne pateix bullying que li recomanes?

Que no calli. Que demani ajuda. Que ho expliqui de la manera que pugui, ja sigui dibuixant, escrivint o explicant-li a un amic.

Si veiem que un company de classe està passant per una etapa de bullying que poden fer els companys que estem al seu costat?

En aquesta escola un dels recursos que teniu els alumnes és anar a buscar a Miss White, ella és l'encarregada a l'escola de gestionar aquests casos.

Ens pots recomenar un llibre, pel·lícula o sèrie que parli sobre el bullying?

Actualment, *Adolescència*, crec que ha mostrat molt bé totes les possibles mirades sobre la situació. També hi ha un vídeo que em va encantar tot i que es duríssim.

"Que ho expliqui de la manera que pugui, ja sigui dibuixant, escrivint o a un amic"



School for parents: Growing together through dialogue

At BSCD, we believe that education is a shared journey between school and families. Our School for Parents programme was created as a space for connection, reflection and open dialogue — a meeting point where parents could share experiences, express concerns and explore together how to accompany their children in a thoughtful and balanced way.

The first session, titled “Between Play and Routine – Building Security and Positive Boundaries,” focused on how to strengthen children’s emotional bonds, establish calm and structured routines, and value play as an essential part of learning and wellbeing.

The talk was participatory and concluded with a family coffee, where parents exchanged ideas, asked questions and engaged with our educational community in a relaxed and collaborative atmosphere.

To make attendance easier, the school provided Afterschool free of charge, ensuring that pupils were cared for while families enjoyed this moment of shared learning and reflection.

The second session of our School for Parents was dedicated to an essential topic in childhood development: fear. Under the title “Understanding and Supporting Fear in Childhood”, we explored how to recognise children’s fears and how to support them with calm, empathy, and confidence. The aim of

these meetings was to offer families up-to-date tools and meaningful reflections on education and parenting, while also creating a space for dialogue and connection with other families and professionals. On this occasion, we organised a participatory talk followed by a family coffee.

Knowing when to say yes and when to say no was one of the most common challenges in parenting. In our School for Parents session, “When to Say Yes and When to Say No: Accompanying Children’s Wishes”, we explored how to balance fostering our children’s autonomy with guiding them through firm and caring boundaries.

School for Parents – FAQs

¿Cómo apuntarse?

Se envía un correo informativo antes de cada sesión. Hay tres encuentros por trimestre.

La inscripción es gratuita y se realiza a través de la app del colegio.

¿Dónde consultar el material?

Todo el contenido está disponible en la app, en la sección

Documentos > School for Parents.

DÍA INTERNACIONAL DE LAS PERSONAS CON DISCAPACIDAD



En las aulas, cada niño llega con un brillo distinto

Text Miss Lourdes Castillo

—

En una escuela nunca existen dos mañanas iguales. Cada día, cuando los niños cruzan la puerta, traen consigo una luz única: una manera diferente de aprender, de sentir, de expresarse o de descubrir el mundo. Y es precisamente ese mosaico de miradas lo que hace que la educación sea un lugar tan vivo, tan desafiante y tan lleno de sentido en nuestra escuela. La inclusión no es un gesto que la

sociedad deba tener: es una actitud que todos deberíamos practicar con la misma naturalidad con la que sonreímos.

El Día Internacional de las Personas con Discapacidad nos invita a detenernos y mirar con más atención a nuestro alrededor. No para señalar las dificultades, sino para celebrar lo que cada niño aporta: su ritmo, su voz, su manera propia de avanzar en la vida. La diversidad no es una excepción; es la esencia de la educación. Este año quisimos celebrarlo de una forma sencilla y profunda: recordando

DÍA INTERNACIONAL DE LAS PERSONAS CON DISCAPACIDAD

que no todos aprendemos igual, pero todos podemos aprender; que no todos volamos con las mismas alas, pero todos merecemos volar.

Compartimos el cuento de Nube, una mariposa diferente que descubrió que su forma de volar también podía iluminar el cielo. Los niños entendieron enseguida que lo extraordinario muchas veces nace de lo distinto.

También nos pusimos por un momento “en los zapatos del otro”: escuchamos audios difíciles

de entender, dibujamos sin ver, y descubrimos juntos que algo que para unos es sencillo, para otros puede convertirse en un reto real. Y que pedir ayuda no resta valor; al contrario, nos une como comunidad. Para terminar, construimos un mural colectivo: un gran puzzle donde cada pieza fue decorada con palabras y dibujos sobre la inclusión, la diferencia y el respeto. Un puzzle donde ninguna pieza es igual a otra... y donde ninguna sobra.

Esa actividad nos conectó de manera inesperada con la historia de nuestra propia escuela.

Con aquellos primeros pasos en forma de Jigsaw, cuando el proyecto educativo que hoy conocemos empezó siendo literalmente un puzzle que había que montar desde cero: piezas únicas que, juntas, dieron forma a un sueño.

Ese espíritu continúa vivo hoy, latiendo en nuestros valores y respirando en cada pasillo, en cada aula y en cada niño que pasa por aquí.

Celebrar este día no es un gesto aislado, es recordar que educar es acompañar, escuchar, sostener y valorar lo que cada uno lleva dentro. Ojalá nuestros alumnos vuelvan a casa diciendo: “Hoy hemos aprendido que ser diferente está bien. Que juntos hacemos algo muy bonito.”

Si conseguimos eso, aunque sea un poquito, entonces hemos dado un gran paso como escuela. Porque, como desde el primer día, seguimos siendo un puzzle que sólo tiene sentido cuando todas sus piezas son bienvenidas.



CROSS-COUNTRY RACE

Text by Noah Pearson (Y9)

It's been another amazing year here at the BSCD with another Cross-Country Race with around 400 participants attending! On the 16th of November, a radiant Sunday, the school organised its annual Cross-Country Race filled with excitement & anticipation as the children from all ages raced in the muddy, damp & dirty conditions of the track. The participants included BSCD students, students from other

schools of the Tarragonès province & federated clubs of the area.

All in all, the event went spectacularly well. People loved the muddiness of the racetrack, the shining sun, & the cafeteria organised by secondary school students (specifically keystage 4). All students from young primary learners to secondary school pupils, loved the event. Sponsors include Royal Tarraco, AG, Escapada amb Nens, Be · ON active, AMAR 81, Consell Esportiu del Tarragonès, Ajuntament del Catllar & Secretaria General de l'Esport.





CHRISTMAS IN BSCD

This year, in true BSCD fashion, the school celebrated a joyful & merry Christmas. This December was filled with shows, celebrations & odd but colourful jumpers! It was a festive time where the corridors & classes were filled with decorations as pupils felt the Christmas season beginning to creep into the school.

This year the school celebrated 6 shows in total in 6 days, ranging from early years to secondary students. There was also the traditional Catalan Tió, where the children & pupils got to enjoy beating up the log with wooden sticks & receiving class presents. All in all, the school was filled with the festive spirit of Christmas, which truly was visible in the shows the pupils performed.

Noah Pearson (Y9)

El campo de fútbol de la BSCD se transformó en el escenario del Secondary Show. Los padres de los alumnos de secundaria llegaron al colegio el miércoles para disfrutar del espectáculo. Los alumnos lucían atuendos navideños, desde gorros hasta sudaderas festivas, creando un ambiente lleno de espíritu navideño. Los grupos de Y7, Y8 y Y9 interpretaron varias canciones típicas de estas fechas. Además, algunos alumnos de Y9 sorprendieron al público con frases inesperadas atribuidas a los profesores, a pesar de tratarse de un acto navideño.

Los villancicos parecieron quedarse atrapados en otra dimensión, esperando regresar el próximo año para que todos podamos cantar juntos "All I Want for Christmas Is You".

Nico Sánchez (Y9)

Quan es va acabar l'eclèctic show dels alumnes de secundària, abans de marxar tots cap a casa, el CEO, Gerard Monguió, va voler dedicar unes paraules molt especials i emotives a la seva mare. Li va agrair el suport i la implicació constants, i va recordar els inicis de l'escola.

A més, el CEO també va voler felicitar els alumnes de secundària. L'escola ha rebut recentment la inspecció de la NABSS, que va qualificar el centre amb un "10". Ens va felicitar a tots aquest reconeixement i per la feina ben feta.

Glòria Milà (Y11)

CHRISTMAS IN BSCD





QUESTIONNAIRE

**WHO IS WHO?
BSCD**

"My favourite part of being a teacher are the students and the laughs"

Text by Glòria (Y11), Nico (Y9), Noah (Y9)

Why did you come to this school?

I decided to move to Spain because I wanted to learn a new language, live in a warmer and sunnier climate, and widen my world perspectives.

Who told you about this school?

I found the opportunity to work at this school through an online platform for teachers looking for jobs. It was the best decision I've ever made!

What's your work inside the school?

My job is to teach science to pupils aged 11-16 according to the British curriculum. I organise the lab, ensure that practical work happens as regularly as possible and that they are safe.

What's your favourite place in the school?

I really enjoy spending time and working in the library, it's a great study environment and is also a great sun spot!

Of all the school values, what's your favourite one?

I relate the most to responsibility, within limits! Being aware of your boundaries to not only show respect for your work, colleagues, and students, but also knowing when to have the

confidence and sensibility. Knowing when to ask for help to meet the demands of many different responsibilities is also a key value for me.

What's your favourite book? And why?

Divergent. I loved how the book explored the character development of a supposedly shy and timid individual that was comfortable with their day to day life and rules according to her current faction, until she was split to join a completely wild and adventurous faction.



Miss Moore
Science Teacher KS3/KS4

If you win the lottery what would you do with the money?

The first thing I'd do is buy my parents a house. Otherwise, money comes and goes, it's the memories and people that make life worth living!

"I like the creative aspect a lot, and I like watching how much the children grow and develop "

Text by Glòria (Y11), Nico (Y9), Noah (Y9)

From your experience in the school what would be a memorable highlight of it?

My favourite moments are when we're all in the classroom together and everything's humming along - the teachers and the children.

In your experience, what has been the biggest change in the School?

I would have to say how much it's grown in such a short time. I used to know everyone on staff, but that isn't the case anymore.

Is there any smell that you would identify the school?

Probably the disinfectant we use to clean surfaces in Nursery.

In what year did you join the school?

I was hired in 2021.

In the future, will you come to visit us?

It's possible or maybe I'll see you if you do a school trip to Vall de Núria. I plan to move to that area. I'd love to see a school group there, and I'd

be happy to help in any way I can.

What is your favourite part of being a teacher?

I like the creative aspect a lot, and I like watching how much the children grow and develop

between September, when they start, and June.

Why did you choose to teach Nursery?

The job opening was for Nursery when I interviewed with Miss Mònica, and my training is in early childhood.

Who told you about the school?

I don't really remember, but I'm sure I checked out the school online.

We hear that you will be retiring, what will you do with so much time on your hands?

I'll spend lots of time in nature and have time to cook and read. I'm also going to study

Catalan again because I want to finally understand how to use all those pronouns properly!

What would you do if you won 1 million euros?

I wouldn't worry about money.



Miss Elizabeth
Nursery

"Lo que más me gusta de mi trabajo es ver el progreso de los alumnos"

Text by Glòria (Y11), Nico (Y9)

¿Qué es lo que más te gusta de tu trabajo? ¿Y lo que menos?

Lo que más me gusta de mi trabajo es ver el progreso de los estudiantes en la asignatura que enseño en este caso educación física y ver el progreso de los estudiantes. Mi tiempo es bastante limitado y tengo que exprimirlo al máximo, tengo que darlo todo para que los alumnos aprendan lo máximo posible.

¿Cuál es tu ejercicio favorito?

Mi ejercicio favorito... Es difícil esa pregunta... Tengo muchos pero, mis favoritos son los que no tengo que intervenir tanto y los niños pueden ser independientes.

¿Qué cambiarías de BSCD?

Yo seguiría trabajando en mi espacio y haciéndolo lo mejor posible.

¿Por qué decidiste ser profesor de gimnasia?

Porque el deporte y el ejercicio físico es gran parte de mi vida. Me gusta ayudar a los niños y crear unos hábitos para tener una vida saludable.



Mr Hurtado
PE

¿Cuáles son tus trabajos más habituales?

Depende mucho de la edad, pero vamos trabajando un poco de todo. A partir de primaria introducimos más deportes y más técnica.

¿Practicas algún deporte?

He practicado muchos deportes, pero desde los 5 años siempre he jugado a fútbol. Me gusta mucho.

¿Cuál es tu plato favorito? ¿Dónde lo comiste por primera vez?

El estofado de mi madre porque me lo ha hecho toda mi vida.

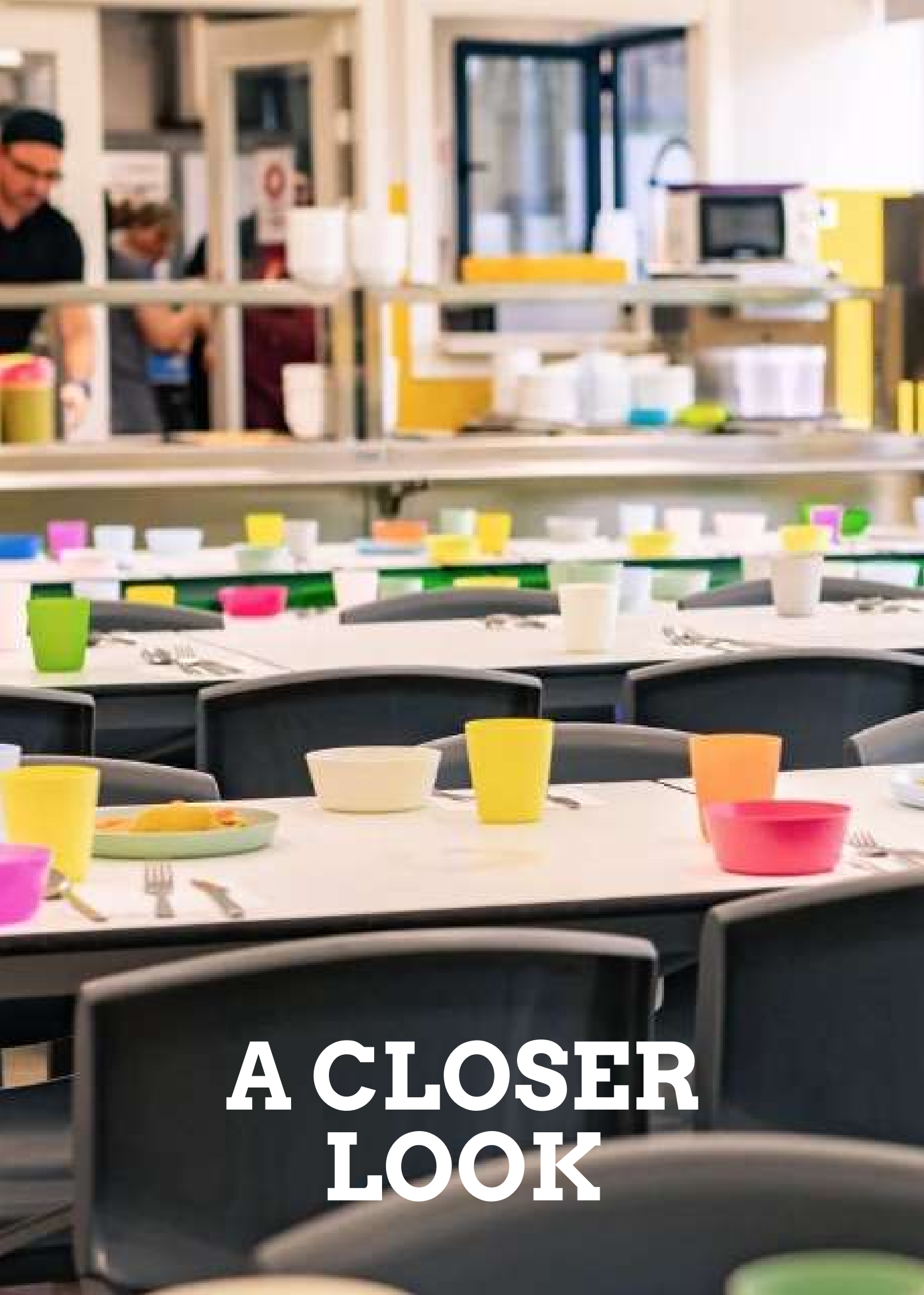
¿Qué libro te ha marcado más la vida? ¿Y la

película?

El Monje que vendió su Ferrari

¿Qué harías con 1 millón de euros?

Me ayudarían en la construcción del hogar, con la familia y también a viajar, que es de las cosas que más me gusta.



A CLOSER LOOK

BABIES



Over the past couple of months, our babies have settled into the new environment. Now, they are familiar with the class teachers and the routines, and they have a great time playing alongside their peers.

To celebrate the arrival of autumn, our babies were presented with a sensory tray to experiment with seasonal items such as dry leaves, carobs and pumpkins. They explored through their senses.

Lately, our babies are improving their skills and now some of them are even starting to take steps by holding onto different surfaces. Well done, children!



TODDLERS



This term, the Toddlers have been settling beautifully into their new routines while exploring the topic "All About Us." They have enjoyed sensory activities, painting their autumn murals, and discovering light and colours during play. The children also explored Halloween-themed trays and natural materials, sharing many joyful moments together. It has been a wonderful start to the year.



PRE-NURSERY

This term in Pre-Nursery, we have been exploring “All About Us”, supporting children in identifying their preferences, interests, and developing self-awareness. We created Autumn trays with natural materials from home and the forest, fostering sensory exploration and fine motor skills. The children also participated in weekly cooking activities, encouraging practical life skills, cooperation, and early numeracy concepts. We celebrated Halloween with costumes, music, and games, promoting social interaction and imaginative play. Overall, the children have shown engagement, pride, and growing independence throughout the term.



NURSERY



Children in Nursery have had a busy autumn term exploring both indoors and outdoors. They turned into chefs and cooked chestnuts, potatoes, made strawberry jelly and corn cracker and fruit faces.

They discovered Yayoi Kusama and dots art, and they used their small muscles to peel the stickers and hold cotton buds while painting. They explored the use of tools while making macaroni necklaces and hammering golf tees into pumpkins.

They explored textures when playing with sand, water, coloured rice and shaving foam. They observed creatures in their weekly Forest School sessions and others that visited the classroom.



They turned into superheroes helping each other, running fast and showing their super strength. And most importantly, they made new friends and grew closer to the old ones, while working on their emotions when sharing, taking turns and negotiating.

NURSERY



RECEPTION



YR have had an amazing Autumn term, full of new routines and expectations. They've taken some exciting new steps in learning, such as beginning with phonics instruction and having their own book bags! Their scavenger hunt trip in El Catllar was full of adventure, and they had loads of fun dressing up for Castaween. Lately YR have been busy exploring the forest in Outdoor Learning sessions, learning about repeating patterns and positional language in Maths, and singing loads of songs in Phonics to help them remember the letter sounds. They've shown great curiosity within our All About the Past topic, exploring dinosaurs and ways of life of the Romans.

RECEPTION



YEAR 1



Our Year 1 class had an amazing time on our school trip to the local town of Alcover! We spent the day learning all about the fascinating history of the area and exploring some of its beautiful historical buildings. The children were especially excited when we visited the museum and were able to see and even touch a real fossil, which helped us understand what life was like millions of years ago. We also discovered that the whole area of Alcover used to be underwater, which made the fossils even more special. To finish our visit, everyone had the chance to make their own plaster cast fossil to take home, a lovely reminder of everything we learnt. The trip was full of curiosity, teamwork, and wonder, and Year 1 came back buzzing with new knowledge about the incredible past of Alcover!





Year 2 and the 'Triassic, explosió de vida'

Year 2 went to the Museu d'Alcover. During the visit to the "Triassic, explosió de vida" exhibition, children explored what life was like in the Triassic period by discovering real fossils and learning how they formed. They travelled back in time through interactive activities, stories, and exhibits that reveal how ancient seas once covered the Muntanyes de Prades. They also discovered the town of Alcover.

What did you like about the walk around town?

"I loved when we got to have the flags. It was fun when we had the picnic in town." EJ, 6 years

old, Y2P. "Out of the museum we were playing a true or false game. We were around town getting to know the place." Leo M., 6 years old, Y2D.

What did you like about the museum?

"I liked when we made a dinosaur from clay and the movie was interesting. When we touched the 3 dinosaurs on the wall." Sofija, 6 years old, Y2P.

"It was really nice because we got to dig the mixture out of the bowl. We got to see real fossils with a magnifying glass!" Rubí, 6 years old, Y2D.

YEAR 2



YEAR 3



This term, Year 3 have been diving deep into the wonders of the rainforest through lots of exciting activities in all curriculum subjects! Here is a snippet of what we did in Literacy and some details about our super duper trip to Parc Sama!!

Literacy: Exploring the Rainforest Through Writing

Non-chronological reports

The children researched rainforest animals and wrote their own non-chronological reports. They chose creatures such as sloths, poison dart frogs, jaguars, and macaws. They organised their reports into sections like Habitat, Diet, and Interesting Facts.

One pupil wrote:

"The sloth spends most of its life hanging upside down in the canopy. It moves slowly to save energy."

Rainforest narrative writing

Students also created imaginative rainforest adventure stories. Many characters travelled through towering trees, met mysterious animals, and solved nature-themed problems. We practised using powerful vocabulary to bring the rainforest to life.

Rainforest rhyming couplets

The class had fun creating poetry using rhyming pairs. Some favourites were:

YEAR 3

In the emerald leaves where the parrots play,
they chatter and squawk through the leafy day.

Rainforest alliteration

We learned how alliteration can make writing
more exciting. Some fantastic examples
included: tall twisting trees
brilliant blue butterflies and slippery, slithering
snakes

School trip: Parc Samà adventure!

Last week, Year 3 travelled to Parc Samà, where
they had an amazing day exploring local wildlife.
The highlight of the trip was feeding the deer,
who were very gentle and friendly.

The children were excited to hold out handfuls
of food and watch the deer approach carefully.
We also saw lots of different birds, including
peacocks, ducks, and colourful parrots. Children
made connections between rainforest birds and
the species they observed in the park.

One student said: "My favourite part was
feeding the deer because they tickled my
hand!". Another added: "I loved spotting birds
and comparing them to the ones we learned
about in the rainforest."





A term of exploration, discovery and unforgettable adventure

As the new school year began, Year 4 launched into what became one of the most exciting and adventure-filled topics of the year: The Rainforest! From science to geography, from literacy to history, the children immersed themselves in the wonder of some of the most vibrant ecosystems on the planet. It was a term overflowing with learning, creativity, hands-on experiences and unforgettable moments, both inside and outside the classroom.

A Journey into the green heart of our planet

Our rainforest topic this term took us deep into the world's most extraordinary habitats. In

science, the students explored the structure of rainforest plants and investigated how different species adapt to survive in such rich but competitive environments. They learnt about the towering emergent layer, the bustling canopy, the shaded understory, and the mysterious forest floor.

Geography lessons carried us across continents, travelling through South America, Africa, Asia and Oceania. Students used maps and digital resources to locate the world's major rainforests and learnt why these regions are so essential to Earth's climate and biodiversity.

YEAR 4

We discovered how the Amazon produces much of the world's oxygen, how the Congo is home to some of the planet's oldest trees, and how the rainforests of Borneo shelter animals found nowhere else on Earth.

In history, pupils explored how indigenous communities have lived in harmony with rainforest environments for thousands of years. We learnt how people survive using only the resources around them, building homes from palm leaves, crafting tools from natural materials, and preserving traditions passed down through generations. Their growing understanding of these communities helped them appreciate how human life and nature are deeply connected.

Parc Samà: A trip to remember

The highlight of the term came with our unforgettable visit to Parc Samà, an experience that left Year 4 buzzing for days afterwards. Stepping into the historic botanical park felt like walking into a rainforest itself, with its lush plants, tall trees, sweeping pathways and hidden corners filled with wildlife.

One of the most magical moments of the day was feeding the deer. Children watched in awe as these gentle, elegant animals approached quietly and gently. For many, this was their first time being so close to such beautiful creatures, and the excitement was impossible to miss.

From there, students explored caves inspired by the famous architect Antoni Gaudí. These sculpted caverns, with their curves, stone textures and twisting shapes, sparked curiosity and imagination. Children wondered how they were made, who might have walked through them in the past, and what secrets they might hold. The guided visit led by the Parc Samà vet

was another highlight. With enthusiasm and expertise, the vet introduced the students to a variety of both exotic and local animals. One of the most important lessons centred on endangered species, especially the Mediterranean tortoise.

Celebrations that filled the term with colour

Alongside all the learning, Year 4 also found plenty of time to celebrate, create memories and enjoy seasonal activities.

First came Castaween, a magical blend of Castanyada cultural traditions with the spooky fun of Halloween. The celebration was packed with laughter, costumes, chestnuts, autumn treats and imaginative activities. Whether doing halloween crafts, playing themed games or running through the terrifying escape room and laboratory, the children embraced the festive spirit with enthusiasm.

Then came Music Day, another highlight of the term. The school rang with rhythm and melody as students explored instruments, listened to performances and learned about musical traditions from around the world.

A term to be proud of

As the term comes to a close, it's clear that Year 4 has achieved a tremendous amount. Students have expanded their understanding of the natural world, deepened their appreciation for the animals and plants that depend on rainforests, and learned why conservation matters now more than ever. Through hands-on activities, exploration, reading and writing, they strengthened their skills across every subject.

Most importantly, they approached every challenge with curiosity, teamwork and a sense of adventure!

Year 5 explore Legends and Legacies



This term in Year 5 has been full of curiosity, creativity, teamwork, and adventure. Our big topic has been 'Legends and Legacies,' and throughout the term we have been learning about people who changed the world, places that shaped history, and ideas that continue to inspire us today. From explorers and artists to scientists and musicians, we've spent the term discovering what makes someone a legend and how their legacy lives on.

Becoming explorers

We started the term by talking about different kinds of explorers and why people explore in

the first place. Year 5 had great ideas: to discover new places, to learn more about the world, to map new countries and continents, and sometimes just to become famous. This led us to some famous explorers from history, such as Marco Polo, who travelled across Asia, and Neil Armstrong, the first person to walk on the Moon. Even though they lived hundreds of years apart, the class noticed that both explorers were brave, determined, and willing to take risks to learn something new.

To understand exploration properly, we also spent time studying maps. We looked at how maps show continents, oceans, landscapes, and cities. We learned about compass directions,

map symbols and how lines of latitude and longitude help people know exactly where they are in the world. Then we created our own maps — some of real places, some imagined — and used them in our classroom challenges.

Learning to read and make maps helped us think like real explorers. It also prepared us for something special later in the term: exploring our own city.

Research skills: Becoming young historians

As part of learning about explorers, we became researchers. Year 5 practised using books, printed information, and safe online sources to find facts. We learned how to spot reliable sources and how to avoid information that isn't trustworthy. The class also learned how to cite information and quotes, which is a very grown-up skill and something that will help them all the way through secondary school and beyond.

Pupils enjoyed choosing which explorer or figure they wanted to research. Some chose people who travelled by sea, some by land, and some even beyond Earth. Others chose modern figures who still influence our world today. What mattered most was asking good questions, finding useful answers, and sharing their discoveries clearly.

Legends of art

Another part of our topic took us into the world of art. We explored the work of two legendary artists who left lasting legacies: Katsushika Hokusai and Vincent Van Gogh.

With Hokusai, we looked closely at his famous wave artwork and the way he used lines, shapes, and movement. Pupils were inspired to create their own sea-themed art, experimenting with colour and bold outlines to show energy and motion. With Van Gogh, we studied his starry night paintings and the way he used swirling brushstrokes, bright colours, and strong contrasts. This inspired our own pieces

based on the night sky. The creativity in Year 5 really shone through, and the finished artworks looked brilliant.

Through this art work, pupils learned that artists can be explorers too — exploring ideas, emotions, and ways of seeing the world.

Science legends

In science, we learned about people who made important discoveries about animals, the environment, and the natural world. Two of the main figures we studied were Sir David Attenborough and Dr. Jane Goodall.

We explored how David Attenborough has spent his life filming different ecosystems, explaining how species depend on each other, and teaching millions of people how important it is to protect our planet. Year 5 enjoyed learning about his adventures and how he uses storytelling to help people care about nature. We also studied Jane Goodall and her amazing work with chimpanzees. Pupils learned how patient observation, kindness, and curiosity helped her make discoveries that changed science forever. She showed us that you don't have to shout to make a difference — sometimes watching carefully and caring deeply can be just as powerful.

A musical adventure in Tarragona

One of the highlights of the term was our trip to Tarragona. Year 5 visited CaixaForum to take part in a music workshop all about the musical legends ABBA. Pupils learned and sang some of their most famous songs, and had so much fun performing together.

Explorers of our own city

The trip was also a chance to explore the city, using teamwork and navigation skills outside the classroom. Year 5 represented the school beautifully, showing enthusiasm, curiosity and respect throughout the day. We followed a planned route and completed a series of challenges. Pupils worked in teams to: read and

follow directions, solve questions, find information, make observations and read maps and follow directions in real environments.

This was one of the most exciting parts of the term because pupils discovered that exploration doesn't always mean travelling far away. Sometimes it means paying closer attention to the familiar. Year 5 noticed details they had never seen before — statues, street names, old buildings, interesting signs, and small pieces of history hidden in plain sight (including a post box to the North Pole!) By the end of the day, each group had collected facts, answered clues, and completed the route. Most importantly, they practised teamwork, problem-solving, and communication, just like real explorers.

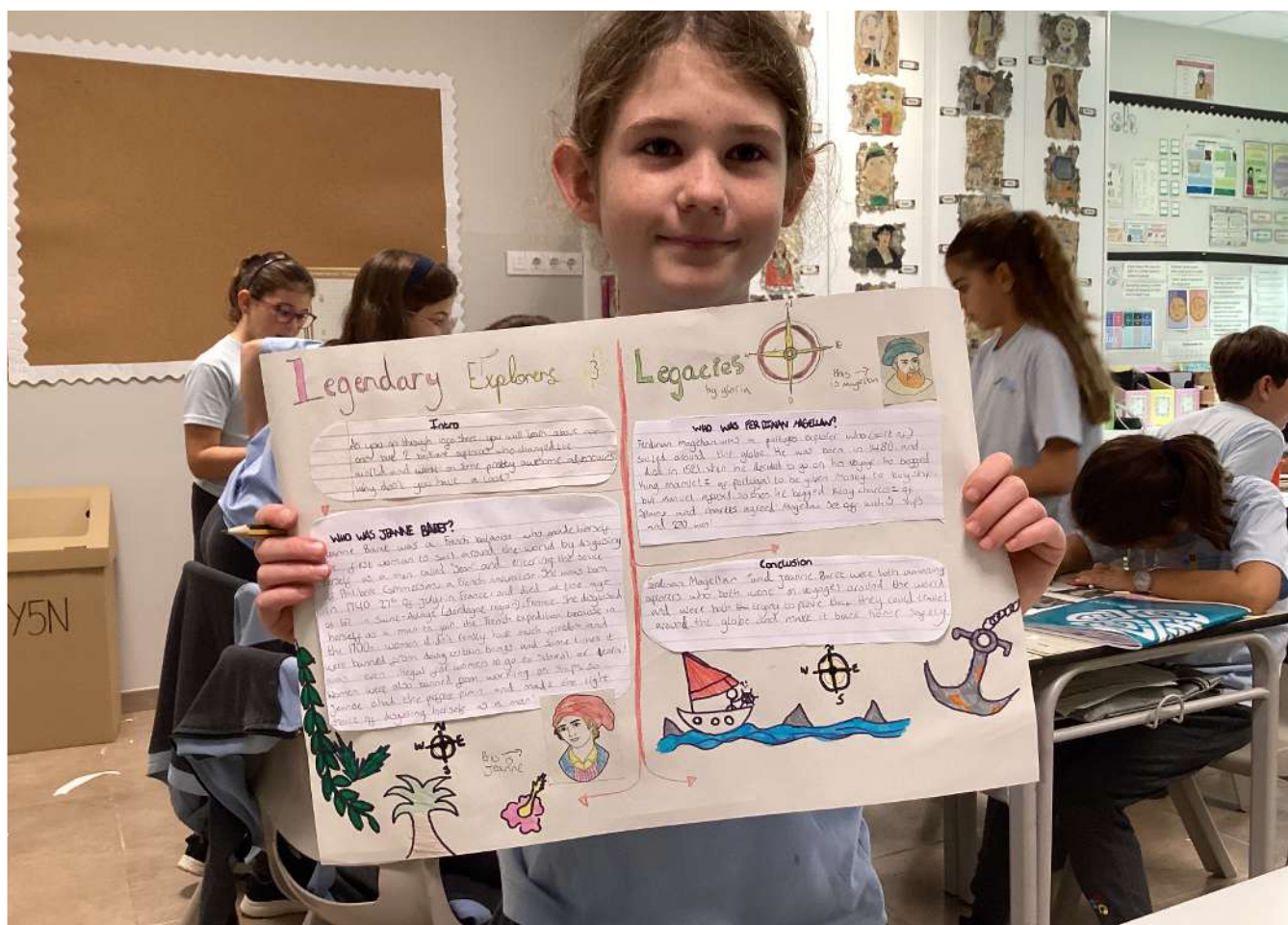
Looking back on a legendary term

As the term comes to an end, it's clear that

Year 5 has learned a huge amount — not just facts, but skills that will stay with them. They also learned something deeper: legends come in many forms. Some are explorers who travel far. Some are artists who change how we see the world. Some are scientists who help us understand nature. Some are musicians who leave unforgettable songs. And some are ordinary people who make a difference through kindness, courage, and creativity.

Year 5 have shown that they, too, are capable of leaving their own mark — through the work they create, the questions they ask, and the way they treat others.

It has been a brilliant first term, full of learning and adventure. We can't wait to see what Year 5 will discover next.



YEAR 6

Year 6 explore legends and legacies

This term in Year 6 has been a journey filled with curiosity, adventure, resilience, and discovery. Our big topic, "Legends and Legacies," has taken us across oceans, through history, into the natural world, and even beyond Earth itself. From courageous explorers and world-changing scientists to musicians, authors, and astronauts, pupils have been learning what makes someone a legend-and how their legacy can shape generations.

Great xxplorers: Journeys that changed the world

We began the term by diving into the lives of four legendary explorers: Marco Polo, Ferdinand Magellan, Captain James Cook and Ernest Shackleton. Year 6 were fascinated by how differently each explorer travelled, the challenges they faced, and the determination that drove them on.

Becoming reporters: News from the moon

One of the most exciting parts of our topic was creating our own news reports about the Apollo 11 Moon landing. After learning about Neil Armstrong, Buzz Aldrin, and the historic 1969 mission, pupils planned, scripted and filmed their own broadcasts.

Literacy adventures: From islands to inventions

In Literacy, our class novel, Kensuke's Kingdom, provided a rich source of inspiration. Pupils explored themes of survival, courage and friendship while deepening their understanding of character, setting and plot.

Maths masters: Thinking, reasoning and investigating

In maths, pupils tackled some big ideas with real confidence. The cube-net investigation was a particular favourite, encouraging teamwork, prediction, testing, and discussion. Pupils learned that maths is as much about exploration and discovery as it is about answers.

Science: Understanding life on earth

Our science topics this term were all about the diversity of life. We began with classification, learning how Carl Linnaeus created the first organised system for grouping plants and animals. Pupils looked closely at different organisms around the school grounds and sorted them into groups based on their characteristics. Later, we moved on to evolution and inheritance, exploring Charles Darwin's theory of natural selection. Pupils learned how species adapt to survive in their environments and how traits are passed from parents to offspring. From finches' beaks to camouflaged insects, we discovered the incredible ways life evolves over time.

Art: Islands, inspiration and starry skies

Art this term has been wonderfully creative and imaginative. Inspired by Kensuke's Kingdom, pupils designed their own desert-island maps, thinking carefully about perspective, symbols, textures and colour choices to represent landscapes and features.

Explorers of Tarragona

Our trip to Tarragona was a highlight of the term. Pupils took part in a treasure-hunt style exploration of the city, using teamwork, observation skills and map-reading to complete challenges and find clues around the historic streets.

YEAR 6





An incredible trip to Sitges

Text by Ivet González (Y7)

On Wednesday 19th November Y7 went on an excursion to the historic town of Sitges to study coastal processes: erosion, weathering, transport, waves and coastal management.

As soon as the children arrived at school (bscd) they were greeted by their teachers, who handed them the materials (including a workbook) and delivered the instructions needed for a successful geographical school trip.

The bus arrived promptly to safely transport the pupils into the centre of Sitges . On arrival, the pupils studied their coastal map to locate the starting point for their first activity (Church of

Sant Bartomeu i Santa Tecla). Y7 stood on the balcony overlooking the breathtaking sea views. Aina, a y7 student said that “ when I first reached Sitges I felt tired because I hadn't slept but then when I saw the fascinating views I suddenly felt overwhelmed by energy.”

On the ancient balcony, pupils used their workbooks (which included an old image taken from the view point) to observe how the coast line had changed over time. Students were shocked at the development of the new roads and paths.

To study the effects of erosion (wearing away of the land) on the coast line students trekked to the first part of the beach, and counted the steps between the start of the sand and the shoreline in order to see how much sand the water had taken out. In order to see the effects

YEAR 7

of coastal management, the pupils continued to measure their steps from the coastal path to the shore to see if the separating groyne were effective. Groynes are used to protect the coastline from erosion by trapping sand to create a wider beach.

After studying the affects of the erosion students enjoyed their delicious, healthy pack lunch. This included fresh ham raps and freshly picked tomatoes. The children where observed relaxing and enjoying the views during their lunch break!!

During an interview some students were asked what the most exciting/memorable part of the trip was. Alaitz from Y7B, stated that "The most memorable part of the trip was when we had to place a score from 1 to 5 on rocks because I didn't expect that I would end up having to rank on rocks on a school trip!"





DESIGNED BY CARLA AND EMMA Y8

Anti  bullying 

Find the words below in the grid.

H	E	L	P	F	U	L	L	F	B	L	K
A	P	O	W	E	R	I	A	A	I	L	I
N	L	E	J	E	T	D	O	I	S	U	N
B	U	L	L	Y	I	N	G	T	T	F	D
A	M	E	Y	I	H	I	K	H	A	T	N
B	O	D	H	N	H	M	L	O	N	C	E
T	A	R	T	L	Q	G	O	O	D	E	S
F	G	F	A	P	O	P	R	L	E	P	S
C	S	O	P	B	D	V	S	Q	R	S	D
K	T	L	M	M	B	S	E	M	N	E	E
F	R	I	E	N	D	S	H	I	P	R	S



FRIENDSHIP

EMPATHY

KINDNESS

RESPECTFUL

POWER

BULLYING

BISTANDER

GOOD

FAITH

BAD

HELPHULL

LOVE



10/11/25

Fashion News @stopbullying.bscdc.cat

TOP GOSSIP

STOP BULLYING FOR GOOD

HI, THERE, THIS MONDAY 10TH NOVEMBER TO FRIDAY 14TH IS OFFICIALLY ANTI BULLYING WEEK! THIS WEEK AS YOU CAN THINK IS ABOUT NOT ENCOURAGING BULLYING. THE LAST YEARS THE SCHOOLS HAVE ADDED THIS CELEBRATION TO ALL THEIR TIMETABLES AFTER ALL THE BIG CONSEQUENCES THE SCHOOLS HAVE SUFFERED

CRAZY, CHAOTIC CONSEQUENCES

- The most horrible consequence is obviously SUICIDE. This tragic consequence has been affected by a lot of ways such as thinking their life has no meaning to no one (main purpose of bullying) and AI. AI once made a person suicide by using him as a Psychologist and leading him to suicide. Its not very believable because AI is programmed to be a kind helper and not making someone die, but it was sadly true...



More about the week:

- The event was launched in 2004 by the Anti-Bullying Alliance
- The week has significant participation. In 2022, it reached over 7.5 million children and young people across more than 80% of schools in England and Wales.
- This day typically starts off the week, with participants encouraged to wear odd socks to celebrate what makes them unique.

How could you use your Power for Good?

After looking at this crazy, chaotic consequences we need to learn how to STOP them, the answer is simple, POWER OF GOOD. The easiest and more powerful power is the bad power (bullying power) but the power of good is the one that can make everyone happy or confident, euphoric... ANYTHING!

This is all the info for today, if you have any questions or doubts you can go to: [Anti-Bullying Week 2025: Power for Good](#)

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk> > [anti-bullying-week...](#)

If you have been bullied or even have been the bully you can always count this organisation to help. YOU will be in good hands. Thats all for today, BYE!



First day at school: what to do?

Text by Lisa Yurova (Y9)

Everybody has experienced the first day at school – it could be exciting, full of happiness or, maybe, terrifying. I am myself a new pupil in the school, so I know from experience how scary it can be to enter a new place with completely different and unknown people. So how to handle stress if it appears?

Firstly, you should give it a try yourself. I know how hard it can be to start a conversation, to be the one who takes the first step – but this way is never a bad one! A casual question to tell more about school can lead to a long friendship - the most important is not to be scared.

Second of all, teachers are always here to help you. Confused about the school timetable? Your form teacher is always there! Don't understand a specific subject? One word and you get help! Teachers in BSCD are very responsive, caring and will never let you feel left out.

And last but not least, the school itself is so interesting! We have a well-equipped library, plenty of clubs you might want to join and a big football pitch - everything at once! :)

In summary, a new school is not as scary as it can seem at first. You just need to find an approach!





A Halloween to remember

Text by Rosie Edwards (Y9)

It's that time of year again and the whole school is buzzing with excitement! The students did an excellent job decorating the halls and classrooms of the school with all sorts of spooky surprises! The classrooms were set up with several fun activities for the students and staff to enjoy! Two movies were put on, an epic dance party and The Ceremony Of Shadows (based on The Giver) kept Year nine on their toes while the Primary took their duty this year of The Terror Tunnel VERY seriously. They even managed to scare a few teachers!

Music and laughter blared through the halls, everyone getting into the festive spirit. The smell of popcorn filled the air and it crunched under students feet from where it had been spilled as people danced and ran from class to class, searching for their friends and stopping to watch sections of the movie in the science and computing classes or to bust a quick move in the art class. The walls were covered with decorations like never before, students charging down the corridor, trying to reach the dangling flags hung from the ceiling as they went.

Most of the students chose the movies, preferring to sit with a bucket of popcorn rather

YEAR 9

than dance along to music, but even so, the dancers who were there were very enthusiastic! The dark room was warm in contrast to the cold outside, and the smell of freshly popped popcorn filled the air. The bright screen flashed, illuminating the eager faces of everyone watching it, on the edge of their seat, just waiting for what will happen next! Meanwhile in the dance room, it began uneasily and unsure, people standing at the side awkwardly. But after a while, people warmed up and began shouting song ideas, a certain group of year 10 girls getting especially into it.

Moving onto the costumes from witches to werewolves, ghosts and ghouls, everyone threw themselves into making their costumes stand out. It was so unbelievably hard for the poor judges, but in the end, the owner was Dante, dressed as Donald Trump, who won the costume competition. Plus another important person to be mentioned is Miss Jack, and believe it or not, this was NOT her first prize today. Earlier on, a group of students gifted her a halloween boo basket. An award for being a great teacher, and a great person. Miss Jack (art teacher) won second best costume as the Louvre Thief.

Earlier on, in double English, year 9 attended The Ceremony Of Shadows. In contrast to the party, this double acted as a cleansing session, letting go of all emotions that had been haunting them. Miss Barna planned all of this, and everyone agrees on what an amazing teacher she is. The Ceremony Of Shadows is the halloween version of The Ceremony of Twelve, from the book The Giver that Year 9 were reading at the time. So you can see how learning was also weaved into Halloween for our students.

Our interviewee claims "It was an amazing experience" - Sienna Leis



Text by Miss Hewett & the students of Y10

–

In November Year 10 visited the World Press Photo Exhibition at the Centre de Cultura Contemporània de Barcelona (CCCB). The exhibition displayed 144 powerful images taken by 42 photojournalists from around the world and was part of our English class project on the morals of war reporting.

Many of the images we saw captured major global events of 2024: war and conflict in Gaza and Ukraine, migration flows, environmental disasters, social injustice and there was even one of Donald Trump after his attempted assassination.

There was a very memorable photo essay about the life of girls in Afghanistan that took place entirely in their living rooms as they are not allowed to go to school or in fact even out onto the street.

There were also interesting interactive displays that showed you how important the framing of a photograph is. For example we were shown the image of an angry crowd standing beside police. Depending on what part of the image you framed you either saw: an angry protester, a serious policeman or a passer by going about their daily life. Each part presented a very different story of the same event. It made us realise how images can be used to report an issue in a biased and politically motivated way.

The winner of the exhibition was a haunting image taken by Samar Abu Elouf, of a young boy (Mahmoud Ajjour) in Gaza who had lost both his arms. The image sums up how that war will have an effect on Palestinians for decades to come.

*Depending on what part
of the image you framed
you either saw: an angry
protester, a serious
policeman or a passer by
going about their daily
life. Each part presented
a very different story of
the same event.
It made us realise how
images can be used to
report an issue in a
biased and politically
motivated way*

One final thing we learned was about the dangers of and the differences between: misinformation, disinformation and malinformation and how continuous exposure to negative news can lead to desensitization. This idea is conveyed in the poem we are studying called War Photographer by Carol Ann Duffy. All in all it was a very eye opening day, we learned lots about the world and how privileged we are to live in this part of the world.

YEAR 11

Text by Miss Hewett & the students of Y11

–

In October 2025, our Year 11 class travelled to Oak House School for the annual British University Fair. We had heard about this event from our tutor, Ms Hewett, who had visited the previous year with Ms Galvaey, but this was the first time we would be meeting British universities ourselves, and the atmosphere in the bus was one of quiet excitement.

We traveled to Barcelona by bus, accompanied by our tutor, some of our parents, Gerard Monguió, and Laia Monguió. Having Laia with us was especially meaningful, as she has watched us grow from small children in nursery to young adults beginning to make autonomous decisions about our futures: reminding us of how far we've come and how much we've evolved as a group.

As soon as we arrived, the two halls were buzzing with conversations, brochures, and stands representing universities from all across the UK. For students like us, studying in Tarragona but considering higher education abroad, it felt as if the future had suddenly moved a little closer.

We began by exploring the university stalls in small groups. Representatives from The University of Glasgow, Imperial College, Portsmouth University, Southampton University UCI, Kings College London, Oxford and Cambridge universities, among others, explained degree options, campus life and entry requirements. What surprised most of us was how personal the conversations felt; rather than giving rehearsed speeches, many of the staff asked about our interests, favourite

subjects and the kind of environment we hoped to study in. Their friendliness made the idea of applying feel far less overwhelming and much more exciting.

The specific university courses we learned about included the sports degrees at Loughborough University, the double law degree offered jointly by King's College London and Universitat Pompeu Fabra in Barcelona (which qualifies graduates to practise law in both England and Spain) and finally, the impressive programmes and fantastic campus at the University of Stirling.

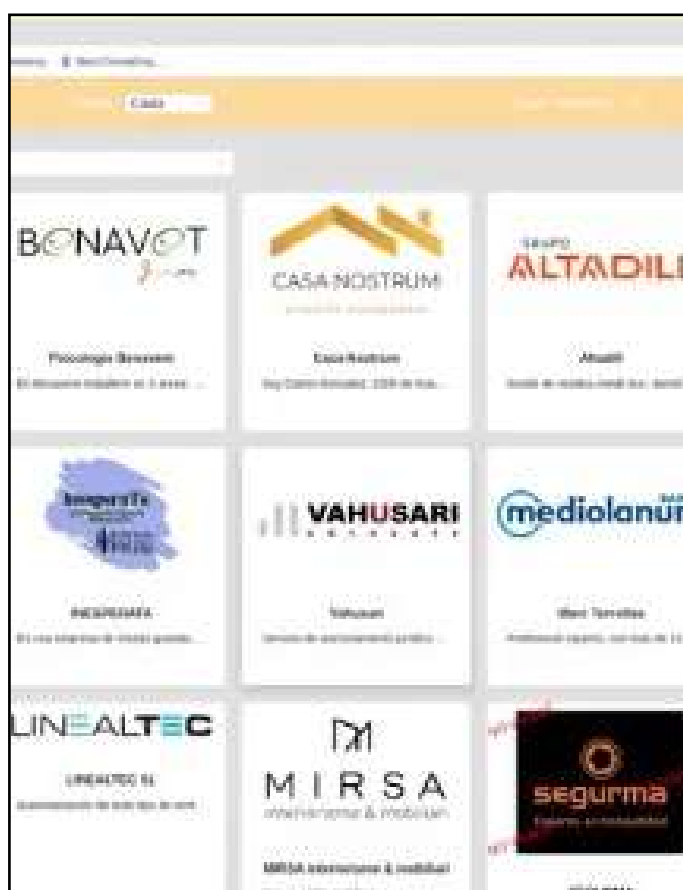
By the time we left, our heads were full of new possibilities. The trip didn't just give us information...it gave us motivation. For many of us in Year 11, the British University Fair marked the moment we began imagining, seriously, what our futures might look like, oh and we got some freebies!!

The specific university courses we learned about included the sports degrees at Loughborough University, the double law degree offered jointly by King's College London and Universitat Pompeu Fabra in Barcelona and finally, the impressive programmes and fantastic campus at the University of Stirling.

A puzzle piece with a white background and a black outline, featuring the word 'Welcome' in a cursive font and the logo of The British School of Costa Daurada. The puzzle piece is set against an orange background with a repeating pattern of small white flowers. The logo consists of three circular icons: a red one with a white star, a teal one with a white wave, and an orange one with a white swirl. Below the icons, the text 'THE BRITISH SCHOOL' is written in a bold, sans-serif font, and 'of Costa Daurada' is written in a smaller, italicized font below it.

FAMILY NETWORKING BSCD

Family Networking BSCD, una eina per connectar les empreses i les famílies



Com hi accedim?

Entra a
www.bscd.cat/business
amb l'usuari i la
contrasenya de
l'app

Ja fa més de dos anys que The British School of Costa Daurada (BSCD) va posar en marxa Family Networking BSCD, una eina dissenyada per donar visibilitat a les empreses dels membres de la comunitat escolar.

Tota la informació relativa a aquestes empreses està disponible a través de l'app de l'escola, creant una xarxa única on es poden connectar, col·laborar i establir vincles professionals entre les famílies. Gerard Monguió, CEO de BSCD, ha comentat: "Estem molt contents de poder oferir

aquesta eina a les famílies i de poder mostrar el gran potencial empresarial que tenim dins de la nostra comunitat. Family Networking BSCD és un valor afegit per a l'escola i esperem que en les pròximes setmanes s'hi inscrivin moltes més famílies.

Convidem tothom a sumar-s'hi!" Amb aquesta iniciativa, BSCD continua apostant per enfortir els vincles entre les famílies i promoure el creixement empresarial dins de la seva comunitat educativa.

TIME LINE

4/9

Autumn Term
Begins

26/9

Day of Languages

29/9

Start Afterschool
Activities

14/10

Y11 Careers Fair
Oak House in
Barcelona

22/10

Digital
Citizenship Week

30/10

Castaween

10/11

Anti-bullying
Week

16/11

Cross Country
Event

18/11

English
Libros Fair

8-12/12

Xmas Show
Parents Welcome

11/12

Christmas Jumper
Day

12/12

NABSS
Inspection

17/12

Secondary Xmas
Show
Parents Welcome

18/12

Caga Tió

19/12

Last day
of Term

HAPPY CHRISTMAS

