



NEWSLETTER

Don't Hide Your Light Under a Bushel



Dear Parents and Carers,

I am writing this letter to you on the 1st October. I knew it was Nigeria's Independence Day as I used to work in Lagos, Nigeria. However I have found out today that it is also National Day of China, International Music Day as well as International Coffee Day. If you are interested in more information about special days take a look at: <https://www.daysoftheyear.com/>

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Holistic Education: Is an approach that aims to develop all aspects of a person, not just their academic abilities. It focuses on nurturing the emotional, social, ethical, and cognitive development of students, helping them become well-rounded and confident individuals who can contribute positively to their communities.

Educating the Whole Student: This involves addressing the physical, mental, emotional, and spiritual aspects of learners.

Experiential Learning: Emphasises learning through experience and real-world engagement, such as community projects and inquiry-based learning.

Caring Classroom Culture: Creating a supportive and inclusive environment where students feel valued and respected.

Integration of Arts, Sports, and Music: Encouraging participation in various activities beyond traditional academics to foster creativity and physical well-being.

Overall, holistic education aims to create a balanced and enriching learning experience that prepares students for all facets of life.

Last week in our Primary assembly 2 of our students were awarded the London College of Music Exam (LCME) Certificates. Maya Cisse and Gabriel Brutus. This is a fantastic achievement and one that we hope we can repeat this year too.



Our school was the first Examination Centre for the LCME in the whole of Africa, set up in 1999 by Mr Andrew McManus, our music teacher at the time. Mr McManus went on to set up multiple exam centres all over Africa and Asia. Although retired now he is still an international senior examiner for the LCME.

We encourage our students, teachers and members of the whole community not to hide their light under a bushel but to let their light shine and show us what you can achieve in all areas of your life.

Bushel: a measure of capacity equal to 8 gallons (equivalent to 36.4 litres), used for corn, fruit, liquids, etc.

Mr Gareth Jones
Head of Primary

Certificate of Registration



THE CAMBRIDGE INTERNATIONAL PRIMARY CURRICULUM



We are very proud to announce that BSL Primary School is now a Cambridge Primary School. Taught in over 1,300 schools across 110 countries, this achievement strengthens our commitment to providing a world-class education. The curriculum's inquiry-based learning fosters critical thinking, creativity, and problem-solving skills, giving our students a clear path to success from primary school through to their IGCSE exams. The membership of this very prestigious worldwide organisation gives our school many benefits:

1. **Global Standards:** The curriculum sets a global standard for education, recognized by universities and employers worldwide. This means our students will be receiving an education that is respected and valued internationally.
2. **Flexible and Challenging:** The curriculum is designed to be flexible, challenging, and inspiring. It encourages students to develop an informed curiosity and a lasting passion for learning.
3. **Inquiry-based learning:** The curriculum encourages students to actively explore questions, problems, or scenarios to gain a deeper understanding and knowledge.
4. **Cultural Sensitivity:** While it has an international approach, the curriculum is also culturally sensitive, allowing it to be adapted to the local context and needs of your students.
5. **Comprehensive Support:** Cambridge provides a rich resource for school leaders to design, develop, and implement the curriculum. This includes guidance on curriculum planning, teaching approaches, leadership, and evaluation.
6. **Professional Development:** There are numerous professional development opportunities for teachers, helping them to effectively deliver the curriculum and support their students.
7. **Community Involvement:** Implementing this curriculum often involves engaging with the local community and parents, ensuring that the education provided is relevant and supported by all stakeholders'.

Overall, adopting the Cambridge International Primary Curriculum can enhance the quality of education at our school, preparing students for future academic and career success while fostering a love for learning.

Children continue to 'Play, Learn and Grow' in the Nursery, exploring and developing their sensory skills in all areas of learning.

This week in Nursery we have been talking about emotions.



Our song of the week is 'If you're happy and you know it'

https://www.youtube.com/watch?v=raM00vYJ_40

The book of the week is 'Colour me Happy'

<https://www.youtube.com/watch?v=Np3EXWTxQAw>



We have also been learning about colours and how different ones give us a particular emotion.

Listen to the story and talk to your child about what colours make them feel happy, sad, excited, loved...

The children have been making emotion hand print pictures, talking about colours and feelings in class.

RECEPTION NEWS

In reception we engaged in a variety of fun developmental activities designed to spark curiosity and foster growth.

The highlight of the week was an exciting colour-mixing experiment. The children explored primary colours, predicted what would happen when they mixed them, and were thrilled with the vibrant results. It was wonderful to see their faces light up as they discovered new colours through their hands-on experiments.

They also explored different material textures while decorating letters with various types of paper. This tactile activity not only enhanced their creativity but also helped develop their hand-eye coordination and precision.



YEAR 2 NEWS

Year 2 students have been studying traditional tales and cooked rice as a hands-on connection to our weekly story, The King and the Chessboard. Together as class, we brainstormed adjectives to describe rice and our eating experiences, fostering creativity and engagement. The class enjoyed preparing, cooking, and sharing ideas of their own delicious rice dishes, making it a memorable moment.



LEADER IN ME

MAYA AND ANDREW (YEAR 5)

An Interview with Maya and Andrew, Year 5. Maya and Andrew are the representatives for Year 5 on the Primary Student Council; they are appreciated for being trustworthy and open-minded.



Maya

Andrew



- **What makes a good leader?**

Maya: Someone who is not afraid to show who they are and to be open minded.

Andrew: Someone who shows respect to other people's ideas and is caring.

- **Why are you a leader?**

Maya: I think I can help people since they know me and they feel free to speak to me.

Andrew: I have no fear about taking people's ideas to the school leadership and helping people.

- **What is your favourite food?**

Maya: Sushi.

Andrew: Plantain and sausages and pizza of course.

- **What is your favourite thing to do after school or on weekends?**

Maya: Gymnastics.

Andrew: Riding my bike and playing with my neighbourhood friends.

- **Can you tell me about something cool or interesting you've learned recently?**

Maya: Roman Numerals and the Romans.

Andrew: Pompei - Mount Vesuvias erupting.

- **If you could create a new game, what would it be about?**

Maya: Understanding different subjects and languages.

Andrew: Educational game about engineering or technology.

- **What do you want to be when you grow up, and why?**

Maya: Doctor to help people - particularly a surgeon.

Andrew: Change maker - especially to do with recycling.

- **What's your favourite book or story and why do you like it?**

Maya: Dork Diaries.

Andrew: Manga books - Demon Slayer.

- **How do you think we can help people who might be sad or upset?**

Maya: Solve their problems by making them feel happy and safe.

Andrew: Talk to them to help them solve their problems, sometimes they need to be quiet.

- **If you could have any animal as a pet, even if it's imaginary, what would it be?**

Maya: Puppies, white tigers.

Andrew: Snow leopard, great white shark.

YEAR 1 NEWS

Year 1 has been doing some fantastic work especially in our science lessons, exploring our similarities and differences, focusing on what makes each of us special. As part of this, the children reflected on their unique qualities and wrote positive affirmations such as "I am brave" and "I am kind" on colourful leaves. The children then proudly placed their affirmations on the 'Positivity tree' outside the classroom! Please feel free to pop down to the class and have a look at some of the wonderful qualities we have in our fantastic Year 1 classroom.



HAPPY INKING YEAR 4



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	01 Backpack	02 Discover	03 Boots	04 EXOTIC THINGS	05 CIRCULARS	06 Trek
07 Passport	08 Hike	09 SUN	10 Nomadic	11 SNACKS	12 Remote	13 HORIZON
14 ROCK	15 GUIDEBOOK	16 GRUNGY	17 Journal	18 DRIVE	19 Ridge	20 Uncharted
21 RHINOCEROS	22 CAMP	23 Rust	24 Expedition	25 SCARECROW	26 COBBLES	27 ROAD
28 Maple	29 NAVIGATOR	30 Violin	31 Landmark			

A lot of progress is being made in the Year 4 class- 80% of the class has passed off their multiplication tables up to 12 x12! We're on track to beat our goal of having 100% multiplication mastery by the mid-term break. Next up- division and multiplying double digits!

The Year 4 class has also introduced a new creative initiative in the assembly this week- InkTober! They linked this to World Teacher Appreciation Day and made 'inked' cards for each of their teachers. Ink techniques they have learned about include: hatching, cross-hatching, repeating a shape, contouring, stippling, and scalloping. Make it a fun activity for the whole family to be involved in! Use the daily InkTober calendar prompts to inspire your ink drawings. Post your work to your own social media (with parent permission and supervision!) using the hashtags #BSLinks and #inktober. Or turn them into your teacher for a dojo point and the school just might post them. Happy inking!

YEAR 5 – CHARACTER DESCRIPTION

Year 5 are analysing a main character for their narrative writing piece. Before writing their character description, pupils used role play to further develop their ideas. Pupils worked in pairs to hot-seat Tranio about what life was like in Pompeii just before Mount Vesuvius erupted.





CELEBRATING OUR STAFF: HONORINE ESSI ACHIEVES UK TEFL CERTIFICATION!

BSL is proud to share the fantastic news that Honorine Essi, our dedicated primary staff member, has successfully completed her UK-accredited TEFL certificate! This qualification covers a range of theoretical and practical teaching modules, providing access to up-to-date teaching resources that will enhance her practice. BSL firmly believes in investing in its staff to raise educational standards, ensuring continuous growth and development for both teachers and students.



THANK YOU TO OUR KITCHEN STAFF!

At The British School of Lomé, we are fortunate to have a dedicated kitchen staff who consistently strive to provide our students with high-quality meals. We respect their hard work and commitment to excellence, and we want to take a moment to express our heartfelt gratitude.

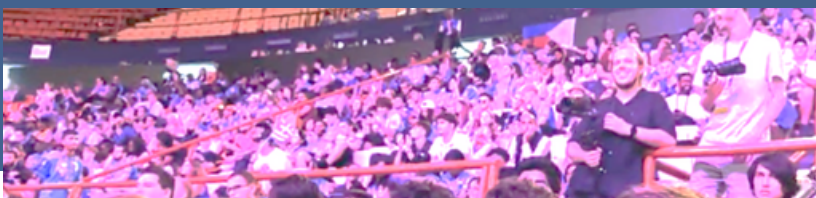


TEAM TOGO: INSPIRING YOUNG INNOVATORS ON THE GLOBAL STAGE

We welcome back Team Togo, which includes BSL students Essorong and Lorraine, for their remarkable achievement in representing Togo at the FIRST Global Challenge 2024 Robotics Competition in Athens. This

Kamen, who established FIRST in 1989 with the goal of stimulating young people's interest in science and technology. The organisation hosts robotics competitions and other programmes for primary and secondary school students, encouraging them to develop their STEM skills and become future leaders.

Their participation in this prestigious international event not only makes our school proud but also showcases the talent and potential of students from Togo on an international stage. In this remarkable campaign to elevate Togo's youth in the field of technology, the vision behind it is Engineer Lolo. We are honoured to know him and hope that BSL and Engineer Lolo will have more collaborations to help all BSL students gain these essential 21st-century skills.



RESULTS	
Togo	103 ↑
Japan	77 ↑
Guatemala	51 ↑

YEAR 6 NEWS

Year 6 students collaboratively learned to use a compass to draw circles in Maths this week. They applied the concept to find out the radius and diameter of a circle. They further applied this concept to draw a Venn diagram to compare the physical changes during puberty and the features of biography and autobiography in Science and English, respectively.



IBDP LEADERSHIP SESSION

On September 30th, Year 12 students participated in a dynamic leadership session designed to prepare them for roles in the BSL Student Council. The session began with an engaging presentation by Mr Naqvi, Head of School, who shared insights on various leadership styles from his own experiences.

Following this, form tutors Mr Tickner, Mr Kagabo, and Ms Laura, 6th Form Coordinator, facilitated an interactive outdoor activity that emphasised essential leadership skills such as team building, individual development, and task achievement. These skills are vital for fostering collaboration and ensuring effective representation across the entire school community.

The following day, students engaged in reflective discussions, assessing their strengths and identifying areas for development in alignment with the IB Learner Profiles. This self-reflection encouraged them to recognise their potential as future leaders and how they can contribute meaningfully to the school community. Moreover, this leadership session not only provided valuable insights and practical skills but also empowered students to embrace their roles in the Student Council with confidence and competence.



ART WITH A TWIST

One of the most popular clubs of the whole ASEP programme is ART with a Twist – run by Mrs Anderson, Ms Isabeau and Miss Rhonda – allows our Reception, Year 1 and 2 pupils to get creative.

The first two weeks have seen the pupils use our beautiful grounds and natural materials to create artistic pieces.



CELEBRATING BSL TEACHERS

What people **THINK** teaching is:

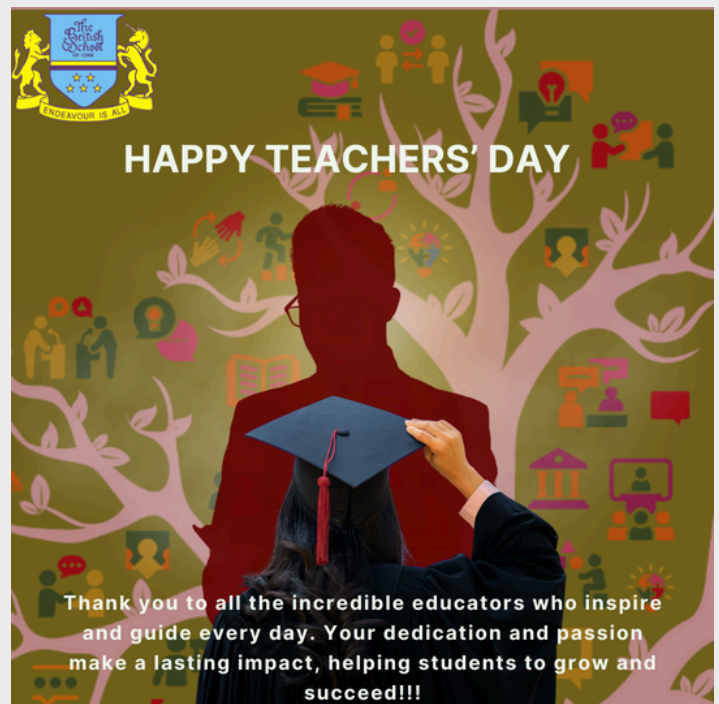


Teaching

What **TEACHING** really is:



- Teaching
- Support students emotionally
- Encouraging students
- Organizing school activities
- Assessing student progress
- Classroom management
- Lesson planning
- Understanding the curriculum
- Communicating with parents
- Deliver lessons effectively
- Keep students safe





PRIMARY ASSEMBLY



Our Head Boy, Hassan & Head Girl, Ryme, announcing the 1st green card certificate for good behaviour in the playground. Which was awarded to Year 4.



Stars of the week

SOME OF THE THINGS THAT MIGHT BE WORRYING YOU THAT YOU FEEL YOU CAN NOT MANAGE ALONE

An older child has treated you badly

You are being bullied / given a hard time / someone is making fun of you

You feel you have been treated in a way which you feel is unfair by a member of staff

You think you are being picked on / left out of things on purpose

A friend has told you something that makes you worry about him / her

Someone has

- asked you to do something in secret
- that you feel unhappy about
- asked you to do something else which you felt was wrong
- made you feel uncomfortable
- taken some of your property

You are unhappy about something at home or in school

You are having problems with your work

You are not feeling well



WHO TO TURN TO:

In School:

- A friend
- Your Form Tutor
- A Teacher
- Ms Akosua Adigbo
- Ms Kirsten Gibbons
- Mr Gareth Jones
- Mr Anthony Jackson
- Mr Akif Naqvi

Out of school:

- Your parents
- A relative
- A friend
- Your brother
- Your sister
- A House parent

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Lomé 02, Togo

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WHO WILL LISTEN TO ME?



QUELQUE CHOSE VOUS PRÉ-OCCUPE ET QUE VOUS PENSEZ NE PAS POUVOIR GÉRER SEUL (E)

Un enfant plus âgé vous a maltraité

Vous êtes victime de brimades, on vous mène la vie dure, on se moque de vous.

Vous avez l'impression d'avoir été traité d'une manière que vous jugez injuste par un membre du personnel.

Vous pensez que l'on s'en prend à vous ou que l'on vous met volontairement à l'écart.

Un ami vous a dit quelque chose qui vous inquiète à son sujet.

Quelqu'un vous a:

- demandé de faire quelque chose en secret dont vous n'êtes pas satisfait(e)
- demandé de faire une chose qui vous a semblé erronée ou vous a mis mal à l'aise
- pris certains de vos biens.

Vous êtes mécontent de quelque chose à la maison ou à l'école.

Vous avez des problèmes dans votre travail.

Vous ne vous sentez pas bien.



À QUI S'ADRESSER :

Dans l'établissement :

- Un ami
- Votre tuteur scolaire
- Un enseignant
- Ms Akosua Adigbo
- Ms Kirsten Gibbons
- Mr Gareth Jones
- Mr Anthony Jackson
- Mr Akif Naqvi

En dehors de l'établissement:

- Vos parents
- Un proche
- Un ami
- Votre frère
- Votre sœur
- Un parent d'internat

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QUI M'ÉCOUTERA?



If you need to speak with someone because you have a problem or a worry that you cannot manage on your own, please remember that The British School of Lomé is a listening, caring community and we want to help you feel happy again.

WHAT TO DO:

Talk to

- A friend
- Your Form Tutor
- A Teacher
- Ms Akosua Adigbo
- Ms Kirsten Gibbons
- Mr Gareth Jones
- Mr Anthony Jackson
- Mr Akif Naqvi

Talking to someone will usually solve your problem.

If you choose to speak with an adult, you are welcome to bring a friend with you to support you.



Si vous avez besoin de parler à quelqu'un parce que vous avez un problème ou une inquiétude que vous n'arrivez pas à gérer seul, n'oubliez pas que l'école British School of Lomé est une communauté d'écoute et bienveillante et que nous voulons vous aider à vous sentir à nouveau heureux.

CE QU'IL FAUT FAIRE :

Parlez à

- Un ami
- Votre tuteur scolaire
- Un enseignant
- Ms Akosua Adigbo
- Ms Kirsten Gibbons
- Mr Gareth Jones
- Mr Anthony Jackson
- Mr Akif Naqvi

Parler à quelqu'un résoudra généralement votre problème.

Si vous choisissez de parler à un adulte, vous pouvez faire accompagner d'un ami pour vous soutenir.



IF YOU ARE STILL WORRIED AND FEEL YOU NEED MORE HELP:

- Speak to any other member of staff or adult that you can trust. This could be the same person that you spoke to before or someone different.
- The person WILL LISTEN

- You will be asked to talk through the problem.
- You will be given some suggestions to try.

- You will then need to decide which suggestions to follow.
- You will be asked to come back to say if things are better.

- If you are still unhappy you may make a formal statement. This means that you write down on your own, or with someone to help you, what has happened, or what is worrying you.

- Take your statement to a member of Staff listed in this leaflet, saying that you want more help.



Often a problem is one that you do not wish to share with more than one person. We will keep your confidence where we can but, in some circumstances, it may be necessary to tell someone else in order to help you. ONLY the people who NEED to know will be told. This will be explained to you at the time.

If you feel you cannot talk to someone, then write a letter. You can seal your letter in an envelope, put the person's name on the front that you want it to go and give it to Ms Akosua or Ms Kirsten to pass on for you.



SI VOUS ÊTES TOUJOURS INQUIET ET SI VOUS PENSEZ AVOIR BESOIN D'UNE AIDE SUPPLÉMENTAIRE :

- Parlez à un autre membre du personnel ou à un adulte en qui vous avez confiance. Il peut s'agir de la même personne à qui vous avez parlé auparavant ou quelqu'un d'autre.

- La personne ÉCOUTERA

- On vous demandera de parler du problème.
- On vous donnera des suggestions à essayer.

- Vous devrez ensuite décider quelles suggestions à suivre.

- Il vous sera demandé de revenir pour dire si les choses se sont améliorées.

- Si vous êtes toujours mécontent, vous pouvez faire une déclaration officielle. Cela signifie que vous écrivez tout, ou avec l'aide de quelqu'un, ce qui s'est passé ou ce qui vous préoccupe.

- Présentez votre déclaration à un membre du personnel dont la liste figure dans ce dépliant, en précisant que vous avez besoin d'une aide supplémentaire.



Il arrive souvent que vous ne souhaitiez pas partager un problème avec plusieurs personnes. Nous gardons votre confiance dans la mesure du possible mais, dans certaines circonstances, il peut être nécessaire d'en parler à quelqu'un d'autre pour vous aider. SEULES les personnes qui ont BESOIN de savoir seront informées. Cela vous sera expliqué à ce moment-là.

Si vous ne pouvez pas parler à quelqu'un, écrivez une lettre. Vous pouvez mettre votre lettre dans une enveloppe, inscrire le nom de la personne au recto et la donner à Mme Akosua pour qu'elle la transmette.



DIRECTIONS:
Find and circle the
vocabulary words
in the grid. Look
for them in all
directions including
backwards and
diagonally.

Play a Tune

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

ACCORDION

BANJO

CELLO

DRUM

FLUTE

GUITAR

HARMONICA

HARP

MARIMBA

ORGAN

PIANO

RECORDER

SAXOPHONE

TRIANGLE

TROMBONE

TRUMPET

TUBA

XYLOPHONE



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18 Months to 18 Years
(Day and Boarding)**



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ENDEAVOUR IS ALL



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