



# BCA Newsletter

N° 18 / March 18th 2022



## Social and Emotional Learning



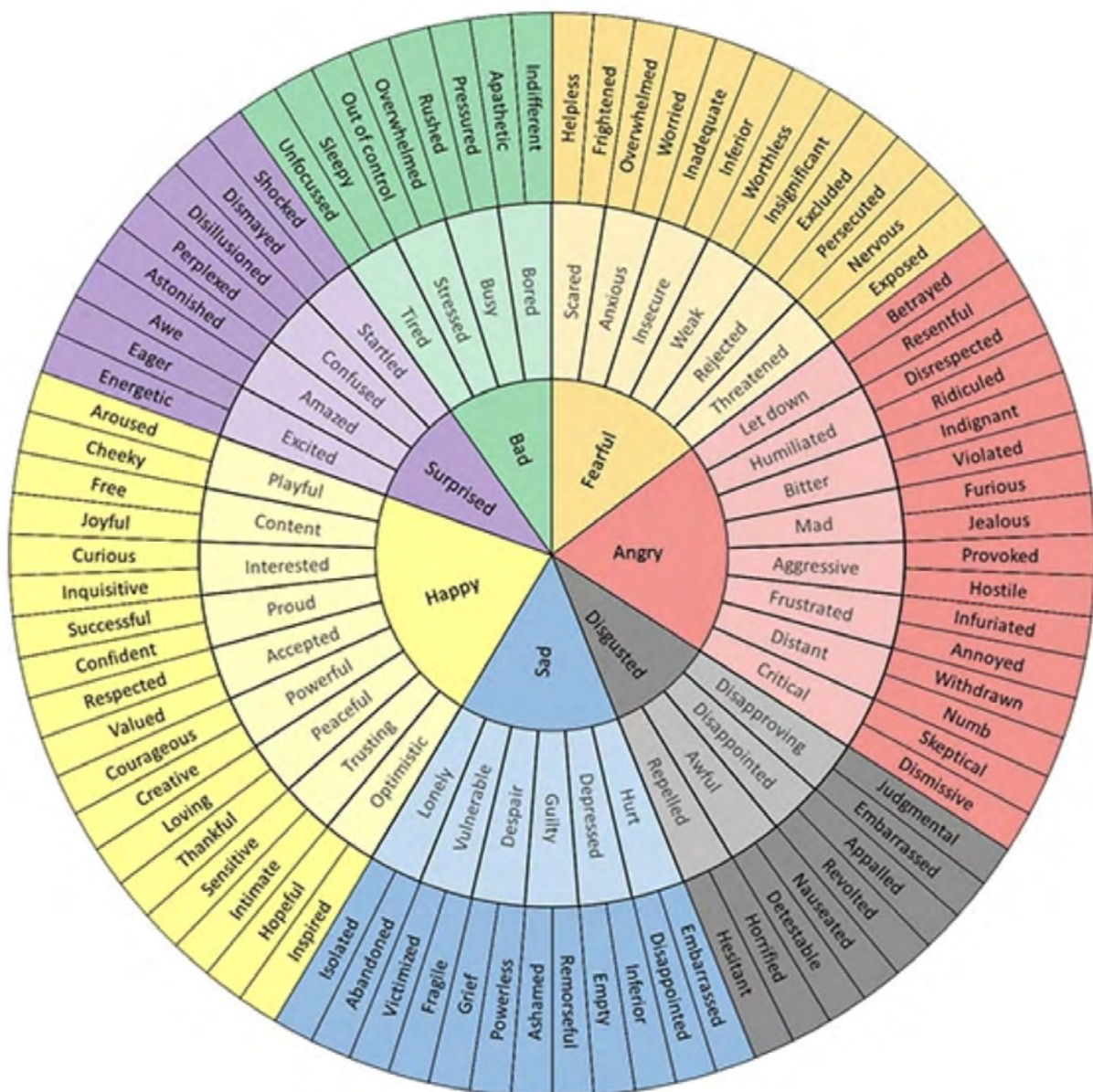
# Principal's Letter

Our theme in this Newsletter is Social and Emotional Learning (SEL). Never before has its place within the curriculum, alongside the academic subjects, been more important. As we know as parents and teachers, the path from infancy through childhood, adolescence and towards adulthood presents multiple challenges for young people, from both a social and emotional perspective. The COVID pandemic, and its effect on learning and on physical and mental health, is one recent example. It has been said of this journey that “The Days Are Long, but the Years Are Short”. This makes it imperative that we support our children in developing their knowledge, strategies and mindset.



Our website states that BCA is “where happy children learn best”: intuition, [evidence](#), and experience on the ground would suggest that this is true. It is also true that the direct pursuit of happiness is unlikely to succeed. The 19th century American novelist Nathaniel Hawthorne wrote that *“happiness when it comes, comes incidentally - make it the object of pursuit, and it leads us a wild-goose chase, and is never attained”*.

Happiness comes through acquiring the knowledge, strategies and mindset mentioned above. In short, having 'agency' in a given situation, and a sense of control over actions and events. Although happiness may be the preferred emotion, we would probably acknowledge that our most powerful learning experiences have been when we were challenged and perhaps frustrated, worried, angry, or even bored at times. As teachers and parents we should acknowledge and embrace these, seeing their value as part of the whole picture of social and emotional learning, and the development of young people. John Keats, another 19th century writer, this time English, compared human life to "*a large Mansion of Many Apartments*". From this perspective, our 'Mansion' of emotions may look like this:



Source: <http://nickalchinuwcsea.blogspot.com/>

Within the BCA curriculum we include a wide-ranging subject called Personal Social, Health and Economic Education (PSHE), where our approach and timeline follows that set out in the English National Curriculum for PSHE ([link](#) to guidance document).

In addition to this, the topics are addressed elsewhere in the curriculum wherever there is a good opportunity. Although the class teacher/form tutor leads, all teachers and assistants are responsible for social and emotional learning. We also provide skilled professional support through our Special Educational Needs (SEN) department.

The learning stories that follow bring you a snapshot of how we promote student wellbeing, each and every day, through carefully planned activities.



**Mr Harry Lock**  
*Principal*



## SEN Department

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Since the beginning of this academic year, BCA has been working together with our sister school in Gavà, BCG, in developing the Special Education Needs (SEN) department in collaboration with Alba Rosas, school psychologist and SEN Coordinator at BCG. The SEN department caters to those students who might find part of the curriculum challenging due to a learning need such as dyslexia or ADHD, amongst others.

We have already seen the positive impact of this department across the school by strengthening support networks between students-school-families-external services, as well as providing personalized support to individual students.

If you have any concern about your child's access to learning, please contact your class teacher in the first instance.



**Ingrid Delfolie**  
*SEN Liaison*

[ingrid.delfolie@bcandorra.com](mailto:ingrid.delfolie@bcandorra.com)



**Alba Rosas**  
*SENCo - Educational*



## Hawks PSHE lesson

The SEN Department also works inside some classes, supporting learning activities in PSHE sessions. This week, a dynamic and carefully planned lesson looked at interactions with others, and strategies to react to different situations.



The activity was run as a debate around a scenario. The scenario was:

X (a name is made up) is having a party for their birthday. X told Y during playtime that they will allow them to come only if they give them all their personal stickers.

In the activity, a student 'chair' from the class explained the practical case and asked questions, a 'secretary' recorded all the ideas and interventions and a 'timekeeper' made sure that everyone had a fair chance to talk. When all the ideas were collected, the students proceeded to role play the situation.



## Kingfishers PSHE

The Kingfishers were learning about how important it is, when we are finding things hard, to talk to ourselves in a positive way, to give ourselves encouragement and to reason things through.



## Eagles PSHE lesson

Eagles' class have been focussing on kindness and friendship as part of their PSHE lessons. They painted some amazing illustrations sharing their messages about being kind to one another and to the world.

They have been learning about what it means to be a good friend and have written about what it means to them.

They are also learning how to give and receive compliments, which is something we know makes us feel good. There is also a 'Feelings Box' so they can share with Mrs Williams their private and personal feelings. The message is clear: 'Kindness costs nothing, but means everything'.



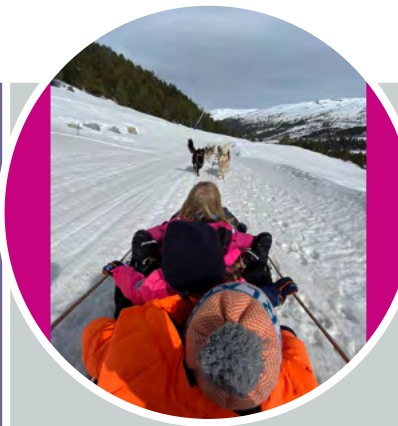


# Cygnets Day Trip

What an adventure! Cygnets went on a fantastic day trip to Grau Roig. They were being driven by the musher and his huskies, who led them through the most mesmerizing places of the valley. They also went through the slopes with doughnuts, took part in a forest hunting activity and enjoyed the snow. Outdoor learning and class trips such as this deliver strong benefits for social and emotional learning and student wellbeing. Thank you Roc Roi for this incredible opportunity.



*"Creating treasured memories"*





## Secondary PSHE

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Social and Emotional Learning continues through secondary education where the challenges and opportunities of adolescence are many. The PSHE curriculum looks at healthy relationships and personal identity (including sex education, appropriate to each age group and their development), digital citizenship, and continuous topics such as interacting with others, cooperation, teamwork and leadership. Wellbeing and student agency are an essential foundation for sustained academic success.





# Other News and Reminders

## Secondary Activities Week, May 2022

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After the Easter vacation we will run the main information evening for this trip (whose purpose aligns strongly with the theme of this Newsletter). In the meantime, we offer an optional meeting for any parent (students also invited) to discuss the trip. This will be held, in person, at BCA, on Thursday 24th March at 17:00. Please confirm by email if you wish to attend this interim meeting.

## Collection for Ukraine

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A reminder that we will take a further collection of educational supplies to the Red Cross on Tuesday 22nd March, so if you still wish to donate, please do by the end of school on Monday 21st March (the collection point is the School Reception). Thank you very much!

## Reports

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We expect to publish the End of Term Reports on 1st April. This is one week before the end of term in order to allow students and parents a week to review the Reports before the vacation begins.

## End of Term

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The last day of term is Friday 8th April and is a normal school day, finishing at 16:40. Please do not arrange earlier departures, in order that the planned learning activities can take place.