

The British School Rio de Janeiro

KNOWLEDGE AND FRIENDSHIP

P R O S P E C T U S

Welcome to

The British School, Rio de Janeiro -

nearly a century of outstanding

education and tradition in Brazil.





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Versão em Português disponível para download na sessão *Admissions* do nosso site.



WELCOME

The British School, Rio de Janeiro (TBS), educates over 2000 students from the ages of 2 to 18 years within its three school sites across the city. With our rigorous academic programmes, based on best UK, international and local practice, and our vibrant co-curricular and after-school activities, we offer a stimulating, exciting and challenging educational experience for our children. Through our strong Guiding Principles and Core Values, we aim to guide and nurture our students to become well-informed and principled citizens.

Within the classroom, TBS continually strives to maintain high professional standards. This is assured through a dynamic staff development programme and our performance appraisal system, as well as by addressing the rigorous demands of the accreditation standards expected by CIS (Council of International Schools).

John Nixon MBE
Director



VISION

A caring community,
striving for excellence,
where every individual matters.

MISSION

To cultivate an innovative, creative and inclusive community, growing principled, confident and internationally-minded citizens, who value personal, collaborative and intellectual challenge.



OUR SCHOOL

The British School (TBS) was founded in 1924 and is a non-profit, independent and co-educational day school, located in the city of Rio de Janeiro, Brazil.



The British School (TBS) is legally maintained by the Associação Britânica de Educação (ABE) which is the current body of parents of British and Commonwealth nationalities. The Board of Governors is composed of elected parents from the ABE, along with co-opted members and ex-officio representatives of the British community. The role of the Board is to protect and ensure the continued future of TBS, to be the custodian of the school's ethos and philosophy, and to develop long term strategic planning. Executive authority within the school is delegated to the Director.

Our school aims to give students a broad, balanced and relevant educational experience. The educational philosophy and practice are primarily British in nature with international and Brazilian elements incorporated, where appropriate. The programmes of study are: Early Years Foundation Stage (EYFS) and International Primary Curriculum (IPC) for 2 to 11 year olds; Key Stage 3 (Middle Years) of the UK National Curriculum for 11 to 14 year olds; Cambridge IGCSE for 14 to 16 year olds; and the International Baccalaureate (IB) Diploma for 16 to 18 year olds.

Over 85% of our students are from Brazilian families and the remainder are from over 30 different countries, with British and American students being the biggest proportion. English is the main language of instruction with Portuguese, French and Spanish also being taught.

In addition to gaining international qualifications, our students will also gain a Brazilian graduating certificate after the successful completion of Ensino Médio. Our graduating students enter universities and colleges around the world, principally in the UK, North America, Europe and, of course, Brazil.

TBS is recognised as an international school in Brazil by the State Council for Education of Rio de Janeiro. Our school is also an Associate Member of the Council of International Schools (CIS) and has had full accreditation status since 1999. TBS is regularly visited by CIS accrediting teams on 5 and 10-year cycles. The senior sections of the Barra and Urca sites are affiliated to the International Baccalaureate Organisation (IBO) and are authorised to deliver the prestigious IB Diploma. The school is also a member of the Latin American Heads Conference (LAHC), an association and network of schools in South and Central America following British practice.

Our school provides a caring and friendly, yet demanding, learning environment and makes every effort to ensure that each individual has the opportunity to develop their particular abilities and talents to the full. The emphasis on academic achievement is also balanced by our concern to meet our students' physical, emotional and social needs. Personal development and social responsibility are an integral part of our educational programme. We place a high value on good social behaviour and ethical standards, with respect for the individual and the environment.

We want our students to be happy in school and we hope that their school experience will be fondly and warmly remembered for life. We believe that this can be achieved through: high expectations; clear guidelines and limits; constant encouragement; and addressing individual needs. We provide opportunities for our students to participate in a wide variety of co-curricular activities – social, sporting and cultural.



CORE VALUES



Compassion

Integrity

Determination

"Learning is a challenging life-long process, building upon existing knowledge, skills and understanding.

Learning develops intellectual potential, emotional maturity and social values."

THE LEARNER PROFILE

The British School strives to develop lifelong learners who are internationally-minded, respect differences and care for each other and the world in which they live. At The British School, learners strive to be:

CARING
They are kind, compassionate, respectful and sensitive to the needs of others. They have a commitment to action and service so as to become responsible citizens.

COLLABORATIVE
They work as part of a team, make an active contribution and build positive relationships by being adaptable, friendly and cooperative. They share and understand that the whole is greater than the sum of individual parts.

COMMUNICATORS
They listen attentively, express ideas and information clearly, confidently and creatively in more than one language.

CREATIVE
They use their powers of imagination to generate original ideas that make a positive contribution to their own and others' lives. They are expressive, offer alternative perspectives and take risks when attempting to solve problems in their learning.

ENQUIRERS
They develop natural curiosity, ask questions about the world in which they live, investigate and participate in active research.

KNOWLEDGEABLE
They are well-informed and explore beliefs, ideas and concepts so as to develop a deep understanding across a range of subjects. They seek information about local, national and global issues and make connections in their learning.

LEADERS
They have a clear vision that is shared with others. They are motivated and motivators, helping others in order to achieve collective success. They are enthusiastic, self-disciplined and dedicated, demonstrating integrity and humility. They consider choices carefully so as to make wise decisions.

RESILIENT
They are courageous, embrace challenges, persevere in the face of adversity and recognise effort as a route to success. They use feedback positively and find learning and inspiration in the success of others.

PRINCIPLED
They are honest, fair and ethical and understand the rights and responsibilities of themselves and others. They know that actions have consequences and show courage when deciding upon the right thing to do.

THINKERS
They show initiative, apply thinking skills critically and creatively and make choices so as to arrive at considered judgements.











"I remember having fun and enjoying coming to school every day. This was the place where I think my character was built. The professional and the human being I am today I owe to the school."

Igor Santa Maria
Class of 1994

"I love bringing Chloe to school because it's such a revival moment. I love these stairs because my graduation pictures were taken on the stairs, so a lot of good memories."

Barbara Makant
Class of 1993

"It's an honour to be a TBS alumna. It really prepared me for the challenges of life, to have a broader look at the world."

Celina Cantidiano
Class of 1998

"I think it's wonderful to learn a foreign language without even feeling it. There's no effort involved. I mean, one day one is just speaking."

Maria Lucia Cantidiano
Class of 1967

"One of the things that I treasure most about TBS are the friends I made here. Last year we celebrated 20 years since our graduation and we still get together all the time."

Isabel Cantidiano
Class of 1996

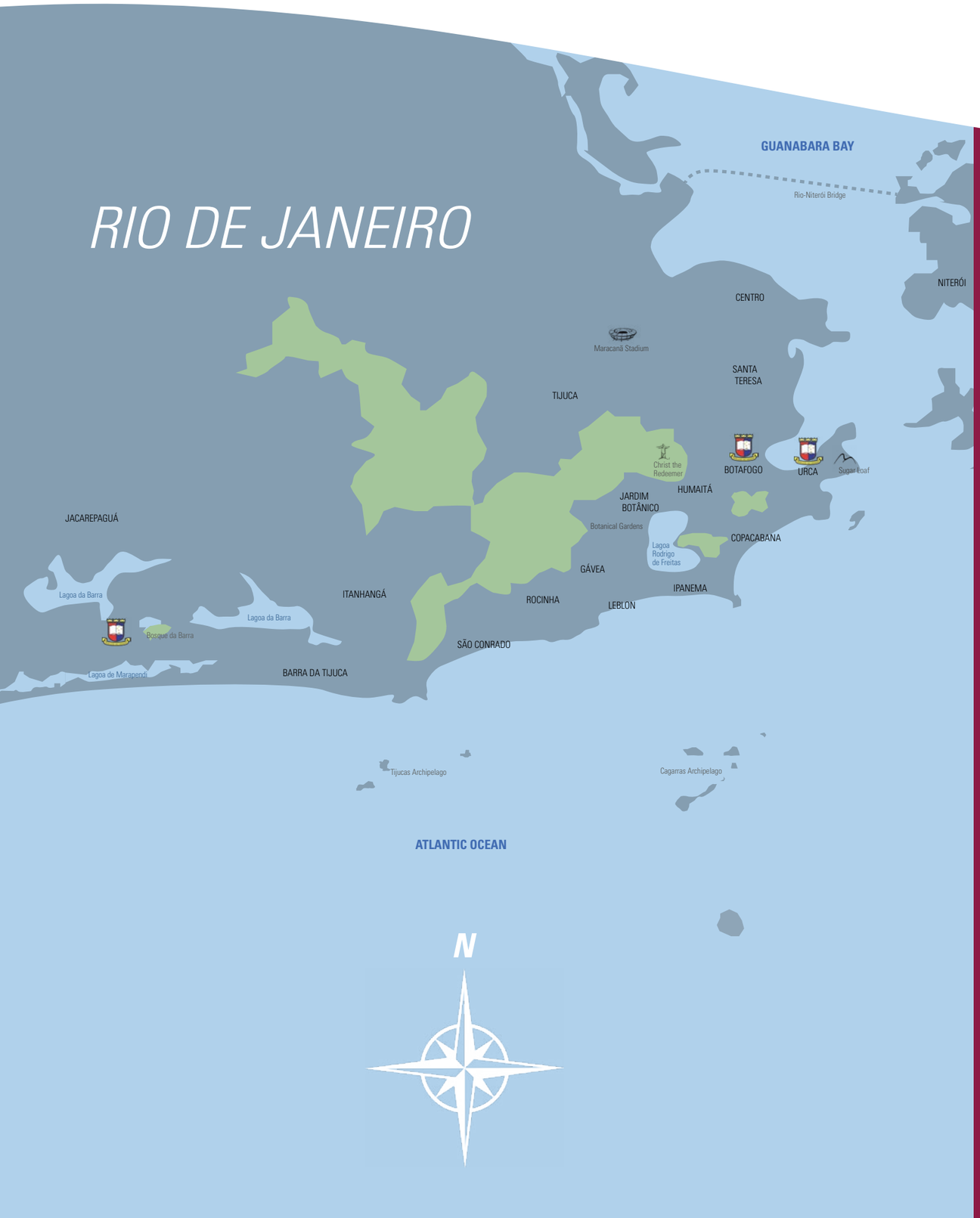
"Proud to be an alumna, a mum and and a member of staff at this amazing institution!"

Adriana Nogueira de Andrade
Class of 1994

"I thanked my parents at my graduation for giving me this chance, this opportunity. It's a privilege to have studied here."

Marcos Carnier
Class of 1999

SCHOOL FACILITIES



The British School has three Sites in two units across the city of Rio de Janeiro: the Botafogo Site for Primary students and the Urca Site for Secondary students in Zona Sul; as well as the Barra Unit for Primary and Secondary students in Barra da Tijuca.





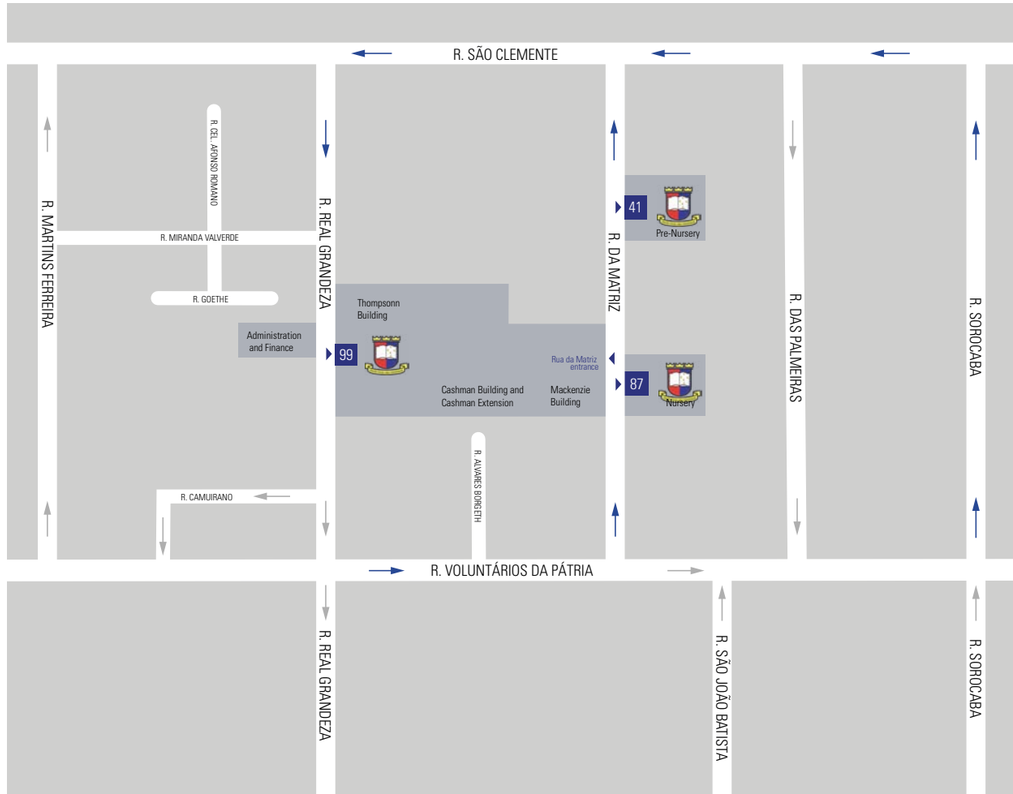
ZONA SUL UNIT

BOTAFOGO SITE

RUA REAL GRANDEZA 99

The oldest site at Botafogo was developed in the late 1940s on land held in trust for the British community and, consequently, the school shares the site with Christ Church and the British and Commonwealth Society. The students at Botafogo are between 2 and 12 years of age.

The Primary School and the first year of Secondary School are based in various facilities at this site in Rua Real Grandeza, including: the Cashman Building; the Mackenzie Building; the Thompson House; and two small houses for Pre-Nursery and Nursery in nearby Rua da Matriz.







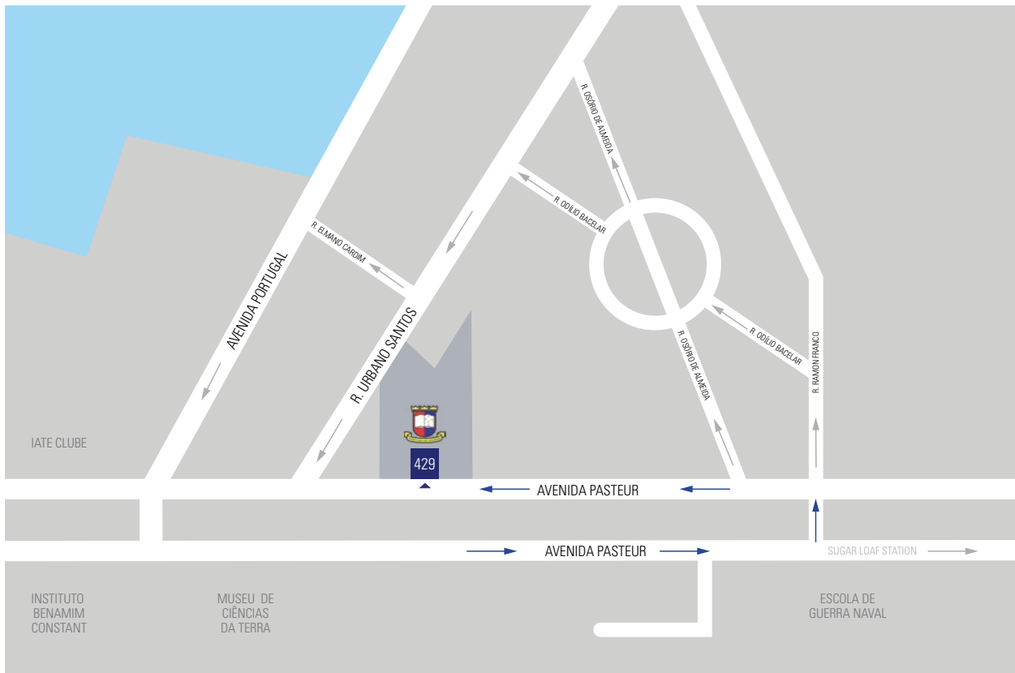
ZONA SUL UNIT

URCA SITE

AV. PASTEUR 429

Students move to the nearby Urca Site for their Secondary education, from the ages of 12 to 18 years. Botafogo and Urca together form the Zona Sul Unit, with around 1200 students in total.

The Urca Site was purchased in 1999 and is located close to the famous Sugar Loaf, and just a short drive from the Botafogo Site. The Urca Site accommodates the Secondary School within a 7-storey building and a number of adjoining properties.







BARRA UNIT

PAUL WISEMAN CAMPUS

ACCESS VIA AV. CELIA RIBEIRO DA SILVA MENDES 600

The Barra Unit was purchased in 2009 and is a recently developed campus in a western suburb of the city. The Barra Unit is an all-through school currently catering for around 1000 students 2 to 18 years of age, with the capacity to grow to 1200 students, similar to Zona Sul.

The Barra Unit was a former sports club and was developed in order to cater for families living in western areas of the city such as Barra, Recreio and São Conrado. The facilities have been gradually developed over the past decade to accommodate a growing number of students as the initial intakes have moved through Primary into Secondary. The first cohort to complete the IB Diploma at Barra was the Class of 2014.





NUTRITION

The British School, Rio de Janeiro, promotes healthy and nutritious meals for all our students, teachers and staff. Thus, we have developed a Food Policy that aims to provide healthy foods with high nutritional value and food safety for all.

The menu is selected and analysed carefully, aiming to include seasonally fresh food, high in nutritional value, with a variety of colours, as well as an awareness and respect for the environment. As a result, organic fruits, organic vegetables and organic greens are used as well.

No refined sugar and no refined salt is used in any food preparation.

Most food offered has a high nutritional value that brings a range of health benefits.

We provide Healthy Area options that offer specialised meals for vegetarians and vegans.

During the planning of the menu, the nutritionist aims to promote the growth and development of the students in terms of their physical, emotional and physiological well-being.

Students who have special diets, allergies and/or food intolerances require different and specific nutrition. Therefore, the school nutritionist supervises these students closely.

FOOD SAFETY

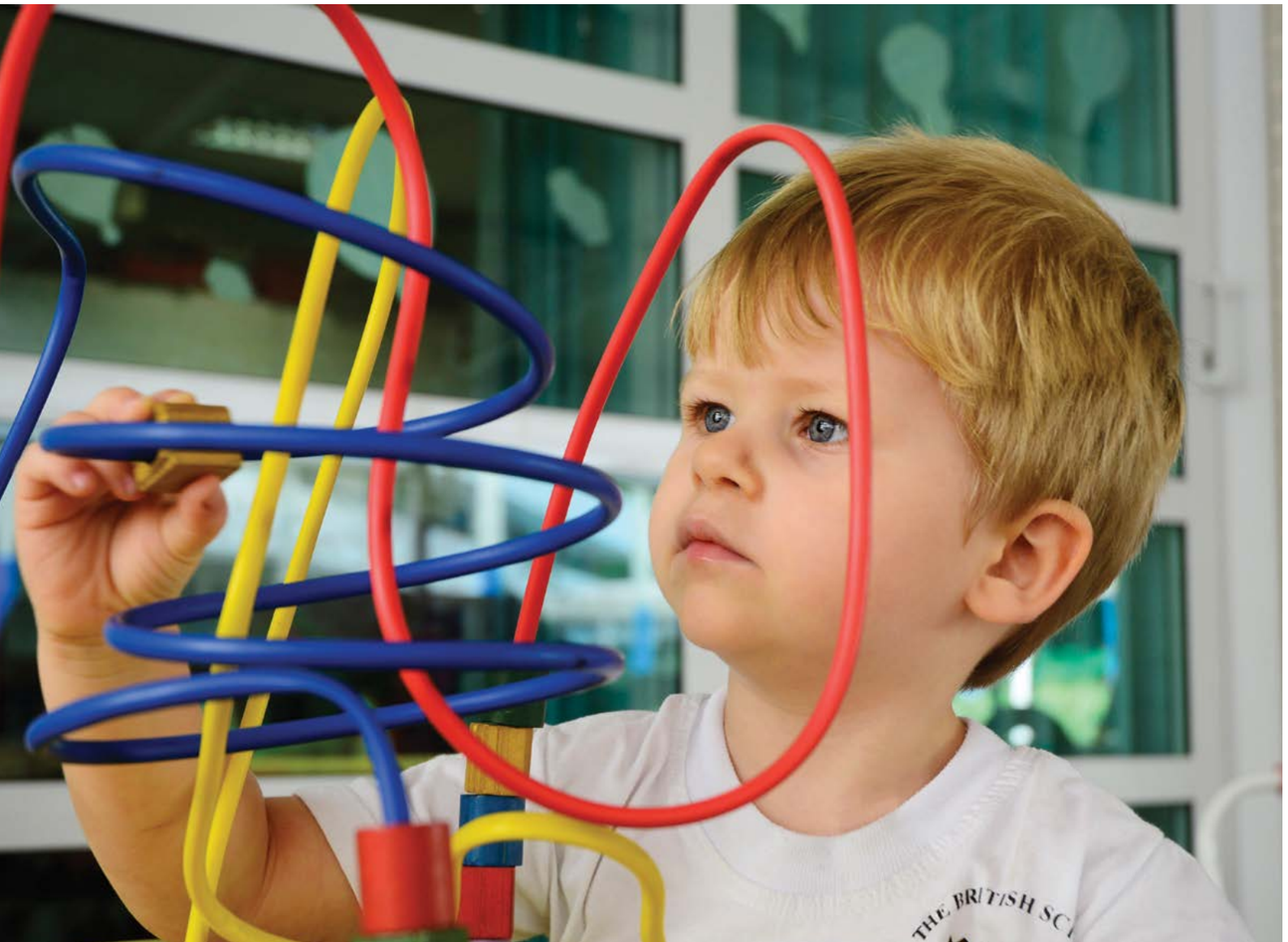
The school has strict sanitary control measures, and many food safety precautions. Food handlers are trained and use the appropriate equipment for each service. Each procedure is followed in accordance with Resolution RDC216 / 2004, which defines the Technical Regulation of Good Practices for Food Services.



EDUCATIONAL PROGRAMME

Through our programme and teaching methods, we aim to cultivate creative, principled, and internationally-minded young people who possess a breadth of knowledge, skills and understanding in readiness for today's and tomorrow's world.





Our aim is to develop innovative learners who value personal, collaborative and intellectual challenge. An emphasis on academic achievement is balanced by our concern to develop our students' physical, emotional and social needs, preparing them to be positive, caring and resilient young people.

Our programmes from Pre-Nursery through to the IB Diploma have been chosen to provide a relevant and challenging educational experience. Historically, TBS has maintained an essentially British ethos, although there are appropriate international and Brazilian elements to our programmes.

Summary of the TBS Curriculum Programme

AGES OF STUDENTS	TBS CLASSES	CURRICULUM PROGRAMME
2 to 5 years	Pre-Nursery Nursery Reception	Early Years Foundation Stage EYFS
		International Primary Curriculum (IPC)
5 to 7 years	Infant 1 and 2	Milepost 1
7 to 9 years	Classes 1 and 2	MIlepost 2
9 to 11 years	Classes 3 and 4	Milepost 3
		UK International Curriculum
11 to 14 years	Classes 5 to 7	Key Stage 3 (Middle Years)
14 to 16 years	Classes 8 and 9	Cambridge International Examinations IGCSE
16 to 18 years	Classes 10 and 11	International Baccalaureate (IB) Diploma

Academic standards at TBS are very high, with students achieving impressive results in both the IGCSE and IB Diploma examinations. Students attain a high level of bilingualism in English and Portuguese and are very successful with placements in prestigious universities and colleges in the UK, North America, Brazil or elsewhere in the world.



TBS

TABLE OF YEAR GROUP COMPARISON

LEVEL	AGE RANGE	THE BRITISH SCHOOL		UK	UK NATIONAL CURRICULUM KEY STAGE	USA	BRAZIL		
		TITLE	YEAR GROUP				UNTIL 2007	SINCE 2008	LEVEL 2008
PRIMARY	2-3	Early Years	Pre-Nursery	Pre-School	Foundation Stage	Pre-School	Maternal	Maternal 1	EDUCAÇÃO INFANTIL
	3-4		Nursery	Pre-School or Nursery		Pre-School or Nursery or Pre-K	Jardim I	Maternal 2	
	4-5		Reception	Reception			Jardim II	Pré-1	
	5-6	IPC Milepost 1	Infant 1	Year 1	KS 1	Kindergarten	Jardim III	Pré-2	
	6-7		Infant 2	Year 2		1st Grade	C.A.	1º Ano	ENSINO FUNDAMENTAL
	7-8	IPC Milepost 2	Class 1	Year 3	KS 2	2nd Grade	1ª Série (1º Grau)	2º Ano	
	8-9		Class 2	Year 4		3rd Grade	2ª Série (1º Grau)	3º Ano	
	9-10	IPC Milepost 3	Class 3	Year 5		4th Grade	3ª Série (1º Grau)	4º Ano	
	10-11		Class 4	Year 6		5th Grade	4ª Série (1º Grau)	5º Ano	
SECONDARY	11-12	Senior Key Stage 3 (Middle Years)	Class 5	Year 7	KS 3	6th Grade	5ª Série (1º Grau)	6º Ano	
	12-13		Class 6	Year 8		7th Grade	6ª Série (1º Grau)	7º Ano	
	13-14		Class 7	Year 9		8th Grade	7ª Série (1º Grau)	8º Ano	
	14-15	Senior IGCSE	Class 8	Year 10	IGCSE	9th Grade	8ª Série (1º Grau)	9º Ano	
	15-16		Class 9	Year 11		10th Grade	1ª Série (2º Grau)	1º Ano EM	ENSINO MÉDIO
	16-17	Senior IB	Class 10	Year 12	IB	11th Grade	2ª Série (2º Grau)	2º Ano EM	
	17-18		Class 11	Year 13		12th Grade	3ª Série (2º Grau)	3º Ano EM	



IEYC INTERNATIONAL EARLY YEARS CURRICULUM

The IEYC International Early Years Programme is designed for children between the ages of 2 and 5. It uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development. The IEYC is designed around eight learning principles, considered essential to children's learning and development:

1. The earliest years of life are important in their own right.
2. Children should be supported to learn and develop at their own unique pace.
3. Play is an essential aspect of all children's learning and development.
4. Learning happens when developmentally-appropriate, teaching-scaffolded and child initiated experiences harness children's natural curiosity in an enabling environment.
5. Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
6. Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
7. Ongoing assessment, in the form of evaluation and reflection, is effective when it involves learning links with the student's home.
8. Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.



IPC INTERNATIONAL PRIMARY CURRICULUM

The IPC Early Years' Programme was written by practising early years' specialists and provides the same mix of practical, rigorous support for teachers and exciting, appropriate work for children as the IPC main programme from 5 to 12 years of age. The IPC uses objectives from the UK's National Curriculum and identifies the skills, knowledge and understanding that children should acquire.

The IPC has over 90 different thematic units of learning with child-friendly, contemporary topics that appeal to all ages of primary children. The themes help motivate students to learn about science, geography, history and other curriculum subjects, encouraging them to make purposeful links and connections throughout their learning and to the world they live in. Linking subjects means that children make more connections with their learning that can help them to understand and apply the concepts taught; the more connections the brain makes, the better a child learns.

Within each theme, the IPC provides many suggestions for collaborative and active learning, inside and outside the classroom, for role play, and for children to learn from each other.





THE EARLY YEARS

FOUNDATION STAGE

AGES 2-5 YEARS

From Pre-Nursery to Class 4, the programme broadly follows the IPC International Primary Curriculum. However, in the Early Years (pre-nursery, nursery and reception), we are guided by the EYFS Statutory Framework and Development Matters.

In the Early Years, children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. Children generally develop the three prime areas first. These are: Communication and Language; Physical Development; and Personal, Social and Emotional development. These prime areas are the most essential areas of learning. The prime areas, in turn, help to develop skills in four specific areas. These are: Literacy, Mathematics, Understanding the World; and Expressive Arts and Design. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking, which takes place both indoors and outside.

Teachers carefully plan meaningful learning opportunities that empower children to initiate activities, known as ‘child-led’ learning. Each child is encouraged to develop a sense of order, organisation, independence, self-confidence, creativity, responsibility and respect. Opportunities for repetition, reinforcement and enrichment are offered to meet the needs and pace at which each child learns.

The dedicated Early Years team ensures that each child makes a smooth transition from home to school by linking school and home experiences and maintaining an active and positive home-school partnership. We believe that it is vital for children to feel secure within the school setting and we are committed to maintaining a warm and welcoming environment.





MILEPOSTS 1, 2 AND 3

The organisation of the curriculum throughout Mileposts 1, 2 and 3 is split into five themes or 'learning units' over the course of each year. A balance between childrens' skills, knowledge and understanding builds progressively over the year. Mathematics, English and Portuguese are linked to the IPC units where appropriate. However, integral knowledge, skills and understanding in English and Mathematics are taught through the learning objectives of the National Curriculum for England, while Portuguese is taught through the Brazilian *Parâmetros Curriculares Nacionais*. Personal Social Health Education (PSHE) is taught discreetly using curriculum models from the UK that include SEAL and the PSHE Association's recommendations.

When children complete the Early Years and enter Milepost 1 (Infant 1), they are expected to use only English in the classroom, except during Portuguese lessons. They will have acquired language skills in both Portuguese and English. By the time children are 7 years old and ready to move into Milepost 2 (Class 1), they can speak, read and write in both Portuguese and English.

As the children progress through Milepost 3 (Classes 3 and 4), their learning becomes more focused on the skills, knowledge and understanding which will prepare them intellectually, physically, socially and emotionally for the transition through to Secondary School.



KEY STAGE 3

CLASSES 5, 6 AND 7

From Classes 5 to 7, our programme broadly follows the UK National Curriculum, adapted in the light of cultural considerations and educational requirements in Brazil, and ensuring compliance with Brazilian *Ensino Fundamental* requirements. Within this structure, we are able to plan and organise teaching and learning to best suit the needs of our students.

The academic curriculum for these year-groups includes Mathematics, Languages (English, Portuguese, French and Spanish), Science (Biology, Chemistry, Physics), Humanities (History, Geography, Contemporary Studies) and the Arts (Art, Drama, Music), as well as Information & Communication Technology (ICT). In this way, we ensure that our students receive a broad general grounding across many different disciplines, before they begin to select more specialist subject options in Classes 7 and 8.

Personal, Social and Health Education (PSHE) and Physical Education (PE) are both taught as discrete subjects through the Pastoral and PE programmes. Additionally, we routinely embed topics relating to these areas in the mainstream curriculum. Students are also encouraged to develop a range of other skills and interests through the TBS Diploma Award, which recognises their achievements in a wide range of co-curricular areas.

Throughout the middle years, we aim to support our students in many different ways. This includes regular individual tutoring, as well as specialist Learning Support and Second Language tuition for those who may require extra help.



IGCSE

CLASSES 8 AND 9

In Classes 8 and 9, students are prepared for International General Certificate of Secondary Education (IGCSE) qualifications in a number of subjects. They also receive additional lessons in certain subjects to ensure compliance with Brazilian requirements.

The IGCSE course is a globally renowned two year qualification, culminating in final examinations at the end of Class 9. The IGCSE is recognised by universities and employers around the world, and the majority of courses are administered by the University of Cambridge (CIE) examination board.

All students continue to IGCSE level with the core subjects of Mathematics, English, Portuguese, Science (Biology, Chemistry, Physics), History and Geography. They also select at least one Arts subject (Art, Drama, Music) as well as further options from French, Global Perspectives, Information and Communication Technology (ICT) and Spanish. Students therefore continue with a broad education programme, before further specialism when reaching the IB Diploma in Classes 10 & 11.

Personal, Social and Health Education (PSHE) and Physical Education (PE) continue throughout these years. In Class 9, students also begin *Filosofia* and *Sociologia*, ensuring compliance with *Ensino Médio*. Students continue to develop their skills and interests through a wide range of other co-curricular activities.

During the IGCSE years, our Student Support Services continue to ensure that all students can access the curriculum. Portuguese as a Second Language is available for non-native speakers, as well as English as an Additional Language (EAL) and Learning Support tuition for those who may require extra help. Our University and Careers Guidance Team begins to advise students on their long-term careers and university options, in collaboration with each student's regular tutor.



INTERNATIONAL BACCALAUREATE

CLASSES 10 AND 11

The International Baccalaureate (IB) Diploma programme is one of the most respected school leavers' certificates in the world. Based on the pattern of no single country, the IB Diploma is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The IB curriculum is international, innovative, balanced and flexible, and is recognised as an excellent preparation for universities across the world.

For their IB Diploma, students initially make option choices from six curriculum groups, with subjects offered at Higher Level and Standard Level. This includes the study of at least two Languages (normally English and Portuguese, with French and Spanish also offered), at least one of the Humanities (Business Management, Geography, History or Brazilian Social Studies), Mathematics, at least one Science (Biology, Chemistry or Physics), as well as other options such as Computer Science, Music, Theatre or Visual Arts. Additionally, students study Theory of Knowledge (TOK), write a 4000 word Extended Essay in a specific area of interest, as well as devising and implementing a Creativity, Activity and Service (CAS) project.

Personal, Social and Health Education (PSHE) and Physical Education (PE) continue into the IB years. Students also carry on with *Filosofia* and *Sociologia*, as well as a small number of other supplementary or Brazilian Extension Course (BEC) subjects, to ensure full compliance with the requirements of *Ensino Médio*. Our students therefore graduate from The British School fully qualified to pursue further education opportunities either in Brazil or internationally.

Throughout these years, students receive intensive guidance to help them articulate and achieve their long-term career and university objectives. Regular advice is provided by tutors, by our specialist team of Careers and University Advisers, as well as by visitors from universities and other guest speakers. Alumni regularly return to TBS and always speak very positively about how the IB Diploma has prepared them for life after school.







In addition to their six main subjects, students complete three core IB Diploma elements:

The Extended Essay (EE)

The EE is an independent, self-directed research project, leading to a 4000-word dissertation. Students investigate a topic of special interest to them, relating to one of their IB Diploma subjects.

Theory of Knowledge (TOK)

TOK explores the relationships between the various IB Diploma disciplines and engages students in critical thinking, developing their ability to formulate a logical argument.

Creativity, Activity and Service (CAS)

The CAS programme offers students the opportunity to devise, lead and evaluate a service project, enhancing their own social and personal development through making a real difference to other members of the community.

This opportunity has proved to be very useful in encouraging students to actively think about possible careers. The school always welcomes offers for businesses or parents able to provide further opportunities of this kind for our students.



IB Subjects offered at The British School

GROUP 1 **Language A**
English and Portuguese together lead to the Bilingual Diploma
A choice of Literature, or Language and Literature

GROUP 2 **Language B**
French or Spanish (optional)

GROUP 3 **Individual and Societies**
Brazilian Social Studies (BSS), Geography, History,
or Business Management / Economics

GROUP 4 **Experimental Sciences**
Biology, Chemistry or Physics

GROUP 5 **Mathematics**
Available as Higher Level, Standard Level or Maths Studies

GROUP 6 **Arts and Electives**
Music, Theatre or Visual Arts - or: a third language;
a second Individual and Societies option;
a second Experimental Science option;
or Computer Science







ARTS

The artistic and creative development of our students is one of the major objectives of The British School. Through the Arts we aim to develop self-expression, self-discipline, self-esteem and a sense of personal and group achievement.

ART & DESIGN

Art & Design at TBS enables students to explore practical, critical and contextual work through a wide range of processes. We encourage our students to develop an imaginative, creative and personal response to different materials, stimuli and information, as well as promoting creativity, visual awareness and critical and cultural understanding.

DRAMA

Drama is a popular and fast-developing area, aiming for the highest standards, both within the curriculum and beyond. There are a variety of drama productions each year, undertaken by students throughout the school, both as an integral part of their studies within our extra-curricular programme.

The Drama productions are open to the school community on all sites, including both children and staff, and involve large numbers both on stage and behind the scenes, enabling members of the cast and crew to work in areas of their own interest and expertise. Other, smaller theatrical presentations are staged as part of other evening events, House Competitions or assemblies.

MUSIC

The Music Department is active with students rehearsing in bands, choirs and percussion groups. We have a great number of students learning instruments through our curriculum classes, our music curriculum and within our extra-curricular programme, and there are events throughout the year for students to present their skills and talents to their families and friends. Children are introduced to several different kinds of instruments, from percussion to strings. Students from Pre-Nursery (2 years-old) to IB (18 years-old) learn from specialist teachers about the history of music, listening critically, performance and composition, and exploring music from a wide range of cultures and styles.





CAREERS AND UNIVERSITY GUIDANCE

The Careers and University Departments, at both the Barra and Urca sites, offer students the information and support necessary for applications to universities across the world. Our team of advisers and tutors provides expert assistance throughout our students' school careers, ranging from initial advice to younger students on their academic options, to assistance for older students with their university application processes.

As part of the process, we facilitate preparation for university entrance examinations, including Brazilian *Vestibular* and *ENEM* examinations, as well as ACT and SAT tests for USA universities. We regularly schedule practice sessions and mock examinations, to help ensure that our students have the best possible chance of success.

Each year, we provide numerous opportunities for our students to meet visiting representatives, both from Brazilian and from international universities. We also provide university prospectuses for research purposes, and our students greatly appreciate our annual programme of guest speakers and educational fairs.

In their final years at TBS, we offer our students considerable personal advice regarding the suitability of specific courses and institutions, in the light of their individual career objectives. Whilst we always encourage our students to be ambitious with their aspirations, we also encourage them to make realistic choices that match their personal academic profiles. Our expert staff regularly counsel each student on an individual basis, as well as holding meetings with parents to discuss recommended options.

As a result, our students enjoy a very high acceptance rate with their university applications. However, our guidance services do not stop there. Our staff are always available to support our alumni, who return for further advice on a regular basis.

In the recent years, our students have attended these universities...

Australia: University of Sydney

Brazil: Estácio, ESPM Rio, Fundação Getúlio Vargas (FGV), Fundação Armando Alvares Penteado (FAAP), Instituto Brasileiro de Mercado de Capitais (IBMEC), Instituto Brasileiro de Medicina de Reabilitação (IBMR), Mackenzie Rio, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Souza Marques (Medicina), Universidade do Estado do Rio de Janeiro (UERJ), Universidade Federal do Rio de Janeiro (UFRJ), Unirio

Canada: University of Toronto

France: American University of Paris

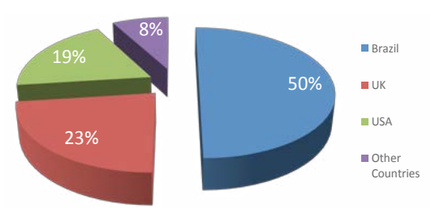
Netherlands: Maastricht University, University of Amsterdam

Switzerland: Ecole Hôtelière de Lausanne

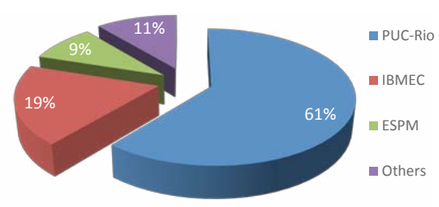
UK: Bath, Birmingham, Bristol, Cambridge, Durham, Edinburgh, Essex, Exeter, Heriot Watt, Hult International Business School, Imperial College, Keele, King's College (London), Loughborough, Manchester, Nottingham, Oxford, Queen Mary, St. Andrews, University of East Anglia, University of East London, University of London (City), University of the Arts (London), University of York, Warwick

USA: Babson College, Barnard College, Boston College, Brown, Carnegie Mellon, Colorado School of Mines, Columbia, Duke, Emory, Full Sail University, Georgetown, Harvard, Hult International Business School, Michigan State, New York University, Northeastern, Northwood University, Notre Dame, Ohio State, Parsons New School, Penn State, Princeton, Rochester Institute of Technology, Savannah College of Art and Design, Southern Methodist University, Stanford, University of California (Los Angeles), University of California (San Diego), University of Colorado, University of Illinois Urbana, University of Pennsylvania, University of Southern California, University of Tennessee, University of Texas (Austin), University of Washington, Vassar College, Yale

University Entrance Statistics



Brazilian University Entrance Statistics



... to study these courses:

ACTING
ADMINISTRATION
ADVERTISING
ARCHITECTURE
ART AND DESIGN
ART HISTORY
BIOCHEMISTRY
BIOMEDICAL SCIENCE
BIOLOGICAL SCIENCES
BIOLOGY
BUSINESS/ BUSINESS MANAGEMENT
CHEMISTRY
CINEMA AND THEATRE
CIVIL ENGINEERING
CHEMICAL ENGINEERING
COMMUNICATION
COMPUTER ENGINEERING
CURATING
DIRECTING
ECONOMICS
ENGINEERING AND MANAGEMENT
ENGLISH LITERATURE
ENGLISH LITERATURE AND FILM
FASHION DESIGN
FASHION MANAGEMENT
FINE ART
GENERAL ENGINEERING
GEOGRAPHY
GRAPHIC DESIGN
HISTORY
HUMAN SCIENCES
INTERNATIONAL LAW
INTERNATIONAL RELATIONS
LAW
LIBERAL ARTS
MANAGEMENT AND TECHNOLOGY
MATHEMATICS AND SMART SYSTEMS
MEDICINE
PHILOSOPHY
POLITICAL SCIENCE
POLITICS AND ECONOMICS
POLITICS AND PORTUGUESE
PRODUCTION ENGINEERING
PSYCHOLOGY
SPORTS BUSINESS
SPORTS MANAGEMENT
THEATRE AND FILM

We help them achieve their goals, whatever they are.





BRAZILIAN EXTENSION COURSE

As well as completing the international IB Diploma qualification, our students also graduate from TBS with the Brazilian *Ensino Médio* qualification, ensuring that they are well prepared for Brazilian as well as international universities. To achieve this, our students study a number of Brazilian Extension Courses (BECs) and other supplementary subjects.

The IB Diploma itself provides an excellent conclusion to *Ensino Médio* in the majority of subjects, often extending students well beyond the level they require for university entry. This includes the IB option of Brazilian Social Studies (BSS), which is taught in Portuguese and which jointly covers Brazilian *História* and *Geografia* topics.

Additionally, students take a number of supplementary subjects, to complement the IB curriculum and extend their knowledge in subjects that they are not already studying for the IB Diploma. These currently include BEC *Filosofia* and *Sociologia* for all students from Class 9 onwards, as well as extra Science, History and Geography courses as required.

At this stage of their school career, we aim to support each student's personal objectives in whatever way we can. Therefore, we also offer a number of further optional BEC lessons after school, allowing students to extend their preparation for *Vestibular* or *ENEM* in whatever way they require. These currently include *Redação*, *Matemática*, as well as further Science, History and Geography options. In this way, we ensure that each student's curriculum is suitable for their needs.

WORK EXPERIENCE

Throughout their time at TBS, students are encouraged to identify their potential career interests, and seek work experience in a relevant professional area. We especially encourage students to do this during the Pre-IB Programme at the end of Class 9, when students have completed their IGCSE examinations and are looking ahead to the IB Diploma. Many students also regularly take advantage of work experience opportunities during holiday times throughout their senior years at The British School.

We are always very grateful to any parents or other members of the community who are able to offer work experience to our students. The school will always try to help students obtain placements where necessary. However, work experience is generally most successful when facilitated through personal contacts.



Education Conference



Technology Exhibition

STAFF DEVELOPMENT

The British School is highly committed to the continuing professional development of its staff. We attach great importance to the training of staff to ensure that they are up-to-date with the best international pedagogy and practice so as to maximise our students' learning outcomes.

As well as on-going weekly training, TBS hosts a biennial educational conference, which is available for all of our own staff, as well as teachers from other schools in the region. We invite renowned speakers from the world of education to present keynote speeches and deliver dynamic workshops that are aligned to our school's strategic goals and objectives.

Our staff also undertake regular training in a variety of other ways. For example staff are trained in the use of learning technologies so that they can apply these to support students' learning in the classroom and beyond. Many of our teachers have been encouraged, and supported, to study for Masters Degrees in education. All staff are kept up to date with curriculum developments in our various curriculum stages such as: the International Primary Curriculum; Cambridge International IGCSEs; and the International Baccalaureate Diploma.

Our Assistant Teachers are provided with a rigorous two-year training programme to prepare them to become outstanding teachers for the rigours of our curriculum. Many of our teachers are examiners for international examinations, and some are also invited to visit schools around the world as part of visiting accreditation teams.



SCHOOL LIFE

The British School provides fantastic opportunities for our students to be involved with a great range of activities, competitions and trips. As well as being challenging, we aim for school life at TBS to be fun and exciting.





FALCONS PROGRAMME

The TBS Falcons programme is designed to support our students in their education and growth at The British School. The programme is in line with the TBS Guiding Principles and Core Values, and complements the school's Physical Education curriculum.

The Falcons teams regularly participate in tournaments involving other international schools in Brazil and South America. These are held for our senior school students, from 12 to 18 years of age. School teams include boys' and girls' basketball, football, futsal, volleyball, as well as dance, represented by our cheerleaders' programme. Other sporting teams may be available depending on interest from students.

Students in Class 5 upwards have the opportunity to participate and benefit from extra-curricular sporting activities that develop their skills while also learning how to be part of a team. Athletics and team sports give opportunities for students to develop skills and attitudes such as: time management; goal setting; resilience; a strong work ethic; leadership; collaboration; and sportsmanship. Through participation in the Falcons, students mature physically, mentally and emotionally. Involvement in the Falcons may also support students in their pursuit of further education through applications for scholarships in universities abroad.

Every year there are opportunities at various competitive tournaments for students who have demonstrated commitment to participating in training and practices. We are proud that our Falcons Teams represent the school's values and spirit.

GO FALCONS! GO FALCONS!

BOTAFOGO	BARRA	URCA
CAIMAN	DRAGON	HAWKING
JAGUAR	GRIFFIN	MEE
HARPY EAGLE	UNICORN	PANKHURST
ARAPAIMA	PHOENIX	ORWELL

HOUSES

A very active House System promotes the integration of the different age groups all the way from Pre-Nursery to Class 11. On entering the school, all students are allocated to a House and, in principle, members of the same family will be allocated to the same House. Membership of a House enhances the student's sense of identity and belonging and creates a spirit of friendly competition and cooperation, as well as providing additional opportunities for participation in various non-academic events.

The House System provides a vehicle through which social, sporting and cultural events, including competitions, are organised. Each House is led by a Head of House appointed from among the teaching staff. Captains and Vice-Captains, elected from among the student body, are responsible for assisting the Head of House in the organisation of House activities and competitions.









SCHOOL TRIPS

The British School's commitment to holistic education is reflected in our belief in the value of school trips. Through our diverse programme of trips, students have the opportunity to undergo experiences not available in the classroom thus engaging with the real-life implications of what they learn. Trips help to develop investigative skills and longer residential stays, in particular, encourage greater independence. As well as complementing the academic curriculum, trips also contribute to the development of the attributes of our Learner Profile and our Core Values, helping to create well-rounded individuals.

DAY TRIPS: Educational and curriculum-based trips to places of local interest take place throughout the school, from Foundation Stage to IB Diploma. Most trips take place within year- groups annually and are placed in the calendar well in advance. Given our commitment to our Core Values and Learner Profile, trips to local charitable organisations aim to instil in our students the value of community service. Day trips can also take place, when attendance at a specific event such as a museum exhibition, concert or theatre performance can bring vividly to life a particular curricular focus.

RESIDENTIAL CURRICULUM TRIPS: Interdisciplinary residential curriculum trips seek to reinforce and extend class-based learning through students engaging with case studies, environments and processes they explore as part of the formal curriculum. Whole year group trips begin in Class 3 with three days in Petrópolis, followed by longer trips of around a week to Paraty (Class 4), Itatiaia (Class 5), Pantanal (Class 6) and Foz do Iguaçu in Class 8.

RESIDENTIAL CULTURAL TRIPS: Our cultural trips, for example to London, California and New York, seek to further broaden our students' horizons by giving them the opportunity to explore these world locations and cultural centres. They will largely take place over a holiday period and are optional trips, usually outside Brazil.

RESIDENTIAL CO-CURRICULAR TRIPS: These are trips associated with the school's extra-curricular activities, such as: The Model United Nations; the Duke of Edinburgh's International Award expeditions; and The Falcons' sports competitions. Alternatively, they may be related to a school-supported community and service project.



EVENTS AND ACTIVITIES

The Parents and Teachers Association (PTA) and the school work together to organise events and activities throughout the year for our school community. The highlights of each year are the Festa Junina celebrations in the first semester and the International Festival later in the year.



Bake Sale - Barra



TBS students host Casa Arte Vida



Bake Sale - Botafogo

SERVICE AND COMMUNITY LINKS

TBS encourages the active involvement of our students, parents and staff in charitable causes and community projects. Children from very young ages have opportunities to help and learn about people within our local or wider society who are less fortunate than ourselves. Our older students become more actively involved and engaged in projects through authentic action, and display admirable leadership, initiative and compassion. Our IB students are involved in Creativity, Activity and Service (CAS) as an integral part of their Diploma programme.

Some of the projects in which our students are involved are:

B A R R A

Casa Arte Vida
One by One
Bake sales and second hand uniform sales
"Movember" Charity Appeal for Operação Sorriso
Helping Hand - Walkathon

B O T A F O G O

Share the Warmth
Shoe Box Campaign
Bake sales and second hand uniform sales
"Movember" Charity Appeal for Operação Sorriso
CELPI in Dona Marta
Instituto Todos com Felipe

U R C A

Projeto Dom Hélder Câmara
Escola Minas Gerais
musICA
Favela + Limpa
Casa de Apoio à Criança com Câncer
Ipanema beach cleaning project
Teto
Onda Solidária / Vila dos Sonhos
Instituto Todos com Felipe



Pre-DofE



Model United Nations



Artistic Gymnastics

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International Award is well-established and extremely popular at TBS and is offered to students aged 14 years and over. Adventurous hiking and camping expeditions take place in rugged areas of Brazil and other countries in South America. In addition to the expeditions, students complete the service, skills and physical recreation requirements of the DofE International Award to gain Bronze, Silver and Gold Awards.

Younger students in the primary school from the age of 10 years onwards can take part in residential pre-DofE weekends. Activities include hiking, camping, horse riding, mountain biking and archery in addition to other team-building exercises.

MODEL UNITED NATIONS

The British School hosts an annual Model United Nations (MUN) conference which is open to participants from Class 5 upwards. The conference allows students to discuss and seek solutions to world problems ranging from human rights abuses, conflicts between nations and environmental issues. In addition to the TBS conference, students have the opportunity to participate in several other MUN conferences such as the Brazil MUN and the internationally acclaimed Harvard MUN in Boston, USA.

Participation in these events enables students to develop a better understanding and appreciation of global affairs. Several subject areas support the MUN programme by encouraging debate and public speaking within the academic curriculum.

In addition to the MUN conferences, IB students may be selected to take part in a Theory of Knowledge and outdoor activities course in the Andes mountains together with students from other Latin American IB schools. Students might also have the opportunity to represent the school in the annual LAHC (Latin American Heads Conference) student conference, which has a varied theme from year to year, but always focusing on leadership. In recent years, TBS has hosted this conference twice.

PTA & EXTRACURRICULAR

The Parents and Teachers Association (PTA) is very active in organising a variety of After School Activities (ASAs). These activities have included: art; ballet; basketball; *capoeira*; cartoon; choir; cookery; drawing; football; gymnastics; jazz; judo; music and volleyball. The PTA are constantly looking to improve the ASA programme and to introduce new activities..

www.tbspta.com.br / ww.escolinhas-asa.com.br

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Graphic Design by Gustavo Portela

The British School Rio de Janeiro

A caring community, striving for excellence, where every individual matters

Inspiring learning through compassion, integrity and determination.





The British School
Rio de Janeiro