St PETER'S SCHOOL
A step beyond

Middle Years Programme

Middle Years (Y8)

Handbook 2023-24

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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WELCOME

Welcome to the Middle Years at St PETER'S. We look forward to working together as part of an international learning community.

This handbook provides you with information on our IB framework for the Middle Years and our daily life at St PETER'S. It outlines your child's goals and explains how the IB Programme is implemented in their class.

Within the supportive and trustful environment of the Middle Years School, your child will be encouraged to become actively involved in various activities and make the most of all the opportunities presented to them throughout the year. Our approach is learning through inquiry, reflection and connection to the real world. Our curriculum is organized around a set of objectives that promote student agency.

We are always available to answer any questions or give you further information at any time. We encourage you to share your feedback and ideas with us.

We are delighted to be able to work with your children. It is our mission to take on their ideas and interests and use these to build an enriching and engaging curriculum.

Róisín Barbeito
Head of Middle Years, Y6-Y9
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About our school

St PETER'S SCHOOL was founded in 1964 and is an independent, private, secular, co-educational school located in Barcelona. We are the only school in Barcelona to offer the IB Continuum in English across all stages: Nursery, Primary, Middle Years, and Diploma Programs.

Our ambition is to build a knowledge hub that leads education toward a new paradigm. Each member of our community equally understands that they have the opportunity to create a future where we can achieve success. We are aware that this also involves risks and uncertainty, and yet we still choose to take an active part in making it happen.

The school project focuses on three fundamental pillars: Factfulness (critical thinking based on evidence), Exponentials (the latest innovations in science and tech), and Change Making.

Connecting these three pillars, we incorporate Futures Literacy into our curriculum. Coined by Riel Miller of UNESCO, Futures Literacy refers to the ability to understand, imagine, and navigate multiple potential futures. It is not about precisely predicting the future but about preparing for various possible scenarios. It enables us to explore different possibilities and uncertainties, making decisions that are resilient, flexible, and adaptable. This skill is especially vital in a world characterized by exponential change, encompassing complex issues such as climate change, technological advancements, and social inequality.

Further info about our school project:
https://stpeters.es/school-project/

Futures Literacy

We incorporate Futures Literacy into our curriculum. Coined by Riel Miller of UNESCO, Futures Literacy refers to the ability to understand, imagine, and navigate multiple potential futures. It is not about precisely predicting the future but about preparing for various possible scenarios. It enables us to explore different possibilities and uncertainties, making decisions that are resilient, flexible, and adaptable. This skill is especially vital in a world characterized by exponential change, encompassing complex issues such as climate change, technological advancements, and social inequality. Il helps providing coherence and connecting the three pillars of our school project.

Middle Years and DP Program structure

Year group	Year of birth
Year 6	2012
Year 7	2011
Year 8	2010
Year 9	2009
Year 10	2008
DIPLOMA- Year 11	2007
DIPLOMA - Year 12	2006

School Hours

Year group	Drop off time	Regular class time	After School activities (extra fee)
Year 6 - Year 8	8-9	8:15-16:00	16:00-17:00
Year 9 - Year 12	8-9	8:00-16:00	16:00-17:00

To view the School calendar for 23/24 please click here.

IB Program for Middle Years

St PETER'S SCHOOL is a validated IB world school in Primary Years, Middle Years and the Diploma Program. We are the only school in Barcelona with the IB CONTINUUM taught in English. The MYP is is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students who complete the MYP are well-prepared to undertake the IB Diploma Program. The IB framework offers a student-led approach to learning that allows for solid connections to be made between the school environment and the real world that the students live in, ensuring they are able to apply their knowledge, understanding and skills in a valuable and purposeful way. Our goal is to support students in taking this purposeful action out into their communities and becoming responsible global citizens.

Inquiry and Concept-Based Learning

Your child's teacher may refer to "statement of inquiry" as part of their class program. In each unit, the students are given a "statement of inquiry" that triggers and guides their research, and help them connect their investigation to global contexts and transferable concepts.

An IB statement of Inquiry provides your child with a curriculum of essential elements: the knowledge, concepts, skills, attitudes, and action required to equip them for successful lives, both now and in the future.

Each unit has been designed and planned by the teachers in order to guide your student through an investigation that starts with this statement. They are always connected to Global Contexts, to make sure they connect their knowledge to the world in which we live. They always use transferable concepts that help them develop higher cognitive skills and connect their learning across all subjects and areas of knowlegge.

Why should my child learn in this way?

Think of modern work. It demands knowledge transfer: every day you have to apply knowledge to new situations and different domains. In a wicked world, relying upon experience from a single domain is not only limiting, it can be disastrous.

THE KEY IS?? --- CONCEPTS + SKILLS

THAT'S THE CREATIVE JOY OF LEARNING!

Through "statements of inquiry", the students come to appreciate that there are big concepts and skills they can draw upon in order to engage with challenges and opportunities.

They learn that school knowledge is relevant and useful beyond and across subject.

Assessment in MYP

In our school project, Assessment is an aid for learning, not a measuring tool.

In Middle Years, we differentiate Formative Assessment from Summative Assessment. Here are some key differences.

You will notice that each subject has 4 Assessment criteria that are linked to the learning objectives. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

The final grade will be inferred from these criteria, being ranged 1-7, following the official grade boundaries provided by the IB.

FORMATIVE	SUMMATIVE
Formative assessment occurs during a learning activity	Formative assessment occurs after the end of the learning activity
Aims to monitor student's learning	Aims to evaluate student's learning
Provide students with feedback	Yield a specific score or result
May occur several times during a course unit	May occur few times during the course of the academic year
Can use a wide range of question formats	Can only use a limited number of question formats

Let's unpack an example!

Let's unpack an example of a statement of inquiry to help you understand this IB learning method

Subject	GLOBAL PERSPECTIVES, MYP 9

SAMPLE

STATEMENT OF INQUIRY

The development of universal human rights has led to significant changes in the fairness and equality of societies

This is the big idea that your child will investigate in this unit. As you can see it is not restricted to one subject.

GLOBAL CONTEXT

Fairness and development

Each inquiry is linked to six global contexts. Students learn best when their learning experiences have context and are connected to their lives and their experience of the world

KEY AND RELATED CONCEPTS

Key Concept: Global interactions
Related concept: Rights

Concepts that the teachers pick for each unit are timeless, universal and abstract. IB uses concepts so that in the future children can apply their learning to any new situation or domain.

APPROACHES TO LEARNING (ATL)

Communication skills. Research skills
Thinking skills. Self-management skills
Social skills

These are the skills that your child uses when involved in learning. For each unit, the teachers picks some specific skills to practice and focus on. Your child can later utilise these skills in any new learning domain.

Let's unpack an example!

Let's unpack an example of a statement of inquiry to help you understand this IB learning method

Subject	GLOBAL PERSPECTIVES, MYP 9

SAMPLE

INQUIRY QUESTIONS

What are human rights?
What events led to the establishment of the Universal Declaration of Human Rights?
How, and how effectively, have international human rights been protected?
What are some of the human rights issues facing children?

Teachers and students use statements of inquiry to help them identify factual, conceptual, and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

CONCEPTUAL QUESTIONS

How have human rights evolved since the initial declaration?
Why did humanitarian interventions increase so markedly in the 1990s?

Conceptual questions widen the way in which the students address their learning. They help connect their investigation to the real world, also considering time, space and transferences between subjects.

DEBATABLE QUESTIONS

Is humanitarian intervention justified?
Is it ever justified to restrict human rights?
Are There Limits to Freedom of Speech?
How Should Human Rights Violators Be Held Accountable?

Debatable questions trigger understanding of different perspectives and open conversation and reflection as a way of go deeper into the topic

4 ASSESSMENT CRITERIA

Criterion A: Knowing and understanding
Criterion B: Investigating
Criterion C: Communicating
Criterion D: Thinking critically

Grade range: 1-7

Assessment is never focused on a grade. Its goal is to help the student improve from a rounded approach

Connecting our units of inquiry to our School Project

How will we connect this statments of inquiry to the 3 pillars of our School Project: Exponentials, Factfulness, Change Makers

SAMPLE

FACTFULNESS

As teachers, we always encourage students to follow a rigorous methodology based on facts and a critical approach, connecting it to the Factfulness pillar. Global Perspectives is always widening the angles from which we analyze our investigations and our understanding of the world. Human rights must be explored from a critical and open-minded perspective.

EXPONENTIALS

"Human Rights" are affected by the exponential changes in science and technology that humanity has experienced through time and space. These breakthroughs open ethical debates and questions that the students will face during their inquiry.

CHANGE MAKING

The students are invited to take part in the change and make a positive difference with their ideas and future careers. Reflective activities and debates are designed with this purpose in mind.

SUSTAINABLE DEVELOPMENT GOALS

FUTURES LITERACY

The students will be invited to use their probable futures to imagine the best scenario possible and start taking action to change the world. The students will follow the UNESCO Sustainable Development Goals.

Groups and Subject Briefs in MYP

The MYP requires at least 50 hours of teaching time for each subject group in each year of the program

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project and create a proposal or criteria for completing it.

You can find a table with the Subject courses on the following page and further details on the groups and courses in the next section.

Year 8 Subjects 23-24

Studies in languages and literature	Individuals and societies	Mathematics	Design	The Arts	Sciences	Language acquisition	Physical and Health Education
English	Global Perspectives	Mathematics	AI/STEAM	Visual Arts	Sciences	English	PE
Spanish	Futures Literacy		Robopsychology			Spanish	
						Catalan	
						French	

English Language and Literature in Y8

Teachers: Mark Lockwood, mlockwood@stpeters.es
Tommer Wallace, twallace@stpeters.es
Language Acquisition: Simon Marum, smarum@stpeters.es

In Year 8, students will be analysing aspects language and literature during the year, considering different genres starting with Daphne du Maurier's, Rebecca (gothic literature) and ending with The Giver (dystopian science fiction). Lastly, the students will study a selection of war and conflict poetry. They will write an analysis of two poems before writing their own war poem. The following are the units covered in Year 8.

UNIT 1. Gothic Fiction

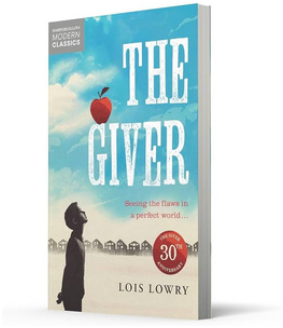
SOI: Gothic literature is a testament to human creativity, and for centuries writers have used the genre as a vehicle through which we can explore culture.
Reading: "Rebecca", by Daphne du Maurier

UNIT 2: Dystopian Science Fiction

SOI: Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to explore anxieties about our immediate and future contexts.
Reading: "The Giver", by Lois Lowry

Unit 3. War Poetry

SOI: The theme of war and its terrible effects upon societies and individuals is explored through the points of view of poets from different socio-geographical-historical contexts.
Reading: A selection of war and conflict poetry.



Spanish Language and Literature in Y8

Teachers: Patricia Soria, psoria@stpeters.es
Marta Mestre, mmestre@stpeters.es
Adquisición de lengua:
Trini Martínez, tmartinez@stpeters.es y Sandra Ruiz, sruiz@stpeters.es

Estas son las unidades que trabajaremos en Year 8:

UNIDAD 1: La música del viento
SOI: Para tratar el tema de la equidad y el desarrollo es necesario expresar las opiniones personales y apelar al destinatario mostrando nuestra propia perspectiva.

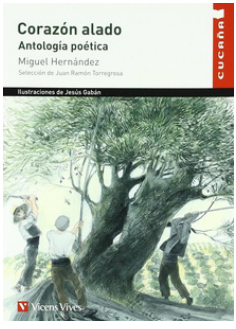
UNIDAD 2. Somos lo que contamos
SOI: Las narraciones hechas de forma colaborativa nos permiten narrar historias de temas variados, situarnos en un contexto ficticio en el que podemos desarrollar nuestras capacidades creativas, a la vez que nos tenemos que ajustar al máximo a la expresión personal y cultural, y al punto de vista de nuestro público.

PROYECTO: Creación de un libro tipo "elige tu aventura", donde los protagonistas son los alumnos de Y4
LECTURA: Elección de cuentos.

UNIDAD 3. Conocemos un mundo diferente: La poesía
SOI: El género de la poesía permite a los autores expresar sus inquietudes mostrando un estilo personal al tratar diferentes temas para conectar con sus lectores.

PROYECTO: Creación de un vídeotutorial sobre cómo se analiza un poema y creación de un poema.

LECTURA: "Corazón alado. Antología poética",
de Miguel Hernández



Individuals and Societies

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

These courses help students critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students recognize that content and methodology can be debatable and controversial and for practicing the tolerance of uncertainty.

The IB's approach to this subject area strongly focuses on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

ASSESSMENT CRITERIA

Criterion A: Knowing and understanding
Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating
Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating
Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically
Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the investigation process.

Individuals and Societies in Y8
Global Perspectives

Teacher: Scott Santos, ssantos@stpeters.es

The subject "Global Perspectives" encourages learners to respect and understand the world around them. The focus lies on systems and global interactions. This year, the students will analyze how human development, sustainability and prosperity is affected by culture, government, absolute and relative location and community values. The following are the Units of Inquiry covered in Year 8.

UNIT 1. On development
SOI: How do culture, government, absolute and relative location and community values affect human development, sustainability and prosperity?

UNIT 2. On security
SOI: How must governments, communities and individuals develop strategies for living in hazardous environments, responding to dangers and disasters?

Individuals and Societies in Y8
Futures Literacy

Teacher: Noelle Roces, nroces@stpeters.es

Coined by Riel Miller of UNESCO, Futures Literacy refers to the ability to understand, imagine, and navigate multiple potential futures. It is not about precisely predicting the future but about preparing for various possible scenarios. It enables us to explore different possibilities and uncertainties, making decisions that are resilient, flexible, and adaptable. The following are the Units of Inquiry covered in Y8.

UNIT 1. Intro to Futures Studies
SOI: How does understanding the past and present inform our ability to envision and shape possible futures while recognizing the role of human agency and innovation in navigating the complexities of the future and fostering a culture of foresight and strategic thinking?

UNIT 2. Industry 4.0
SOI: How does the emergence of Industry 4.0 redefine the landscape of technology, automation, and interconnected systems, and what are the potential impacts on industries, economies, and individuals? How can we navigate and harness the opportunities presented by fourth industrial revolution while addressing the ethical, social, and economic challenges it poses?

UNIT 3. Human Futures
SOI: How do emerging trends and advancements in various fields shape human futures, and what are the societal impacts and implications of these changes?

UNIT 4. Climate Futures
SOI: By integrating the exploration of new materials with the implementation of innovative economic models, how can we effectively address the challenges posed by climate change, foster sustainable practices, and shape a future where economic prosperity coexists harmoniously with environmental preservation and social equity?

UNIT 5. Speculative Design
SOI: How do speculative design and world-building enable us to explore alternative future scenarios, challenge current assumptions, and inspire transformative thinking, ultimately shaping our collective imagination and influencing the direction of our future societies?

Mathematics

The framework for MYP mathematics outlines four branches of mathematical study:

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

ASSESSMENT CRITERIA

Criterion A: Knowing and understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

Criterion B: Investigating patterns

Students work through investigations to become risk-takers, inquirers, and critical thinkers.

Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Mathematics in Year 8

Teachers:
Sinead Kehoe, skehoe@stpeters.es
Tsoek Pang, tpang@stpeters.es

The following are the units of inquiry covered in Year 8.

UNIT 1. Simultaneous Equations
SOI: Representing relationships with models can promote and support social entreneuship.

UNIT 2. Representing & Interpreting Data
SOI: Principles and discoveries often arise when patterns in the natural world are described as relationships.

UNIT 3. Solutions to Quadratics
SOI: Solutions to quadratics help to find solutions to models of movement.

Design

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work, and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

ASSESSMENT CRITERIA

Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

Criterion C: Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience

Design Courses in Year 8

Teachers:
Joan Mauri, jmauri@stpeters.es
Harun Isse, hisse@stpeters.es

The year will be split into two semesters. One of them will introduce the students to programming for artistic purposes. During the other semester, the students will try to understand how innovations can lead to more sustainable projects. Units might change during the school year.

UNIT 1. Eco-Roads

SOI: Inventions respond to balance the concentration of CO2 with technical innovation and sustainability through functional systems and low resources.

UNIT 2. Create with code

SOI: Thanks to code, you can express and communicate your personal culture, by using all resources, taking perspective and giving it a specific form.

Robopsychology

Robopsychology is an engaging subject that explores the relationship between Artificial Intelligence (AI) (or robots) and humans. It explores the technical, psychological, and emotional aspects of human-AI interactions, seeking to understand how humans perceive, interact with, and develop emotional connections with AI systems. In addition, the subject investigates the ethical considerations and societal implications of AI, as well as its impact on human behavior and well-being. By fostering critical thinking, research, and reflection on the psychological, social, and ethical dimensions of human-AI interactions, Robopsychology equips students with the skills and knowledge to navigate and contribute to the ever-evolving field of robotics.

The ultimate goal of the subject is to refine the way humans interact with AI and robotics, with the objective of improving the outcome while enhancing safety and reliability.

Units will cover:

- Artificial Intelligence
- Identity and consciousness
- Ethics, limits and regulations
- API coding; API coding
- Prompt Engineering

The Arts

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic worldview. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: investigating; developing; creating/performing; evaluating. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

ASSESSMENT CRITERIA

Criterion A: Investigating

Students should be able to:
i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
ii. analyse an artwork or performance from the chosen movement or genre.

Criterion B: Developing

Students should be able to:
i. practically explore ideas to inform development of a final artwork or performance
ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Criterion C: Creating/Performing

Students students should be able to create or perform an artwork.

Criterion D: Evaluating

Students should be able to:
i. appraise their own artwork or performance
ii. reflect on their development as an artist.

The Arts Courses in Y8
VISUAL ARTS

Teacher: Reeta Kivirinne, rkivirinne@stpeters.es

In Year 8, we're diving into the captivating worlds of collage, printmaking, and stop motion. These techniques are more than just tools – they're pathways to unlocking your creativity and imagination. Through collage, you'll weave together stories; with printmaking, you'll draw inspiration from patterns; and through stop motion, you'll animate change and history.

UNIT 1: Collage
SOI: Collage can be used as the medium to visually communicate an idea, a story, or a theme.

UNIT 2: Printmaking
SOI: Observing patterns around us can give inspiration to our own work.

UNIT 3. Stop Motion
SOI: Turning points and big history provoke change in style and/or representation

Sciences

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students
discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

ASSESSMENT CRITERIA

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

Sciences in Year 8

Teachers: Pat Maragos, pmaragos@stpeters.es
Sinead Kehoe, skehoe@stpeters.es

We will focus on key concepts surrounding the classification and understanding of living organisms through biosphere cycles, definitions, and relationships. They will also study various natural cycle concepts of the biosphere. They will study a range of food chains and have a clear understanding of energy transfers in various forms. And finally, linking everything together to study the effects of humans on the environment. At the end of the year, they should be able to identify, interpret and define all the different concepts and content that was taught throughout the year and finally link each aspect together and be able to show the cyclical nature and relationships of living organisms throughout the Biosphere. These are the following are the units of inquiry covered in Year 8.

UNIT 1. Ecology

SOI: Evidence shows that global ecological systems are composed of delicately balanced relationships between organisms and the environment; even minor changes within them can have great consequences and affect the planet's sustainability.

UNIT 2. Cell Power

SOI: The cell's innovative potential is infinite. Thanks to the cell's specific form that enables it to perform a wide array of functions, such as moving nutrients into it or keeping harmful ones away from it, humans can manipulate cells in fields such as medicine and engineering to benefit human health and achieve a more sustainable planet.

UNIT 3. Digestion and Nutrition

SOI: Our daily consumption of nutrients helps our body to function properly and maintain a balanced diet. In modern societies, our relationship with food plays a major role that defining our identities.

UNIT 4. The Circulatory System

SOI: In order to achieve optimal human health, scientists use models to explain the function of certain human systems that allow for the movement of substances around the body. Societies, where good health plays an important role in personal and cultural expression, are the most successful at preventing chronic diseases.

Physical and Health Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

In Year 8, we will focus on knowing, developing and practicing the art of judo. The unit of inquiry covered will be: Martial arts cultivate a balanced interaction between the self and space, exemplified in the art of Judo.

We also offer a wide range of after-school activities for those students who are interested in extending their practice of sport, as well as getting started in other activities.

ASSESSMENT CRITERIA

Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity to identify and solve problems.

Criterion B: Planning for performance

Students, through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others

Language Acquisition

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal
- development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The Language acquisition courses are split into four different phases to offer the students the appropriate level for their learning. As a plurilingual school, the students learn the following languages: English, Spanish, Catalan and French. We also offer Chinese as an after-school activity.

ASSESSMENT CRITERIA

Criterion A: Listening
Criterion B: Reading
Criterion C: Speaking
Criterion D: Writing

The teacher for the English Language Acquisition in Year 8 will be Simon Marum (smarum@stpeters.es)
The teacher for the Spanish Language Acquisition in Year 8 will be Srta. Trini Martínez (tmartinez@stpeters.es) y Sandra Ruiz (sruiz@stpeters.es)
In Catalan, Sr. Alcobé (ialcobe@stpeters.es) and Srta. Susana Franco (Sfranco@stpeters.es) will be teaching Language acquisition.
In French, Mme Laurance (lramage@stpeters.es) will be teaching Language Acquisition.

Interdisciplinary Units

In the Middle Years Programme (MYP), interdisciplinary learning supports students to understand bodies of knowledge from two or more disciplines or subject groups, in order to integrate them and create new understanding.

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Here are examples of Interdisciplinary inquiries:

Year	Unit	Subjects involved	Statement of inquiry
Year 6	ARTIFICIAL INTELLIGENCE	All subjects	Artificial intelligence (AI) is changing the world as we know it. AI implies a revolution in science, culture, the arts, communication, sports or geopolitics. AI is conditioning the life systems of human beings and probably is changing their own nature as well as access to knowledge of the world.
Year 7	ART AND CULTURE	French . Visual Arts	Each culture has its own artistic expression and representation.
Year 8	DESIGN THINKING CHALLENGE Students will design a solution for a complex problem using Design Thinking.	Design - Startup Ventures	Human-centred design inspires creative multidisciplinary teamwork that delivers learning in action. How might we create innovative models and examine complex problems by leveraging empathy? What is the impact on technology, business, and human experience when design thinking is practiced?
Year 9	SMART CITIES Students will be able to understand the concept of a smart city from the scientific, technical and social perspective cities and groups of resources, people, and buildings	Global Perspectives - Science	In order to meet the growing demands for food, energy and housing, all aspects of societies will need to use new technologies to minimize their environmental impact and social inequalities.
Year 10	CIRCULAR ECONOMY Students will be faced with a challenge of designing a circular economy product form the science and business management perspectives	ESS and Business Management	The creation of an environmentally friendly circular system contributes to building a sustainable and regenerative global future

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Approaches to Learning (ATL)

These skills are grounded in the belief that learning how to learn is fundamental to a child's education. These skills aim to support your child to become a self-regulated learner who knows how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.

ATL are present at any unit of inquiry and any stage of learning.

School trips

In an increasingly interconnected world, it is crucial for students to develop a global mindset and embrace their role as citizens of the world. End-of-year trips enable students to experience firsthand the interconnectedness of our global community. By immersing themselves in different cultures, students develop cross-cultural understanding, empathy, and respect for others. These experiences foster a sense of shared humanity and a commitment to making positive contributions to society.

This trip will be held in May. As an example, last year our students in Y8 went to Rome, where they had the opportunity to explore the city's rich history and culture. We will inform you of this year's trip as soon as possible.

Additionally, throughout the year, we organize day trips that complement their units of inquiry.

School Policies

St PETER'S SCHOOL has a wide range of policies to ensure consistent, clear standards and practices as well as a safe and effective running of the school. We are committed to ensuring our students' safety as well as their physical and emotional wellbeing. We also believe that parents need to be confident that the school provides a safe and secure environment for their children. Additionally, the staff should feel that the school is a safe place in which to work.

You can consult our policies on our website:

- Academic Integrity
- Inclusion
- Language
- Assessment
- Admissions
- Safe and Supportive environment

Online Tools

Google Classroom

Google Workspace for Education

At S PETER'S we regularly use the following classroom management technology tools to record your child's progress, propose fun activities for learning at home, carry out virtual classes (if needed) and include you in our international learning community. For any direct communication with your child's teacher, e-mail your tutor or call the school and ask for a meeting.

Please review our ICT Protocol in the following page.

ICT Protocol

The present protocol regulates the use of Information and Communication Technologies (ICT) at St Peter's School, in order to guarantee the rights of all members of the educational community when communicating through digital technologies.

A.General Rules for the use of electronic devices

The focus of the use of electronic devices such as iPads, tablets, mobile phones and laptops at St Peter´s School is to provide tools and resources for the children's education. It aids the development of computer skills, access to real-world simulations, visual information, more diverse forms of recording and presenting, more accessible research and easy access to current events, amongst others.

- Children must only access apps and websites as instructed by the teacher.
- The use of mobile, digital, or electronic devices of any kind is not allowed unless it is required by the teacher.
- Electronic devices are not to be used during break time and lunch time unless special permission has been given by a teacher.
- Electronic devices and their use are the responsibility of the owner before, during and after school hours.
- The devices must be identified with a sticker stating the owner's name and serial number.
- The use of another person's electronic devices is not allowed, but, if the teacher thinks it is appropriate, under his/her responsibility, they can be shared as long as the owner is present.

B. Sound, Music, Games, Pictures, or Programs, social media

- Sound must be muted at all times unless permission has been given by a teacher.
- Earphones may be used only when permission has been given by a teacher.
- Music should only be accessed if permission is given by a teacher.
- Taking any photographs or videos is not allowed unless it is being used as part of a school project.
- Children must have the permission of any others that they photograph or record.
- The school will be blocking any web access to social media and certain games. We believe this will help decrease distractions and the overtime our students spend on them.

ICT Protocol

B. Use of emails and St Peter's Digital Platforms

The school will set up an email for the students enrolled at St Peter's, and a username to enter Google for Education and Seesaw. Safety measures in the use of passwords and access to the email and platforms will be requested.

- Students aged 14 or older. They don't need the permission of their legal guardian. However, they must be informed of the set up and use of this email.
- Students under 14 years old. They need the legal guardian's authorization to set up and use the email and platforms of the schools.

B. If your child fails to adhere to this policy, their phone will be confiscated until the end of the day.

D. Action that violates any of the items in Guidelines for the Use of Electronic Devices or individual classroom teachers' instructions will be solved in accordance with its seriousness and our Safe and Supportive Environment Policy.

Figure 2. Use of Devices in MYP

Year	Project Description	Ipad	Computer	Other devices
Y6	1. **AI Interdisciplinary Unit** Artificial intelligence (AI) is changing the world as we know it. AI implies a revolution in science, culture, the arts, communication, sports, or geopolitics. AI is conditioning the life systems of human beings and probably is changing their own nature as well as access to knowledge of the world. Further info on our blog. Unit Plan.	x	x	
Y7	1. **MInecraft and Smart Cities** Co-design workshops focused on storytelling and the construction of environments in the Minecraft video game. Barcelona as a smart city and creating sustainable solutions for the school's neighbourhood. Further info here 2. **Multidisciplinary project** Involving the study of rules of 3d design, 3d printing, arduino. Use of technology and thinking skills, Scrum cycle, engineering process. Study of design viability study about financial resources and functionality 5. Building and testing		x x	
Y8	1. **Scientific and technical innovation devices** Introduction to design research and the mechatronics field. Creation of a technical solution to a situation. Efficiency, purpose and impact on the environment are important. Introduction to python programming		x	
Y9	1. **CANSAT project** The European CanSat Competition is an ESA Education project that promotes STEM skills amongst young European students through project-based learning. A CanSat is a simulation of a real satellite, integrated within the volume and shape of a soft drink can. The team's challenge is to fit all the major subsystems of a satellite inside this minimal volume, launched by a small rocket up to an altitude of 1 km. Further info here.		x	Raspberry Pi Arduino
Y10	1. **HAB** Hot Altitude Balloon project. Students will work to find a solution that travels to the stratosphere and collects crucial data for the exploration of the conditions, climate, and radiation of earth. Students will develop a **HAB** (High Altitude Balloon able to reach at least 27km from earth considering just the needed resources and the space / weight variables.		x	Raspberry Pi Arduino

Afterschool Hub

These activities take place from 16:00 to 17:00. If you would like to sign your child up for our After School Activities, please click here.

Y6 to Y12

LANGUAGE HUB

- CHINESE

SPORTS HUB

- BASKET
- FOOTBALL
- VOLLEY
- SELF DEFENSE
- JUDO
- YOGA

THINKERS HUB

- DESIGNING VIDEOGAMES
- CHESS CLUB
- ROBOTICS: FLL

CREATIVE HUB

- DRAMA Y5 & Y6 (NEW!)

Any doubt? Please contact our Afterschool Program Coordinator

Verónica Guerra
afterschool@stpeters.es

Community Engagement

At St PETER'S we have defined our learning community as students, teachers, pedagogical leadership team, mentors, domain experts, families and carers.

Our learning community involvement encompasses six areas:

Parenting

We want to inspire and empower parents and carers to provide healthy home environments, in which children can continue to thrive outside of school. We offer parents workshops and activities throughout the year on topics such as use of electronic devices, inquiry skills, sexual education, positive behaviour guidance. When needed, our Wellbeing Department can help families find specialist support and assistance.

Relocating

Have you just moved to Barcelona? We understand that in addition to choosing our school, your family might need support in getting to know your new city/country. Our Director of Admissions can recommend Relocation and Real Estate Agents to help with any formal arrangements related to your move.

Volunteering

We invite parents and carers into our classrooms to enrich our units of inquiry. Parents can arrange with the teacher to hold a presentation about a topic of interest or an area of expertise. You can join us to participate in other special projects such as International Day.

After School

Our After School activities is a relaxed community hub where your children can spend time with their friends playing, enhancing their creativity, practising sport, learning languages and music. At the same time parents can attend Spanish beginner lessons.

Social Events

Starting with the Welcome Meetings on the 7th of September, we invite families to join our social and cultural events. These gatherings will take place in and outside of school and will include options to socialise with or without your children.

Class Hosts

New to our School Community? No problem! Our Class Host will help your family settle into the new school routines, help you connect with other families from similar language backgrounds and suggest the first playdates or informal weekend meet ups.

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St PETER'S SCHOOL
A step beyond

Middle Years Programme