



Al-Rayyan International School



PYP EXHIBITION HANDBOOK

2025 /2026

ARIS Core Purpose

"We are a diverse community of learners that are committed to inspire, empower and transform for a better world."

ARIS Core Values

- Greatness in Everyone
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

ARIS offers the following programmes:

- The International Baccalaureate Primary Years Programme (PYP)
- The International Baccalaureate Middle Years Programme (MYP)
- The International Baccalaureate Diploma Programme. (IBDP)
- The International Baccalaureate Career Programme. (IBCP)

IB Learner Profile

The learner profile is at the heart of all IB program models. This profile brings the aspirations of the IB Curriculum to life and supports and promotes the development of student-centred education. Each unit of inquiry has one or more focused learner profiles linked to it. All IB programmes aim to develop internationally minded people who, recognising 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.



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.



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.



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.



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 recognise our interdependence with other people and with the world in which we live.



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.



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.



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.



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.



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.

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The Purpose: What is the PYP Exhibition?

The Primary Years Programme (PYP) Exhibition is a significant milestone in the life of a PYP school and its students. Taking place in the final year of the PYP (Year 6), it synthesises the essential elements of the programme and shares them with the whole school community.

As a culminating learning experience, the Exhibition provides students with the opportunity to demonstrate the attributes of the International Baccalaureate (IB) Learner Profile, apply their Approaches to Learning (ATL) skills, and take meaningful action. It is the moment when students bring together and showcase the knowledge, conceptual understanding, and skills they have developed throughout their PYP journey.

The success of the PYP Exhibition relies on the collective efforts of the entire learning community. Teachers, mentors, parents, and peers all play an essential role in supporting, guiding, and celebrating this important stage of our students' learning journey.

Who	Role in the Exhibition
PYP Coordinator	Oversees the Exhibition process, provides guidance and support to all participants, and ensures alignment with IB expectations.
Mentors	Guide and support student groups through the inquiry process, offering feedback, encouragement, and structure.
Students	Lead the inquiry by exploring a topic of interest, taking action, and showcasing their learning journey.
Parents/ Guardians	Support students by encouraging their inquiry at home, attending key events, and celebrating their growth.
School Community	Engages with and supports the Exhibition by sharing expertise, attending presentations, and celebrating student learning.

Essential Features: Showcasing PYP Elements

As the culminating PYP experience, it is required that the exhibition reflect all the major features of the programme.

Learner Profile - Becoming internationally minded means exhibiting an internal understanding of the learner profile attributes. Through actions and attitudes, students demonstrate themselves as: **risk-takers, knowledgeable, communicators, caring, open-minded, reflective, balanced, principled, thinkers and inquirers.**

Specified Concepts – The specified concepts should be shown through the use of key questions that guide inquiry and provide a framework for understanding knowledge and content.

The specified concepts are:

Form – *What is it like?*

Connection – *How is it changing?*

Function – *How does it work?*

Perspective – *What are the points of view?*

Causation – *Why is it like it is?*

Responsibility – *What is our responsibility?*

Change – *How is it changing?*

Approaches to Learning – Within the search for conceptual understanding of a student's topic, the student must develop appropriate skills in the construction of meaning. These skills include:

- **Social Skills**
- **Communication Skills**
- **Thinking Skills**
- **Research Skills**
- **Self-Management Skills**

Major approaches to learning (skills) that will be strengthened during the Exhibition

- Social skills
 - Collaborating with others
 - Extend their learning beyond their classroom to learn alongside a number of different stakeholders.
 - Small group (inquiry group and specialist group)
 - Exhibition teacher/s
 - Mentor

- Organisations/experts outside of school
- **Self-Management Skills**
 - Time Management | Organisation | Codes of Behaviour
 - Schedule and prioritise workload and commitments
 - Timetable appointments and deadlines
 - Be responsible for being organised and ready to learn
 - Work collaboratively and be highly principled throughout the journey

Inquiry Process and Procedures

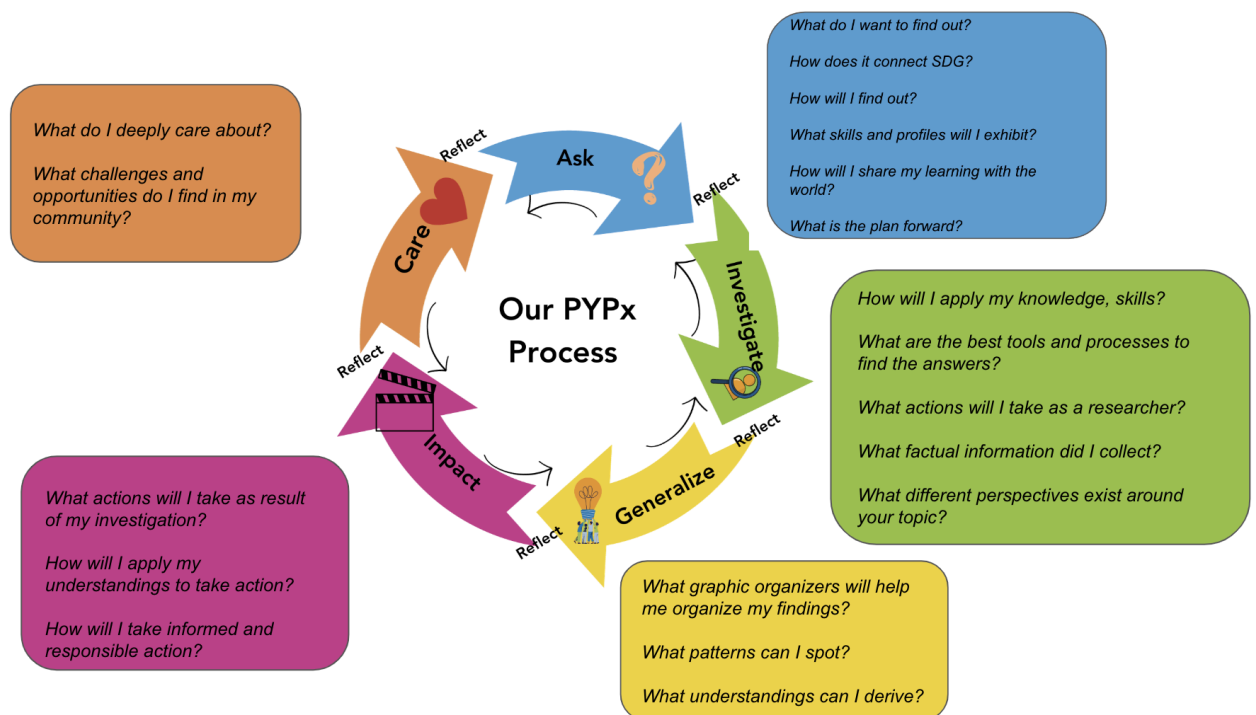
Timeline

The PYPx process is broken down into three phases. The Pre-PYP Exhibition (PYPx), PYP Exhibition and Post-PYP Exhibition. The Pre-PYPx takes place at the end of semester one as students get the hang of what it entails and what lies ahead. The PYPx itself takes place in semester two and spans six weeks and the PYPx Day. The Post PYPx involves reflection. Parent PYPx sessions will be held early in semester two to brief them on what to expect.

Inquiry process and procedure

All students are required to submit a Written Element that documents their exhibition process and make a Creative Element that celebrates their action and advocacy to inspire action in others. The written Element takes the form of an individual PYP Exhibition Journal.

The PYPx at ARIS adheres to the PYPx inquiry cycle, a unique model which combines the Empathy to Impact Cycle with the Concept-Based Inquiry Cycle to provoke the students' hearts and minds to take sustainable action.



The inquiry process that every student in Year 6 is supported to engage in can be described as:

Define a Field of Inquiry:

- Students identify and select a local or global issue or opportunity connected to the Sustainable Development Goals they want to advocate for.
 - Students will need to:
 - Connect to their interests, passions and motivators
 - Explore a range of issues or opportunities of significance
 - Conference with the teacher to propose and confirm their field of inquiry

Formulate Inquiry Questions:

- Students formulate questions to drive their inquiry and deepen their understanding of their chosen field of inquiry around their chosen issue or opportunity.
 - Students will need to:
 - Develop open-ended questions that will drive their inquiry
 - Go beyond a basic knowledge of the topic
 - Continually ask questions about what they have read/learned
 - Develop appropriate questions for experts or mentors

Conduct Research

- Students use a variety of resources to gather different perspectives surrounding their chosen issue or opportunity of significance.
 - Students will need to:
 - Explore and research widely using media, websites, books, people, newspapers, tv news
 - Create surveys and conduct interviews
 - Cite all sources: print, websites, interviews, and artworks.

Document the Process

- Students use various formats to independently and collaboratively document the process of their learning.
 - Students will need to: Journal: (individual)
 - Make regular entries that show the development of understanding
 - Show evidence of progress through drawings, photographs, interview notes, and mentor notes.
 - Post articles and resources, commenting and reflecting on articles

Take Action!

- Once students have researched widely about their issue, there is an expectation that, as a result, they will commit to and take some form of action in order to make a positive difference. Students can take personal and/ or collective forms of action through participation, advocacy, social justice, social entrepreneurship and/or lifestyle choices.

Exhibit their Advocacy (Exhibition Sharing Event)

- The Exhibition Sharing Event is an opportunity for students to be powerful advocates of the issue they have been inquiring into.
- Students will need to: Effectively tell the story of their inquiry and how they have made a difference through... Advocacy Specialist
Presentations Art | Drama | Music | Digital Technology | Dance | Sport

How Exhibition Learning Is Assessed

The PYP Exhibition is not only a celebration of learning but also the most important assessment of learning in the PYP. It allows students to demonstrate what they know, understand, and can do after years of inquiry-based learning.

Assessment in the Exhibition includes:

Approaches to Learning (ATL) Skills

Students identify the ATL sub-skills they will use throughout their Exhibition journey and explain what developing these skills will look like. Each week, they revisit their chosen skills to self-assess progress and set new goals.

- **Self-management Skills** – Students are assessed on their ability to stay organised, meet deadlines, and manage their learning. Keeping journals, maintaining planners, and tracking progress with mentor feedback are evidence of self-management.
- **Research Skills** – Students are assessed by their mentors on their ability to formulate meaningful questions, locate and evaluate information, and synthesise findings. Tools such as MISO help students approach research from multiple perspectives, encouraging deeper inquiry and meaningful learning.
- **Thinking Skills** – Students are assessed on critical, creative, and transfer thinking. This includes their ability to analyse information, make connections between concepts, think of innovative solutions, and evaluate the effectiveness of their chosen action.
- **Communication Skills** – Students use checklists for effective interviewing, note-taking, and presenting. They are assessed on their ability to express ideas clearly, listen actively, and use multiple formats (visuals, written, oral, and digital tools) to share their learning.
- **Social Skills** – Collaboration is a key element of the Exhibition. Students are assessed on their ability to work as part of a team, resolve conflicts, build consensus, and show empathy and respect when working with peers and mentors.

Presentation Skills

Students demonstrate how effectively they can communicate their learning to an audience — through visuals, speeches, performances, or technology. [Rubrics](#) guide both teachers and students in evaluating clarity, engagement, creativity, and depth of understanding.

Action

Students are evaluated on how their Exhibition leads to meaningful action that makes a positive difference in their community or raises awareness about an issue.

Reflection

Students reflect on their Exhibition journey, considering challenges faced, strategies used, and how they grew as learners. Reflection is continuous and culminates in a final reflection on both the process and outcome.

Rubrics & Student Voice

- Teachers and mentors use rubrics to assess research, presentation, ATL skills, and action.
- Co-construct success criteria and reflection opportunities that include self-assessment of their learning and an evaluation of the exhibition process
- Mentors support students by monitoring individuals and groups throughout the exhibition process through regular check-in times and by documenting feedback in the students' PYP exhibition journals.
- As part of PYP assessment practices, monitoring and documenting the exhibition includes decisions on learning made in collaboration with students and mentors.
- Students engage in self-assessment and peer feedback to take ownership of their learning.
- Self-assessments include:
 - Learner Profile attributes
 - ATL Skill development
 - Weekly reflections

Why this Matters

The Exhibition demonstrates the full range of a child's growth — knowledge, skills, conceptual understanding, and learner profile attributes. It is the culmination of the PYP journey and prepares students for success in the next stage of their learning.

Roles and Responsibilities

Who	Role in the Exhibition
PYP Coordinator	Oversees the Exhibition process, provides guidance and support to all participants, and ensures alignment with IB expectations.
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Students	Lead the inquiry by exploring a topic of interest, taking action, and showcasing their learning journey.
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School Community	Engages with and supports the Exhibition by sharing expertise, attending presentations, and celebrating student learning.

Mentors Responsibilities

Mentors play a vital role in guiding and supporting students throughout the exhibition process. Their responsibilities include:

- Meet daily with their assigned student group (follow the PYPX Timetable)
- Provide support and guidance tailored to the students' inquiries.
- Suggest and provide relevant resources to deepen inquiry.
- Ask open-ended, thought-provoking questions to extend thinking. and help students understand complex concepts or information they encounter during research.
- Support students with field trips, interviews and communication, including making telephone calls or arranging meetings with experts.
- Offer suggestions for meaningful and appropriate action connected to the inquiry.
- Assist students in refining their central idea and ensuring it reflects a clear conceptual understanding.
- Help students articulate their conceptual understanding clearly and confidently.
- Provide feedback to students in their PYP Exhibition Journals.

- Encourage students to stay organised, manage their time, and meet key deadlines.
- Participate in the final celebration by attending and engaging in the Exhibition Day event.

What is NOT the job of a mentor?

- Does **NOT** do the work for students.
- Does **NOT** leave campus with students without written consent from the parents, teachers, and HOS.
- Does **NOT** tell students exactly what they need to do next.
- Does **NOT** make decisions for students.

Students' Responsibilities

As active participants in the PYP Exhibition, students are expected to:

- Demonstrate respectful communication at all times—with peers, mentors, teachers, and the wider community.
- Follow the PYPX timeline and consistently update their PYPX journal to reflect on progress and learning.
- Respect the time of mentors, scheduling meetings thoughtfully and coming prepared.
- Understand the purpose and expectations of the PYP Exhibition from the beginning of the process.
- Identify a real-life issue or problem that is meaningful and relevant to inquire into.
- Develop the inquiry, including crafting a central idea, lines of inquiry, and student questions.
- Collaborate actively with mentors and peers throughout the process.
- Engage in open-ended inquiry, exploring the chosen issue in depth.
- Apply their understanding of the PYP, particularly the IB Learner Profile attributes.
- Demonstrate knowledge and growth in the five essential elements of the PYP:
 - Knowledge
 - Concepts
 - Skills
 - Learner Profile attributes
 - Action
- Take meaningful action as a result of their learning.
- Use a variety of strategies and resources to achieve their inquiry goals.
- Conduct self-assessment and peer assessment, reflecting critically on their learning journey.
- Celebrate and share their learning by presenting the exhibition to the school and wider community.

Parents/Guardians' Responsibilities

We encourage you to allow your child to take ownership of their learning throughout the PYP Exhibition journey. The field of inquiry should be determined by your child, with motivation and drive coming from their own interests and curiosity.

As a parent/guardian, you can support the process by:

- Understanding the purpose and requirements of the Exhibition.
- Maintaining a consistent routine during the process.
- Supporting and encouraging your child throughout their inquiry.
- Staying informed by attending the PYPx workshop and talking with your child.
- Helping your child access resources—people, places, media, and information, if you can.
- Providing expert subject knowledge where applicable.
- Acting as a co-mentor when required or appropriate.
- Inspiring and supporting your child to take meaningful action.
- Encouraging independent inquiry and respecting student ownership of the process.
- Reflecting on and providing feedback about the Exhibition experience.
- Celebrating with the students by attending the staging of the Exhibition.

Frequently Asked Questions

How long is the Exhibition process?

The whole Exhibition lasts about 12 weeks.

- Pre-Exhibition - 5 weeks
- Exhibition - 6 weeks
- Post Exhibition - 1 week

What does the PYP Exhibition look like?

During the PYP Exhibition process, students spend their days researching, meeting with mentors, and working in teams or individually to develop their projects. They use a mix of online and paper-based resources, conduct interviews, create surveys, and engage in hands-on activities. Time is also spent planning and taking action, creating presentations, and rehearsing for the final showcase.

What resources can I use to help my child find appropriate information?

Encourage your child to gather information in different ways — through interviews, field trips, and conversations with experts. Parents are welcome to

suggest resources, guest speakers, field trip locations, or community experts who can support the inquiry.

What do I need to do after the research process is completed?

Attend the Exhibition event and reflect on your child's learning journey!
Celebrate his/her accomplishments.

How is the Exhibition assessed?

Throughout the PYP Exhibition process, students have multiple opportunities to present their understanding of the Elements of the PYP—Knowledge, Specified Concepts, Approaches to Learning (Skills), Learner Profile Attributes, and Action—in relation to their inquiry. While collaboration and group work are key aspects of the Exhibition, the focus remains on individual performance.

Mentors support students by monitoring individuals and groups through regular check-ins and documenting feedback in their PYP Exhibition journals. This ongoing monitoring and documentation—aligned with PYP assessment practices—includes shared decision-making on learning between students and mentors. In addition, a final day presentation is assessed using a rubric that evaluates knowledge, understanding, ATL skills, Learner Profile attributes, action, and collaboration, providing a comprehensive picture of each student's achievement.

As a parent, what can I do to help, and how much should I help?

We all want our child to succeed and feel proud of their work. Please read this list of "[Do's and Don'ts](#)" that will help your family navigate the Exhibition.

What does success look like?

- Students will demonstrate a deep understanding of their chosen issue.
- The project has a personal connection for the student, but it also addresses both local and global perspectives.
- Action is meaningful, purposeful and sustainable.
- Students show the development in their thinking and communication skills. This will look slightly different for each child as every student is unique and is at a different point in their learning journey.

Bibliography and Works Cited

International Baccalaureate Organisation. "The Exhibition." www.ibo.org, 2025.