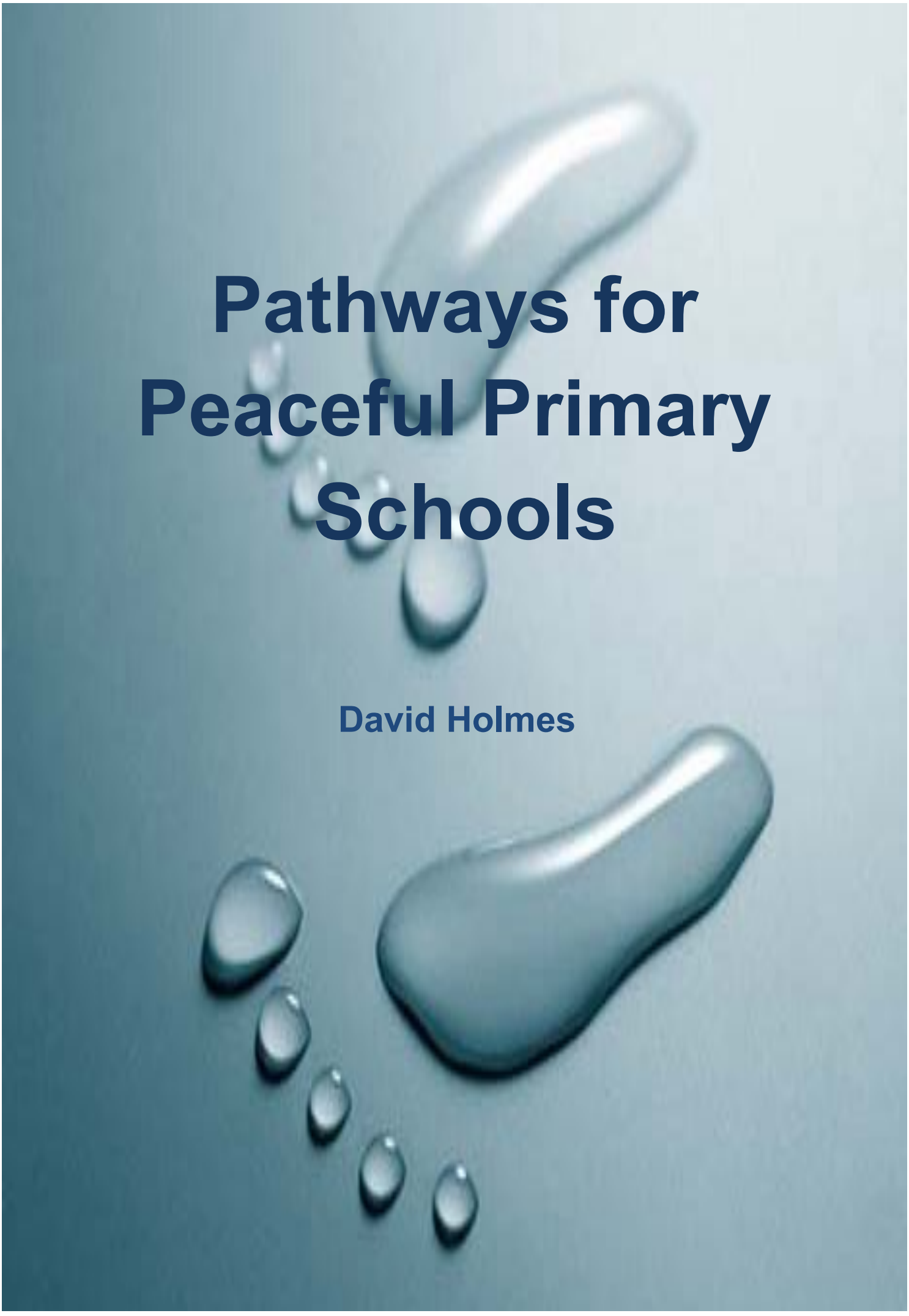

Pathways for Peaceful Primary Schools

David Holmes

Introduction – Peaceful Schools

Welcome to 'Pathways for Peaceful Primary Schools' – a road atlas for schools on the journey of peace. For that is what Peaceful Schools are very much about – being on a journey. To be a Peaceful School is not about achieving an end product, or reaching a set of targets or criteria, it is about being on a wonderful voyage of exploration and discovery. The exploration and discovery of peace in all its glorious forms!

Embarking and travelling on the journey of peace is very important, and, as with any journey, there has to be some idea as to where you are journeying to - your intended destination. Education has always had such destinations, such purposes to the journey of teaching and learning. Sometimes they have been hard to discern or unclearly articulated. At other times the destination of children's education, and the route to be taken, has been precisely prescribed.

I would like to suggest that for Peaceful Schools, there are four very clear destinations to the journey of peace:

- personal or inner peace,
- peaceful relationships,
- community peace,
- global peace.

It is because you have chosen to make them your destinations that makes you a Peaceful School. What matters most is being committed to being on the journey, rather than proving that you have reached the destinations. Indeed these are destinations at which you can never truly say you have arrived - because of the transient nature of peace.

What also makes you a Peaceful School is your motivation for going on the journey towards these four destinations. ***Why*** would you want to go on journeys of peace?

What distinguishes a Peaceful School is its belief in peace as a core value to many aspects of school life such as:

- how it is as a community,
- its vision,
- the purpose of education,
- the fundamental rights of all people and groups,
- achieving real success in all its forms.

And also, Peaceful Schools make journeys of peace because they believe that:

- there is a need to go on them,
- the benefits to all who go on them make the effort worthwhile,
- the journey is as valuable as the destination.

All of which leads us to another distinguishing feature of Peaceful Schools – those who go on the journey. Journeys of peace made by Peaceful Schools involve and include all members of the school community and more than that - they undertake the journeys together as partners. They are distinguished by a togetherness shown through:

- both adults and young people taking the lead,
- cross-age understanding and mutual support,
- individuality being respected alongside community spirit and identity,
- ownership of the journey by those on it,
- the empowering of those on it to make the journey and to be positive recipients of the experiences encountered.

What finally distinguishes a Peaceful School, is the *way* in which it makes its peace journeys. For them it is not a race to the finish or the fastest way from A to B. It is about embarking on a voyage of exploration and discovery that can take you down many different paths, involve many different modes of transport and a whole range of speeds that can also include pausing to take a good look around at where you are.

The school accepts that some routes that they choose will not always lead where they expect or intend them to go. These are not perceived as failure. Instead, given that they were embarked upon soundly and for good educational reasons, they are rightly justified by the learning, development, direction and growth that can come from them.

There is also an appreciation that the school might not always be ready, or in a position to embark on a journey or go down a path it would like to be on. There is the professional, community and management strength and understanding to resist pressures to embark on things until all are ready and equipped to do so.

The school rejoices and celebrates what it finds along the way in terms of experiences gained and insights found rather than stopping at pre-ordained beauty spots!

For the Peaceful School, the journey does not end but continues on as some move to pastures new and others come on board both physically, emotionally and spiritually.

The founders of the Peaceful Schools Movement recognise that although many of us may be on the same journey - for some it will be an easy stroll, whilst for others that same path will involve major hurdles to be overcome and it will take much of their strength and energy.

About this booklet

The purpose of this booklet is to share a few thoughts on some of the pathways that you might want to explore as you go on your journey of being a Peaceful School.

Given that the emphasis is on making the journey, it should be seen very much in the context of a road-atlas that offers many different routes to the same places, namely the four aspects of peace already highlighted:

- personal or inner peace,
- peaceful relationships,
- community peace,
- global peace.

As with all journeys, the route/ routes you take are for you to decide. The following pages do not show *the* route to peace but offer many ways that can be taken.

It is important to be clear from the beginning that the ideas contained within this booklet do not attempt to offer all the paths that can be followed. However, they are well-trodden routes that schools and others have found to be a positive and helpful experience or way to go. You may have come across other ideas and initiatives. If you have found them a good way to go, please share them so that others might enjoy them as well.

Please, as well, take the ideas as being possible starting points that you can use to guide your way. If they spark new or different thoughts that take you down unexpected or unplanned paths of peace that is great – don't be afraid to go where your professional heart is taking you! What matters is that you can say why you as a school believe it is the right path to explore at a particular time and justify your decisions.

Whilst all schools and organisations can have many things in common, thankfully no two can ever be the same because they are about the people who make up that community. Take what best suits and helps your school or organisation and enjoy making your peaceful journeys!

Although the emphasis is on schools, many of the ideas that follow can be applied to, or adapted for, use by other groups working with, and for, children and young people as they are a reflection of the vast ocean of good practice that is often unacknowledged, that already exists in both schools and others.

The booklet is divided into five sections:

- **making the journey,**
- **the journey to personal inner peace,**
- **the journey of peaceful relationships,**
- **the journey of community peace,**
- **the journey of global peace.**

The different sections can be used separately or together as elements in a holistic approach, depending on how you want to make the journey.

Making the Journey

Some things to think about

What is peace? It is an important question that needs to be thought about carefully from the beginning, for the way in which we answer it will determine how we go about all we do.

The journey of peace won't always be a peaceful journey. It can, though, be one of excitement, discovery and exploration. Hopefully it will always be rewarding in the end.

Be clear about why you are doing things – what is their purpose?

Think it all through, before you embark on your journey / route and share that reasoning with all involved so that it can be owned by everyone.

Think about where you are starting from – what is already in place and what are those involved bringing to it in terms of experiences, knowledge and skills?

Audits – including those done by the children – provide valuable insights and provide a firm information base to build on and start your journey from.

Are those involved equipped / empowered to do and take on board what you are hoping to do? How often do we expect people, particularly children, to do things successfully when we haven't given them the skills and understanding they need?

Quality time and energy – plan ahead so that you are able to give any projects or new initiatives the quality time and energy they need. Don't try to introduce new ideas if staff and children are already overloaded with other things.

How are you going to sustain, maintain and develop what you are doing? This is particularly pertinent when working with outside agencies or on specific projects. What are you going to do with it all when it comes to an end or the agency is only with you for a fixed period of time?

Keep projects in perspective – don't get so caught up with them that you lose sight of how they fit into the bigger picture of being on a peaceful school journey.

Allow time for reflection about what you are doing and how things are going.

Is the language being used inclusive or exclusive? Can everyone, especially the children access the way in which we as adults talk about things?

Don't be afraid to take risks. Try different ways and don't always stick to the path you think will be the safest – it might not take you to where you really want to go. New paths might not, at first sight, look to be taking you in the direction that you want to go, and indeed, they might not be in the end the right way, but that doesn't mean that they aren't justified. Journeying along them might still have opened up wonderful new perspectives that we can take with us on other great voyages of peaceful exploration.

Seeing our peaceful journey in terms of togetherness (or partnership) with the children in our school opens up a whole new world of opportunities for all ages and roles. For it to work we must believe in, and never underestimate our children's abilities to see, think, learn and do!

What we must always remember as well, is that as adults we are responsible for ensuring our children's emotional safety and well-being as we go on the journey.

It is for senior managers to exercise that same duty of care towards the adult members of the school community.

Walking the path together opens the journey of peace up to:

- the children having control over, and real input into, what affects them and the things they regard as important.
- everyone having ownership of their peace and peace paths,
- showing that we adults don't always know the answers and that there aren't always simple answers to life and peace,
- people being able to go on their own journey of peace,
- learning from the children and seeing things through their eyes and experiences,
- the strengthening of peaceful relationships,
- shared values,
- showing that the way that things are done is important,
- challenging some values and stereotypes.

Be clear about where you are planning to go, but be flexible as well.

Don't stick to the same path regardless! If the path you have planned to go along doesn't turn out to be taking you where you want to go, look for a new route. If it is proving too challenging for people, take a rest or find a more manageable route – there is nothing wrong in that – the means justify the end!

And if a new path appears that you find exciting and want to explore – explore it, but think about the potential consequences for other things and the bigger picture before you launch yourselves down it.

Give things time – they don't always work out right straight away.

Allow people time to absorb things. Give both adults and children opportunities to consolidate and put into practice any new ways before moving onto the next thing. Also make sure that people get time to revisit – a skill learned is soon forgotten or struggled with if seldom used.

One of the key things that we need to think about in going on our peaceful school journey is this:

Are we taking the children and young people in our care
on that journey,
or are we walking it together as partners?

If it isn't broken don't mend it! Hold tight to the things that are working well, don't introduce new things for the sake of change.

Don't keep reinventing the wheel. Take a good look at what you are already doing and build on that. Fine tuning, tweaking and re-aligning are often all that might be needed to bring a peaceful perspective to schemes of work, policies and practices.

Celebrate!

Make sure that you include everyone. A key group of people often overlooked are Midday Supervisors. Keep them involved with what you are doing because they are important people who have a special relationship with the children at an important time in the school day. And whilst they might not be on the premises for long each day, it is just as much their school as everyone else's and they have a role to play in any journey of peace.

Be positive role models and model as adults what you are seeking for and from the children – because they will see through you if you don't and credibility lost is hard to regain.

There will be times when the children will make mistakes, take wrong decisions, and choose inappropriate ways.

Does that matter?

The answer to that has to be no – we are not perfect and we don't always get things right so don't expect the children to be so, and do so. Use those times to find out why they made mistakes, why and how they made those decisions and then use that to help them find their ways back onto the paths they need to be on.

Remember this as well:

Peaceful schools show the world that a U turn is a sign of maturity, not weakness!

Exploring paths of personal or inner peace

This is about the ways in which we help children to explore and experience personal peace within their lives.

Key words that we need to focus on are:

Personal – we must remember that this is about individual experiences / responses. We mustn't just allow for those to happen but be proactive in enabling them and celebrate peaceful individuality.

Opportunities – we cannot make children experience peace, we can and should provide a range of opportunities for it to happen.

Help – some children and adults will need a lot of help in accepting and managing personal peace for a whole range of reasons.

Security – we need to provide a secure culture and environment where everyone can feel safe to explore personal inner peace.

Explore – the journey of inner peace is one of exploration down many different paths until we find the one that we are meant to be on rather than being taken down one route for all, by those who know the way to go.

Experience – inner peace is there for us all to feel and experience in real ways and not just learn about.

Absorb – children need time to absorb and internalise what they are experiencing on the journey of peace – don't overload or move past too quickly. Give staff the same time because they will need it as well, if they are to be secure enough in themselves so that they can support the children.

Our role during our children's journey of peace has to be very much one of:

- **providing structured, consistent and sustained opportunities for children to find out about, experience, reflect on and absorb personal peace,**
- **equipping the children and young people to do each of the above,**
- **being nurturing facilitators and guides.**

Questions we might want to be asking

Do you have a clear vision about how and why you want to help children to explore their inner peace?

How well do you understand what inner peace is about?

How do we help our children to explore inner peace through the curriculum?

Can we identify those parts of learning where we can make the connection with inner personal peace?

Do we tend to think of 'peace' in terms of PSHCE and RE or do we look at how it might be explored across all aspects of learning?

What opportunities are there for children to be peaceful during the school day?

Do the children have any opportunities for reflection during the school day or week?

Is reflection seen in terms of reflecting on what they have learned or does it go wider and deeper than that?

Where can the children go to be peaceful?

Where can they go to explore peace?

Are there any 'special' places in the school?

Do the children have opportunities to express and share their feelings?

How comfortable are the staff with the notion of pupil's inner peace being part of what school should be about?

How to you share the children's journey of inner peace with parents and carers?

How do we justify time and energies spent on people's inner peace?

What is the relationship between inner peace and raising 'standards'?

Some paths that you might want to explore

Undertake an inner peace audit based on some of the questions suggested in order to generate a picture of where you are now. This could focus on the school as an organisation and individuals within the school.

CPD for **ALL** staff around exploring children's inner peace to help them develop their understanding.

CPD for **ALL** staff exploring the whole concept of personal peace to increase their feelings of confidence and comfort in walking the path with the young people.

CPD for staff, governors and carers around understanding children's spiritual health and well-being and its contribution to positive learning.

Take a good look at schemes of work and school activities to see if they can be fine-tuned to make the connection with personal or inner peace.

Look at ways in which you can help children to explore their spirituality – see *Promoting the Spiritual Health and Well-being of Children in Primary Schools* *by David Holmes, available on the TES Resources website.*

Undertake a 'personal peace' audit of the school environment.

Create quiet 'peaceful' areas that the children can access.

Think about having 'safe spaces' for the children who struggle to find peace and for those who have times during the day when they are in conflict with others and/or when they are not peaceful for some other reason.

Find out from the children what helps them to find inner peace during the school day (and beyond). This could be combined with an exploration of the opposite – what, when and where causes them to be not at peace inside?

Personal portfolios or 'This is Me!' Encourage the children to make an ongoing scrapbook or collections of things that celebrate and reflect them as a person.

Values pyramids – these help the children to reflect on what is important to them as they 'order' things that they value from most to least. The pyramid (or diamond 9 shape) is used to put concepts, ideas etc into the order that they value them in.

Explore philosophical questioning with the children. (Google: SAPERE Philosophy for Children).

A big bag of worries – have a big bag into which children can put cards with things that are worrying them or put the imagined worry into symbolically. By doing this they off-load what is bringing non-peace.

Consider the possibility of creating 'labyrinths' or 'peace walks' where children can have an opportunity for reflection and personal thought in parts of the grounds.

Reflections books / journals – the children have a personal book in which they can make a personal note reflecting on the day / week. These are not 'marked' but can be shared with staff. They give them an opportunity to think about feelings and experience.

Use art and music to bring calm to troubled children and young people. Explore the connections between art, music and emotions with the children.

Think around peace when exploring works of art and music - what they say to us, our response to them and how the artist has sought to bring / convey peace or its opposite through the work and media used.

Make the connection and explore with the children how physical activities can help to make us feel peaceful. Activities to support this include Tai'Chi, Brain Gym, mindful breathing and simple yoga.

Build times for meditation into the day.

Explore the language used by people during the school day.

Explore the language of inner peace.

Find opportunities within the existing curriculum to look at positive role models of inner peace.

Draw-out the concept of inner peace during literacy – how do we see it in some of the characters that we meet in books?

Explore the United Nations Convention on the Rights of the Child and how it can be a basis for personal peace.

Targeted activities for the peace-vulnerable children in the school. Undertake an audit to identify those children who might be struggling to be at peace. Establish the causes and put 'peace strategies' in place to support them.

Look to see if there is any possibility of bringing in outside groups to provide peace activities and enhancement experiences.

Emoticons – there are loads of different faces that can be pulled off the Internet (we have them on our mobiles as well). Build up a collection of these that children can use to help them express their feelings when they don't have the words to do so. Different pictures can also be used.

Calming feet – these can be used to help children calm themselves when they feel that they are getting uptight. They can be on the floor or fold-out form. Each foot has a different technique / strategy on it that the child can use to 'walk themselves calm'. They do each strategy / technique and then move to the next one.

Remember: adopt, adapt and improve any of the above paths - make them yours, and if they take you in a totally different direction don't be afraid to walk the walk!

Exploring paths of peaceful relationships

Exploring the journey of peaceful relationships is about the ways in which we help our children and young people to live in peace with each other.

Key words that we might need to focus on are:

Caring – putting ideas into practice through the way we are with each other. There is a proactive approach to peaceful relationships.

Sharing – there is a strong focus on doing things for and with each other.

Rights – establishing certain things as rights in our relationships indicates their importance and significance.

Respect – treating each other with respect and being treated with respect needs to be at the heart of peaceful relationships.

Responsibility – with rights come responsibilities. Taking responsibility for our actions is an important part of addressing all peaceful conflict resolution and building positive relationships.

Owning – this is about giving children the right to take ownership of their different relationships, respecting that ownership and allowing them to own how they are with people.

Giving – this is a key part of any peaceful relationship – giving of the person that you are, to one another.

Togetherness – being together, and doing things together, is an important driving force in developing positive relationships.

Conflict – we need to accept that there will be conflict in relationships. It is how we resolve that conflict that makes a peaceful relationship.

Difference – we have many different relationships that will find their peacefulness, in a variety of ways.

Our role in the journey of young people's relationships is very much that of:

- **providing structured, consistent and sustained opportunities to explore and experience a range of different peaceful relationships,**
- **equipping them with appropriate interpersonal skills,**
- **modelling peaceful relationships,**
- **celebrating diversity and cohesion through both diversity and similarity,**
- **facilitating peaceful conflict resolution.**

Questions we might want to be asking

How do staff resolve their differences?

Do we model good peaceful relationships?

What are the children's experiences of different relationships and the ways in which conflict is dealt within them?

How well do we understand difference and diversity in their widest forms?

Do our behaviour policies and practices emphasise responding to the negative or promoting the positive?

What do we do about bullying?

Do we accept and respond accordingly to the fact that children will have different relationships with each other?

How well do we teach about rights, respect and responsibility?

How would you describe relationships in the school / organisation?

What are the main causes of conflict?

What is it within the school or community that supports and promotes the positive aspect of relationships?

How good are you at letting the children take ownership of how they are with each other?

Do the children have opportunities to take the lead in resolving conflicts?

Who decides what is acceptable and unacceptable behaviour between people?

What do you think visitors would say about the relationships they see in the school?

What do we want them to see?

Which children find it difficult to make and sustain peaceful relationships?

What do we do about / for them?

Are there any individuals or groups that are, or that feel they are, excluded from, or on the fringes of, the school community? Why are they there? Do we see responding to them as bringing them 'in' or going to where they are?

Who are the children's role models?

Remember that relationships and friendships change. Don't expect them to stand still. Journey together and help the children to make that journey peacefully.

Some paths that you might want to explore

CPD for ALL staff around difference and diversity.

CPD for ALL staff around peaceful conflict resolution.

CPD for staff in order to enhance understanding of rights, respect and responsibility in connection with relationships.

Work with outside agencies / groups to explore ways to peaceful conflict resolution.

Develop peer mediation approaches.

Explore with the children ways in which differences can be resolved between people with differing views, for example, plans for something such as new housing in the local area which are sparking controversy.

Get the children to create advice / support books for others around such things as dealing with conflicts, upsets and being a good friend.

Friendship chains – paper chains each link being what the child gives to and gets from a particular relationship / friendship.

Create a recipe for a good friend.

Creating spaces / special friendship areas where friends can go and be quiet with each other.

Exploring what makes someone a good friend or helpful role model – link this to exploring their heroes.

Review the rewards policy and practices to ensure they include the recognition of peaceful conflict resolution and peaceful relationship role modelling by pupils.

Identify the potentially socially excluded, establish the causes and put strategies in place to support them.

Highlight work done in the curriculum about relationships and make the connection with peaceful ones.

Review the bullying and behaviour policies and codes of practice – make the latter positive.

Review teaching methods and activities in order to emphasise those based on collaborative approaches.

When establishing learning / activity groupings think in terms of the people and relationships rather than ability at times.

Set up activities where the group have to come to a collective decision.

Put an emphasis on critical friendships. This will give pupils opportunities to check, review and support each other with their work and learning.

Explore positive and negative relationships in literature.

Undertake audits of the school environment to see how well its displays etc., promote positive relationships and images of them.

Celebrate friendship together.

Exploring paths of community peace

Community peace is about the ways in which we establish, maintain and enhance a peaceful school community

Key words that we might want to focus on are:

Ethos – this concerns the school's vision and statement of identity as an organisation.

Culture – if we were to look around the school would we see peaceful attitudes and behaviour patterns?

Practices – this explores the way in which the school's ethos is put into practice through the formal strategies adopted.

Environment – the physical, emotional, social and learning environment has a huge impact on peace in the school.

Belonging – if people do not have a sense of belonging to the school, and it to them, together with ownership of what happens, they will find it harder to be at peace there.

Diversity – the school as a community reflects the diversity of its members whilst respecting and enabling individual identity.

Cohesion – cohesion is essential if the school is to be a peaceful community. That does not mean that all have to do the same things or that there will never be differences.

Responsibility – who is responsible for promoting peace within the school? Children given real responsibilities will create a more peaceful community.

Listening – peaceful schools have a real culture of people listening to each other. Children feel that they are being listened to by the adults.

Teaching – the ways in which pupils are taught will have a significant impact on how peaceful it is as a community.

Our role in exploring the journey of community peace is primarily one of:

- **managing, planning and co-ordinating the journey,**
- **creating desired environments,**
- **sharing the vision,**
- **creating opportunities,**
- **modelling peaceful practice.**

Questions we might want to be asking

What is the physical school environment like? Does it promote peace? Is there 'stimulation overload'?

Are there place where children can go to be peaceful? How do they access them?

Does the school have any special places?

What do people see when they look at the school as a community?

Is there an emphasis on uniformity and conformity or cohesive individuality?

Do adults and young people share a sense of belonging to the school as a community?

Who has a role in shaping the school as a community?

How well does the learning environment promote peaceful learning?

Do the children feel safe to take learning risks? How do you create a secure learning environment?

Does teaching promote involvement and active learning?

What is the balance between teaching, mentoring, nurturing, facilitating?

Are there any recurring 'un-peaceful' times and spaces? What triggers the un-peace'?

What causes people to feel excluded from the school community?

How peaceful are your lunchtimes and Midday Supervisors?

Are there any groups that are not always at peace with each other? What is the cause of that?

Why might some children not have a sense of belong to the school community? How is that expressed?

What sort of responsibilities do the children have? Do they have a voice? If they do how well is it used and by whom? Is it just a voice or does it go beyond that?

Is there a culture of adults listening to what the children and young people are actually saying – is it encouraged?

Is there a questioning culture?

How do adults respond to pupils questioning things?

Are children empowered to believe in themselves as achieving learners?

Does the school have an ethos and / or values statement? Do either mention peace?

What are the school's values? Do the children get to share in them?

Do school policies and practices refer to peace in any way?

How do people talk to each other?

How do you define yourself as a community? What key words would you use to describe yourself as a school? What words would you like people to use?

How would others define you?

How good are we at helping children to see, understand and deal with the fact that some questions only generate more questions?

Some paths that you might want to explore:

Explore some of the ideas identified in 'Our Schools – Building a Culture of Partnership and Participation in Primary Schools' by David Holmes (the author of this booklet) and available on the Peaceful Schools website and the TES Resources website.

Move from a School Council to School Ministers and Cabinet. This gives those involved a clear focus and responsibilities. It also widens the participation base.

Can the children be given more posts of responsibility? If you are keeping the School Council then give them a slot on the agenda for Governors meetings so that they can report on what they are doing.

Assign each governor to a member of the School Council or Ministers so that they can shadow each other and work in partnership.

Review the school ethos statement, values, policies and practices to ensure they reflect a commitment to being a peaceful community.

CPD around what makes a peaceful school and the school's image for all involved with the community.

CPD for all staff around how to make the school a more peaceful place.

Specific CPD for Midday Supervisors to make lunchtimes peaceful times inside and out.

Undertake a survey of 'un-peace' times and places – put in new strategies to change them.

Create quiet reflection areas.

Create different activity zones on the playground – have some areas for quiet games and sitting.

Introduce the children to more team and co-operative games / activities at playtimes.

Identify and target non-belonging groups and those that are not at peace with each other for specific peace-focused activities / programmes.

Identify ways in which belonging and understanding of communities are built into the curriculum. How can these be drawn-out and enhanced?

Recognise and reward community spirit by the young people.

Review the ways in which the school communicates with others and those within it:

- Are all people included?
- What information is shared?
- What do people want to know?
- Can people access the language used?

Review teaching practices to increase the opportunities for collective learning activities and decision-making.

Look at ways in which pupils from different age groups can mentor, support and work together.

How are assemblies used? Could they reflect community spirit more?

Give the pupils display space around the school and encourage them to be used for community reinforcement.

Use the Creative Curriculum to explore stereotyping and discrimination around the world and in the past.

Investigate ways in which belonging is identified globally, for example, internationally recognised logos.

Review teaching approaches.

Create reflection and peace paths and labyrinths.

Evaluate the quality of displays around the school – think about why they are there, how do people react and relate to them.

Explore ways in which all children can share their views on the school as a place to be and a community, such as through circle time, class parliaments and debates and suggestion boxes.

CPD for all staff around the use of positive and peaceful language.

Review the things that you celebrate and how you celebrate them.

Put strategies in place to provide stability, continuity and security for those pupils who do not have it out of school.

Make noise and laugh-o-meters and take them round the school. Get the children (and adults) to think about what we would want them to show.

Think about getting the children to run a swap-shop where they can exchange things that they don't want.

Do you give your pupils a 'voice' and do you recognise their right to be involved in making decisions about things that affect them in school?

Something given can also be taken away – a right must be respected!

Exploring paths of global peace

This is about how we help our children to understand and respond to local and world-wide peace issues and enable them to be at peace with those around them in the wider community.

Key words that we might want to focus on are:

Inter-dependence – understanding that we are all dependent on each other in different ways and at different levels.

Networks – helping young people to appreciate the ways in which people, places and decisions are linked to each other.

Rights – this is a difficult concept to share with children but they need to appreciate what rights are, so that they can understand the right to be peaceful.

Conflict – this can happen in many different ways and is not always negative.

Exploitation – children are exploited in many different ways and some would argue that we contribute to that by our spending patterns - children are victims of consumerism.

Impact – all decisions have an impact on someone and something somewhere. The impact of our decisions can be a positive or negative factor in promoting the peace of others.

Interests – we all bring our interests to local and world-wide issues – these will impact on our peace and those of others.

Our role in exploring the journey of global peace is primarily one of:

- **opening up people, places and events to our children,**
- **helping them to explore their responses to what they see,**
- **exploring values,**
- **creating opportunities,**
- **empowering understanding and equipping our children for action.**

Questions we might want to be asking

What opportunities do children have in the curriculum to explore their understanding of global issues?

What links do we have with other places and schools?

Do we give the children opportunities to become involved with the local community and understand what causes people to be not at peace?

How well do we help the children to make up their own minds about things?

Do we expect the children to share our values?

Do we give the children opportunities to respond to events and news that disturb their peace?

How well do our children understand networks and inter-dependence?

How well do the children understand consequences at different levels?

What do we do to help children understand their rights as a child?

Do we make the connection between what happens in the school as a community and what affects children's peace around the world?

Where does global peace fit into what is expected of schools?

What causes people and places around the world to not be at peace with each other?

What do we understand by multi-culturalism?

Does the school have a moral and ethical policy?

Does the school's 'best value' policy incorporate such issues as Fairtrade?

Is the school an island or a hub?

Some paths that you might want to explore

Developing links with other schools and countries.

Regular meetings with representatives from the local community.

Review the curriculum to identify and highlight where the connection can be made with global peace studies.

Have regular opportunities for the children to respond to what is in the news.

Introduce the children to the United Nations Convention on the Rights of the Child.

World / global peace weeks and the International Day of Peace on 21 September each year.

Play ‘Consequences’ – what will happen if x or y happens? Or give the children a character and a place and get them to think about the consequences for them of decisions made by others – link to feelings of peace.

Balances – put the positive and negative consequences of actions and decisions on either side of a balance – focus on how it might affect different people.

Explore the work of different relief and support agencies.

Investigate the difference between needs and wants.

Build up values pyramids for different children around the world.

Fundraising and awareness-raising activities lead by the children.

World peace walk – plan a peace walk around the school grounds with different spots representing children in different parts of the world. Think about those children and their peace as you reach each point.

Helping hands – hands linked with ideas on showing ways in which each would like the other to help them find peace.

Team challenges where the group has to solve a problem / make a decision. Each child comes to the group as someone from a different culture, community, part of the world.

Re-visit difference and diversity awareness with staff, in the context of a peaceful school.

Global network displays to show how the school and others are connected.

Community audit by the children as part of their learning – who and what makes up their community and how are different aspects of that community linked and interdependent ?

Explore where the things we have, have come from and what we export to others – use this to reflect on the impact that has on the environment and different people around the world.

Try to find opportunities for the children to take the lead in investigating what people are happy and unhappy within their community, what they like and dislike and so on, and share their findings and potential solutions with community leaders.

Develop a community charter based on values that all can share – be the hub for rolling this out with others.

Look at ways of deepening and enhancing partnerships with other schools and organisations in the light of peace.

Have a school peace tree or wall where children can hang or put their petitions for peace, or where they can put reflections on peaceful and un-peaceful things that they have heard about.

Have Peace Ambassadors – their role is to promote peace between people. This can be done as a school community initiative as well as externally.

Review ways of exploring history to develop understanding of how communities have changed and the causes of problems between people.