

## **Area 1**

**Becoming a Peace Mala School is part of the whole School Development Plan approved by staff and the Governing Body. This is shared with the whole school community. A chosen year group will need to study and explore Peace Mala by using the kits and educational materials during a particular term every year. This encourages Peace Mala continuity in the school curriculum. The school will also share good practice with other schools who are members of the global community of Peace Mala.**

As a school, we celebrate the diversity of faiths, cultures and lifestyles. Part of the reason we are so successful at doing this, is through our work with the Peace Mala. Laura Daniels, Head teacher of Woodheys School says:

"Being a Peace Mala School has transformed our lives and provided amazing opportunities for our pupils, including participation in October 2010 in the Peace Mala Festival of Interfaith and Culture for Education at Gorton Monastery on the Feast of St Francis on behalf of Greater Manchester Schools."

All of the Peace Mala work that we do is regularly fed back to the School Governors, through Laura Daniels. They are informed of all the opportunities it has led to and all of the benefits it provides not just to the children, but also the staff and the wider community. Monthly newsletters are sent to parents from the school notifying them of all the work the children and the school are involved in relating to the Peace Mala.

Along the school corridors there are a variety of vibrant displays that are designed to encourage the children to have tolerance, understanding and to embrace differences between them. All of these are messages encouraged by the wearing of the Peace Mala bracelet. We have completed an Art and RE project with Altrincham College of Art. The theme for our project had a multi faith approach, celebrating the diversity of religions within our school community. We looked at our understanding of faith symbols and produced a beautiful ceramic wall plaque. This is displayed outside our Nursery, overlooking the stunning labyrinth. Years 5 and 6 developed their knowledge and understanding of RE in special lessons provided by a specialist teacher Beverly Jordan. The ceramic work was led by Art Specialist Sharon Blakey in conjunction with community artist Clare Hartley.

Our school hall previously displayed the six main religions. These interfaith displays were made by the children and were regularly used as talking points during whole school assemblies and assemblies with an audience of parents. The display boards now show the continents of the world, encouraging children to explore the different cultures around the world. Our latest display has been produced by a local Peace artist, whom we commissioned

to paint a mural showing children of all different faiths with their place of worship. This is a work in progress at the moment but the children are very excited to see the end result.

Our school web page, [www.woodheysprimaryschool.co.uk](http://www.woodheysprimaryschool.co.uk), has an area dedicated to the Peace projects that we are involved in. It also has an area with information about all of the faiths on, which can be visited by parents, children and people in the wider community.

We are part of the Trafford RE hub schools which now feeds in to the Greater Manchester RE hub. This has meant that Laura has been involved in updating the RE policy for Trafford so that it now includes Peace Mala as an optional unit that Trafford schools can use. As well as this on behalf of the Greater Manchester RE hub, Laura is co coordinating two conferences at Gordon Monastery and The Britannia Conference Centre this June and July. The Truce Ambassadors Conference will include presentations by our school and key note speakers include Lat Blaylock, editor of the 'RE Today' magazine and Lord Bates, who was involved with the Olympics and Paralympics. This meeting will be an excellent opportunity to share good practice with other local schools and encourage their involvement in Peace Mala projects.

Erica Pounce, School Improvement Partner and Link Advisor for Primary Education with Trafford Council says:

"We found the Peace Mala projects Woodheys are involved in to be very inspirational, leading the school to be in touch with people such as Desmond Tutu and the Nelson Mandela Children's Fund. The launch of the Agreed RE Syllabus has been a wonderful community cohesion and inclusion project which will benefit all our local schools and we are delighted to be able to offer Peace Mala and all its corresponding teaching and educational resources as an option within the new syllabus at primary and secondary level."

As part of our on-going School Development plan Peace Mala is integrated in to our Year 3 RE education. The children learn about the Peace Mala and make the Peace Mala bracelets. For the past few years, we have had Joe Malaika, who works for Urban Peace, an organisation that promotes peace in her local area, to come in and work with the children on this project. As well as producing the bracelet and instructing the children on the unifying message of peace across all the world's religions, she has also made peace bags with them and discussed how we can promote peace in our local area. The Golden Rule, embraced within all the faiths of the Peace Mala bracelet provides the essence of our teaching.

Promoting peace is the ethos of Woodheys. Bringing together all religions, races and cultures, celebrating differences and similarities and embracing every type of person is the message promoted by children and all the staff at the school. We want to teach the children to be kind, loving and peaceful and to spread the message as far as we can. We have been able

to spread our message across the globe, more specifically to schools in Africa, through our Afritwin project and to Turkey, Spain and Latvia, through our Comenius project. Each of these schools have visited us and seen our wonderful labyrinth, Zen garden and rainbow room, all ideas which they thought were wonderful. To start them on their journey we have sent each of these schools a peace pole to unite us all and encourage them to promote interfaith and intercultural in their schools.

## **Area 2**

**By engaging with Peace Mala the school is committed to education for global citizenship through the promotion of understanding, respect, friendship, tolerance and peace between all communities,**

**cultures and enlightened, compassionate faiths. Peace Mala promotes and encourages community cohesion.**

Through our PSHCE lessons children explore prejudice. They learn about differences through looking at examples and discussing terms such as stereotyping, racism, prejudice, ethnicity and ethnic pride. All of these messages are reinforced by the Golden Rule of the Peace Mala. The lesson that we teach the children is that it is very important to respect themselves, others and belongings and this is emphasised through our school's Golden rules. An important lesson for the children is to understand that as children they have rights, but they also have responsibilities. In PSHCE, the children are taught all about the special rights that they have as children and they are encouraged to think of the responsibilities that come with this. This helps them to understand that as well as having rights, children all over the world, also have to be responsible for their actions. Lower Key Stage 2 has also presented their understanding of this issue with the rest of the school in an assembly.

One of our Peace assemblies has included celebrating peace around the world on the United Nations International Day of Peace. It began with an introduction by Glenda Thornton from 'May Peace Prevail on Earth', who explained all about what she does and about the flag ceremony that was about to take place. An uplifting video was shown which depicted a range of schools and groups promoting peace around the world and then a flag ceremony took place. The 54 full size special flags were made under sacred conditions in Bali and were paraded around the school hall. Each flag was taken to the centre of the hall and the words 'May Peace Prevail in (name of country's flag)' were chanted.

### **Area 3**

**By using Peace Mala in the classroom, the school supports human rights and helps prevent bullying and all forms of prejudice.**

Ten pupils from Woodheys gave a presentation at The Waterside in Sale. The presentation was about multi faith, culture and how the Peace Mala fits in with today's learning and the audience included local dignitaries, participating schools and parents. Woodheys is a community of around 400 children and adults. We are very proud of the fact that our school

is a community from over 20 countries around the world and this presentation celebrated that. It also taught us about the evil and prejudice of the holocaust. There is prejudice of faith and culture in the world and we need to work to stop this. The Peace Mala warns 'the voices of intolerance are all around us. The voice of tolerance needs to be louder.' This is the message we shared at the service, which also involved us performing Gandhi's Peace Prayer.

From 'grass roots' our children in Nursery, Foundation Stage and Key Stage One have a quality introduction to the actual lives of children of different faiths and cultures. Children are shown 'Child's Eye Media' films of faith and culture as seen from the view point of children their age. Child's Eye Media have actually visited our school to see the work we do linked to their films. They were so impressed; they took a photo of our children of different faiths and cultures in our labyrinth and used this as part of a calendar they produced. Actual pupils and families within our school are encouraged to come and share their experiences first hand. The classrooms of these age phases complete art work and have role play areas linked to celebrations and places around the world.

Our P.S.H.C.E. lessons at Woodheys include a strong global dimension, reflecting the fact that around 40% of our pupils come from a variety of ethnic and cultural backgrounds. Our aim is to highlight and celebrate both cultural differences and similarities in order to challenge all forms of prejudice and stereotyping. The children look at children around the world who do not have basic human rights, such as the Railway children in India and the send my friend to school project. This enables children to have a greater understanding of why we raise money for charity through organisations such as Children in Need and Comic/Sport Relief, and how we can help.

As with most schools we have an anti-bullying policy and bullying is a lesson that is taught in each year group through lessons and also through SEAL assemblies. In relation to this we have a friendship stop, a friendship club and a quiet club that children can engage with at playtimes. As part of our Comenius celebrations, we celebrated the Turkish festival of friendship. This involved children writing friendship poems and performing a song promoting friendship and kindness.

#### **Area 4**

**Peace Mala encourages the school to raise awareness of issues of global interdependence and encourages active compassion by learners that will lead to positive changes locally and globally.**

As a school we regularly give to charities. We raise money through a variety of means including own clothes days and it is a wonderful way to get the children involved and give them a deeper understanding of how we can be compassionate and work towards making both local and global positive changes. We often have visitors in to talk about their charities,

to explain to the children what they are about and how they can help. For example, we had a spokesperson from the Parkinson Disease charity who spoke to the children about the illness in an assembly.

‘They made a difference’ was a topic that the Lower key Stage two children worked on. They learnt all about people and organisations that have made a difference to the world. This involved learning about numerous charities, their founders and numerous people who have helped to make the world a better place through raising money, charities, technology, science etc. Along the corridors, we have displays of inspirational quotes from inspirational people to encourage the children to fulfil their potential and reach their goals.

Due to an increasing number of different faiths attending Woodheys, Mrs. Daniels attended a two year interfaith course making many links to different places of worship and faith leaders in the community. Mrs Daniels has also visited many places of worship that link to our pupils and has visited many children’s homes. She then shares her experiences in assemblies, using photographs to enhance children’s understanding. When Mrs Daniels visited South Africa, she went to see the churches, mosques and temples in Durban. It was an interesting experience and when the South African teachers visited us, they were encouraged to do the same during their visit. We regularly have different faith leaders who come in to school to talk about their religion to the whole school during assembly. We also have parents of different faiths, including Humanism, who come in and share their experiences with the children.

Children at Woodheys have a rich tapestry of exposure to visual and oral representations of faith, enabling our community to work together with tolerance and understanding. As part of our RE lessons each year group visits a different place of worship so that by the time the children have reached secondary school, they will have already experienced a wide range of sacred places. In year 3 for example children visit the Buddhist temple, it is a great way for children to see first-hand how Buddhists worship and what their beliefs are. This encourages understanding and compassion for all people. The Buddhist monks also came to our school and blessed our Zen garden. Following this, Mrs Daniels was chosen to be the Empress and take part in the beautiful Wesak celebration at the temple, which takes place at the Taurean full moon each May.

To raise the children’s awareness of the world they live in and how people and countries are special and unique we have set up a travelling bear, Barnaby. The children have learnt about various countries and continents around the world and have enjoyed learning about their cultures, dress, food, languages etc. The children have tasted food from around the world and have explored where countries are in relation to England. The children at Woodheys are fortunate to travel to lots of different places so we have been able to send Barnaby bear on holiday with lots of children. They have enjoyed sharing their experiences through photographs and our ‘Barnaby Bear Book’. This book and the photographs have been used to create a lovely ‘Around the World’ display in Nursery which the children have enjoyed.

## **Area 5**

**Peace Mala encourages the celebration of cultural, racial and religious diversity through art, music, drama and dance.**

For the past two years we have been working with three other schools across Europe (Latvia, Turkey and Spain) as part of the Comenius project funded by the British Council. Over the experience we have taken part in a number of joint projects and each school has taken it in turn to host teachers and pupils from the other schools. The project intended to motivate students to broaden their horizon and achieve more. They were required to collect cultural information about the participating countries, communicate in a foreign language and become more tolerant towards different cultures. Probably, the most important outcome of this partnership was that we established relationships between the different countries. We also wanted to clarify and promote the idea of a united Europe to facilitate, in the future, student's integration in the European educational/labour market. We hoped to bring Europe closer to our students and teachers, and to make them aware of the vast range of possibilities

that Europe offers to them. Also, we wanted to spread the European dimension to the families and local communities by means of the students themselves and by the regional media.

Our partnership school Gordon Road Girls School instigated the Afritwin club some years ago. We opened the lunchtime club which has grown over the years. Children from year 3 to year 6 are invited to come and Gordon Road opens their club for children of similar ages. At the beginning of the year we exchange pupil profiles so the children in both clubs can get to know each other on a more personal level sharing hobbies, pets, favourite authors, TV programmes and food. Throughout the year we have communicated via emails. We keep up to date on their news by reading their newsletters and they too read ours. This helps us to know more about what is going on in their lives, giving us more to converse about.

The clubs aim is to teach the children about Africa. The children are given ownership over their learning as at the beginning of each term we ask the children which aspects of African culture they are keen to know more about. Their interests range from the meaning of the South African flag, the history and geography of the world and its political issues.

The Afritwin club share what they have done with the rest of the school during assemblies. The children have really enjoyed being in the club. It is great to have regular communication with the girls at Gordon Road, hearing what they have been up to and sharing our news, Teachers and children alike have learnt a great deal about South Africa and we all feel that we are growing into global citizens.

The children in Reception and Key Stage One experienced a taster session of traditional African dancing. The workshop was delivered by 'Junior Jam' choreographers and during the session the children were engaged in a fun and energetic dance lesson where they learnt about movement and rhythm and ended with a group performance. The children also learnt about the brief history of African Zulu dancing and its relevance within society. The whole experience taught children to appreciate different styles of traditional dancing.

## **Area 6**

**With Peace Mala the school actively promotes environmental sustainability, healthy eating, and respect for all animals and wildlife.**

At Woodheys, children and teachers are encouraged to work on the promotion and understanding of the concept of peace both locally and nationally. Our environmental work particularly helps as most environmental problems transcend national boundaries and therefore require solutions that are mutually reinforced at global, regional, national and community levels.

Environmental sustainability plays a large part in our school life as is evidenced by our Green Flag Award. We are fortunate to have amazing outdoor areas at our school that we fully engage with in our lessons. Recently we had Mr Bloom, a popular children's TV personality visiting us to ask the children about all the wonderful learning they do about the environment. One of the charities that we work with is the Lower Moss Wood Hedgehog Sanctuary, where we annually collect cat food to help the hedgehogs.

Each year group has a particular theme that they focus on throughout the school, for example in Year 3 they look at bees and their amazing life and how they work together as a team towards a common goal. The whole school has also begun a project working with the Royal Horticultural Society, where children are going to be involved in planting and growing their

own seeds, and then using the food they produce in our school kitchen. We are all eagerly awaiting what crops we will reap!

Our new school library is in progress and the theme it is focused on is the environment. So far we have painted flowers on the wall and we have 'grass' on the floor. The children have had a lot of input in to what they wanted their new library to be like and they are eagerly anticipating the results.

The children have lessons on Healthy Eating during PSHCE and through various science topics across the school. They learn all about food groups, benefits of each group and how to produce a healthy plate of food. The hot lunches provided by the school kitchen are also nutritious and well balanced and soon we hope to grow our own vegetables on site for use in our school lunches. This is going to be done through the Royal Horticultural Society who is going to be working with all classes to grow their own fruit and vegetables. We are also going to be creating a garden through the RHS, at the Tatton Flower Show. Our theme is going to be the Circle of Life and this links an eQe scheme we are running at school.

### Area 7

**With Peace Mala the school encourages Peace Education by forming a School Peace Council and engaging in peace activities.**

At the front of our school we have a labyrinth which children can use to have peaceful and calm thoughts in. Medieval labyrinths were first developed during the 9th and 10th centuries and are commonly found in medieval churches and cathedrals in Europe. People walk labyrinths for stress relief, anger and pain management, focus and meditation. When you draw a labyrinth or trace its shape with your finger it helps to balance your right and left brain. This expands your potential and enhances your capabilities. It is especially good for children, enabling them to do better at school and develop their latent talents.

We also have a remembrance rose garden where each child has a stick they have pushed in the soil, with words on that they have written in memory of a special person or animal. We also have a Zen garden in the centre of the school that was recently opened and blessed by local Buddhist monks. This is home to our two metre peace pole.

We have participated in the PPI Truce Inspire 'we are human first' workshop. This began with an assembly where the PPI Founder John Farrington addressed the whole school encouraging them to think about what peace sounds like and what it means to them. Children then were involved in making a giant peace dove. The whole day was filmed and children were asked to express what peace meant to them. The children then proudly paraded their

giant peace dove not only at school but also along the Olympic Torch Route and on The UN International Day of Peace and non- violence.