

Peace education mapped to the Curriculum for Wales

May 2022

Peace education supports young people's education and development as local and global citizens in the context of the Curriculum for Wales.

This document maps peace education to the What Matters Statements with some links to useful resources and initiatives. It's designed as an easy guide for teachers and schools as they develop and deliver their new curricula.

For more information, see our policy paper *Peace Education in the Curriculum for Wales*.



"Peace is a big part of our lives, which maybe we didn't realise. Now I understand more about the news.... As a Peace Ambassador I learnt about the Rights of the Child and the Welsh Children's Commissioner came to our school.

Our school is twinned with a school in Kathmandu, Nepal and the Peace Ambassadors led a session about that for the primary schools who will be coming here."

Delyn, year 8, Ysgol Dyffryn Aman

AOLE

Expressive Arts

Expressive Arts

WHAT MATTERS STATEMENT

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

PEACE EDUCATION LINKS

Peace education can provide opportunities for learners to explore their own cultural heritage and that of other people, places and times through the expressive arts. Learners can also explore how the expressive arts can be used to question and challenge viewpoints and be a force for personal and societal change.

Learners are given opportunities to be innovative and to create individual work, thus fostering resilience and flexibility to overcome challenges. Learners' engagement with the creative process can enable them to transform their ideas safely and ethically into artistic work.

RESOURCES

[Young Peacemakers Awards](#)

['My creativity book, make your own concertina book and collage – expressive arts masterclass'](#)

What is peace education?

Peace education is of: "...fundamental importance to the mission of UNESCO and the United Nations" *Koichiro Matsuura, former Director-General of UNESCO*

Ian Harris and John Synott have described peace education as a series of "teaching encounters" that draw from people:

- their desire for peace,
- nonviolent alternatives for managing conflict, and
- skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

Peace education activities promote the knowledge, skills and attitudes that help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace.

Peace education programmes address a wide range of themes, including effective communication, conflict resolution techniques, democracy, gender equality, human rights, environmental responsibility, tolerance of diversity and international understanding. Intrinsic to peace education is the development of critical thinking, creative problem-solving, empathy, cooperation, active participation and reflection.

In the words of Cora Weiss, President of the Hague Appeal for Peace: 'People usually say, how wonderful, when you tell them you are in the field of peace education, but I doubt they know what it really means.' Because peace education is often poorly understood it can be difficult for educators and policy makers to see where it fits into curricula or programmes of learning.

In broad terms, peace education can contain any of the following elements:

- Personal peace – evident in practices such as mindfulness which promote positive mental health and wellbeing;
- Inter-personal peace – including approaches such as relationship-building, conflict resolution and mediation – also learning about the causes of prejudice, stereotyping and conflict and how they can be overcome;
- Education about peace and peacemakers. This could include learning about one's own peace heritage - how people have worked for peace locally, nationally and internationally both in the past and today; and
- Education for peace: supporting young people to gain the knowledge, skills and attitudes to understand current issues, to become peacemakers and take action for peace, justice and human rights.

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Health and Wellbeing	Developing physical health and well-being has lifelong benefits.	Learners develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.	'Facing up to Conflict' programme Contact centre@wcia.org.uk
Health and Wellbeing	How we process and respond to our experiences affects our mental health and emotional well-being.	Peace education develops an awareness of feelings and emotions as a basis for empathy. Learners are supported to develop strategies which help them to regulate their emotions, contributing towards good mental health and emotional well-being. By learning how to communicate their feelings, learners are better placed to create a culture where talking about mental health and emotional well-being is normalised.	Stories of Sanctuary in Wales – Global Learning Programme
Health and Wellbeing	Our decision-making impacts on the quality of our lives and the lives of others.	Learners develop the critical thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. They are given opportunities to engage in decision-making individually and collectively.	Global Citizenship in the Classroom - Oxfam
Health and Wellbeing	How we engage with social influences shapes who we are and affects our health and well-being.	Peace education can help learners understand the important role of rules, social norms, attitudes and values on their lives and how these affect their identity, values, behaviours and health and well-being.	Standing up for your Beliefs - WCIA
Health and Wellbeing	Healthy relationships are fundamental to our well-being.	Peace education enables learners to develop the necessary skills to form, nurture and maintain healthy relationships. It also supports learners to recognise when relationships are unhealthy and to be aware of how to keep safe and seek support for themselves and others.	Worksheet: Is it OK for someone to do this to you?

Peace Schools in Wales

In Wales, the Peace Schools Scheme run by the WCIA supports schools to develop an holistic approach, embedding peace into their ethos and developing it as a cross-curricular theme. There is an emphasis on developing skills such as critical thinking, creativity, and conflict resolution, as well as encouraging young people to learn about Wales' peace heritages and to take action on contemporary issues as ethical, informed citizens. Pupil voice is central to the scheme.

The scheme provides a framework for schools which they can adapt to their needs and circumstances and include a variety of approaches, such as Rights Respecting Schools, European and international projects and Philosophy for Children. Schools develop an Action Plan and can gain Peace School status at three levels.

"The whole school is happier, more tolerant and more respectful" as a result of becoming a Peace School.
Deputy Head in a Peace School



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Humanities	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Peace education encourages enquiry and discovery, engaging learners in thinking critically and reflecting upon evidence. This enables learners to gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts. They can then draw informed conclusions, whilst understanding that some conclusions can only be partial or inconclusive and open to different interpretations.	Slavery & Wales: Past and Present – Global Learning Programme
Humanities	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Through peace education learners develop self-awareness, enabling them to form their own informed viewpoints and recognise those of others. It helps them to understand how differing worldviews and factors can influence their own and others' perceptions and interpretations.	Self-awareness – Careers Wales
Humanities	Our natural world is diverse and dynamic, influenced by processes and human actions.	Peace education helps learners to understand how human actions (including conflict) in the past and present affect interrelationships between the natural world and people, and to be aware of how the future sustainability of our world is influenced by the impact of those actions.	Walk the Global Walk – SDG16 - WCIA
Humanities	Human societies are complex and diverse, and shaped by human actions and beliefs	Learners come to appreciate their own history and heritage, and are also encouraged to develop a tolerant and empathetic understanding of the varied beliefs, values, traditions and ethics that underpin and shape human society	Non-Violent Action: A Force for Change. Contact centre@wcia.org.uk
Humanities	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action	Peace education helps learners develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. It can lead to informed and committed social action.	‘Making a Change for Peace: a Toolkit for young people’
Languages, literacy and communication	Understanding languages is key to understanding the world around us.	Learners develop the ability to listen effectively, developing understanding, empathy and the ability to respond and to mediate effectively	‘Facing up to Conflict’ programme Contact centre@wcia.org.uk
Languages, literacy and communication	Expressing ourselves through languages is key to communication	Peace education supports learners to communicate clearly, effectively and respectfully in their interaction with others, in exploring ideas, expressing viewpoints and building relationships	How to Argue - WCIA

About the WCIA

The Welsh Centre for International Affairs (WCIA) is a registered charity that aims to inspire people to learn about and act on global issues so that everyone in Wales can contribute to creating a fairer and more peaceful world.

This is achieved through delivering an exciting and innovative global learning programme; inspiring communities and organisations across Wales to take global action; and building global partnerships that connect Wales and the world.

All education programmes developed by the Welsh Centre for International Affairs are piloted using an action learning approach, where we explore the needs of learners and teachers, learn from delivery and feedback and adapt activities and materials as necessary.

WCIA.ORG.UK
@WCIA_WALES
CENTRE@WCIA.ORG.UK



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Mathematics and Numeracy	Statistics represent data, probability models chance, and both support informed inferences and decisions	Peace education offers learners opportunities to engage with data and represent information effectively, developing critical thinking and analytical skills that are fundamental to making ethical and informed decisions.	Bringing Data to Life (KS3-4) - Oxfam
Science and Technology	Being curious and searching for answers is essential to understanding and predicting phenomena	Learners are encouraged to ask questions about the world about them and to base view and choices on rigorous, robust research. They also learn to consider the effects of their actions and choices as ethical, informed citizens of Wales and the world.	Fake News and Media Literacy – Britannica Digital Learning
Science and Technology	The world around us is full of living things which depend on each other for survival	Learners are encouraged to ask questions about the world about them and to base view and choices on rigorous, robust research. They also learn to consider the effects of their actions and choices as	Urdd, WCIA and climate Cymru Climate Emergency pack

What difference does peace education make?

Because the peace education is broad, outcomes vary according to the approach being evaluated. However, a number of studies in the UK point to positive outcomes. Reporting on their work in 2020, RJ Working, an organisation supporting schools in Cornwall to introduce and develop Restorative Justice Approaches, reported that 100% of the 125 young people trained in depth felt more confident after the training, had a better understanding of prejudice and better ways of working with conflict. One staff member said: "All of the students have found it thought provoking and I think on the whole it has changed their own perspective on how they deal with real life situations."

CRESST, a charity that delivers peer mediation training in Sheffield schools, recently evaluated their programme in primary schools over 5 years. Of the 543 learners trained as peer mediators over that period, 89.9% said the training had made a difference to them personally. Staff reported children having more confidence and being more responsible: "The children who've done the training are much more confident, not only in themselves but in their ability to change things, to make things happen." An analysis of responses showed that the training received highest responses from participants in deprived areas.