



Peace Mala: Accreditation Self Evaluation Form



Creative Education that Empowers and Embraces All Uniting the World in Peace

School Accreditation

A Peace Mala School is committed to placing the vision and message of Peace Mala at the heart-centre of its values system. There are seven keys areas for action that we require your school to provide evidence form in the form below. **Please write your evidence in the tables below and include photographs.**

School Name: Ysgol Penrhyn Dewi
Date of Submission: September 2022 **Award Aimed For:** Silver

PLEASE NOTE: Additional, new activities and evidence highlighted in yellow for clarity.



AREA ONE

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. **During every academic year, a chosen year group will study and explore Peace Mala by using the kits and educational materials. This encourages Peace Mala continuity in the school curriculum and ensures that every pupil will have encountered the message and vision of Peace Mala before they leave the school.** The school will also share good practice with other schools who are members of the global community of Peace Mala.

2022- Peace Mala lessons

In continuation of past years, we have again conducted our bracelet making session with Year 10. Our Year 11 peace mala ambassadors were present to assist in the explanation of the bracelets and to help our year 10 students make them. Our theme this year is 'Inner peace and mindfulness' and is aimed to help students make the connection between developing inner peace, a mindset of kindness and patience and how this can then in turn help them in their approach to others in their school and beyond. Students were given the chance to discuss and explore the idea of inner peace and how mindfulness can benefit them daily. They were also asked to consider how they could build this practice into their daily lives. This experience will also be of benefit to them as they approach their GCSE's and the additional pressure that comes with this.



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Open evening Peace mala Wed 17th November

To help raise awareness of our Peace Mala profile and values this year for our 2021 open evening, the Humanities department had a Peace Mala table to better help new students from other schools understand our mission and our values. Some of our year 10 pupils were on hand to help explain what Peace mala is and why we embrace these values as a school.





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Ysgol Penrhyn Dewi was first introduced to Peace Mala back in January 2019. As we are a Church in Wales School The Head Teacher, Mr Haynes, has been fully supportive, and is keen for our school to become Peace Mala accredited as the ethos of the Peace Mala is very similar to our own school ethos. Peace Mala promotes friendship, respect and peace between people of all cultures, lifestyles, faiths, beliefs and none. As a small school on the St. David's peninsular, this statement underpins our school ethos too, we aim to promote a caring, calm environment where everyone is valued for who they are and what they bring to our community. We also want to be the first 3-16 school to become Peace Mala accredited.



In January 2019, Year 10 pupils, were introduced to Peace Mala and took part in a variety of events in Ty'r Pererin to learn about the Peace Mala concept. It was decided to include Year 10 to ensure that they were made aware of the message of Peace Mala ready to support the younger children across the school and prepare the children for the peace ambassadors role should they want to put themselves forward.

From the school's twitter feed:

"January 29th 2019: Great to meet with Pam Evans @PeaceMala, Janet @TyrPererin Delyth and John @StDavidsCath @ChurchinWales to learn about Peace Mala. Pupils and staff from @ypd_dewicampus are excited about introducing this exciting project into Year 10

We are excited to be involved with the awesome @PeaceMala project which promotes friendship, respect and peace between people of all faiths and none; all cultures and lifestyles. Its intention is to remind everyone to treat others as you would wish them to treat you @TyrPererin"

Our school has approved the introduction of the Peace Mala into the Religious Studies syllabus by the Board of Governors, Headteacher, and the Cathedral Education and Pilgrimage Centre, plus our Director of Education for the



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Diocese. Mrs Raggett introduced the concept of Peace Mala to Year 10 in the Summer Term 2019, making the bracelets and electing our Peace Mala representatives. Mrs Barrett has kept this tradition alive this year.

On September 17th 2019 our Peace Mala ambassadors along with Mrs Morgan were delighted to attend the International Faith Liturgy for World Peace event at Brecon Cathedral.



Our ambassadors thoroughly enjoyed the experience at Brecon and our looking forward to working with Janet Ingram in preparation for the World Peace Mala Festival at St David's in June 2020.

Since Mrs Raggett's retirement, Mrs Barrett has taken over as Peace Mala Co-ordinator for the school and has studied and explored the concept of Peace Mala with Year 10 and the Peace Mala Ambassadors. Back in January 2020, Mrs Barrett was been lucky enough to have had 3 pupils in Year 7, keen to learn more about Peace Mala, so together with the Peace Mala Ambassadors, we spent the morning learning about Peace Mala, discussing the Peace Mala event in June and looking forward to the term ahead.



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AREA TWO

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.**

Suggested Actions

Lessons and activities on Peace Mala are part of the school curriculum. School assemblies focusing on the Golden Rule.

Evidence

Please provide evidence of Peace Malas made and worn by pupils and staff, both photographic, and/or DVD film and written.

World languages day and VR work on multilingual.

2021 Interfaith week celebrations and lessons- This year we have decided to formally celebrate interfaith dialogue week. Mr Greenish and Mr Barclay worked with our Year 7,8 and 9 pupils during the week conducting lessons designed to explain interfaith dialogue, what it does and how it can benefit our communities, international relations and help to tackle world wide issues such as climate change.

3 lessons were delivered to KS3 students:



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- A lesson on the meaning of interfaith dialogue with an introduction to the concept of diaspora and diversity. Students were able to use computers and resources to explore religious diversity in their area and in the UK. They were able to use DataShine to look specifically at how diversity differs and to explore Pembrokeshire's different faiths.

What do you think the religious diversity is like in your area?

Produce: What you think will be the main belief system of people in Pembrokeshire.

Explore Data Shine website and take a look at the levels of different faith backgrounds in our local area and beyond.

[DataShine: Census](#)

Compare our local area to more urban areas in Wales.

Class discussion questions

- Is it **important** that people of different religions speak and 'get on'?
- What **world wide problems** do you think interfaith dialogue tries to address?
- How can different religions show the values or respect, tolerance and acceptance when they talk to one another?
- Is there a difference between '**acceptance**' and '**tolerance**'? Which should we aim for as a society or even as a **school**? Is one **better** than the other?
- Is it possible for people of different religions to **fully accept** one another if they have opposing beliefs?

- The second lesson looked at the benefits of interfaith dialogue and how it helps communities. They were able to research case studies and see evidence of interfaith dialogue in action.

DCF task

Explore the following links. **Produce a poster** in your books on some of the ways different faith communities have helped society or helped to tackle issues such as food poverty, the Grenfell tragedy or suffering due to the Covid-19 pandemic.

- [Emergency assistance | The Salvation Army](#)
- <https://langaraid.org/>
- [Interfaith Food Justice Network \(seinglasgow.org.uk\)](https://www.interfaithfoodjustice.org.uk/)
- [Food Bank - Sufrá NW London \(sufrá-nw.london.org.uk\)](https://www.foodbank.org.uk/)
- [Bow Foodbank - Roman Catholic Parish of Bow \(rcbow.org.uk\)](https://www.bowfoodbank.org.uk/)
- <https://www.oneroof.org.uk/our-work/orl-night-shelter>
- <https://www.nisanashim.org/get-involved/special-interest-groups.html>
- [Layout 1 \(interfaith.org.uk\)](https://www.layout1.org.uk/)
- <https://www.theosthinktank.co.uk/research/2018/06/01/after-grenfell-the-faith-groups-response>

WHY IT MATTERS TO ME

"I made a friend with someone of a different religion to me, and discussing our faiths together made me open up to other religions, and understand other points of view. What began as a small encounter had a big impact on me."

Ayush, Hindu

"Inter faith activity is all about unity. It means that we can coexist peacefully with one another."

Akshat, "Spiritual"

"Inter faith activity has taught me the value of friendship - you can be so different, yet that encounter can be so beautiful."

Mary Catherine, Christian

"In an increasingly multi-faith world, it is so important to promote respect and tolerance for the beliefs of others. It is the knowledge and understanding we gain in identifying the many similarities between our faiths that can help to unite us, and as a consequence, we are more able to affect change, promote harmony and achieve peace in our world, through working together in the advent of these universal aspirations."

Robert, Spiritualist

"Inter faith dialogue allows you to see faith from another's perspective which then can lead to curiosity about your own faith. If a concept is discussed in inter faith discussions, it can prompt individuals to find out what their own faith says about that idea or concept, thus leading to more knowledge about yourself and others."

Jaskiran, Sikh

- The third lesson focussed on interfaith dialogue and climate action. Students had the chance to explore how interfaith dialogue can impact on global issues like climate change.



Examining resources

We will now read through the resources attached together. In you pairs, discuss how religions are working together to tackle climate change.

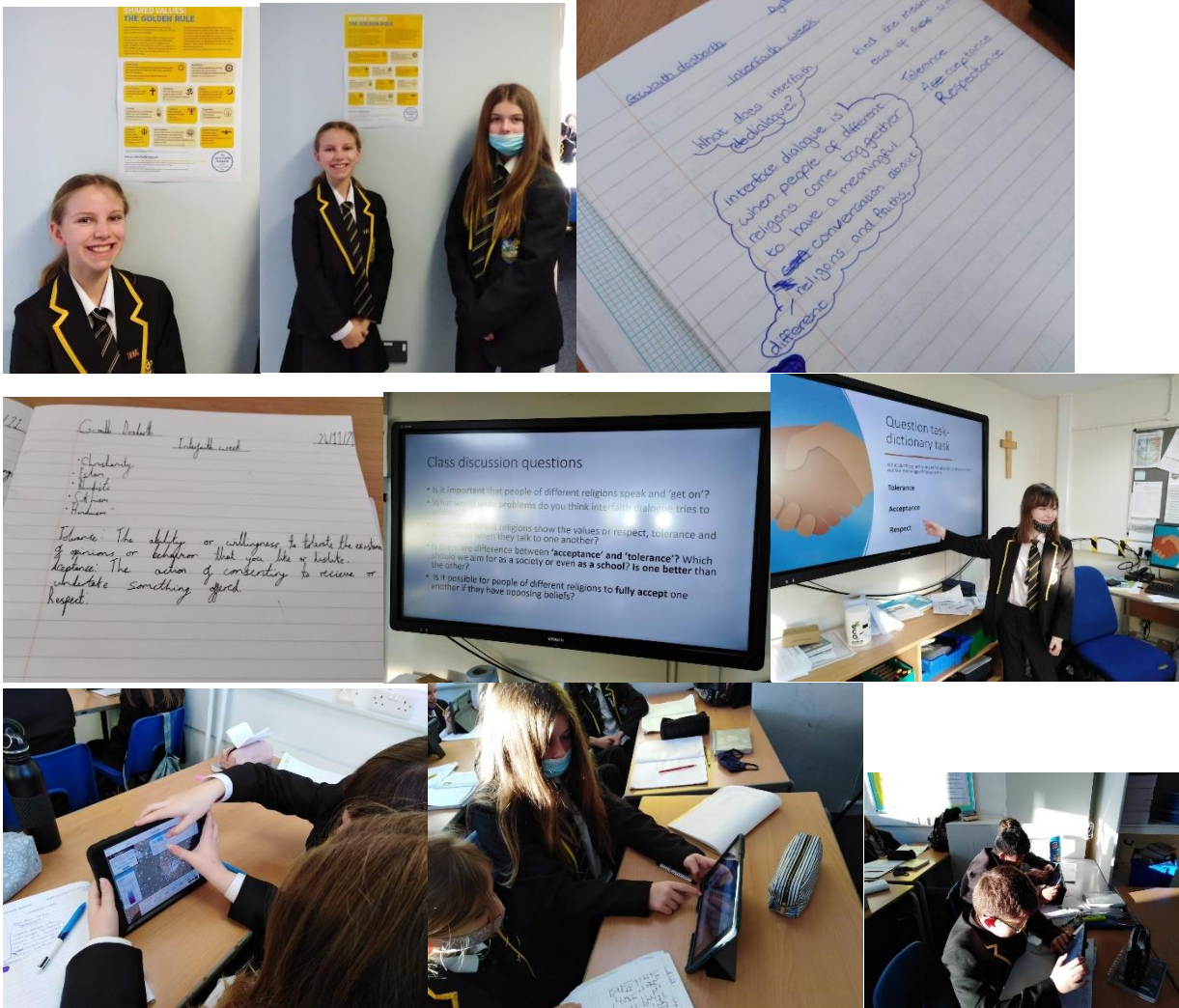
- Resource 1: Faith leaders make a call for the environment
- Resource 2: Church leaders make faith bridge XR
- Resource 3: XR Buddhists

As well as these lessons, students across the school were able to explore interfaith dialogue and the values of tolerance and kindness in other subjects. To help boost awareness of interfaith week, 'Golden rule' posters were displayed around the school.

Our students in year 7 celebrating Interfaith week:



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YEAR 11 prefects leading interfaith discussions with year 7 during form time:



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In January 2019, Our Peace Ambassadors in Year 10 taught our pupils on the Dewi Campus about the importance of Peace Mala and what it means to them.

Through our Religious Studies lessons pupils explore prejudice. Pupils explore the terms racism, stereotyping, scapegoating, prejudice and discrimination, all of these terms are reinforced by the Golden Rule of Peace Mala. **We also have Collective Worship focussing on our school values. A different value is selected for each term and this is highlighted in collective worship across all our campuses.**

The Peace Mala values have enabled our pupils to further develop their understanding of global citizenship, world faiths, the environment and community cohesion e.g. Rights and Respecting School Work, Charity Coffee and Cake Mornings, and 'Community Projects' such as The Great British Bunting Challenge', celebrating community resilience, life creativity, the local economy and our environment



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We have a Charity Committee, and each term they decide which charity we are going to support, they create posters and share information about the charity through assemblies. Being a Christian school, we usually raise money for Christian Aid, but have donated to Macmillan, Letterston and Fishguard food bank.

Our Peace Mala Ambassadors attended the Brecon Event back in September 2019, this gave them an understanding of respect, friendship, tolerance and peace between all communities, cultures and enlightened, compassionate faiths. Peace Mala promotes and encourages community cohesion and from attending this event Our Ambassadors have worked hard this year trying to embed the Peace Mala message across our school.



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AREA THREE

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

Suggested Actions

Holocaust Memorial Day, City of Sanctuary, Show Racism the Red Card, Anti-bullying policy, Presentation by Hate Crime Police Officer, Playground and Lunchtime 'buddies' Be a Peace Mala friend for the day, engage with CEWC.

The school does not need to engage with all of the above. We would, however, expect them to engage with **at least two** anti-bullying initiatives over the space of a year.

Holocaust Memorial week

Recently, pupils in Years 6 and 7 took part in the National Literacy Trust's project to commemorate Holocaust Memorial Day.

Pupils read a short story by author Tom Palmer and took part in various writing workshops. By the end of the week, pupils created their own pieces of fiction, some of which will be submitted to the Lake District Holocaust Memorial Project to be considered for publication on their website.

The pupils were also lucky enough to listen to the experiences of Holocaust Survivor Mala Tribich. The pupils showed real maturity throughout the week and asked insightful questions.



To further support pupils understanding of the Holocaust, our year students learned about it through their RS lessons with a focus on religious and ethnic discrimination. Lessons culminated in students being asked to write an empathy task article about the journal of Anne Frank.



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The Holocaust

- The genocide of approximately 12 million minority groups, 6 million of whom were Jewish.
- Europe 1941-1945
- Nazis, the main political party fronted by Adolf Hitler in Germany
- A desire from Hitler and many Germans to build a pure, Aryan Race (people with blonde hair & blue eyes)



Dadansoddwch
Analyse

Analyse the sources to discover the experiences of people who survived the Holocaust.

ESTYNIAD
Extension

What if you were in a camp?
Refer to your sources to explain how you would feel.

Collective Worship Assemblies provided students with opportunities to hear about the lives and times of historical characters, such as Desmond Tutu or Martin Luther King, who stood up for human rights. Back in January 2020 we have celebrated Martin Luther King Day and Holocaust Memorial Day through our whole school assemblies. Year 7 studied Heroes back in the Spring Term learning about Martin Luther King and how important he was for the Civil Rights Movement. Through this work Year 7 could reflect upon issues such as equality and racism and discuss the real impact this had and is still having in the world. During the Spring Term Year 8 spent the term studying Anne Frank, the persecution of the Jews and the Holocaust, producing work to commemorate Holocaust Memorial Day. Year 10 also had the opportunity to honour Holocaust Memorial Day, Miss Jones took her GCSE History Class to enjoy a once in a lifetime opportunity in January, when they attended a talk by Holocaust Survivor Dr Martin Stern at Aberareon Memorial Hall. The experience allowed pupils to develop their understanding of the GCSE history course and their empathy skills.



Ysgol Penrhyn Dewi supports human rights and is always supporting charities and events that help prevent bullying and all forms of prejudice. This year everyone on the Dewi Campus wore something red for our recent 'Show Racism The Red Card' day back in October 2019 and the money raised totalled £423.



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Ysgol Penrhyn Dewi

Non-school Uniform Day

Monday 21st October - £1.00 donation for



Our current anti bullying policy can be found on our school website:

<http://www.ysgolpenrhyndewi.cymru/>

In February 2020 Mrs Barrett met with Janet Ingram to set up a Peace Mala Committee in preparation for the World Peace Mala Festival at St David's in June 2020. This committee is made up of Our Peace Mala Ambassadors (currently in Year 11) and 2 or 3 pupils from Year 10-7, who have an interest in Peace Mala from what they have heard from Our Ambassadors. The aim of this committee is to meet weekly with Mrs Barrett (Peace Mala Co-ordinator) to plan for June but to also look at ways we can embed our Peace Mala message across our three campus' and discuss the ways in which they can use restorative practice to sort issues such as bullying and teach acceptance and tolerance too. These students proudly wear their Peace Mala bracelets.

During Interfaith Week, Pam Evans, the founder of Peace Mala, contacted our school with her latest piece of writing 'Dark Skies and Rainbows'. A document concerning the resurgence in attacks by radical Islamists which has rekindled fierce debates on Islam, secularism and discrimination in France, home to Europe's largest Muslim population. As our pupils study Islam at GCSE Level, the Religious Studies department were keen to have a discussion with our GCSE pupils and listen to their views on the rise of Islamophobia in the UK as well as France. We also wanted to introduce them to the Peace Mala project, because with so much terror, fear and ignorance surrounding Islam, education is the way forward to living in a more tolerant and accepting society.

During the lesson we discussed, as a class, the rise of Islamophobia here in the UK & France. We also watched a news report on Islamophobia in the UK, before turning to debating the issues of Islamic extremism, prejudice and discrimination. Some pupils pointed out how freedom of speech is vital and most of the students were in agreement with the French president that as it is one of our human rights, freedom of speech is needed to live in a democratic society. We then looked at footage of 9/11 and how Pam Evans founded Peace Mala in the aftermath of that event. As a class we discussed how there are some radicalised



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Muslims, but at the heart of Islam is the message of peace. All pupils were in agreement that education is vital to achieving peace and how ignorance and racism occurs without correct education.

The pupils thoroughly enjoyed making the Peace Mala bracelets and were able to explain the significance of the double rainbow by the end of the lesson. A lot of the pupils had difficulty in threading the final bead through, but with determination it was achievable. Some pupils linked this to how sometimes, it is very difficult to achieve peace between people, but with determination and effort it can be done.

As a school we feel the work of Peace Mala is imperative in equipping our young people with the education and understanding to recognise we are all one, and to respect all cultural and religious beliefs. We as a school are working towards our Bronze Accreditation and are excited and enthused to be affiliated with the Peace Mala Educational Project.





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AREA FOUR

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.

Suggested Actions

Red Nose Day, Children in Need, Teddies4Tragedy, CEWC, Samaritans Purse Shoe Box Campaign, UNICEF day for change, One World Week, One Life, ActionAid, World Vision, Cafod, SCIAF/TROCAIRE, Christian Aid, Muslim Aid, Healing Hearts Sufi Charity, Afritwin, Nelson Mandela Children's Fund.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** humanitarian NGOs over the space of a year.

Evidence


Please provide newspaper articles, and photographic and written evidence.

Ukraine Crisis

With the tragic war in Ukraine raging on, as a school we decided to do what we could to help those in need and harmed by this war. Our students... and raised over... for the people of Ukraine.



To help support our pupils understanding of the Ukraine war, we conducted an RS lesson focussed on this issue to help them. The lesson focussed on looking at world conflict and the causes of war as well as the complexity of the war situation in Ukraine. This was tailored to each year group ranging from year 6-11.



Starter

- [Explosions and gunfire across Kyiv during Russian night assault - YouTube](#)

Write a descriptive paragraph describing what it is like to be in Kyiv last night.

Look up the following terms:

Humanitarian crisis	War crime	Crime against humanity
Economic sanction	Ukraine Crisis: Russia sanctions explained - YouTube	



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What do you think of this map?

People internally displaced as a result of conflict and violence
as of 31 December 2019 (Total: 40.8 million)



Research the following:

- Putin's religious views (including his views over the war and religion)
- Putin's political views



Aidan Campus raising money for NSPCC

Students on Aidan campus have been busy this year raising money for charity. In February this year they worked hard raising money for the NSPCC and came to school dressed as their favourite numbers!

Link to video:

<https://twitter.com/NonYsgol/status/1489971923106816009?s=20&t=gEXiiITydnRTiyOQVQR-Q>

Porthelau class

Moshoeshoe Day! Porthselau joined in with the celebrations by cooking Makoenva, finding out about similarities and differences between our countries, making flags and mokorotlo and sending messages to our friends in Lesotho

Link to video:

https://twitter.com/NonYsgol/status/1502320250548805642?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1502320250548805642%7Ctwgr%5E%7Ctwcon%5Es1_c10&ref_url=https%3A%2F%2Fwww.sway-cdn.com%2F161530940100_Content%2FTwitterFrame.html1502320250548805642x1180x775

For a number of years, our school has been raising money for various charities Children in Need, MacMillan, Red Nose Day etc. During these collections for these charities we discuss our global impact and how we are supporting the rights of the children who may not be as fortunate as us.



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September 27th 2019. Mr Williams (Head of RS and Humanities) organised the MacMillan Coffee Morning this year, lots of staff, pupils and parents all contributed wonderful home baked cakes. We raised £261.12 for the World's Biggest Coffee Morning.



In October 2019, the Harvest collections were donated to Letterston Food Bank. As a school we collected nearly 300KG of food which will be turned into between 20-30 emergency food parcels to be given to those people in Pembrokeshire who are most in need.



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Mr Richard Rogers,
Pembrokeshire Foodbank, Letterston Centre
Sanctuary, Crud Yr Awel, Cas Blaidd,
Haverfordwest. SA62 5LT
raprogers316@gmail.com 01437 741 338

Ysgol Penrhyn Dewi
Campws Dewi Sant
St Davids
Pembrokeshire
SA62 6QH

7th November 2019

Dear Mr Haynes, staff and pupils,

Once again we are very thankful for the lovely harvest gifts you donated to our Foodbank at Letterston. This totalled nearly 300kg of food which will pack between 20-30 emergency food parcels for those in need in Pembrokeshire, the majority of these clients have children.

We are seeing a greater need in our local area for a variety of reasons and without your generous support we would find it very difficult to meet this increase.

We are now busily planning our Christmas Hamper initiative, which will give Treat Bags as well as regular items of food for individuals and families here in Pembrokeshire.

If you need any information about how Pembrokeshire Foodbank operates and how we can support more locally to you, please don't hesitate to contact me.

Warm regards

Richard Rogers – Centre Manager

Revd. Patricia Rogers - Trustee

Pembrokeshire Foodbank HQ, Grace Court House, Market Square, Narberth, SA67 7AU.
Pembrokeshire Foodbank is part of the Trussell Trust Network and is facilitated by Acts West Wales.
Registered charity number: 1157963 in England & Wales

During Children in Need Day this year we discussed with the students across our three campus' the importance the of supporting those who have less than ourselves. We were delighted to report that the pupils and staff from Aidan, Non and Dewi Campus have raised a staggering £701.51 for Children In Need with fun hair, clothes & playing guessing games. There was also an incredible Dewi's Got Talent held in the Dewi Hall which raised £196.41.



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Our school motto 'Do the little things,' underpins everything we do so we decided to support Save the Children on Wednesday 18th December at our Aidan, Non and Dewi Campus. Staff and pupils paid a £1 to either wear Christmas jumpers or our own clothes. Our pupils across the three campus' love these days as it brings a sense of community, where we all come together to help those less fortunate, especially in the lead up to Christmas. Our Peace Mala Ambassadors also wanted our school to take part in a Reverse Advent Calendar. Every pupil on the Dewi Campus brought in an item of food that will be donated to PATCH to be put towards their Christmas Hamper Initiative. This initiative will create 'Treat Bags' to be given out to those people in need over the festive period.



Lesotho

Ysgol Penrhyn Dewi Lesotho Links

St. Davids community has been twinned with Matsieng in Lesotho since 1999. Pupils from Ysgol Penrhyn Dewi visited Matsieng in 2014 and more recently in the summer of 2018. The school is officially linked with Mahloenyeng High School.



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The School is extremely proud of its connection with Lesotho and we intend to continue strengthening our links between St Davids and both of the schools in Matsieng.

The St Davids Matsieng Support Group has for a number of years been raising funds for students who are orphans of aids, the disease which has had such a dreadful impact in Lesotho.

In January 2015 the St Davids Matsieng Support Group received a prestigious award for its work in promoting links between Wales and Africa. The Gold Star Learning Link Award is the third to have been awarded to the St Davids Group, and a recognition of the progress that St Davids is making in building up links with its twinned community of Matsieng in Lesotho.

A school Lesotho committee is now formed and we now celebrate "Moshoeshoe Day" every year on March 11th to commemorate the death of the Country's founder.

Pupils are welcome to join the Lesotho committee and active membership counts as voluntary work for the DofE service sections.





Raising money for Lesotho

People in Lesotho are also living in lockdown. Unlike us they don't all have access to taps for handwashing. Ysgol Penrhyn Dewi is raising money for tippy taps and handwashing projects initiated by Dolen Cymru and now being extended by the Lesotho Red Cross. (find out more at www.waleslesotholink.org)



Do the **tippy tap challenge** make a tippy tap and challenge someone to test it – post your photos and films on Teams.
Put a collection jar by each tap in your house and ask everyone to pay 2p every time they wash their hands.
Do the plank challenge – Mrs Blair is currently paying a £1 per minute! (Put your video evidence on Teams)
Sign in to form time next week - Mrs Thomas is paying 25p per pupil!!
Do your own fundraising at home.

All money raised can be donated at <https://www.totalgiving.co.uk/mypage/ypdtippy taps>

Our school is currently applying for a "Connecting Classrooms" grant to continue the link between Matseing high school and Ysgol Penrhyn Dewi. We are focusing on the sustainable development goals. In particular we are looking at goal 2: Zero hunger: "How can we feed a growing population?" We are running a cross-curricular project called walking to Lesotho. The project is outlined in the photograph below and all pupils across all of the phases are taking part. We will be "visiting" a number of different countries along the way and learning about the local customs and traditions.



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YPD on Tour to Lesotho!

It's great to have you on board the YPD Tour to reach our partner schools in Lesotho before the holidays. This is your personal, souvenir passport where you can record information about some of the countries we'll be visiting along the way.

Looking at the goals below, which ones do you think taking part in this virtual walk to Lesotho might help to achieve?



Which goals will the virtual walk help achieve?
Some clues - it will help you get fit, it won't add to anyone's carbon emissions or cause air pollution, and you'll be doing it together with other schools.



**SUSTAINABLE
DEVELOPMENT
GOALS**

It is a very long way from Wales to Lesotho.
How many miles do you think it is?

If a mile = 2,500 child steps, **how many steps** do you think will be needed to reach Lesotho from here?

How many steps do you think you will be able to do **between now and June 29th?**

How many people do you estimate will need to take part in this virtual walk for us to reach Lesotho in time?

We'll come back to these questions again at the end of our journey and see how close your estimates were.

Now let's have your details and a look at the route we'll be taking and get going!





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

Suggested Actions

Special assemblies to celebrate cultural and religious festivals. Celebrate **One World Week**. Links with local faith and cultural communities including churches, mosques, synagogues, gurdwaras and temples. Links with local Inter-Faith group. Cultural school links with schools in Developing Countries through the British Council.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** initiatives over the space of a year.

ART OR MUSIC?

Ash Wednesday Celebrations



In July a number of our Year 9 and 10 pupils visited the Central London Mosque. They had an interesting talk and were able to discuss the ideas of faith and worship within the Islamic faith. The pupils really enjoyed the experience and found it very informative.





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Back in February 2020 Ysgol Penrhyn Dewi welcomed the GSUS BUS to our school. *GSUS Live* is a mobile education unit which is a multi-media classroom in a lorry trailer. It tells the story of three teenagers facing real-life issues in their lives, and how they get inspiration from the Bible to deal with their problems. Both our Key Stage 3 and 4 pupils enjoyed the week considering moral issues from a Christian perspective.



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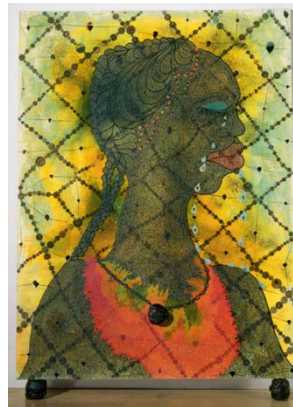




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Mrs Morris our Art Teacher has done work with Year 8 on the Chris Ofili painting 'No Woman, No cry' of Stephen Lawrence's mother, where they looked at culture and Identity and discussed the Lawrence case this year about the racial attack, which brought about some really interesting discussion.



Year 7 have enjoyed studying African Culture through Art and Year 9 have looked at the significance of masks within different cultures. Last year, year 9 studied the Mexican Festival of The Day of the Dead, where they did work on the origins and significance of this festival to Mexican people.

During Lockdown Year 9 students spent a lot of time studying the Black Lives Matter movement. Lissy Frampton in Year 9



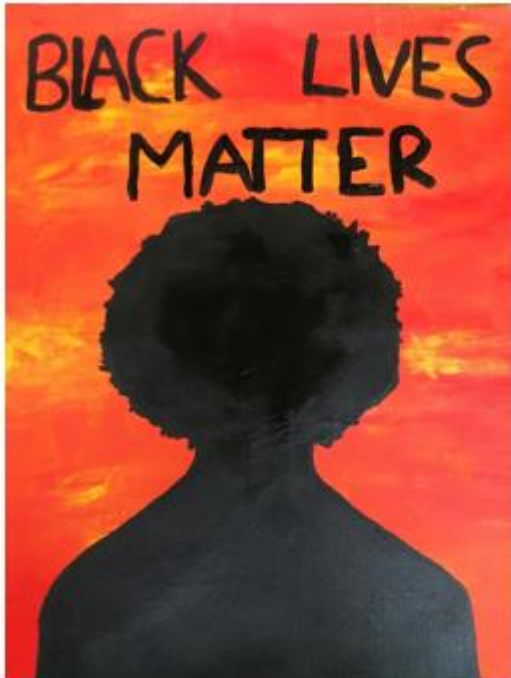
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Choose 1 of these 3 tasks

1. Write a speech documenting your own views on this situation.
2. Write a letter to a political or leading figure outlining what change you'd like to see.
3. Write a poem about Black Lives Matters to share with your friends, family and teachers.

PLEASE COMPLETE YOUR TASK ON THE WORD DOCUMENT AND UPLOAD IT TO US



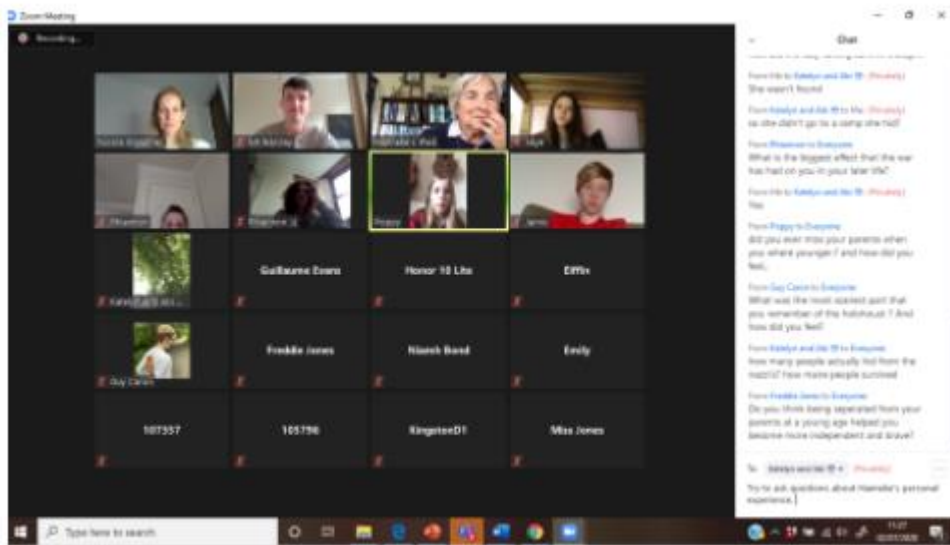
I chose to do a painting instead just because I feel like this has a bigger and more emotional connection. I chose to do a messy styled image because I wanted the main message to shine through. I chose the colours because I think it suits how many people are feeling at the moment with hate and anger.

Back in September 2020, Year 8 students studies Judaism in Religious Studies. Due to COVID 19 rules and regulations, we were not able to invite Norma Glass in to speak to our students about her religion, but they did come up with questions to ask Norma about her Jewish faith and Mrs Barrett and Norma had an in-depth telephone conversation, discussing the questions the pupils had written.

On Wednesday 2nd July 2020 pupils attended a live session organised by Mr Barclay and the National Holocaust Centre & Museum, Nottingham. More than 40 pupils across Years 8, 9 and 10 were able to hear the story of Hanneke Dye, a Holocaust survivor, who managed to remain hidden throughout the Second World War. As well as this, pupils were able to ask Hanneke about her experiences and develop their respect, tolerance and understanding. Both Mr Barclay and the NHC were astounded by the high-quality questions asked by these pupils.



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St. David's you gave me the privilege of my first Zoom lesson and I thank you for that opportunity.

The title of my talk was "Born a Hidden Child"



The Holocaust must never be forgotten. 6 million Jews perished during those horrific times, including the most well-known hidden child, Anne Frank. I was not only born in hiding, but kept hidden for the first few years of my life. This has affected me my whole life. I never knew my paternal grandparents, aunt and uncle and many other relatives as they perished in Auschwitz and Sobibor concentration camps. However, by sharing them with you, they live on. Freedom is a very precious thing to hold on to. That is why it so



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important that you have respect for your fellow students, whatever the colour of their skin, their religion or background. We are all human beings and together we can make a better world and live in peace.

Hanneke Dye

AREA SIX

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

Suggested Actions

Eco School, Greenpeace Good to be Green initiative, Healthy Eating and Peace Mala Rainbow Foods (as part of the Schools Healthy Eating Initiative), School Eco Council RSPCA, WWF Donkey Sanctuary, RSPB, IFAW.

The school does **not** need to engage with all of the above. We would, however, expect them to work with **at least one** green initiative, **one** school healthy eating initiative and **one** animal NGO over the space of a year.

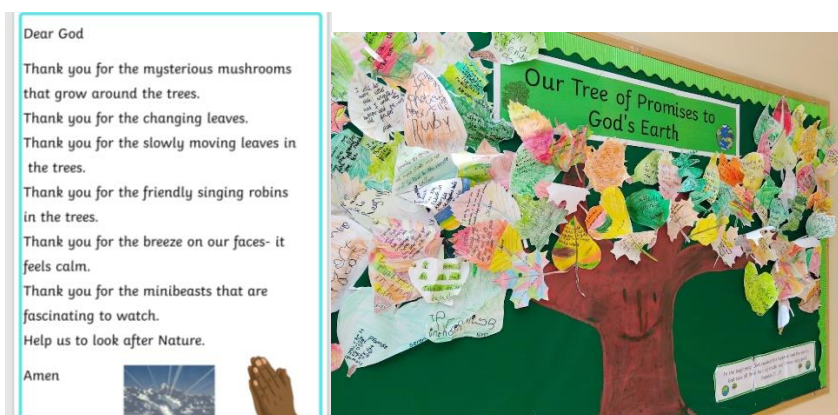
Evidence

Please provide both photographic and written evidence, Eco flag, Schools Healthy Eating Certificate.

Reception non campus environment/stewardship work

Our reception class regularly practice worship with a focus on nature and stewardship.

Below is a copy of their 'prayer for nature'.



Our students on Non campus also worked hard creating promises to God's Earth as part of their work on stewardship.

Aidan campus bake sale for Green acres animal rescue

Students on Aidan Campus have been taking part in a charitable effort to help animals in need of adoption with Green Acres animal rescue in Pembrokeshire. Students designed



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the cakes, helped make them and then took part in selling them to raise money for the charity. Overall, they managed to raise a fantastic £74!

To bring our topic to a close, we designed, baked and sold our very own cupcakes. We made chocolate, lemon, strawberry and rainbow cakes. We tasted and scored the cakes. The winning cake, was the rainbow cake. It was delicious. We made a decision to sell the cakes for 50p and donate the money to Green Acres Animal Rescue. All our customers were very generous and we raised £74.



As part of Health and Well-Being, the children in Porthselau and Aidan have been working closely with the team from Treginnis Farms for City Children and both classes are busily planting up their raised beds to grow their own produce. Children throughout the school participate in daily Mindfulness activities, and physical activity is prominent on the curriculum, with children taking part in regular Outdoor Learning, SKIP sessions, Cross Curricular Orienteering and the Daily Mile. The children also participated with enthusiasm in the Sustrans Big Walk and Wheel Week.



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The children have been taking the initiative to reduce the amount of litter in the school and around the community. Members of the school community have been participating in local beach cleans outside of school, and the Eco Committee attended the launch of Oriel Y Parc's Litter Picking Hub. Children on the Aidan campus have been going on regular litter picks around and about Solva, and children in Porthselau have been keeping the front playground free from rubbish as part of their Helpwr Heddiw roles. After school Eco Club have also been taking part in regular litter picks around the school.



Porthselau spent a wonderful morning with Jeremy from [Eco Dewi](#) at the community garden in April to learn about our environment and get in touch with nature.

Link to video:

<https://www.facebook.com/watch/?v=658264628791623>

Eco Schools- Non and Aidan campus Eco champions!

Non and Aidan's Eco Committee have been remarkably busy and we were delighted to achieve the Bronze and Silver Eco School awards earlier this term. We are now well on the way to achieving Green Flag status!



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To achieve a Green Flag, we need to show progress in three areas. We have chosen to focus on Global Citizenship, Litter and Health and Well-Being for this cycle of our Green Flag application.

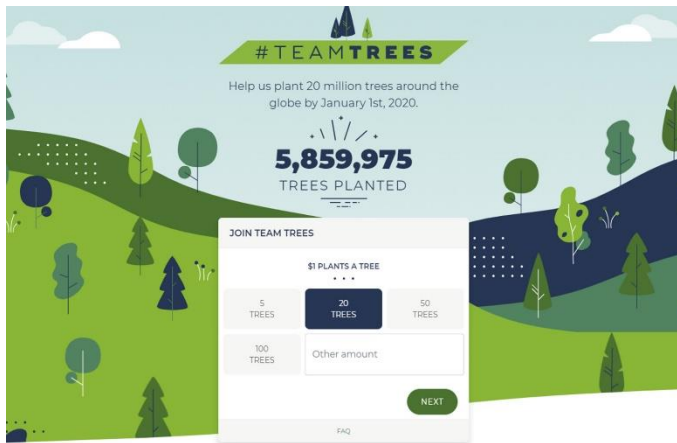
As part of our work on Global Citizenship, the children in the Foundation Phase celebrated Moshoeshoe Day and sent messages of friendship to our friends in Matsieng School, Lesotho. The Development Phase have been learning about Africa this term and have been discussing the benefits and disadvantages of Eco Tourism.

The children have also taken part in several fundraising activities this term, raising money for local, national and international charities. Porthselau sold leeks that they had grown in the school garden and donated the proceeds to the local community food pod. Children throughout the Primary Phases raised almost £100 for the NSPCC by coming to school dressed as a number for Number Day, and they also raised money for Comic Relief by coming to school dressed as their favourite book characters. The children in the Development Phase decided that all proceeds from their recent performance of the Lion King will be donated to international charities supporting Ukraine appeals.





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Building links with the community, we have been supporting all environmental Beach clean ups in North Pembrokeshire. Some of our pupils have played an active part in improving where we live and involving themselves in the wider community projects.

At Ysgol Penrhyn Dewi we are currently working towards our Green flag accreditation from Eco schools. The eco committee consists of a range of students from years 6-11 who meet one a week. We have conducted an audit to the schools current eco-friendliness looking at issues including waste, water usage, and energy consumption and improving habitats around the school. We had a visit from the local eco-schools co-ordinator at Keep Wales Tidy. Bethan came in to deliver sessions looking at recycling to our Year 7's and to the development phase in Non too. Our eco leaders also conducted a whole school assembly discussing the importance of looking after our school environment and the wider environments in our communities.



Friday 6th December Dewi staff and pupils had a cake sale. Cakes were charged at 50p and for every £1.00 donation a tree will be planted by the charity [#teamtrees](#).



Dr Sarah Beynon is an academic entomologist, ecologist and farmer and the founder of The Bug Farm, Bug Farm Foods Ltd and Dung Beetles Direct. Sarah is also passionate about education and the dissemination of her research so returned to Pembrokeshire to start-up **Dr Beynon's Bug Farm** (The Bug Farm). Now, she works as a scientist and ecological consultant, but also with children, the public and farmers to enthuse people about insects and make sure that her research is delivered where it is needed – to the farmers and policy-makers. Sarah and her husband Andy often come into school to work with our pupils educating them on food production and discussing environmental, sustainability and social issues.

Below are some of the projects we as a school have been involved in with Sarah and Andy.

Minister Launches Insect Based Food Developed in Pembrokeshire

PEMBROKESHIRE SOUTH WEST WALES

BUSINESS NEWS PEMBROKESHIRE , 23RD SEPTEMBER 2019

SHARE

The Minister for Environment, Energy and Rural Affairs, Lesley Griffiths AM today launched VEXo, an insect and plant protein created by Bug Farm Foods, at Ysgol Penrhyn Dewi in their native St Davids.

The innovative VEXo can be used in a similar way to minced meat, whilst reducing saturated fat by over 80%. Nearly one-third of 2-15 year olds are overweight or obese, with obesity costing the NHS in Wales around £73 million.

<https://businessnewswales.com/minister-launches-insect-based-food-developed-in-pembrokeshire/?fbclid=IwAR1UPYgIWfLQUet6pxevKRzMO9a7vZlaSadFNeRA7TxEnAGJDxw6-2pMK9Y>

Bug Farm Foods

Minister Launches Insect Based Food Developed in Pembrokeshire



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Bug Farm Foods

September 17 ·

VEXo bolognaise for school lunch - are you ready to try this food of the future that can cut saturated fat by 70-80% when compared to a regular bolognaise?

Innovate UK Welsh Government Ysgol Penrhyn Dewi Tavernspite CP School
Pembrokeshire County Council St Davids Lesley Griffiths Grub Kitchen Dr Beynon's Bug
Farm ITV Wales Good Morning Britain #food #foodie #tastethefuture #VEXo
#bugfarmfoods





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16th September 2019:

We've been pretty busy over the past 2 years working with [Welsh Government](#) & [Innovate UK](#) to develop VEXo. VEXo is a new insect + plant protein we have developed to help tackle childhood obesity in Wales whilst also tasting great & helping to reduce the environmental impact of food. Read the full report by following the link below:

<https://www.bugfarmfoods.com/vexo-insect-protein-giving-welsh-schoolchildren-the-vip-treatment/?fbclid=IwAR0NIIAFeZN9wFJ5rNZjoKn2BoWw2xKLJ4IkoJSwpVBJUdFkprUGkhF2qhY>





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AREA SEVEN

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

Suggested Actions

School Peace Council. Take part in the **Valentine Peace Project**. **Celebrate UN International Day of Peace**. Make a school **peace garden** with prayer tree or labyrinth. **Lessons in mindfulness/meditation/stilling exercises** (see guide to the Peace Mala). Community Peace Box. **Peace Mala Pilgrimage**. Using the Peace Mala to pray for world peace (**Peace Mala booklet of Peace Prayers**). **One Day One Choir**.

The school does not need to engage with all of the above. We would, however, expect them to work with **at least two** peace initiatives

Evidence

Please provide newspaper articles, and photographic and written evidence.

Mindfulness corner- Non campus

On our Non campus we have established a mindfulness corner which students can use for quiet reflection and prayer. The corner is used to help students take a break from their busy school day.



As well as this, mindfulness is practiced daily on Non campus with specialist extended meditation sessions led in year 6 by Mr J Neuman. These typically last 30 minutes and are a massive benefit to our students.



Reflection space Dewi

We are pleased to soon be offering a reflection space on Dewi. This will be a place where students of all faiths and philosophical convictions can come to find some peace, pray or meditate and reflect in silence.



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Lesson on inner peace- As noted above, our Peace Mala bracelet lesson this year has focussed on 'inner peace' and the advantages that developing this can have for our communities- 'we can never obtain peace in the outer world until we make peace with ourselves'. Through this lesson it is hoped that students in Year 10 can foster this attitude to life daily, particularly as they approach the end of the secondary school journey.

How do you think you could develop mindfulness in your life?

- Do you think you could commit time each day to this?
- What do you already do to foster mindfulness?

Interfaith pen pal project- This year has seen YPD introduce our Peace Mala Pen Pal project. Trialled in English lessons with Mr Greenish, this spring our year 6 class have been writing peace mala pen pal letters to another Faith School. Mr Greenish made links with Avanti Schools trust in England to propose a project that would encourage students to both share aspects of their own experience of faith and religion and to learn about those of another faith school. Avanti Trust is a MAT Hindu faith school with several locations in England. This project focussed on Avanti Primary School in Stanmore, England. Our students explored Hinduism and had the opportunity to explore Avanti Trusts website, learning about this school and its values. They then further explored what it means to attend a Christian faith school and how their school may differ to others. They then wrote their letters with a focus on expressing our school values, what it is like in our school (including our faith values) and to ask questions/learn about the values of a Hindu Faith school. The letters our students wrote have been sent off and we are now eagerly awaiting a reply!

Year 6 class celebrating their letters:

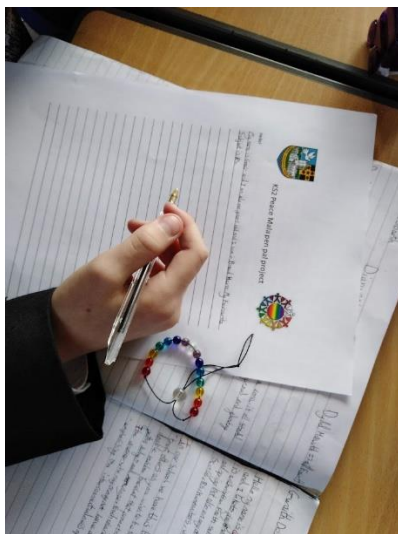
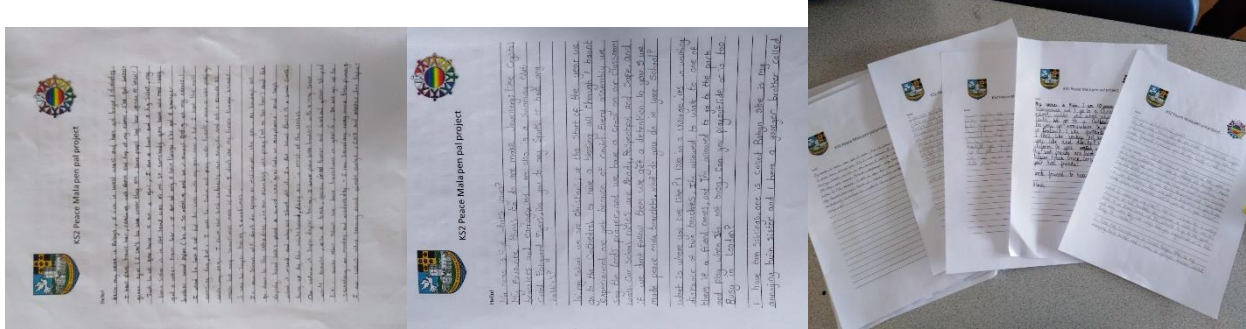




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This early exposure to Peace Mala and our values will help to create a Peace Mala journey throughout school as well as making the emphasising the profile of our school as a 'Peace Mala School'.



Year 6 Writing their letters to Avanti Trust Primary.

Porthselau work on Philosophical conviction and Christianity

Shrove Tuesday and Ash Wednesday are important days in the Christian calendar as they mark the beginning of Lent. We all made pancakes (and developed our maths skills!) on Shrove Tuesday, and we made Lenten promises on Ash Wednesday.

Students had the chance to reflect on the meaning of Lent as a spiritual practice and made their own lent promises/vows.



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Mrs Raggett became the Assistant Head in charge of Wellbeing at Ysgol Dewi Sant in 2013, and came across the concept of Mindfulness by chance. She was keen to address the growing national problem concerning the happiness of our young people. According to a survey carried out by The Children's Society at that time, young people in the United Kingdom had ranked 14/15 countries, in terms of happiness. Clearly, wellbeing and learning are interconnected, and in order for effective learning to take place, students need to have the right mind set. Only happy children will be effective learners.

However, it is clear that young people today face many pressures and anxieties; the pace of life is fast, with little opportunity for quiet, reflective time. In her role as a Religious Studies teacher, she had always recognised the value of quiet time and frequently incorporated stillness activities into her lessons. These were always enjoyed by the students and following one such lesson, a member of the class went home and told her Mum how useful it had been in enabling her to focus. By chance, the student's mother had recently trained in the Mindfulness in Schools .b project and approached Mrs Raggett with the view of trialling the programme at Ysgol Dewi Sant. The programme involves a combination of meditation and breathing exercises designed to help students de-clutter their brains, respond more skilfully to negative thoughts and emotions and focus calmly on the present. Mr Hayne and Mrs Raggett rolled out the programme to a randomly selected group of Year 10 students and were delighted with the response. The aim was to provide our students with mindfulness as a life skill – to feel happier, calmer and more fulfilled; to improve relationships; to aid concentration and thus learning; to help cope with anxiety and stress.

Due to the positive response to the programme, the school decided to roll it out across the whole of Years 10 and 11. Teachers were also invited to attend weekly mindfulness sessions and we provided weekly drop-in lunchtime sessions for exam year groups, which focused on techniques to alleviate exam stress. Following the success of the initiative, Mrs Raggett was invited to attend a course delivered by the Hawn Foundation, called the MindUP programme. This programme aims to improve social and emotional skills; focus attention; explore how one's attitudes and actions affect ourselves and others, linking effectively with restorative practice. Having witnessed this programme first hand during a visit to a school in Hackney, Mrs Raggett was struck by the positivity and community ethos it engendered and decided that it would be most beneficial to our young people. Thus, we introduced the



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programme to the entire Year 7 cohort, whilst incorporating the core strategy of the Brain Break, into the daily lives of the entire school population. Parents and staff were invited to partake in a workshop explaining the programme and the advantages of buying into the concept as a whole school community.

Gradually, mindfulness became integral to the whole school ethos. It became part of what we do. Teachers are encouraged to model mindful behaviour, to the extent that the whole school approaches assembly in a mindful manner, beginning the day with a few moments of quiet reflection. Mindfulness has become important during external exams, with every exam beginning with a Brain Break – a strategy aimed at calming students at times of extreme stress. Students are encouraged to be mindfully aware of the thoughts and feelings of others – linking with emotion coaching and Attachment Awareness.

Over the following few years, our school engaged with all the aspects of both programmes and the impact on the positive outlook of both students and staff was tangible. Students now have a better understanding of neuroscience - the science behind the working of the brain and how this affects their social and emotional learning, together with their interactions with others. The Mindful Awareness sections of both programmes encourages students to consider their place within the wider community, indeed the whole world community, thus encouraging feelings of altruism and involving themselves in charitable projects.

Our success in incorporating mindfulness across the whole school curriculum was recognised as excellent practice within Pembrokeshire Education Authority and beyond. We were frequently invited to share our experience across a number of platforms within Wales. Initially, as an accredited ERW Professional Learning School for Mindfulness, we were visited by a number of school leaders who wished to see mindfulness in practice within a school environment. Together with a selection of our students, I attended and presented at a number of high profile Wellbeing conferences, including amongst others, Academi Wales Conference, Sophia Gardens, Cardiff; The All-through Schools Forum, Cardiff 2017; Wellbeing Conference at Parc-y-Scarlets in 2018; Wellbeing Conference Novotel Cardiff 2019. At many of these conferences our students were able to explain first hand, their experience of mindfulness and the benefits they have derived from its use as a life skill.

Our engagement with mindfulness also attracted attention and support from local actor and celebrity Jerome Flynn, together with a Wellbeing organisation which visited the school for a day of workshops with students, in which the practice of mindful awareness and its benefits for the wider community, were explored. The initiative was also recognised by Professor Robin Banerjee from Sussex University, who was interested in carrying out a Wellbeing research project. At that time we were transitioning to an All-through Age school, so we decided to trial and assess the impact of mindfulness within our primary sector. The results were particularly interesting in the area of fostering positive relationships and conflict resolution.

Whilst it is difficult to measure the impact of mindfulness, we as a school have no doubt that it has contributed to improved attendance and outcomes. students inform us regularly that it contributes to their wellbeing. Not only can mindfulness be beneficial at an individual level, it has wider implications for a whole community. In the words of one advocate: 'If all the world's children were taught mindfulness there would be world peace within a year'. The connections with the ideal of the Peace Mala initiative are therefore obvious.

<https://www.westerntelegraph.co.uk/news/11667369.mindful-students-at-ysgol-dewi-sant-celebrate-achievements-with-ripper-street-star-jerome-flynn/>



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Jerome Flynn would often join us in our school assemblies and mindfulness sessions.

Head teacher David Haynes said he has been impressed with the results: "The impact has been outstanding in terms of stress relief, concentration for lessons, and the wider world of performing on stage and sports activities.

"Our outcomes for our Year 11 children this summer are looking significantly better than last year and mindfulness will have a part to play in that."

<https://www.bbc.co.uk/news/uk-wales-27844324>



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As a school we have also been leading the way on mindfulness in Wales and held a conference back in 2015 promoting the mindfulness course to other schools in Wales. Despite Elizabeth Daniels and Mrs Raggett leading the way in our school, the conference was run by Dr Sophie Sansom from the Mindfulness in Schools Project. In her presentation she explained what mindfulness was and how to use it and teach it in the classroom.

Ysgol Penrhyn Dewi now delivers the Hawn Foundation's Secondary 'MindUP' Programme, the aim of which is to 'foster social and emotional awareness, enhance psychological well-being, and promote academic success'. The MindUP classroom is an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences and the capacity of each member of the community to grow as a human being and a learner. Pupils learn about the brain and how it functions, gaining an insight into their own minds and behaviours, as well as those of the people around them. Central to the aim of The Hawn Foundation is the key question of whether our rich, material world translates into happiness, contentment and optimism. The issue is whether we take sufficient account of our children's mental health and wellbeing, whilst we continually focus on academic excellence. The programme in practice, which is delivered at Ysgol Penrhyn Dewi to every Year 5&6 pupil, together with the .b Mindfulness in Schools programme in the Fulfilment Phase. These initiatives have undoubtedly impacted on the positive ethos of the school and have contributed to improved outcomes.

To keep their training up to date, in November 2020 a number of YPD staff completed an 8 week mindfulness course.



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In March 2020 Our School Choir School listened to the Peace Mala anthem 'One Light' and were excited to start learning the song for the Festival in June. However due to COVID-19 this has been put on hold.

Our Peace Mala Ambassadors attended the Brecon Event back in September 2019, this gave them an understanding of respect, friendship, tolerance and peace between all communities, cultures and enlightened, compassionate faiths. Peace Mala promotes and encourages community cohesion and from attending this event Our Ambassadors have worked hard this year trying to embed the Peace Mala message across our school and are involved in involvement in planning the World Peace Mala Festival at St David's in June 2020.



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Thank you for completing your Accreditation Self-Evaluation Form!
As soon as we receive this it will be sent to our Board of Trustees and Educational Advisors
for approval.

We look forward to you joining our growing family of Peace Mala Accredited Schools.



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