



Peace in our World

Enquiry Question: How can we build peace in our school, community and world?

This interdisciplinary Humanities project explores peace as a personal, social, environmental, ethical and global concept. Through RVE, History, Geography and Citizenship, learners investigate how peace is created, maintained and challenged. The enquiry ends in a public exhibition where learners share their findings and propose actions for building peace in their communities.

Session	Enquiry Question	Learning Intentions	Activities	Humanities Links
What is peace?	What does peace mean?	- Explore multiple understandings of peace - Develop enquiry questions - Consider personal experiences of peace	- Stimulus Activity: display images of: nature, community celebrations, conflict resolution, diverse cultures working together. Ask: What do these images have in common? Is peace always quiet? Can peace exist during disagreement? - Group Task: create a mind map: Peace is... - P4C Discussion: Is peace the same for everyone? Can one person create peace? - Class Peace Wall displaying learner ideas.	Statements 1,2 and 5.
Peace through History	Who has helped to build peace?	- Investigate historical figures - Examine motivations and actions	- Research challenge: Create a Peace Hero Profile containing biographical information; important achievements; challenges faced; lasting impact (e.g. Mahatma Gandhi, Nelson Mandela, Mala Yousafzai, Martin Luther King) - Timeline Activity: create a classroom timeline showing significant peace-related events. - Reflection: What qualities do peacemakers share?	Statements 1,2 and 4.

Peace, Beliefs and Worldviews	What can beliefs teach us about peace?	• Explore religious and non-religious worldviews • Compare beliefs and values	• Learning content: Christianity (forgiveness and peace-making); Islam (peace (Salaam) compassion and community); Buddhism (mindfulness and inner peace); Hinduism (Ahimsa and non-violence); Judaism (Shalom and wellbeing); Humanism (empathy, cooperation and human rights) • Similarities and differences challenges – learners compare teachings about peace • Quote Analysis – analyse peace quotations from different traditions • Creative response – create artwork representing peaceful living.	Statements 2,4 and 5
Peaceful Communities	What makes a community peaceful?	• Explore place and belonging • Investigate factors promoting wellbeing	• Local Area investigation. Identify: green spaces, community facilities, safe places, areas needing improvement • Mapping Task – create a map labelled: “Places that Help People Feel Safe and Connected”. • Design challenge: design a peaceful community including parks, transport, community spaces, housing. Wildlife habitats.	Statements 3, 4 and 5
Peace, Fairness and Justice	Why are fairness and justice important for peace?	• Consider ethical dilemmas • Develop empathy	• Scenario-Based Learning – explore situations involving bullying, exclusion, unequal sharing, environmental change. • Discussion questions: What is fair? Does fairness always mean equality? Can there be peace without justice? • Peace builders circle: role-play conflict-resolution strategies.	Statement 5
Taking Action for Peace	How can we make a difference?	• Develop active citizenship • Take informed action	• Pupils select a class action project such as friendship campaign, playground peace ambassadors, kindness week, community garden, environmental project, intergenerational partnership • Reflection: How do small actions contribute to peace?	Statement 5

Exhibition Preparation	How can we share our learning?	Prepare exhibition displays	Groups prepare exhibition displays. Possible sections include: Pace through history (historical timelines and Peace Hero profiles; Voices of Peace (interviews, quotations and reflections); Beliefs and Peace (RVE displays and comparison work); Peaceful Communities (Maps, models and design work); Taking Action (Evidence of learner-led activities).	Statements 1-5
Culminating Event	Peace in Our World Exhibition	How can we build peace in our school, community and world?	- Invite: families, governors, community members; other classes - Exhibition Features: Historical Peacemakers Gallery – learner research on influential peacemakers; Many Voices, One Hope – RVE display exploring beliefs and worldviews; Peaceful Places – community maps and sustainable town designs; Learner Reflections – what peace mean to me; Class Peace Charter – shared commitments developed by learners; Action Zone – presentation of class peace projects.	Statements 1-5.

Assessment Opportunities:

Learners can:	Evidence of Learning
Describe: - Different meanings of peace - How peace is understood in different traditions Explain: - How beliefs and values influenced actions - Why fairness and justice matters Investigate: - Historical and contemporary examples of peace-making	Teachers may collect: - Enquiry questions - Research notes - Timelines - Maps - Artwork - Pupil voice recording - Reflection journals

- Local and global issues Reflect: - On their own values and responsibilities - On multiple viewpoints Act: - To improve their school or community - As ethical and informed citizens	- Peace Hero Profiles - Community action plans - Exhibition presentations
---	---

Four Purposes Links	RVE Concepts relevant to the above sessions:
- Ambitious, Capable Learners – through enquiry, research and critical thinking - Enterprising, Creative Contributors – through designing solutions and exhibition work. - Ethical, Informed Citizens – through exploring peace, justice, rights, beliefs and sustainability - Healthy, Confident Individuals – through reflection, collaboration, empathy and positive relationships.	RVE guidance support learners to explore religious, non-religious philosophical convictions, beliefs, values and ethical perspectives through enquiry and critical reflection. The sessions above develop learners' understanding of: - Beliefs, values and ethics - Meaning, purpose and identity - Belonging and community