Peace Mala: Accreditation Self Evaluation Form

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

School Accreditation

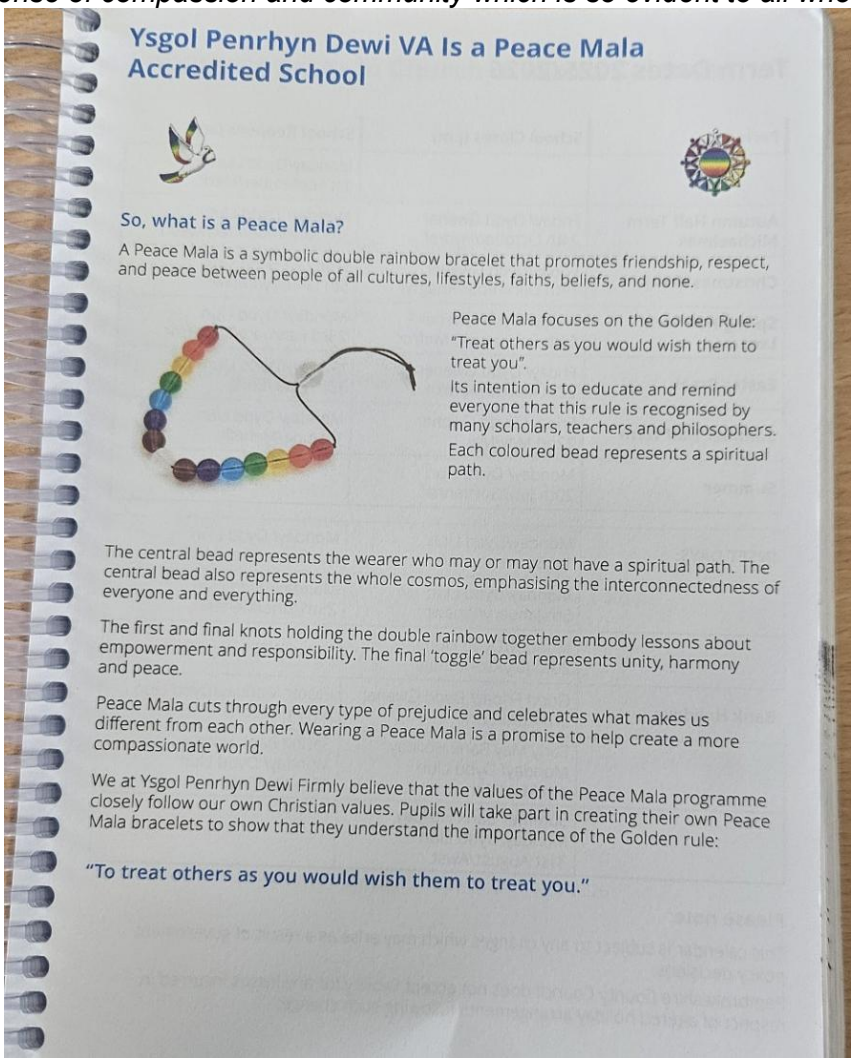
A Peace Mala School is committed to placing the vision and message of Peace Mala at the heart-centre of its values system. There are seven keys areas for action that we require your school to provide evidence form in the form below. **Please write your evidence in the tables below and include photographs.**

School Name:	Ysgol Penrhyn Dewi VA	
Date of Submission:	20th May 2026	**Award Aimed For:** (delete as appropriate) *Gold*

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.
Suggested Actions Peace Mala is in the School Development Plan. Peace Mala presentation to Governors. Peace Mala School Assembly with parents invited. Peace Mala activities explained in Parents Evenings. The school has a prominent designated notice board and web pages or newsletter which details Peace Mala activities. These activities are reported in assemblies and at Governors' Meetings as well as being regularly communicated to parents and the wider community. View the list of Peace Mala schools on our website - join the list and communicate with each other to share good practice.
Evidence *Please provide evidence of school development plan, both photographic and written.* *The Peace Mala project is explained to parents/carers of Year 10 pupils parents when discussing what has been taught this year. There is naturally no photo evidence of this.* *Peace Mala strategy is discussed at our Vision and Ethos committee meetings, wherein the Christian character of the school is discussed, reviewed, and actions put forward to develop it. Peace Mala is recognised as an important aspect of the school given the rising division around the world.* *Below is an image of the Peace Mala notice given to all pupils. At the start of each year, pupils are given a planner where they record their homework and important information, as well as helpful*

resources. One of these resources is a reference page to the fact that we are already a Peace Mala accredited school, but more importantly what the Peace Mala represents. As is shown in the text near the bottom of the page, the Peace Mala programme closely follow our own values and underpins the sense of compassion and community which is so evident to all who visit the school.



Ysgol Penrhyn Dewi VA Is a Peace Mala Accredited School

So, what is a Peace Mala?

A Peace Mala is a symbolic double rainbow bracelet that promotes friendship, respect, and peace between people of all cultures, lifestyles, faiths, beliefs, and none.

Peace Mala focuses on the Golden Rule:
"Treat others as you would wish them to treat you".
Its intention is to educate and remind everyone that this rule is recognised by many scholars, teachers and philosophers.
Each coloured bead represents a spiritual path.

The central bead represents the wearer who may or may not have a spiritual path. The central bead also represents the whole cosmos, emphasising the interconnectedness of everyone and everything.

The first and final knots holding the double rainbow together embody lessons about empowerment and responsibility. The final 'toggle' bead represents unity, harmony and peace.

Peace Mala cuts through every type of prejudice and celebrates what makes us different from each other. Wearing a Peace Mala is a promise to help create a more compassionate world.

We at Ysgol Penrhyn Dewi Firmly believe that the values of the Peace Mala programme closely follow our own Christian values. Pupils will take part in creating their own Peace Mala bracelets to show that they understand the importance of the Golden rule:

"To treat others as you would wish them to treat you."

Below, Year 10 pupils can be seen making and wearing their Peace Mala bracelets. Part of the task involves showing resilience when trying to thread the two ends of the bracelet through the final bead. Pupils show teamwork and embody what Peace Mala is all about as when some of the pupils who finish earlier on are able to go around the classroom and help others, showing the importance of community cohesion and working together. Interfaith dialogue is taught as part of this, as well as the increasing challenges faced by people of faith in light of major events around the world. Next year, we plan to complete this when pupils join us in year 7 so that they experience the message earlier on in their secondary school journey and so they can carry the message with them more effectively through their time at the school.



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.* As above, Year 10 pupils can be seen making and wearing their Peace Mala bracelets. Part of the task involves showing resilience when trying to thread the two ends of the bracelet through the final bead. Pupils show teamwork and embody what Peace Mala is all about as when some of the pupils who finish earlier on are able to go around and help others, showing the importance of community

cohesion and working together.



The Golden Rule is a thread which runs through Religious Studies lessons at YPDVA. Pupils are regularly reminded of the teaching to treat others as they'd like to be treated. In the Autumn Term of 2026, Year 9 displayed a particular interest in animal rights, so we developed a scheme of work around how animals should be treated. As part of this, pupils discussed the meaning of the Golden Rule and discussed whether it should apply to animals too, as shown in the image below, which is taken from the lesson PowerPoint. Elsewhere in the curriculum, pupils learn about the importance of inter-faith dialogue, community cohesion, as well as the benefits and challenges of being Muslim in the UK. This helps pupils consider perspectives outside of media narratives and to develop empathy.

Should The Golden Rule Include Animals?

RECAP

What is the Golden Rule?

What does it mean?

Do you agree with it?

Is it something which only applies to Christians?



In October, the school celebrates Black History month. As part of this, black authors are celebrated and encouraged as part of the reading for pleasure initiative around the school. Black individuals who have committed themselves to bettering the world and promoting equality are celebrated.



In May 2026, the Criw Cymraeg, a school committee aimed at raising the profile of the Welsh language across the school, held an assembly to celebrate the diverse nature of our school. The pupils who spoke did so in the language of their birthplace, heritage or culture. Languages spoken included Urdu, Spanish, Welsh, Polish and German.



Throughout the year pupils have had the opportunity to attend retreats. These have been a time of prayer, creativity and for pupils to express what faith means to them. They all went on a mini pilgrimage to St Davids Cathedral and concentrated on the words of St David, ”Be joyful, keep the faith and do the little things”.







Pupils have also attended assemblies and services in St Davids Cathedral which have celebrated occasions such as Harvest-collecting food for those who need it in our local community, Christmas, St David’s Day and Easter.

Three of our pupils were asked by the Archbishop of Wales to read prayers in Welsh and English at her Enthronement in November 2025. This was a huge honour, and they joined people of all faiths at this historic event.











I

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.
Evidence *Please provide newspaper articles, and photographic and written evidence.* *In November 2024, 43 pupils (predominantly from year 11, but with some year 10 pupils) and 4 members of staff visited Auschwitz. Having spent the week in Krakow, pupils visited and had a tour of the Jewish Quarter, went to Auschwitz and even attended a talk from a Holocaust survivor's daughter, who told of her mother's story. The experience was invaluable and one we are keen to provide for other pupils. Doing so reminds pupils of the dangers of hate and the importance of standing up against prejudice and discrimination.*

Ysgol Penrhyn Dewi
November 21, 2024 ·

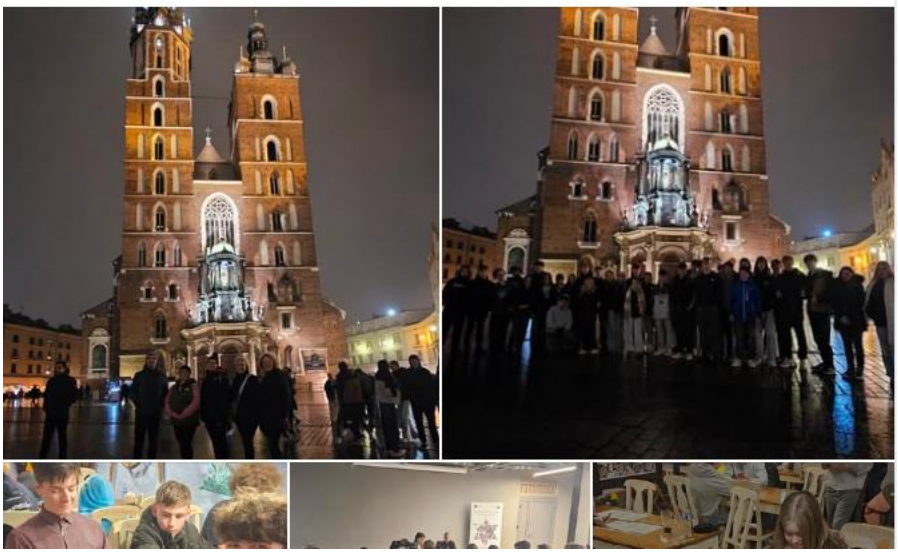
Last week, 43 Year 10 & 11 pupils enjoyed a visit to Krakow, Poland. They all set off on the Monday with the hopes of an evening arrival in Poland, but some thick fog just 100m above the runway put paid to those plans for the night! Pupils were incredibly adaptable and patient as they were diverted to Vienna, Austria.

The following day, they headed once more to Krakow where they were pleased to touch down at their intended destination! Pupils enjoyed some of the local cuisine in Pierogi upon arrival before enjoying a group walk around the Old Town and taking in some of the sights including St Mary's Basilica.

On Wednesday, they started the busy day with a visit to Auschwitz-Birkenau. Here, the group had a walking tour where they learned lots of information and displayed their curiosity by asking some excellent questions about the Holocaust.
On return to Krakow, pupils braced the 0° temperatures for a walking tour around the Jewish Quarter, before listening to a talk from the daughter of a local Holocaust survivor.

After a busy and tiring few days, pupils had a chance to blow off some steam with a visit to a nearby waterpark, before going bowling and enjoying some shopping time in the Old Town.

Mr Barclay would like to thank Mrs A. Morgan, Mrs S. Davies, Mrs J. Stiles, and Mrs J. Bickerton for their support throughout the visit and for giving of their time to help provide this opportunity. Also, a big thank you to Mr Barclay for organising and leading on such a wonderful experience for our pupils!



Following on from the above, some of the year 10 pupils, who are now in year 11, who came on the Poland visit delivered an assembly to the school on the importance of remembering the Holocaust. They've done this for the last 2 years, providing an invaluable insight from pupils who have been to the site to share what they learned.



Pupils in year 9 and 7 engage in a buddying program, which takes place during form time. This is to help bolster several needs within the school, but the reason most relevant to this is the desire to support the inclusive nature of the school, where everyone feels welcome, that all pupils belong, and that everyone has somebody to support them in times of need. It is also to promote a sense of anti-bullying, and differences among pupils are celebrated.

Pupils engage with a range of causes and charities. Each year, pupils mark anti-bullying week. In the image below, pupils learned about the difference between banter and bullying in their phase assemblies.



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.

YPDVA has strong links with our partner school in Mahloenyeng in Lesotho. Part of the focus this year involved helping girls in Lesotho make reusable sanitary pads to promote and foster period dignity.



Pupils in year 10 and 11 learn about the work of Christian Aid and Islamic Relief. For year 11 pupils, this is part of the GCSE, where they learn about the impact of charity, in particular those based on religious values. Year 10 pupils have recently completed a unit on Money and learned various religious attitudes towards wealth, and the importance of spending time and money to help others.



Each year the school celebrates and raises money for Children in Need. This is achieved through a variety of fundraising activities such as non-uniform day and the running of a bake sale led by pupils. Assemblies of the week focus on the teaching of compassion and helping others. YPDVA also supports Sandy Bear Charity, which supports children, including pupils who attend and have attended YPDVA. Again, this is achieved through raising awareness of the charity, their events and cause, as well as direct fundraising to support the charity's work in the local community.

Pupils from Non Campus performed Sesotho songs for Basotho visitors to St Davids for Moshoeshoe Day celebrations.

Ysgol Penrhyn Dewi
November 16, 2025 ·

We surprised ourselves with the incredibke total of £1052.25 raised across our 3 Campuses for Children in Need on Friday. Here is a snapshot of some of the fundraising activities that our children and staff enjoyed. We used the theme of bears to coincide with the anniversary of. "We're Going on a Bear Hunt". A big thank you to all who contributed. BBC Children in Need St Davids City Council Solva Community Council Llanrhian Connected Community The Church in Wales / Yr Eglwys yng Nghymru





Pupils across all campuses in our 3-16 school have raised money for a number of charities including Children in Need, Red Nose Day and the NSPCC.

AREA FIVE

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.

Evidence

Please provide evidence both photographic and written.

In Autumn 2025, we were fortunate to have Alison and Ed attend the school to speak with year 8 pupils about their faith. In these sessions, pupils asked some excellent, thought-provoking questions and gained so much from the experience.



On 27th April, we were visited by a Humanist to discuss their non-religious viewpoints with year 11 pupils who were able to ask questions. This not only supports pupils undertaking their GCSE Religious Studies exam this summer, but builds an understanding, tolerance and respect to people of a wide variety of faiths, while also adding authenticity to the beliefs being studied.



In Art lessons, Year 8 study what it is to be Welsh, they study Grayson Perry and discuss identity including him being a transvestite, they also create a banknote celebrating a Welsh icon of their choice.
Year 9 study The Day of the Dead festival and create a calacca toy.
Year 10 and 11 students study a wide range of artists - some who cover culture, race and religion. Each student will choose their own artists who link to their projects.
Year 10 and 11 students had the opportunity to visit The Muse D'Orsay in Paris on a French and Art visit, evidence of this is in their sketchbooks. Some students will have used works of art seen there in their work. Evidence of some of these is shown through the screenshots and pictures below.

Student examples with a Welsh theme







Grayson Perry



1. Describe Perry's work in no more than 200 characters using as many key words as possible

.....
.....
.....
.....



2. What key words would you use to describe his work?

*
*
*
*
*

4.What are the strengths in Grayson Perry's work? Do you like it?

5. How does Grayson Perry's work link to our theme of 'Welsh values'?



6. Has he inspired you? If so, how?, if not, why?

3. What materials/processes do you think he might use?



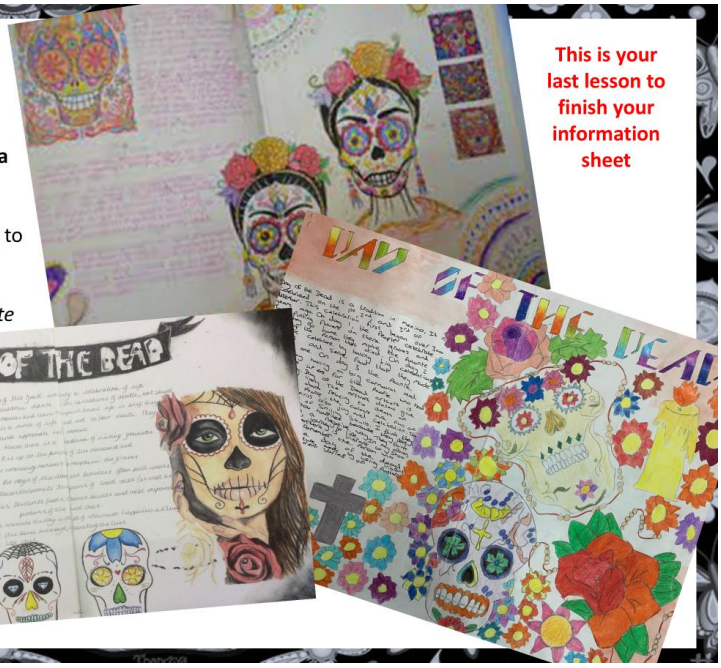
Look at these student examples to inspire you!

SUCCESS CRITERIA

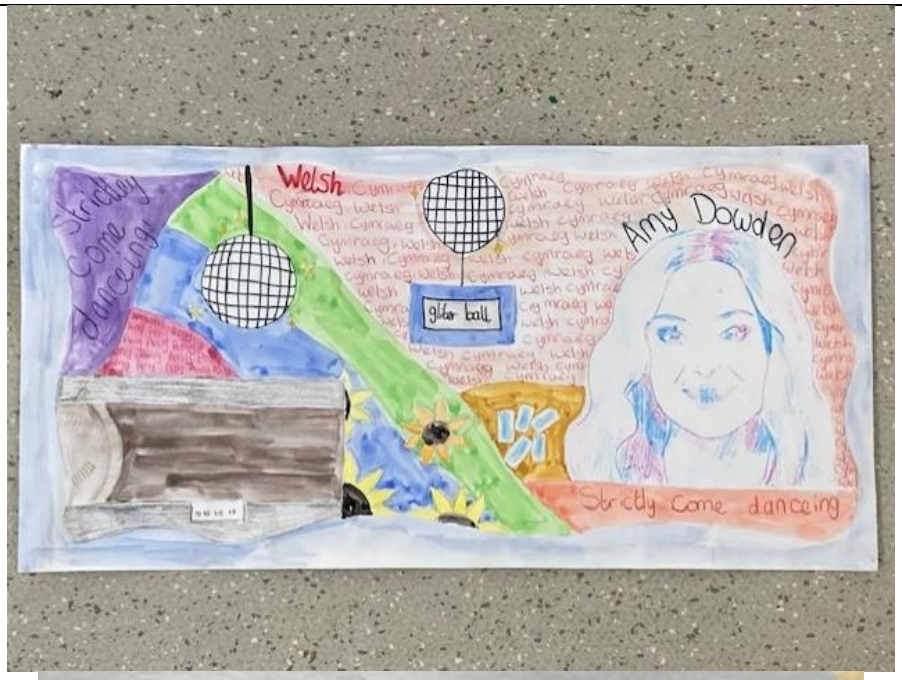
To develop an **INFORMATION SHEET** on the **Dia De Los Muertos**. It MUST include;

- A TITLE
- An explanation of the **KEY WORDS** relating to the festival *SEE WRITING FRAME*.
- **Illustrations** of images and folk art designs from the culture investigated in *appropriate media.*
- *It is really important to plan your layout before you start*

There are laminated sheets to help you with imagery and don't forget to use your completed worksheet



This is your last lesson to finish your information sheet


Welsh
Amy Dowden
Strictly Come dancing
glitter ball
Strictly Come dancing


AIG

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.

As shown in Area 2, Year 9 pupils discussed whether the Golden Rule should apply to animals, concluding that it should.



In May 2026, Year 9 pupils attended Treginnis Farm for City Children for a week on a residential visit. Pupils groomed farm animals including horses, looked after them, brushed them, made sure they didn't have anything they shouldn't in their manes. They also learned about checking the health of horses and ensuring appropriate food was used in looking after them. They also learned about looking after chickens and had to clean them out to protect them against diseases.





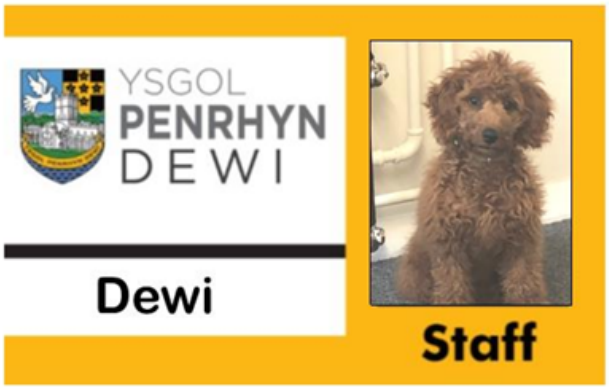


YPDVA also has a school dog, who supports children and supports their wellbeing. Pupils are taught in assembly how to handle Dewi, where to touch him and where not to, to ensure he is comfortable. In the picture below, Dewi is supporting a year 4 lesson. He wanders around the room as pupils work, helping pupils to develop compassion. There are clear rules, as shown below, and when Dewi attends lessons, pupils are asked to check the floor very carefully for any food, building an awareness that some foods are actually harmful to dogs, such as grapes and chocolate.

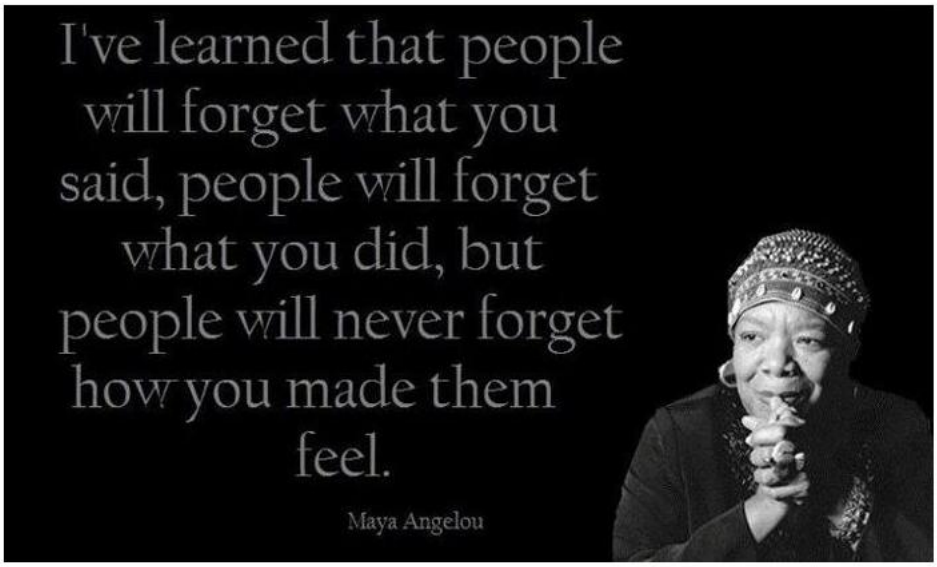

RANGE
MEAN
MODE
MEDIAN

4. Codes of Conduct

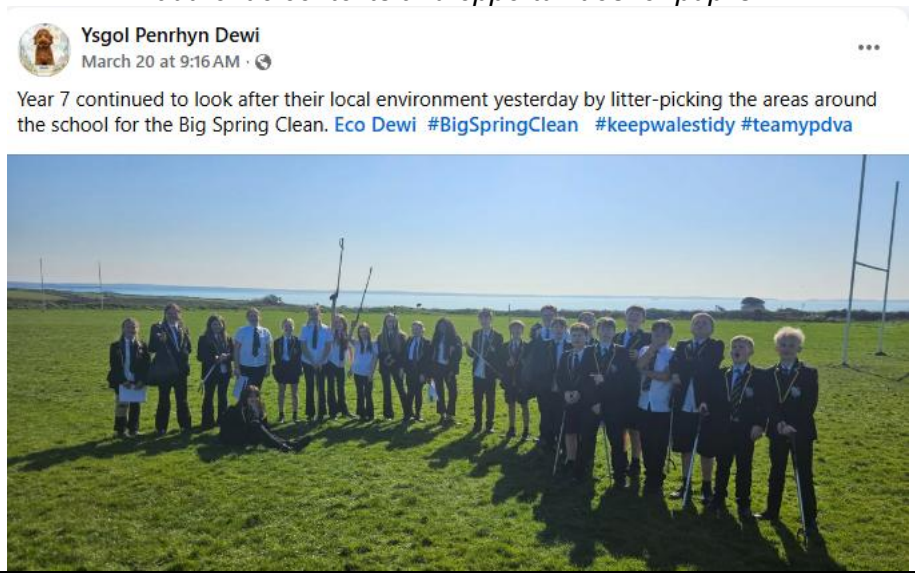
- Once dog therapy sessions begin (following appropriate training), parents will be consulted regarding allowing their children to the dog and will give consent if they wish this intervention to occur.
- Pupils whose parents have withdrawn consent will not be allowed to interact with Dewi or attend dog therapy sessions
- Pupils should be careful to stroke Dewi on his body, chest, back and not by his face or on top of his head
- Pupils are not allowed to eat while in the presence of Dewi
- Pupils must always wash their hands after handling/ stroking Dewi
- Pupils understand that any deliberate threatening behaviour towards Dewi will result in exclusion
- In any interaction pupils should be reminded of appropriate behaviour around the dog ie. not make sudden movements, do not put their face near the dog, always approach standing up, never disturb when Dewi is sleeping or eating
- Everyone must wait for Dewi to be sitting or lying down before touching or stroking him



In a Year 9 phase assembly, kindness, compassion and the Golden Rule were discussed, while also referring to the work and words of Maya Angelou, as below.



Each year during Big Spring Clean Week, pupils in year 7 and in our primary campuses venture around the community, particularly around the school grounds and fields, collecting as much litter as they can, teaching them the importance of looking after our environment. In a school which is in such close proximity to the oceans, this point is well understood by pupils. The school collaborates with local companies such as Eco Dewi and Car Y Mor to promote sustainability and to provide authentic contexts and opportunities for pupils.



Ysgol Penrhyn Dewi
March 17 at 3:44 PM ·

Year 7 have made a great start collecting litter around the Dewi Campus this morning as part of the Great British Spring Clean.
Working together for a cleaner , safer environment, one bag at a time'
Why not join in this weekend for one of our beach cleans or community litter picks in conjunction with Eco Dewi. Eco Dewi #GreatBritishSpringClean




Ysgol Penrhyn Dewi
March 20 at 9:09 AM ·
As part of the Big School Spring Clean, Porthselau and Porthmawr collected litter around the skate park in St Davids. We collected almost two bags of litter, including ... See more
PIC·COLLAGE
PIC·COLLAGE



We have participated in the Big Plastic Count, The Big Walk and Wheel, Big School Birdwatch and the Great Big Spring Clean. We also participated in World Clean Up day, which our partner school in Mahloenyeng, Lesotho, and HOLO also participated in.

Pupils in Years 2 and 3 have run a campaign to persuade people to walk to school and to switch off their car engines when stationary (we have videos for this), as well as putting up air quality monitors around school to research air pollution levels for Asthma UK.
Pupils in Years 4 and 5 have been undertaking a project to persuade people to stop buying products that include palm oil.

The below images show our year 11 pupils planting wildflower seeds to help support biodiversity in the local area. This supports pollinators, improves soil health and helps to sequester carbon. Requiring less water and fertiliser, they are a sustainable means of supporting the local environment.





Pupils in year 2 are growing their own vegetables, demonstrating an understanding and development in awareness of being self-sufficient, healthy eating, and caring for the environment by reducing airmiles. Pupils have also worked on monitoring air pollution. Trees have also been planted and pupils across the age ranges are taught about the importance of trees to our ecosystem and to the environment. In year 9 Geography, pupils calculate how much carbon is converted to oxygen.
See photos below.



For David Attenborough's 100th birthday, pupils learned about his contributions to sustainability and his attitudes to conservation, treating animals with kindness and protecting our planet. Many pupils were part of a video created by our Eco Committee in wishing him happy birthday.


Ysgol Penrhyn Dewi
May 8 at 3:32 PM ·
Happy 100th Birthday Sir David Attenborough_
Thank you for a lifetime of compassion and dedication to the natural world. Your voice has inspired generations to see the planet not just as our home, but as something precious to protect.
#happybirthday #davidattenborough #legend See less
Happy 100th Birthday
Sir David Attenborough
From
Ysgol Penrhyn Dewi
0:02 / 1:01

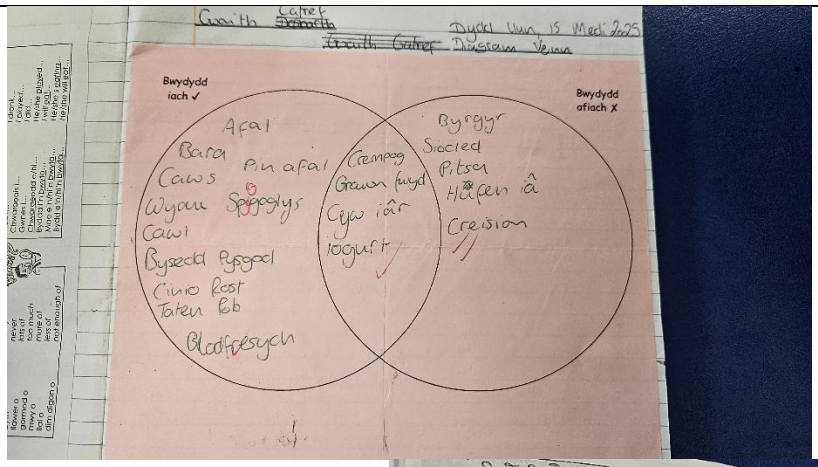

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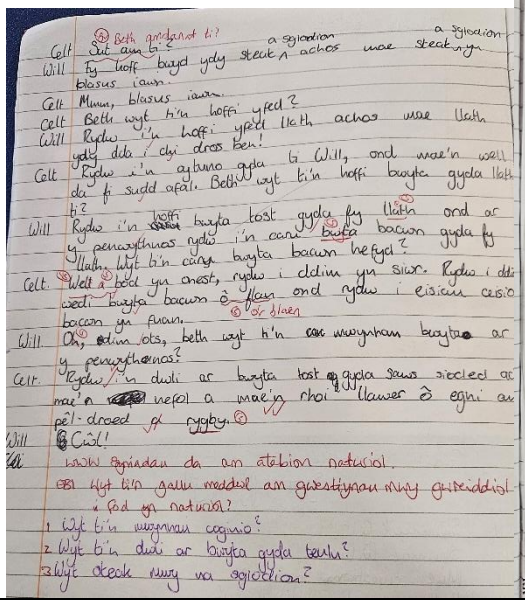


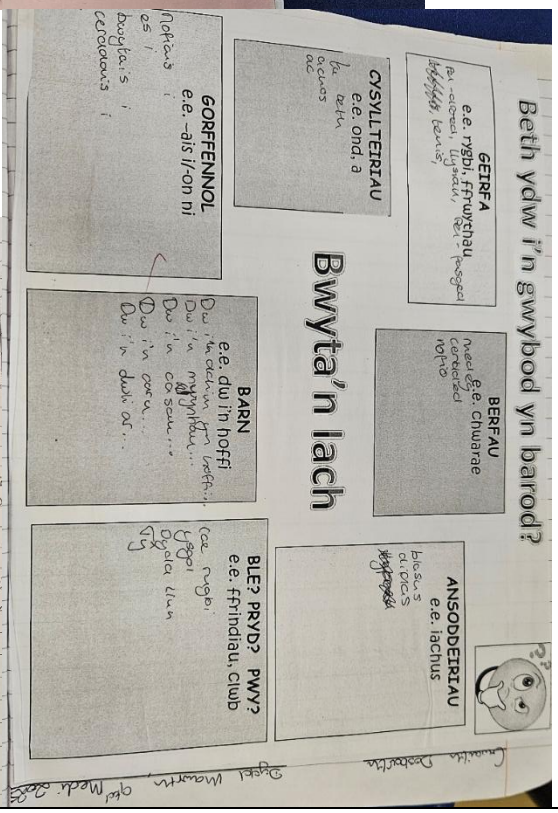
In year 11, Health and Social Care pupils visited our primary campus where they taught year 2 and 3 pupils about healthy eating. This is also an important experience for year 11 pupils in developing confidence in speaking in front of others.

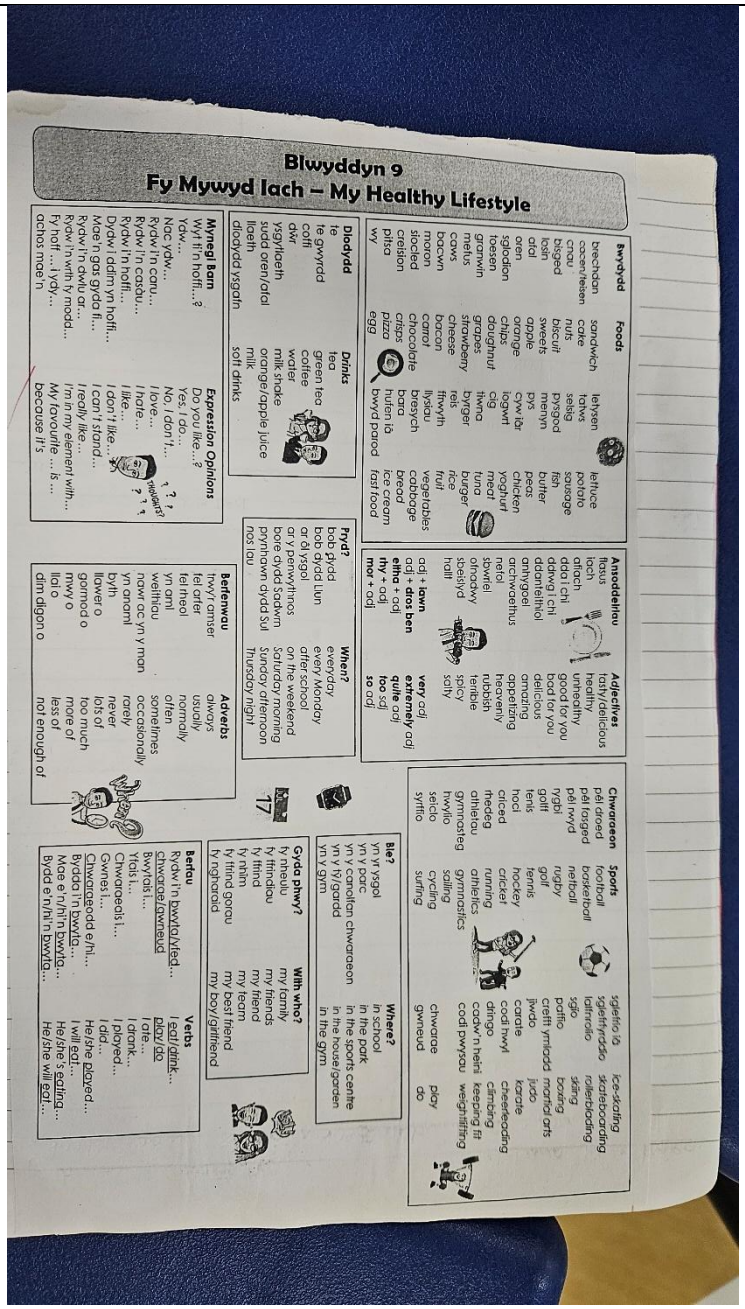


In Year 9 and Year 11 Welsh, pupils learn about healthy eating, including helpful phrases, terms and grammar around the topic. As part of this, they have to identify healthy and unhealthy foods.


Bwydydd iach ✓
Bwydydd afiach ✗
Afal
Bara
Pîn afal
Caws
Wyau
Sgoplys
Cawl
Bysedd Pysgod
Cinio Rost
Tatws Pob
Bloddest
Crempog
Grawn fwyd
Cyw iâr
Iogwrt
Byrgyr
Siocled
Pitsa
Hufen iâ
Creision


Celt Sut mae'n teimlo?
Will Fy mol yn brifo ac achos mae'n teimlo'n sâl.
Celt Mmm, blasus iawn.
Celt Beth wyt ti'n hoffi yfed?
Will Rydw i'n hoffi yfed llaeth achos mae llaeth yn dda i chi dros ben!
Celt Rydw i'n cytuno gyda ti Will, ond mae'n well da fi sudd afal. Beth wyt ti'n hoffi bwyta gyda llaeth ti?
Will Rydw i'n hoffi bwyta tost gyda fy llaeth ond ar y penwythnos rydw i'n caru bwyta bacwn gyda fy llaeth, wyt ti'n caru bwyta bacwn hefyd?
Celt Well a bod yn onest, rydw i ddim yn siwr. Rydw i ddim wedi bwyta bacwn o flaen ond rydw i eisiau cael bacwn yn fuan.
Will Oh, dim ots, beth wyt ti'n caru mwynhau bwyta ar y penwythnos?
Celt Rydw i'n dwli ar bwyta tost gyda sawsiau siocled ac mae'n hefyd a mae'n rhoi llawer o egni au pêl-droed i rygbi.
Will Cŵl!
Beth gwnaeth hi?
a sgwrsian
a sgwrsian
Wow sgyndau da am ateb'on naturiol.
Wyt ti'n gallu meddwl am gwestiynau mwy gwreiddiol
i fod yn naturiol?
1 Wyt ti'n mwynhau coginio?
2 Wyt ti'n dwli ar bwyta gyda teulu?
3 Wyt ti'n caru mwy na sgyrsiau?


Beth yw'n gwybod yn barod?
Bwyta'n Iach
GEIRFA
e.e. rygbi, ffrwythau
CYSYLLTEIRIAU
e.e. ond, a
GORFFENNOL
e.e. -ais i/-on ni
BAREAU
e.e. chwarae
BARN
e.e. dwi'n hoffi
BLE? PRYD? PWY?
e.e. ffrindiau, club
ANSODDEIRIAU
e.e. iachus



Blwyddyn 9
Fy Mywyd Iach – My Healthy Lifestyle

Bwydydd Foods

brechdan sandwich
cacen/teisen cake
cnau nuts
bisged biscuit
losin sweets
afal apple
oren orange
sglodion chips
toesen doughnut
grawnwin grapes
mefus strawberry
caws cheese
bacon bacon
moron carrot
siocled chocolate
creision crisps
pitsa pizza
wy egg
letysen lettuce
tatws potato
selsig sausage
pysgod fish
menyn butter
pysgodyn pesc
cyw iâr chicken
iogwrt yoghurt
tiwna tuna
byrger burger
reis rice
ffrwyth fruit
llysiau vegetables
bresych cabbage
bara bread
hufen iâ ice cream
bwyd parod fast food

Diodydd Drinks

te tea
te gwyrdd green tea
coffi coffee
dŵr water
ysgytlaeth milk shake
sudd oren/afal orange/apple juice
llaeth milk
diodydd ysgafn soft drinks

Mynegi Barn Expression Opinions

Wyt ti'n hoffi...? Do you like...?
Ydw, dw i... Yes, I do...
Nac ydw... No, I don't...
Rydw i'n caru... I love...
Rydw i'n hoffi... I like...
Dydw i ddim yn hoffi... I don't like...
Alla i ddim sefyll... I can't stand...
Rydw i'n casáu... I really like...
Rydw i'n wrth fy modd... I'm in my element with...
Fy hoff... ydy... My favourite ... is ...
achos mae'n because it's

Amseroedd/Ansoddeiriau Time/Adjectives

flaen front
iach healthy
afiach unhealthy
dda i chi good for you
ddrwg i chi bad for you
ddanteithiol delicious
amhygoel amazing
archwaethus appetizing
nefolaidd heavenly
nelfol rubbish
sbwriel terrible
sbeislyd spicy
hallt salty
adj + iawn very adj
adj + dros ben extremely adj
eitha + adj quite adj
rhy + adj too adj
mor + adj so adj

Fryd? When?

bob dydd everyday
bob dydd Llun every Monday
ar ôl ysgol after school
ar y penwythnos on the weekend
bore dydd Sadwrn Saturday morning
prynhawn dydd Sul Sunday afternoon
nos Iau Thursday night

Berfenwau Adverbs

Twyn'r amser always
fel arfer usually
fel rheol normally
yn aml often
weithiau sometimes
nawr ac yn y man occasionally
yn anaml rarely
byth never
llawer o lots of
gormod o too much
mwy o more of
lleiaf o less of
dim digon o not enough of

Chwaraeon Sports

pêl droed football
pêl fasged basketball
pêl rwyd netball
rygbi rugby
golff golf
tenis tennis
hoci hockey
criced cricket
rhedeg running
athletau athletics
gymnasteg gymnastics
hwylio sailing
seiclo cycling
syrffio surfing

Be? Where?

yn yr ysgol in school
yn y parc in the park
yn y ganolfan chwaraeon in the sports centre
yn y feithrinfa in the nursery
yn y gym in the gym

Gyda phwy? With who?

fy mheiliu my family
fy ffrindiau my friends
fy ffrind my friend
fy nhîm my team
fy ffrind gorau my best friend
fy nghariad my boy/girlfriend

Berfau Verbs

Rydw i'n bwyta/yfed... I eat/drink...
chwarae/gwneud play/do
Ydw i... I ate...
Chwaraeais i... I played...
Gwnes i... I did...
Chwaraeodd e/hi... He/she played...
Bydda i'n bwyta... I will eat...
Mae e'n/hi'n bwyta... He/she's eating...
Bydd e'n/hi'n bwyta... He/she will eat...

Pupils also learn about healthy eating in their PSE sessions, as shown below in the lesson PowerPoint.

TODAY'S SESSION – Healthy Eating Part 1

PiXL Wellbeing My Health



- Understand macro nutrients and different foods
- Explore and present how poor nutrition can impact your own and others health and wellbeing
- Develop nutritional knowledge by analysing food diaries & make healthier recommendations

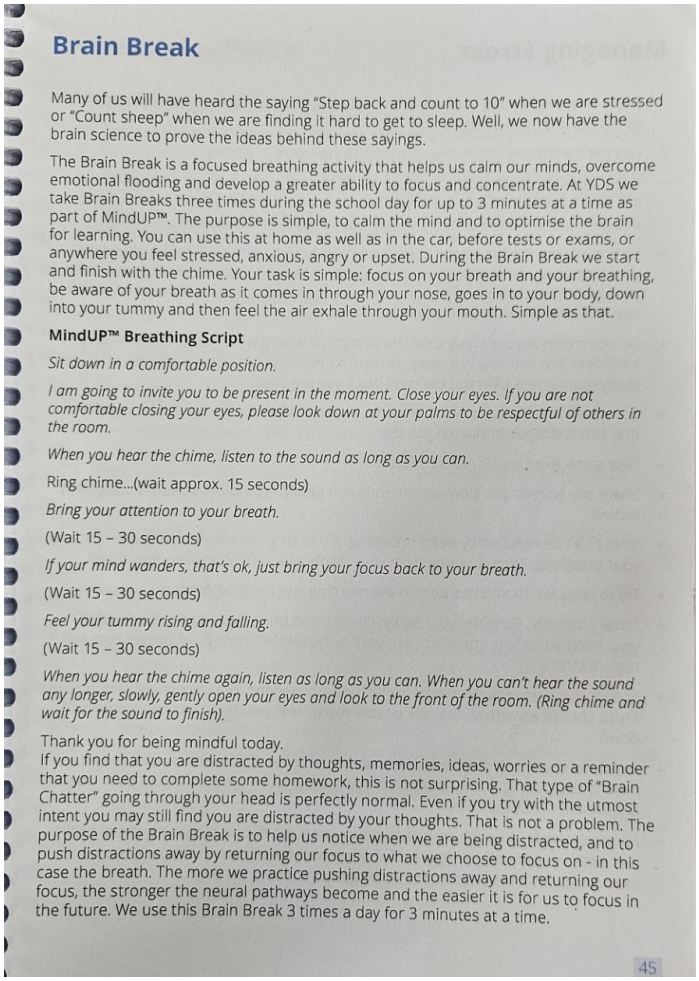
In a recent transition event, year 6 pupils from our cluster attended the school as part of their transition to secondary school. The focus of this event was 'Save Our Seas', as below. These sessions focused around protecting our waterways and coastline which are fundamental to the local environment of St Davids and the Pembrokeshire Coast National Park.



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.* *Part of YPDVA school policy is that teachers deliver the brain break at the beginning of any lesson which begins after a break, and optionally between. Each day, lesson 1, 3 and 5 begin with teachers*

ringing the chime and pupils listening to the sound while the teacher delivers the prompts outlined in the below script. This creates a calm environment and is useful for focusing and engages the vast majority of pupils, including those undertaking their GCSEs who may be experiencing exam-related stress.



Brain Break

Many of us will have heard the saying "Step back and count to 10" when we are stressed or "Count sheep" when we are finding it hard to get to sleep. Well, we now have the brain science to prove the ideas behind these sayings.

The Brain Break is a focused breathing activity that helps us calm our minds, overcome emotional flooding and develop a greater ability to focus and concentrate. At YDS we take Brain Breaks three times during the school day for up to 3 minutes at a time as part of MindUP™. The purpose is simple, to calm the mind and to optimise the brain for learning. You can use this at home as well as in the car, before tests or exams, or anywhere you feel stressed, anxious, angry or upset. During the Brain Break we start and finish with the chime. Your task is simple: focus on your breath and your breathing, be aware of your breath as it comes in through your nose, goes in to your body, down into your tummy and then feel the air exhale through your mouth. Simple as that.

MindUP™ Breathing Script

Sit down in a comfortable position.

I am going to invite you to be present in the moment. Close your eyes. If you are not comfortable closing your eyes, please look down at your palms to be respectful of others in the room.

When you hear the chime, listen to the sound as long as you can.

Ring chime...(wait approx. 15 seconds)

Bring your attention to your breath.

(Wait 15 – 30 seconds)

If your mind wanders, that's ok, just bring your focus back to your breath.

(Wait 15 – 30 seconds)

Feel your tummy rising and falling.

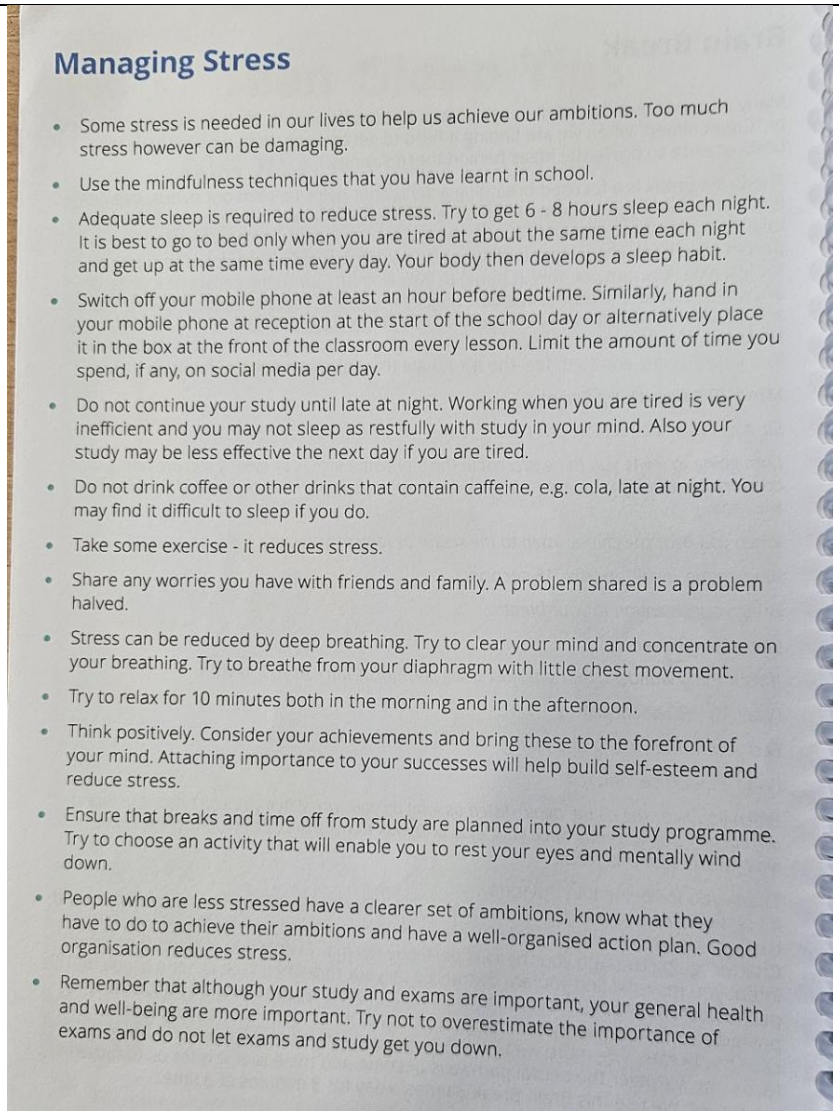
(Wait 15 – 30 seconds)

When you hear the chime again, listen as long as you can. When you can't hear the sound any longer, slowly, gently open your eyes and look to the front of the room. (Ring chime and wait for the sound to finish).

Thank you for being mindful today.
If you find that you are distracted by thoughts, memories, ideas, worries or a reminder that you need to complete some homework, this is not surprising. That type of "Brain Chatter" going through your head is perfectly normal. Even if you try with the utmost intent you may still find you are distracted by your thoughts. That is not a problem. The purpose of the Brain Break is to help us notice when we are being distracted, and to push distractions away by returning our focus to what we choose to focus on - in this case the breath. The more we practice pushing distractions away and returning our focus, the stronger the neural pathways become and the easier it is for us to focus in the future. We use this Brain Break 3 times a day for 3 minutes at a time.

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As can be seen on the following page, advise is given to pupils to help manage stress, with one of the pieces of advice given being to practice the mindfulness techniques taught in school.



Managing Stress

- Some stress is needed in our lives to help us achieve our ambitions. Too much stress however can be damaging.
- Use the mindfulness techniques that you have learnt in school.
- Adequate sleep is required to reduce stress. Try to get 6 - 8 hours sleep each night. It is best to go to bed only when you are tired at about the same time each night and get up at the same time every day. Your body then develops a sleep habit.
- Switch off your mobile phone at least an hour before bedtime. Similarly, hand in your mobile phone at reception at the start of the school day or alternatively place it in the box at the front of the classroom every lesson. Limit the amount of time you spend, if any, on social media per day.
- Do not continue your study until late at night. Working when you are tired is very inefficient and you may not sleep as restfully with study in your mind. Also your study may be less effective the next day if you are tired.
- Do not drink coffee or other drinks that contain caffeine, e.g. cola, late at night. You may find it difficult to sleep if you do.
- Take some exercise - it reduces stress.
- Share any worries you have with friends and family. A problem shared is a problem halved.
- Stress can be reduced by deep breathing. Try to clear your mind and concentrate on your breathing. Try to breathe from your diaphragm with little chest movement.
- Try to relax for 10 minutes both in the morning and in the afternoon.
- Think positively. Consider your achievements and bring these to the forefront of your mind. Attaching importance to your successes will help build self-esteem and reduce stress.
- Ensure that breaks and time off from study are planned into your study programme. Try to choose an activity that will enable you to rest your eyes and mentally wind down.
- People who are less stressed have a clearer set of ambitions, know what they have to do to achieve their ambitions and have a well-organised action plan. Good organisation reduces stress.
- Remember that although your study and exams are important, your general health and well-being are more important. Try not to overestimate the importance of exams and do not let exams and study get you down.

In Year 10 Core RS lessons, pupils study what it means to be spiritual, even if that means not being religious. As part of this, they learn about meditation and also were able to practise it within a lesson if they chose to do so. Many pupils embrace this and find a comfortable place to sit, reflect and be mindful, while others chose to remain in their seats with heads on desks. Pupils are reminded that being mindful and meditation, in any capacity, can be helpful in coping with the stresses of life, anxiety, and in particular, exam pressures. They also drew and coloured in mandalas as a mindful meditation practice. This was enjoyed by pupils and they regularly request time to do them again, especially in the midst of their GCSE exams.



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Below are two poems completed with the brief of writing a poem to promote world peace. This was completed by year 8 pupils studying the theme of war in their religious studies lessons, Spring 2026.

The world in 2026 is kinda loud,
with people arguing, crowds and crowds,
news on phones, fights online,
everyone saying "I'm right this timeW."

There are still lines between "us" and "them,"
countries, flags, all of that stuff,
but honestly, it's kinda weird
how we make things so hard and rough.

Like, what if peace isn't huge and grand,
not some big speech or famous plan,
but just being nice for no big reason,
helping someone, jus because you can?

Sharing snacks, or saying "you okay?"
even if you don't really know them,
not turning everything to a fight,
not needing to always win.

Yeah, the world's still messy, not gonna lie,
people still hurt and sometimes cry,
but there's also good, like all the time,
just small things we don't always write.

So maybe peace isn't perfect yet,
maybe it's still just starting out,
like a tiny spark in the dark—
not super loud, but strong, no doubt.

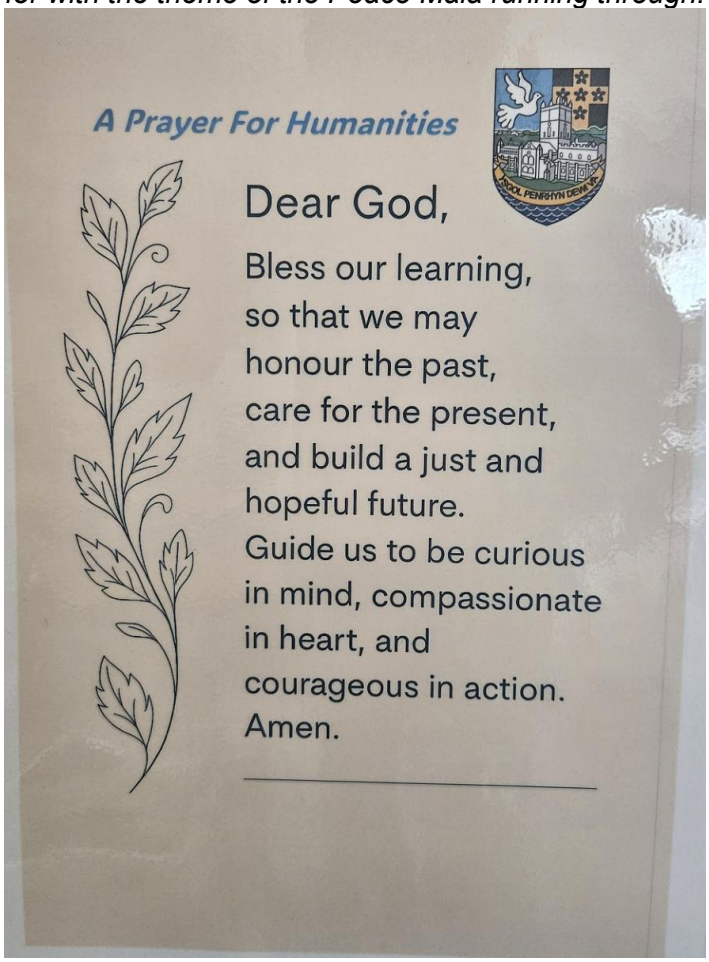
The war in the world, our world; it's no game.
You can never win in war, only lose.
There is nothing more unjust than risking and killing people for their land.

But what if there was no more war, just peace.

Unjust to just
Hatred to love
Cruelty to kindness
Enemies to friendship

But our God promises an unimaginable peace that's not just absence of all sinful things; it's not only all is just.
It's God's ever reaching ever faithful love.

The Humanities AOLE has a specific prayer, in which a just and hopeful future is hoped and asked for with the theme of the Peace Mala running through.



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.