

In this work we have been researching how Ethic Education influences the pupils behaviour and the social climate in the classroom. For this research we have used a mixed quantitative and a qualitative methodology. In the quantitative part we have realized our research through the natural experiment with one observed independent variable which applicated the programme of Ethic Education for basic school pupils and secondary school students in a period of one year. We have observed these dependant variables of pupils behaviour: the amount of the prosocial behavior, the amount of anxiety and the amount of the behavioural problems. In a group we have observed: the quality of the social climate and the amount of the trust. In the qualitative part we have tried to examine how pupils and teachers perceive Ethic Education and what principles they use for it. We have used these methods of collecting information: a nomination technigue, a questionnaire About Your Fellowstudents, a questionnaire About Your Emotions, a questionnaire CES, a questionnaire SDQ. In the qualitative part we have used a questionnaire with this open question: What has Ethic Education taken from me and given to me?

We think that we can make a conclusion about this research that in the quantitative part the hypothese proved that Ethic Education reduces the amount of the anxiety and the other emocional aspects within the pupils behaviour and that the subject of the ethic education can increase the pupils interest in work and it can reduce the pupils carelessness. We suppose, based on the founded results, that the partial hypothese about the Ethic Education influence for some prosocial skills has been proved. In the quantitative part, based on the results, we can suppose that pupils and the teachers perceive and evaluate Ethic Education according to the interesting contents, emotions, satisfaction or unsatisfaction of their needs, the influence of their identity and of the cognitive view.