



**Maharishi
School**
CONSCIOUSNESS-BASED EDUCATION

Primary Phase Computing Policy

2025 – 2026

Start Date: September 2025

Review Date: September 2026

Signed by:

Headteacher

Lisa Edwards

Date Sept 25

Chair of Governors

Ian Birnbaum

Date Sept 25

Intent

"Our teaching should aim at enlivening in the children the understanding that there is something deep within the surface of everything. This will make them grow in inquisitiveness and awareness of the most basic values of life, eventually leading them to the laws of nature in all the different fields of knowledge. They grow in awareness that the deeper the level from which they function, the greater the field of influence they command through their action. We support pupils in discovering the deeper, more universal values of life from where their whole life can be organised and made fulfilled."

At Maharishi School, we strive for each child to reach the full potential of their creativity and intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the steps of Consciousness-Based Education, applying Maharishi's principles of teaching.

Intelligence can be enlivened and applied through these principles:

- Link inner values with outer values in the pursuit of knowledge for a purpose.
- Develop each student's ability to discern finer and finer parts in the context of bigger and bigger wholes.
- Help pupils to look for and recognise universal patterns.
- Adapt teaching to take account of the individual character of each pupil's intelligence.

Knowledge can be enlivened, structured and organised through these principles:

- Teach knowledge in the context of human purpose.
- Develop knowledge holistically by connecting everything that is taught to the Self of each pupil.

Experience can be enlivened, extended and deepened through these principles:

- Integrate knowledge with experience in the development of Complete Knowledge.
- Extend each pupil's own experience in relation to knowledge taught and in conformity with their own nature through appropriate applications and practical work.
- Involve all the senses and organs of action in constructing learning experiences – where it is safe and practical.

Expression can be enlivened and enhanced through these principles:

- Encourage pupil expression at the start of each learning cycle to stimulate the desire for growth.
 - Consolidate learning through the expression of knowledge and skill.
 - Encourage the expression of fullness of life through a wide range of expressive modes.
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Aims

At Maharishi School, we aim to provide children with a rich, ambitious and relevant education in computing. We aim to give children the opportunity to develop their computational thinking skills, while also presenting opportunities to showcase their creativity in an ever-expanding digital world. Alongside this, we aim to model and educate our pupils on how to use technology positively, responsibly and safely.

We want our pupils to be creators, not just consumers, and our broad curriculum encompassing Computer Science, Information Technology and Digital Literacy reflects this.

We aim for our pupils to:

- Comprehend, design, create and evaluate algorithms.
 - Understand how networks can be used to retrieve and share information, and how they come with associated risks.
 - Understand what a computer system is and how its constituent parts function together as a whole.
 - Select and create a range of media including text, images, sounds and video.
 - Understand how data and information are stored, organised, and used to represent real-world artefacts and scenarios.
 - Plan, create and evaluate computing artefacts through effective design and development.
 - Use software tools to support computing work.
 - Understand how individuals, systems, and society as a whole interact with computer systems.
 - Create software to allow computers to solve problems (programming).
 - Recognise risks when using technology and how to protect individuals and systems (safety and security).
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Implementation

"Problems are not solved on the level of problems. Analyzing a problem to find its solution is like trying to restore freshness to a leaf by treating the leaf itself, whereas the solution lies in watering the root."

— Maharishi Mahesh Yogi

We use the Teach Computing scheme, following a comprehensive progression document to embed and cover all elements of the computing curriculum. Knowledge and skills build year on year to deepen understanding and challenge pupils.

Curriculum Coverage:

Computer Science	Information Technology	Digital Literacy
Computational Thinking	Word Processing/Typing	Self Image and Identity
Programming	Data Handling	Online Relationships
Computer Networks	Presentations, Web design and eBook	Online Reputation
	Animation	Online Bullying
	Video Creation	Managing Online Information
	Photography and Digital Art	Health, Wellbeing and Lifestyle
	Augmented Reality and Virtual Reality	Privacy and Security
	Sound	Copyright and Ownership

EYFS

"Happiness radiates like the fragrance from a flower and draws all good things towards you. Life finds its purpose and fulfilment in the expansion of happiness." —

Maharishi Mahesh Yogi

"Play is an intrinsic part of being human... allowing us to see that success might come in an unexpected shape, colour, size or configuration." — Michael Rosen, *Book of Play* (2019)

Our EYFS computing approach, adapted from Barefoot Computing, centres around play-based, unplugged (no computer) activities. These focus on building children's listening skills, curiosity, creativity and problem solving.

Technology in the Early Years can mean:

- Taking a photograph with a camera, tablet or Chromebook
- Searching for information on the internet
- Playing games on a Chromebook
- Exploring an old typewriter or mechanical toys
- Using BeeBots
- Watching a video clip
- Listening to music

Children explore technology in a carefree, often child-led way, developing familiarity with equipment and vocabulary that provides a strong foundation for Key Stage 1 computing.

Key Stages 1 and 2

By the end of Key Stage 1, pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and explain the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of Key Stage 2, pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems.
 - Solve problems by decomposing them into smaller parts.
 - Use sequence, selection, and repetition in programs.
 - Work with variables and various forms of input and output.
 - Use logical reasoning to explain how algorithms work and to detect and correct errors.
 - Understand computer networks, including the internet, and how they provide services such as the World Wide Web.
 - Use search engines effectively and be discerning in evaluating digital content.
 - Respect individuals and intellectual property.
 - Use technology responsibly, securely and safely.
 - Select, use and combine software and digital devices to accomplish tasks, including collecting, analysing, evaluating and presenting information.
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Teaching Approaches

At Maharishi School, we incorporate the Teach Computing curriculum, which covers all statutory learning requirements. Computing is taught as a standalone subject and is also integrated across the curriculum.

The three core strands we focus on are:

- **Computer Science** – Pupils learn the principles of information and computation, how digital systems work, and how to apply this knowledge through programming.
- **Information Technology** – Pupils learn to create programs, systems, and content to develop solutions. They collect, analyse, evaluate, and present data and information.
- **Digital Literacy** – Pupils gain a critical understanding of digital technologies and their impact, and how to use them safely and effectively.

Computing resources include:

- Interactive whiteboards in every classroom.
- 20 Chromebooks per class for pupil use.
- Programmable devices such as BeeBots and Crumble.
- Subscriptions to Discovery Education, TT Rockstars, IDL and Charanga.

- Use of Google Suite for collaboration and communication.

Computing links closely with other subjects such as mathematics, science, and design technology, enhancing cross-curricular learning.

Equal Opportunities

All children, irrespective of ability, race, gender or background, are given full access to the computing curriculum. Tasks are differentiated to ensure that all learners are appropriately challenged and supported.

Impact

After each unit, teachers assess whether pupils are working towards or meeting the objectives. Evidence of learning is stored digitally or in pupil folders.

As a result of effective implementation:

- Pupils can apply computing skills and knowledge across the curriculum.
- They are confident and responsible users of technology.
- They understand the three main computing strands and can explain key vocabulary.
- They develop independent learning skills, problem-solving abilities and logical thinking.
- Pupil understanding is supported through discussion and digital work.

The Computing subject leader monitors teaching and learning through pupil voice, staff feedback, and digital work sampling to ensure progression and consistency across year groups.