



**Maharishi
School**
CONSCIOUSNESS-BASED EDUCATION

Primary phase PSHE curriculum Policy

2025 – 2026

Start Date: September 2025

Review Date: September 2026

Signed by:

Headteacher

Lisa Edwards

Date Sept 2025

Chair of Governors

Ian Birnbaum

Date Sept 2025

Intent

“Our intention is that when children leave Maharishi School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today’s diverse society. Our provision of Personal, Social, Health and Economic (PSHE) education is intended to develop the knowledge, skills and attributes that pupils need so that they are prepared for the opportunities, responsibilities and experiences, now and in the future.”

Maharishi’s Key Principles Of Teaching And Their Relevance To PSHE

Intelligence

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 own intelligence.

Knowledge

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

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

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.

Our Conscious-based Education themes correlate with many of the topics in PSHE, and the following key ideas are considered within our planning and delivery of the PSHE curriculum.

- Using a variety of sources to ask and answer questions. **CbE – Life is found in layers.**
- Children are inspired to do and know more, they are able to transfer knowledge and make real life links. **CbE – The whole is more than the sum of the parts.**
- Children are engaged, excited and involved. **CbE – We're here to enjoy.**

Aims

The Maharishi School primary phase PSHE Context has developed and evolved since the appointment of a PSHE lead in both phases in 2018/2019 and the introduction of compulsory PSHE across the whole school from September 2019. In September 2020, Health Education and Relationships Education in the primary phase and Relationships and Sex Education in the

secondary phase became compulsory nationwide and we intend to follow this guidance, whilst tailoring the PSHE association scheme to reflect the needs of our pupils.

PSHE teaching at Maharishi School aspires to give all children a strong understanding of themselves and the world around them, whilst acquiring specific skills and knowledge to help them to play an active and positive role in our diverse society.

At Maharishi School, we aim:

- To nurture and develop the physical, mental and social wellbeing of each individual pupil.
- To encourage and develop children's curiosity, understanding and fascination with their world.
- To deliver lessons that engage and motivate children to encourage children to enjoy and show an interest in the subject.
- To teach children to embrace challenges by reflecting on their learning to find answers to their own and others' questions.
- To provide children with a wide variety of vocabulary relating to the topics covered in PSHE, so that they are able to articulate their learning using this bank of words.
- To enable children to develop positive attitudes towards themselves and towards others so that they are prepared for their roles as a future global citizen.
- To encourage collaborative learning and perseverance.
- To encourage children to develop an understanding of how PSHE influences and affects our everyday lives and in making healthy, safe choices.

Implementation

We are members of the PSHE association and, due to how thorough and clear their plans are, we have chosen to use their planning formats to

support our long, medium and short-term planning. The PSHE association Primary programme builder scheme comprehensively covers the statutory Health Education and Relationships Education guidance and this is the basis of our weekly lessons throughout the primary phase. They also have a theme called Living in the wider world, which provides pupils with vital information and skills.

At Maharishi School we supplement our PSHE curriculum by incorporating themed days, events, guest speakers and relevant resources into our planning when appropriate.

EYFS

The statutory framework for the Early years states that Personal, Social and Emotional development is one of the prime areas for development and is particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. PSHE and British Values are taught as an integral part of the curriculum and are embedded throughout the teaching within this stage. The EYFS provide the building blocks of PSHE and close links can be found to PSHE education throughout the EYFS curriculum. PSHE lessons ensure the themes of Health and Well-Being, Relationships and Living in the Wider World are explored in readiness for more in depth learning in KS1. Reception's wider curriculum and continuous provision enrich PSHE learning through the development of the following prime and specific areas of development: Communication and Language, Personal, Social and Emotional Development, Physical Development, Understanding the World.

Key stage 1 and 2

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. In following the PSHE Association programme of study, we can ensure that our PSHE lessons cover the Health and Well-Being, Relationships and Living in the Wider World learning opportunities.

In line with the PSHE Association programme of study, we cover the following topics on a spiral curriculum basis. This builds on skills, knowledge and attributes each year and considers the age and developmental needs of pupils. The DoE statutory guidance is comprehensively covered by these learning opportunities across all three core themes. 'Living in the wider world' is not included in statutory requirements, however, the theme as a whole remains vitally important for pupils' personal development and economic well being.

The comprehensive PSHE Association programme of study that Maharishi School follows, can be found online at

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>. In using this long-term planning document, teachers can ensure that each of the learning objectives for PSHE are being taught and revisited.

Sex Education

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. To meet the developmental needs of our pupils, additional content on sex education will be offered, if required, to Year 6 pupils upon prior consultation with parents/guardians. In line with the Department of Education's statutory guidance, parents have the right to withdraw their child from any additional sex education that is offered by the school.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Maharishi School we will endeavour to refer pupils to discuss questions that are deemed as 'beyond our programme of study' with their parents/ guardians in the first instance, however we understand that in some circumstances pupils will raise concerns or queries with their teacher, therefore if required, a teacher will follow the school's safeguarding policy to address such instances.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is of a personal nature, the teacher will follow the school's safeguarding policy and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the question is too explicit; is outside set parameters; is inappropriate in a whole class setting or raises concerns about sexual abuse; the teacher should acknowledge it and attend to it on an individual basis inline with the school's safeguarding policy.

Teachers at Maharishi School understand that children in their year group will possess a varying degree of knowledge and understanding, therefore will ensure the class is a safe space for questions even if a child thinks that everyone else will know the answer.

Equal opportunities

At Maharishi School, we celebrate diversity in our community, and we are committed to providing all children with an equal entitlement to our PSHE lessons, activities and opportunities. We will implement this approach by ensuring that the curriculum is accessible to all pupils and provide the individual support or provisions that any pupil needs to develop within the subject. Teachers, and all those contributing to the teaching of PSHE will work to the agreed values set out within the school's 'Equality information and objectives statement'.

<https://www.maharishischool.com/about-us/policies-and-procedures> .

PSHE is for all abilities

At Maharishi School we recognise that in all classes, children have a range of individual learning preferences, abilities and needs. Our PSHE curriculum planning and teaching will nurture and encourage pupils to overcome any barriers to their self-development by providing pupils with a suitable range of activities, challenge and support, which is appropriate to their individual abilities and needs.

Health and Safety

It is the responsibility of the class teacher to ensure that risks are assessed prior to, and during PSHE lessons. The class teacher will inform any additional support staff of any potential risks or hazards to be aware of during a PSHE lesson. Pupils are also to be made aware of potential risks and hazards.

Impact

At Maharishi School, we want to show the impact of our PSHE provision, and we want to have the same high expectations of pupils' engagement and learning as we have for other curriculum areas. The impact of our PSHE curriculum will be measured in a variety of methods.

Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

During PSHE lessons and in discrete teaching of the PSHE curriculum, teachers will facilitate opportunities where pupils can demonstrate:

- an understanding of their own personal development.
- an increased understanding of the world around them.
- that they are equipped to deal with day-to-day issues.

- confidence to articulate issues about the PSHE topics taught in our curriculum.

Displays or work that has been produced by pupils during PSHE lessons will evidence that:

- a relevant and engaging PSHE curriculum, which is personalised to the needs of our children, is provided.
- pupils are progressing in their subject knowledge, understanding and skills.
- meaningful discussion and deep thinking in relation to the subject matter has impacted a pupil's learning.

Pupils are also assessed in PSHE in other discrete ways such as:

- through observations that demonstrate their personal and social skills.
- contributions pupils make to school through enrichment activities such as school council and playground leaders.
- Using surveys (school template and Pupil Attitude to Self and School).

Monitoring and review

The PSHE Leaders at Maharishi School will monitor the standards of teaching and learning within the subject to ensure the outcomes are at expected levels and that the PSHE curriculum is being tailored to meet the individual needs of the pupils. Teachers use a floor book to record the learning of the pupils in each lesson. This will be achieved through lesson observations and assessing evidence of pupils' progress.. The outcomes of the PSHE Leaders' subject monitoring will inform any ongoing CPD support for class teachers and therefore raise the standards of the teaching of PSHE within our school.

The coordination and planning of the PSHE curriculum are the responsibility of the PSHE subject leaders, who also:

- Play a key role in motivating, supporting and modelling quality practice.
- Report to the Senior Leadership Team on subject achievement and progress.
- Takes a lead in subject action plans, policy development and review.
- Monitor the teaching and learning of PSHE across each year group.
- Organise opportunities for staff to develop their PSHE knowledge and pedagogies through training courses, staff meetings and CPD resources.