

Whole School Curriculum Policy

Intent - Implementation - Impact

INTENT - Consciousness-based Education

"The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation." Maharishi Mahesh Yogi

"The reservoir of energy and intelligence is at the source of thought. It's obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy." Maharishi Mahesh Yogi

At Maharishi School we strive for each pupil to reach their full potential and develop their creative intelligence. We recognise that 'Knowledge is Structured in Consciousness' and the depth of one's consciousness impacts one's ability for growth and learning. We support our pupils' developing consciousness by practising Transcendental Meditation and Word of Wisdom and by following the course of Consciousness-based Education, applying Maharishi's principles of teaching.

Receptivity is cultivated in students through the development of effective, supportive, positive relationships between teacher and student.

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 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 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.

Consciousness-based Education (CbE) is unique to Maharishi School. In addition to the traditional educational emphasis on the 'known' (curriculum content) and the 'process of knowing' (pedagogy), central to our educational philosophy is the 'knower' (the pupil). By focusing on developing the 'knower' through CbE, we tap into our pupils' potential - rather than trying to cram more and more knowledge into the container, we place emphasis on 'expanding the container' to develop creativity and intelligence within each individual.

There are two distinct, yet complementary elements to CbE: Transcendental Meditation (TM) (or Word of Wisdom for the younger pupils), which the pupils practise twice a day and which brings balance to the whole physiology, making learning enjoyable and everyday life calmer and more stress-free; and Consciousness-based Interdisciplinary Studies (CbIDS), a curriculum which cultivates deep thinking and an appreciation of common structures of all areas of life. Pupils access a standalone CbIDS lesson each week and the CbIDS themes are also intertwined into other lessons, and areas of school life, whenever it's relevant to do so.

In year 7, from September 2024, pupils are accessing a new Consciousness-based Life Skills (CbLS) course in which the PSHE core themes are delivered through our Consciousness-based Interdisciplinary Studies themes. This new curriculum will continue into Y8 from September 2025.

We believe that by providing a safe and supportive environment in which to learn and grow as individuals, our pupils develop a natural curiosity which not only supports their school learning journey, but also prepares them for life beyond our school environment.

We promote a Growth Mindset approach to learning within a safe environment where mistakes are promoted as learning opportunities and pupils are encouraged to support one another through their learning journey. We promote and celebrate curiosity, motivation and effort which is reflected in our pupils' approach to learning.

We celebrate and welcome differences; promoting the themes of 'The World is my Family' and 'Harmony is Found in Diversity'. We view education as "The science and art of unfolding values hidden from view" (Maharishi Mahesh Yogi) and recognise all pupils as unique individuals whom we support to unfold their strengths and talents.

INTENT - National Curriculum

Our curriculum is designed to deepen knowledge and develop skills, ensuring effective progression within each subject discipline and across all year groups in both the primary and secondary phases. Our aim is for 'all children to read well, quickly' - early reading is a priority - and to continue with a love of reading into their secondary education and beyond.

Our curriculum plans have been well designed with clear schemes of work for each class and each subject. Our plans allow for spiral learning, avoiding unnecessary repetition, but recapping what has gone before and 'moving learning on'. This is further-supported through regular retrieval practice.

We aim for all children to have full access to the curriculum and to achieve success, through targeted differentiation and making adaptations, where appropriate, drawing on support from outside agencies and listening to the voice of the child. Our curriculum meets the needs of our disadvantaged pupils by being practical, creative and including lots of support, discussion and visual stimuli.

Primary class teachers and secondary phase subject leaders strive to bring the curriculum to life and to enrich learning for all of our pupils so that our pupils have access to a level of 'cultural capital' that provides opportunities for all.

IMPLEMENTATION

We deliver the curriculum through a variety of methods that are both classroom-based and extracurricular which meet the statutory requirements of the National Curriculum. Enrichment opportunities, including outdoor learning, inspirational visitors and motivational and informative educational visits,

provide our pupils with rich experiences and enhance teaching, learning and knowledge.

Knowledge and vocabulary are fundamental within our curriculum and staff exemplify high levels of Standard English at all times. Lessons are well-planned to develop and increase children's knowledge, building on prior experiences and making connections in their learning. Pupils are exposed to a wide range of subject-specific vocabulary which extends their breadth of language. Classroom displays and Knowledge Organisers are employed to develop 'sticky' knowledge and aid long-term memory. Lessons are taught so that pupils remember their learning. Topics are revisited through spaced retrieval and a range of skills and strategies are utilised to help pupils commit key facts to memory.

Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make connections to Consciousness-based Interdisciplinary Studies themes within lessons to complement the discrete CbIDS lessons that our pupils access weekly so that pupils can draw upon the 'golden thread' which links themselves to the subjects that they learn and the world around them. A range of different teaching and learning resources are used to teach skills and content in order to keep pupils engaged with their learning and accommodate pupils who learn differently to their peers.

Quality first teaching is effectively delivered within the classroom across all key stages with effective support from teaching assistants. Teaching staff know their pupils well and can tailor their teaching to offer support and challenge as appropriate.

We use a graduated approach for pupils with specific needs; SEND Support Plans are produced and reviewed termly. For children who are identified as requiring a very high level of support, one-to-one SEND support is put in place to facilitate a differentiated curriculum. Small group SEND support, in class, under the direction of the class teacher, is provided for children with identified needs, who need a high level of scaffolding and some tailored support, including the use of pre-teaching.

Rigorous analysis of assessment data takes place in collaboration between class/subject teachers and senior leaders during termly Pupil Progress Meetings to identify pupils who are not on track to meet targets and make expected progress. For these pupils, targeted intervention, based on objectives set by the class teacher, is facilitated in small groups, where appropriate.

Enrichment, including inspirational visitors and exciting educational visits, enhance teaching, learning and knowledge. A broad menu of extra-curricular clubs is provided to primary phase pupils which includes science, sport, music, wellbeing and crafts and the vast majority of secondary phase pupils achieve their bronze Duke of Edinburgh award in year 9 and secondary pupils can access the Young Leaders Award (YLA), a national leadership and character education programme, as an extra-curricular activity. Secondary phase pupils have the opportunity to attend regular after school booster classes in a range of GCSE subjects to further support pupil progress.

We are an OPAL school (Outdoor Play and Learning), providing high quality play opportunities for primary phase pupils to develop core skills via access to the 16 different play types, eg. creative play, imaginative play, exploratory play, etc.

From September 2024, we will be introducing Forest School to our reception class curriculum offer, which will be extended to further year groups in the future.

Our curriculum promotes pupils' Spiritual, Moral, Social and Cultural development, ensuring that they are reflective and responsible citizens. At the primary phase, year 6 pupils have the opportunity to become Playground Leaders and Class Monitors; we have an active School Council team; and are represented locally by our Pupil Parliament representatives. We also have opportunities for pupils to be OPAL Detectives and members of the Playground Tidy Team. At the secondary phase, we have an active year 11 school prefect team, a successful school magazine team, our Young Leaders team and a group of well trained and motivated Wellbeing Champions supported by our Family Support Worker.

British Values - which align very well to our CbIDS themes - are promoted in order to prepare the children for life in Modern Britain; pupils at both phases regularly access issues of cultural relevance through Picture News. We also engage with the wider school community by ensuring there are opportunities for pupils across both phases to contribute to the planning and running of events at our summer and winter fairs.

IMPACT

Our well-planned curriculum ensures that pupils are knowledgeable and skilled, achieve well and make good progress at each stage of their education.

Through the breadth and depth that our curriculum offers, all children have

high aspirations and ambition, are rounded and grounded, confident and resilient, and well-equipped for the next stage of their education.

Our curriculum enables pupils to focus well in class, show enthusiasm and make good progress. They are keen to learn and respond very well to the structured approaches and engaging lessons provided by our teaching staff.

Monitoring and evaluation demonstrates that pupils' work, both in books and displays, are of a very high standard. Our children have a love of learning which can be seen across the curriculum.

Our children regularly perform better than National in KS2 reading and KS2 maths outcomes have improved significantly over recent years. Our primary phase pupils achieve well in their phonics screening tests and in the year 4 multiplication tables check.

Secondary phase pupils perform exceptionally well in the Ebacc, both in terms of Ebacc entry and Ebacc outcomes.