



# **MAHARISHI SCHOOL**

## Policy Statement for Consciousness- based Education (CbE)

September 2021



# **Policy Statement for Consciousness-based Education (CbE)**

## **at the Maharishi School, Lancashire, England**

### **With effect from 1<sup>st</sup> Sept 2021**

Consciousness-based Education (CbE) has been at the heart of the Maharishi School since its foundation in 1985. Since the School became a Government-funded Free school in 2011, it has become clear that elements of the original scheme contravene government regulations and expectations in certain areas, especially in relation to established scientific knowledge. A collaboration between leaders of the school and experts from Maharishi Foundation over the last few years has resulted in this re-definition of CbE for the Maharishi School in its current circumstances.

The new definition is laid out in detail in the following documents taken together:

1. CbE Re-defined for the Maharishi School (April 2019)
2. A Complete Knowledge Chart for the Four-worlds Model (Jan 2018)
3. The CbE Fundamentals of Education and Teaching (April 2019)
4. The CbE Principles of Teaching (April 2019)
5. Teachers' Standards at the Maharishi School (Dec 2018)
6. The CbIDS Course Specifications (for Sept 2019) and associated Teacher's Guides (latest versions, to be updated by 1<sup>st</sup> September 2019)
7. The CbHE Programme at the Maharishi School (April 2019).

---

## **The Definition in Brief**

### **1. Aims**

- CbE aims to develop wholeness of awareness and Complete Knowledge for all pupils through the four components listed below, working with and within the delivery of a broad and balanced traditional curriculum.
- On the collective level of the School (and its community of pupils, staff, parents, governors, members and friends), the aim is to create a coherent, supportive, successful and happy learning community, living the ideal that "the world is my family".

## **2. The Four Worlds Model of Human Experience**

This model, explained in document 1 above and illustrated in the accompanying chart [ref 2 above] is central to the re-defined scheme. It allows the scheme to retain the central importance of the experience of pure consciousness (transcendental consciousness or “Restful Alertness”) without contravening the requirements of the DfE, especially in relation to established scientific knowledge.

## **3. The Four Components of CbE**

The re-defined scheme has four main components which work synergistically together in meeting the aims. They are to be integrated within the school’s version of a traditional “broad and balanced curriculum” as defined by the DfE, OFSTED and professional good practice – and as approved by the School governors. Those components are:

- 1) The Transcendental Meditation Programme for all pupils and staff (taught and supported by Certified Teachers of Transcendental Meditation).
- 2) A Consciousness-based Interdisciplinary Studies (CbIDS) programme delivered throughout the school, through both separately timetabled specialist lessons and a cross-curricular approach in all subjects.
- 3) The CbE Principles of Teaching, applied across the school.
- 4) A Consciousness-based Health Education (CbHE) programme throughout the school, derived from the Maharishi Vedic Approach to Health (MVAH).

## **4. Start date**

This new definition of CbE will take effect at the School from 1<sup>st</sup> September 2021.