



**Maharishi  
School**

CONSCIOUSNESS-BASED EDUCATION

# Whole school PSHE Policy

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Review date: September 2025

Signed by:

Lisa Edwards

Headteacher

Date: September 2024

Ian Birnbaum

Chair of  
governors

Date: September 2024

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## Statement of intent

At Maharishi School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life, firmly based on our school ethos.

### 1. Maharishi's Key principles of teaching and their relevance to PSHE

- **Receptivity** enhances learning and is enlivened and developed through these principles:-
  - The Transcendental Meditation Programme naturally develops receptivity in both teacher and pupil by developing consciousness, reducing fatigue and stress, settling emotional disturbances, increasing alertness and enlivening mental functions. This forms the basis on which all learning happens in the Maharishi School.
  - Ideal relationships for learning are based on happiness and mutual respect.
  - Teachers lead and teach by example.
  - Teachers are actively supportive to pupils and appreciative of every step of achievement and progress.
- **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

**Location and dissemination:**

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website.

## **2. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2023) 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## **3. Roles and responsibilities**

The governing body is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality information and objectives statement at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

#### **4. Aims and structure of the PSHE curriculum**

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE) – separate policies
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy – in the Primary Phase
- Secondary Relationships, Sex and Health Education (RSHE) Policy – in the Secondary Phase

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE

programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At Maharishi School we regard PSHE as an important, integral component of the whole curriculum. We ensure that PSHE:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. (economic wellbeing, careers and enterprise education)
- Provides information about keeping healthy and safe, emotionally and physically. (including assessing and managing risk)
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

### **Curriculum organisation**

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum (starting in reception and continuing all the way through to year 11) to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities relevant to pupil age and development as well as opportunities as they arise in subject teaching including:

- Designated PSHE time as part of a spiral curriculum
- Circle time; nurture groups etc.
- Use of external agencies and services where appropriate
- School ethos
- Small group work
- Cross-curricular links
- Assemblies

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge of and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

**Primary phase:** The school will deliver relationships and health education as part of its timetabled PSHE programme.

**Secondary phase:** The school will deliver RSHE as part of its timetabled PSHE programme, with due regard to the school's Secondary Relationships, Sex and Health Education (RSHE) Policy.

## **5. Programme of study**

At the Maharishi School we wanted a whole school thematic approach, to enable us to link the PSHE curriculum to whole phase assemblies. We choose to use the



core themes from the PSHE Association Programme of Study and the suggested topic titles from the PSHE Association Primary and Secondary Planning Toolkit as a basis for our curriculum framework. The head teacher and both the primary and secondary phase PSHE coordinators have worked in collaboration to decide which parts of the PSHE association's curriculum were appropriate, or were not appropriate, for our pupils.

***Primary phase Core Themes from the PSHE Association Programme of Study – School Terms:***

Core Theme 1: Health and Wellbeing – Healthy Lifestyles, Growing and Changing, Keeping Safe (Autumn Term)

Core Theme 2: Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference (Spring Term)

Core Theme 3: Living in the Wider World – Rights and Responsibilities, Environment, Money (Summer Term)

We choose to cover every learning opportunity from the Programme of Study at least once within the primary phase, and usually more than once, to help build a spiral programme of learning year on year.

***Secondary phase Core Themes from the PSHE Association Programme of Study***

**In year 7 the PSHE curriculum is being combined with the school specific subject – Consciousness based Interdisciplinary studies – presented as Consciousness based Life Skills**

**From September 2024 we are moving towards the use of a new model of delivering the PSHE Curriculum - a Competency based curriculum. The content studied by pupils is the same, but it is arranged differently to move the emphasis to competency rather than knowledge only.**

Competencies covered:

Independence and aspirations -

Y7: Developing goal setting, organisation skills and self-awareness; developing self-confidence and self worth

Y8: Developing risk management skills, analytical skills and strategies to identify bias; Developing goal setting, motivation and self-awareness:

Y9: Developing goal-setting, analytical skills and decision making; Developing analytical skills and strategies to identify bias and manage influence

y10: Developing self-awareness, goal-setting, adaptability and organisation skills; Developing analytical skills and strategies to identify bias and manage influence

Y11: Developing resilience and risk management skills; Developing empathy and compassion, clarifying values and support-seeking skills

### Autonomy and advocacy

Y7: Developing empathy, compassion and communication; Developing assertive communication, risk management and support-seeking skills

Y8: Developing respect for beliefs, values and opinions and advocacy skills; Developing communication and negotiation skills, clarifying values and strategies to manage influence

Y9: Developing self-confidence, risk management and strategies to manage influence; Developing assertive communication, clarifying values and strategies to manage influence

Y10: Developing empathy and compassion, strategies to manage influence and assertive communication; Developing respect for diversity, risk management and support-seeking skills

Y11: Developing communication and negotiation skills, risk management and support-seeking skills; Developing confidence, self-worth, adaptability and decision making skills

### Choices and influences.

Y7: Developing agency, strategies to manage influence and decision making; Developing agency and decision making skills

Y8: Developing agency and strategies to manage influence and access support; Developing agency and strategies to manage influence and access support

Y9: Developing empathy, compassion and strategies to access support; Developing decision making, risk management and support-seeking skills

Y10: Developing agency and decision making, strategies to manage influence and access support; Developing motivation, organisation, leadership and presentation skills

Y11: Developing confidence, agency and support-seeking skills

**The following are themes that are included to varying degrees in the different units and core themes.**

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online); how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

**6. Withdrawal from lessons**

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher, or nominated person, will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher, or nominated person, will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## **7. Equality and accessibility**

Equality and accessibility are both at the core of the Maharishi School ethos as seen in our key ideas of CbE: "The world is my family" / " There is harmony in diversity.

Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. We discuss all forms of loving relationships within many of the units in our PSHE curriculum, including explicitly discussing LGBTQ relationships.

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## **8. Safeguarding**

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school implements a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as possible.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed. They will enter their concerns on a Cause for Concern form on our Management System Schoolpod, or speak directly to a DSL if appropriate.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how

reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## **IMPACT**

### **9. Assessment**

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged.

#### **Assessment methods:**

- In the primary phase a record of pupils learning is kept in a floor book, this could be via pupils filling in a worksheet, photographs, on Google Drive, notes on plans etc
- In the secondary phase assessment takes place during lessons, through discussion and children's work, to inform future planning. Pupils in the secondary phase keep their work in a folder or use a classwork book or Google Classroom, from year 7 - 11.
- Pupil achievement in PSHE is celebrated and shared through discussion in assemblies and in the classroom
- The school PASS survey and Pupil surveys which are held each year reflect internalisation of topics learnt.
- Feedback received from staff at colleges and workplaces regarding our pupils attending e.g. confidence, level of respect and maturity they demonstrate.

## **10. Monitoring and review**

This policy will be reviewed by the headteacher and PSHE leader on an **annual** basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is **June 2025.**

## **11. Appendix**

### **Learning outcomes for Consent:**

The learning outcomes for Consent in Year 1 are:

- identify different types of touch (cuddles, kisses, punches, punches, pokes, tugs, strokes)
- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable
- recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable

The learning outcomes for consent in Year 6 and KS 3 are:

- explain the types of touch that are acceptable/appropriate
- explain what constitutes unacceptable/inappropriate/unwanted touch or attention
- explain how people can tell whether touch is acceptable or unacceptable
- explain in simple terms the concept of consent in relation to physical contact
- explain how acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes)
- describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable
- identify sources of help/advice in school, outside school, locally, nationally by phone and online

The learning outcomes for consent in (Starting in KS3) KS 4

- Describe what consent is, what it means and what it should look like in practice
- Understand that consent has legal and ethical aspects
- Explain what choice, freedom and capacity to consent means
- Know the legal age of consent
- Understand that everyone has the right to withdraw consent at any point
- Understand that assumptions are made about consent

- Understand their own role regarding their own consent and consent from another
- Understand that seeking to make someone vulnerable so that they would consent can be a serious offence
- Understand that coercion is not the same as gaining consent
- Understand the role of consent in relation to sexual images, including pornography and sexting
- Explain the law in relation to sharing sexual images
- Understand that there are myths around sexual assault and rape; including victim blaming
- Recognise that each individual both ethically and in law, the right of each individual to be and stay safe is absolute