



Primary Phase PSHE Curriculum Policy

Intent

"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 child to reach the full potential of their creativity and their intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi's principles of teaching.

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 Consciousness-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

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.

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. In September 2020, Health Education and Relationships Education in the primary phase became compulsory nationwide and we follow this guidance, whilst tailoring the PSHE Association scheme to reflect the needs of our pupils.

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 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 role 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 introduced a new curriculum for PSHE in the primary phase in September 2019 with the aim of giving our pupils the best learning experience possible. We are members of the PSHE Association and we have chosen to use their planning formats to support our long, medium and short-term planning. The PSHE Association scheme comprehensively covers the statutory Health Education and Relationships Education guidance. This is the basis of our teaching in our weekly lessons throughout the primary phase.

We will also supplement our PSHE curriculum by incorporating themed days, events, guest speakers and other relevant activities and resources into our planning.

EYFS

PSHE and Citizenship is taught as an integral part of topic work and is embedded throughout the teaching within the Early Years Foundation Stage. The EYFS provide the building blocks of PSHE and you can find close links to PSHE education throughout the EYFS curriculum - particularly within the specific area of 'Understanding the World' and including: Communication and Language; Physical Development; Personal, Social and Emotional Development.

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 DfE 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 wellbeing.

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 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.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend, therefore, that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In the primary phase, we want to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. We will consult parents before the final year of the primary phase about the detailed content of what will be taught and offer support to parents in talking to their children about sex education and how to link this with what is being taught in 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 endeavor 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 our school's Family Support Worker or to an external agency, such as the school nurse, appropriate 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 in line with the school's safeguarding policy.

Teachers at Maharishi School understand that children in their class 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.

Inclusion and Equal Opportunities

At Maharishi School, we celebrate diversity and we are committed to providing all children with an equal entitlement to our PSHE lessons, activities and opportunities regardless of race, gender, culture or class. [Equality Information & Objectives Statement](#)

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 discreet 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.

Monitoring and review

The primary phase 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. 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 is the responsibility of the PSHE subject leader, who also:

- Plays a key role in motivating, supporting and modelling quality practice.
- Reports to the Senior Leadership Team on subject achievement and progress.
- Takes a lead in subject action plans, policy development and review.
- Monitors the teaching and learning of PSHE across each year group.
- Attends moderation meetings with outside agencies and other schools.
- Organises opportunities for staff to develop their PSHE knowledge and pedagogies through training courses, staff meetings and CPD resources.