



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Policy Statement for Consciousness-based Education (CbE)

October 2024

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Policy Statement for Consciousness-based Education (CbE)

Consciousness-based Education (CbE) has been at the heart of the Maharishi School since its foundation in 1985. Since becoming a Government-funded Free school in 2011, the school has developed a CbE programme which is in line with DfE expectations while maintaining the original ethos of the school.

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 (Sept 2019) and associated Teacher's Guides
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 by integrating experience across the four worlds and through the four components of CbE 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

The four worlds are the physical world, the mental world, the social & cultural world and the transcendental world. 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") while being in line with DfE expectations.

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. These 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. We are currently delivering, reviewing and adapting a new Consciousness-based Life Skills course which will combine the content of PSHE and the content and ethos of CbIDS. Year 7 currently has 2 lessons a week in CbLS.
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.) This is integrated into the CbIDS (and CbLS) lessons.