



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Whole school PSHE Policy (including RSE and British Values)

September 2020

Last reviewed December 2020

Next Review December 2023

Reviewed by Lisa Edwards, Headteacher

Reviewed by Ian Birnbaum, Chair of Governors

Intent

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

Personal, Social and Health Education

This policy supports a whole school approach to PSHE; it is consistent with current legislative framework and statutory guidance.

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.
- Provides information about keeping healthy and safe, emotionally and physically.
- 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.

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.

Inclusion and equal opportunities:

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.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBTQ). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia and transphobia, 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.

Implementation

Curriculum:

Here at Maharishi School we wanted a whole school thematic approach so that different year groups would be working on similar themes at the same time throughout the year, allowing for cross-phase collaboration and, in the primary phase, to enable us to link the PSHE curriculum to whole phase assemblies. We have chosen to use the core themes from the PSHE Association Programme of Study and the suggested topic titles from the PSHE Association Primary 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 chose 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:

Core theme 1 – Health and Wellbeing

Year 7 – Transition and safety; Healthy eating

Year 8 – Emotional well being; prejudice and discrimination; drugs and alcohol

Year 9 – Healthy lifestyle; peer influence; substance use and gangs

Year 10 – Mental health; exploring influence; extremism and radicalism

Year 11 – Mental health (in the context of exams)

Core theme 2 – Relationships (Consent is touched on each year)

Year 7 – Puberty: building relationships; diversity

Year 8 – Identity and relationships

Year 9 – Intimate relationships;

Year 10 – Healthy relationships: contraception; STDs

Year 11 – Communication in relationships; families

Core theme 3 – Living in the Wider World

Year 7 – Developing skills and aspirations; Financial decision making

Year 8 – Digital literacy; Employability skills

Year 9 – Setting goals; employability skills

Year 10 – Financial decision making; setting goals; college research

Year 11 – Building for the future; next steps

See Appendix 3 for more detail.

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)

Time allocated to PSHE dedicated lessons.

KS3

- Year 7: one 1 hour lesson per half term
- Year 8 & 9: one 1 hour lesson per term during the 1,3,5th half terms.

KS4

- Year 10: 2 x 20 minute form time sessions per week for 6 half terms
- Year 11: 2 x 20 minute form time sessions per week for 5 half terms

Whole school commitment:

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- PSHE is taught discreetly in a regular programme in Years 1 to 11
- the content of the PSHE curriculum is flexible and responsive to pupils' differing needs
- pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance

- there are clearly identified learning objectives for all PSHE activities, taken from PSHE association guidance
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through sharing the policy on the school website

Relationships and sex education (RSE):

Children's knowledge is built upon year on year within our spiral curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

All state-funded schools are required to pay regard to statutory Department for Education guidance for sex and relationships education (2000). Independent schools, academies and free schools that provide SRE must also have 'due regard' to this statutory guidance.

It is important that relationships and sex education be taught as part of PSHE education which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for RSE to be taught as part of a broader PSHE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading RSE bodies.

We teach the pupils at Maharishi School about puberty from Year 4 onwards, however after careful consideration we have chosen not to ordinarily teach sex education until the pupils are in Year 7, due to the needs of our school community. However, if we feel a particular class/group of children/pupil would benefit from sex education earlier than this, we will teach sex education to them, using the PSHE association materials.

The relationships theme will cover five main topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

It is widely agreed that all children must be able to identify abusive behaviour, and be able to seek help if they are experiencing or notice abuse. The new guidance from the DfE states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. In our school pupils know to speak to an adult they trust in school if they have any concerns over their own or others' safety. Staff at the Maharishi School are regularly trained in safeguarding.

The issue of consent is integral to the RSE curriculum and is taught every year from Year 1 onwards and the children's understanding of consent is built upon each year. For further details on the curriculum on consent see Appendix 1.

The new curriculum promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LBQTQ equality, which is in line with the Equalities Act 2010.

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

1. different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
2. how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
3. how relationships may affect health and wellbeing, including mental health; (for the secondary phase this includes knowledge about FGM and forced marriage);
4. healthy relationships and safety online; and
5. factual knowledge around sex (secondary phase), sexual health (secondary phase) and sexuality, set firmly within the context of relationships - including knowledge about contraception, STDs and pornography for the secondary phase

British Values and PSHE

At Maharishi School, British Values is taught through a whole-school approach across a wide variety of school subjects. There are a variety of areas within our PSHE planning which link to teaching British Values such as those found under the Rights and Responsibilities heading. For example, within Year 6 planning, one of the objectives is: To think about the lives of people living in other places, and people with different values and customs. All four branches of British Values are covered over the course of the PSHE curriculum as well as via subjects such as English, Geography, History; in form time and assemblies. Our school ethos encompasses the spirit of British Values and as such are incorporated in our high expectations of attitude and behaviour we have of staff and pupils in our school.

However, British Values is not a module in itself within PSHE, but rather links to a variety of topics and will be engaged with as part of a wider whole-school approach to British Values.

Impact

Assessment, recording and reporting in PSHE:

Assessment methods:

- In the primary phase a record of pupils learning is kept in a floorbook, 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 from staff at colleges and work places regarding our pupils attending e.g. confidence, level of respect and maturity they demonstrate

Safeguarding and Child Protection:

PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and staff are aware of how to report concerns to a Designated Safeguarding Lead and to record any concerns/disclosures on a Cause for Concern form through our management system SchoolPod/Behaviour Watch.

In order to protect people's privacy, if the pupils are disclosing information about somebody they know during a lesson, we ask them to say 'Somebody I know...' rather than use the person's name. Obviously if a child discloses an issue of concern/safety, we ask for names whilst discussing this privately.

Complaints:

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's complaints policy.

This policy was drafted by Mareanna Ingram and Ellen Freel, PSHE coordinators, in consultation with Lisa Edwards, Head teacher. This policy has been approved and adopted by the headteacher and the governing body. The member of staff responsible for overseeing and reviewing this policy is: Ellen Freel. It will be reviewed in full every 3 years taking into account the views of senior management, staff, pupils and parents.

Appendices:

Appendix 1

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

Appendix 2

Curriculum plan for KS3 and KS4 PSHE dedicated time

RSHE topics – all topics are revisited when the need arises

	Autumn	Spring	Summer
Year 7	Online safety Bullying Economic education Careers	Health education: healthy/unhealthy relationships Relationships and sex education: puberty	Society: Human rights. British values The future: Communities Taking care of the environment
Year 8	Online safety: extended Being safe online and outside Banter and bullying Healthy relationships	Diversity Prejudice and discrimination Relationships and Sex Education Physical and emotional changes Media perspectives Law. Consent	Economic education Careers Making good decisions towards the ideal job
Year 9	Careers Setting SMART goals	Healthy/unhealthy lifestyle Eating disorders Drugs	Relationships and sex education: Family, friends, professional, romantic
Year 10	Setting goals - college research Transition to KS4; Revise GCSE goals Healthy relationships Mental health	Intimate relationships: Consent, Coercion, Safe sex, Contraception, STDs, sexting and porn World of work Addressing extremism and radicalisation	Mental health and Ill health stigma Social and emotional risks of drug and alcohol use Financial decision making
Year 11	College applications and interviews KS4 study habits; revision strategies Self esteem, coping with stress RSE: Relationship myths Homophobia and sexism	Pregnancy - miscarriage, abortion, adoption Taking responsibility for your own health: * Checking for cancer * Where to get help	Wider world: Budget; Financial risk Influences on financial decisions Gambling Consumer rights Online exploitation Contracts

			Work and contracts
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Appendix 3
Curriculum map for primary phase
See separate document