



 **Harmony School Curriculum Award**  
Accreditation guide for applicants

 **The  
Harmony  
Project**



The Harmony School Accreditation Scheme celebrates the work that schools are doing to develop a Harmony approach to education in their settings.

Currently, schools are able to apply for the Harmony School Curriculum Award in recognition of their work developing a Harmony approach to the curriculum. We hope to extend the scheme to cover work developing a Harmony approach in other areas in the future, for example, in the community and on the school campus.

The scheme is offered entirely free of charge for schools applying for accreditation before the end of October 2023.

To achieve the Harmony School Curriculum Award, schools are invited to submit evidence of their work in three key areas:

- ▶ **Enquiries of learning (see p. 3)**
- ▶ **Great Work celebrations (see p. 6)**
- ▶ **Reflections on enquiry questions and Nature's principles of Harmony (see p. 8)**

An explanation of each of these areas and details of the evidence that should be submitted to apply for accreditation is given on the following pages.



# 1. Enquiries of learning

Following a Harmony approach to education, the learning each half term (or however you block your learning) is presented as a single, cohesive 'enquiry of learning' with an overarching enquiry question. Teaching and learning is planned in a way that, wherever possible, draws together subject skills and knowledge from across the curriculum. Pupils are encouraged to see how different areas of their learning support the wider enquiry.

We encourage schools to develop their enquiries of learning to include six key elements:

**a) An enquiry question** which signposts the half term's learning and acts as a stimulus for reflection at the end of the enquiry

**b) A linked principle of Harmony in Nature** to guide and inform the enquiry

**c) A Great Work celebration** of pupils' learning, based on what has been planned

**d) Partners in learning** who can enrich and enhance the learning process

**e) A sustainability action** to give pupils agency in becoming leaders in sustainability. It should be informed by the *project* (enquiry) in relation to the *principle* (of Harmony in Nature) and then translated into some kind of sustainability *practice*

**f) Weekly outdoor learning** opportunities to support pupils in connecting with Nature and applying learning to their own lives



## What evidence will I need to provide?

We invite schools to submit evidence of their work in developing a Harmony approach to the curriculum in response to the questions:

*What are the enquiries of learning you teach? How are they planned out in line with Nature's principles of Harmony to build a Harmony curriculum?*



You will need to provide a planning overview for every enquiry of learning that has been taught in each year group or mixed age class (the guide on the next page will help you with this). For each year group or class, at least two of these enquiries should have a clear Nature theme.

You can use The Harmony Project's enquiry of learning planning overview template (see p. 18), or you are welcome to submit your planning in a similar format.

Your planning should include elements a to f outlined on the previous page.

# Key elements of planning for an enquiry of learning

## Enquiry question

The enquiry question is the ‘essence’ of the enquiry of learning; it should encapsulate what it is you want the children to explore. It should be memorable so that children can recall and return to it easily during the half term’s learning and not so specific as to make mapping content from across the curriculum challenging.

## Nature’s principle of Harmony

The learning enquiry should have a clear link to one of the principles of Harmony in Nature that we work with at The Harmony Project. Keeping this principle in mind throughout the planning process will help create opportunities for children to reflect on the significance of the principle to their learning, on what we can learn from the principle more widely and on how we can apply it to our daily lives to achieve more sustainable ways of living and being.

## Great Work

This is an outcome children work towards from the start of the enquiry of learning, rather than being a stand-alone event or activity at the end of the half term. It should be celebratory in nature and something that can be shared with others (a book, a performance, a meal). It should give meaning and purpose to the learning. Wherever possible, the Great Work should link directly to the sustainability action.

## Partners in learning

These could be individuals within the school or local community, or from organisations or other groups, who can enhance the learning. Working with local partners in learning provides a valuable opportunity to develop strong relationships with the local community.

## Sustainability action

This should be an activity which promotes a sustainable practice and which pupils can engage in as part of their learning during the enquiry. It could be finding ways to reduce food waste at lunchtime or cutting energy use, planting fruit trees or learning to cook with seasonal, locally sourced ingredients.

## Weekly questions

Weekly questions provide a structure to the enquiry of learning by providing a focus for the learning each week. The first question should focus as much as possible on the enquiry in relation to the child’s own life, with each subsequent weekly question building on the last one. Weekly questions should be phrased in such a way that it is possible to link the learning in each subject each week to the weekly question.

Half-termly planning overview Year 3 – Autumn Term 1

Enquiry question: How can we identify native trees through the seasons?

Nature's principle of Harmony: The principle of the Cycle

Great Work: Planting native trees and creating native tree guides

Partners in learning: Local tree nursery; local forest rangers; The Woodland Trust

Sustainability action: Planting native trees and eating seasonal fruit

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ENQUIRY QUESTION	Which native trees grow where we live?	How does a tree begin?	How do roots support a tree?	What role do leaves play in the life of a tree?	What do different types of native apple taste like?	How do trees change through the seasons?
SCIENCE	How can we calculate the height of a tree? (using different methods to calculate the height of trees)	What shape are different tree seeds? (exploring symmetry and shape in seeds)	Where do we see fractals in tree roots and shoots? (exploring branching patterns in tree roots and shoots)	What patterns do we find in apple cross-sections? (exploring symmetry in tree leaves through sketching and geometry)	What patterns do we find in apple cross-sections? (exploring symmetry in tree leaves through sketching and geometry)	How can we show how trees change through the seasons in a circle diagram? (drawing circles with compasses to draw a diagram)
ENGLISH	What are the different parts of a tree?	What does a tree need to grow and thrive?	How is water transported from the roots to all the parts of a tree?	Why are a tree's leaves so important? How can we identify a tree by its leaves?	Why, and how, do fruit trees produce fruit?	How will I describe the life cycle of a tree?
ART & DESIGN	How can I describe the setting in Anthony Browne's Into the Forest?	How can I use powerful description in my own story?	What do I like about different poets' descriptions of trees and nature?	What descriptive language will I use in my own collaged tree poem?	What will I include in a fact file about native apples?	What information will I include in a report about the life cycle of a native tree?
RE	How accurately can I use full stops and capital letters in my writing?	How can I use paragraphs to explore ideas in my writing?	What other ways are there of writing in the past? (present perfect)	How can I use a different past tense form in my poem? (present perfect)	How do headings and subheadings help structure a text?	How can headings and subheadings help structure my writing?
MATHS	How can we calculate and order the heights of trees? (Numbers up to 1000)	How can we use seeds to find 10 more and 10 less? How can we find 100 more and 100 less?	What can we learn about number sequences from tree roots and shoots?	How accurately can we estimate and measure leaves in mm and cm?	How can apple segments help us find fractions and equivalent fractions?	What data can we collect about local trees and how can we present it?
GEOSCALARY	How can I use a sketch map to show the location of trees in our school grounds/local area? (fieldwork)	How can I present data from a local tree survey?	Where in our local area has the most trees? (fieldwork)	How will I mark up a map of our local area to show the wooded areas?	How can I use an OS map to find our nearest woods? (A-figure grid references)	How can I use an atlas to locate different types of woodland and forest in the UK?
ART & DESIGN	How can I use masking tape and watercolours to create a silver birch forest artwork? (1)	How can I use masking tape and watercolours to create a silver birch forest artwork? (2)	What is the secret to mixing colours using watercolour paints?	How will I mix colours to create a leaf watercolour artwork?	How can I bend watercolour pencils to create an apple artwork?	How can I use (yotaku) techniques to create leaf prints?
IT & COMPUTING	How can I use search engines safely to find information?	In what order do search engine results about native trees appear?	How can I work out whether a website is a trusted source of information?	What similarities and differences can I find in two webpages about trees?	How can I use search engines to research a native tree? (1)	How can I use search engines to research a native tree? (2)
PE	Dance: What shapes can we make with our arms and legs in dance?	Dance: What dance moves can I use to represent the germination of a tree seed?	Dance: How can I represent the growth of a tree's roots and shoots through dance?	Dance: How can I show through dance how a tree moves in the wind? How it sheds its leaves?	Dance: How will I work as part of a group to create a dance showing the life of a tree?	Dance: How will I perform a dance showing the life of a tree in a group?
PSHE	How can I express how I feel using words and other techniques?	How does time spent outdoors make me feel? (outdoor activity)	How does time spent outdoors make me feel? (outdoor meditation)	How does it feel to do something for others? (preparing ground to plant trees)	How does it feel to do something for others? (planting fruit trees)	How can I plan the things that make me feel well into each day or week?
OUTDOOR LEARNING	Woodland walk or tree spotting in the school grounds or local park		Visit to a local woodland with forest rangers	Collect different types of tree leaves		

The Harmony Project [www.theharmonyproject.org.uk](http://www.theharmonyproject.org.uk)





## 2. Great Work celebrations

Throughout each enquiry of learning, there should be a clear sense of journey, since a curriculum means ‘course’ or ‘journey’. This sense of journey is further developed as pupils work towards a Great Work, an event or outcome which celebrates and shares their learning and which takes place at, or towards, the end of each half term. This should not create extra work but should instead provide a meaningful goal to work towards.

Further information about Great Works can be found on pages 101–107 of the Teachers’ Guide and on our website at:

[theharmonyproject.org.uk/practice/plan-enquiry-learning](http://theharmonyproject.org.uk/practice/plan-enquiry-learning).





## What evidence will I need to provide?

For each of the enquiries submitted as evidence for the 'Enquiries of learning' section of the accreditation process, we invite schools to submit evidence of the Great Work that has taken place at the end of the half term.

The evidence submitted should provide a response to the question:

*How has the pupils' journey of learning been celebrated and how have they been involved in preparing this?*

The evidence submitted for each Great Work could take the form of:

- ▶ **Photographs**
- ▶ **Short audio recordings** (for example, of a poetry recital or a song that pupils have composed and performed)
- ▶ **Comments** from those with whom a Great Work has been shared (for example, children from another year group, parents, carers or grandparents)

### 3. Reflections on enquiry questions and Nature's principles of Harmony

As each enquiry of learning draws to a close, pupils are invited to reflect on their learning journey and to provide a response to the enquiry question and linked principle of Harmony in Nature.

At this point, staff may also wish to evaluate the enquiry of learning as a whole in order to guide their thinking in developing the enquiry in the future.

#### **What evidence will I need to provide?**

The evidence submitted should respond to the question:

*How have pupils responded to the enquiry question and what is their understanding of the linked principle of Harmony in Nature?*

*“A cycle never just stops. It never ends. It repeats itself unless something interrupts it. When a cycle is interrupted, the whole cycle breaks.”*

Eden, Year 5

*“The creatures in the rainforest are all different but they all live together as one. Without one, the others couldn't survive.”*

Harry, Year 3



*“You find examples in Nature of how living things have adapted or changed to survive. It shows you how we need to adapt our lives and the way we live to make things better for everyone. We can make one small change and it will improve things for people in other parts of the world.”*

Meghan, Year 6

The evidence submitted to support this section of the application could include:

- ▶ **Reflections from pupils** (written or short audio clips) in response to the enquiry question. Older pupils could respond individually or in pairs, using a short questionnaire with prompts to help them. With younger pupils, an adult could transcribe or record parts of a class discussion or oral reflections from pupils.

You will find printable forms at the end of this pack (see p. 17), which can be used to help make the process of gathering reflections from pupils more straightforward.





## Harmony & Values-based Education

Values-based Education (VbE) is a transformational movement, which supports schools in developing a whole-school culture. In a VbE school, pupils explore, experience and live positive universal human values. VbE gives young people access to an ethical vocabulary that supports the development of ethical intelligence. This is the ability to ethically self-regulate behaviour — a quality so needed in our world.

Underpinning the work of Harmony are the values we live by. In some schools, values are explored both explicitly and implicitly with students. In others, they are embedded within the school's culture.

Whatever your school's current approach, we believe VbE is essential to the work of Harmony as it encompasses values in action. Further information about VbE can be discovered at [valuesbasededucation.com](http://valuesbasededucation.com)



# The application process

## When to apply

Applications will be accepted at any time of year, providing there is clear and comprehensive evidence from each year group or mixed age class in your school to show a Harmony approach to learning.

To achieve full accreditation, you will need to be able to demonstrate a Harmony approach to learning over the academic year.

However, you can also submit evidence relating to one term to apply for 'Becoming a Harmony School' status (see right), with a view to applying for full accreditation at a later date.

## 'Becoming a Harmony School' status

If you wish, you can submit evidence relating to one term's teaching and learning to apply for 'Becoming a Harmony School' status. As with applications for full accreditation, we will accept applications for 'Becoming' status at any time in the school year.

One of the benefits of this approach is that your Accreditation Assessor will provide you with feedback to inform your next steps. This may be particularly useful if your school is just starting out on its journey towards developing a Harmony approach to the curriculum.

If your application for 'Becoming a Harmony School' status is successful, you will be awarded a 'Becoming a Harmony School' certificate, which you will be able to display until your full application is successfully signed off and full accreditation status is awarded.

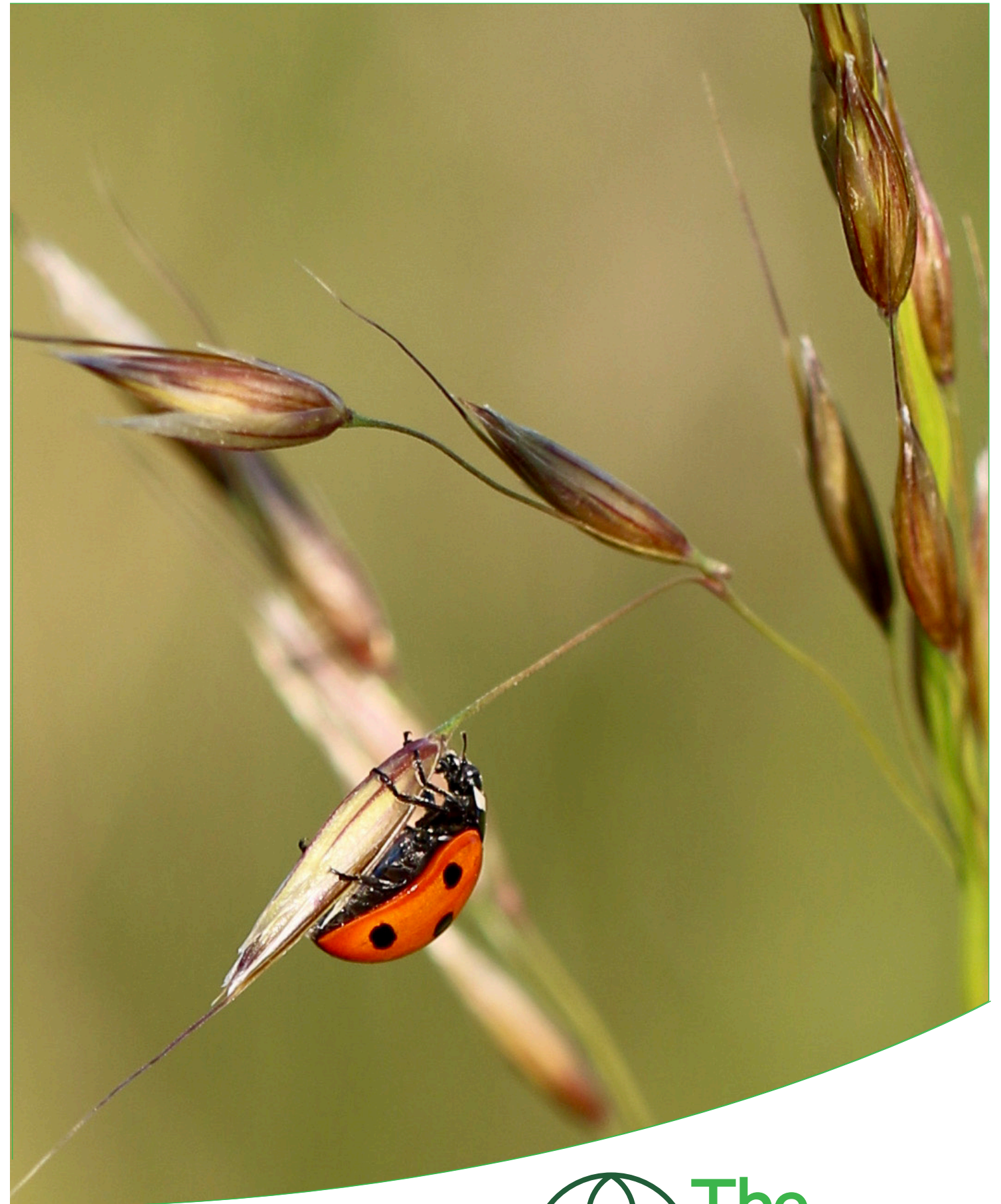




## Feedback on your application

Whether you are applying for the full Harmony School Curriculum Award or for 'Becoming a Harmony School' status, the evidence you submit will be assessed by your Accreditation Assessor, who will write a short report on your application. This report will either confirm that accreditation status has been granted or suggest next steps to help you achieve the award at a later date.

Successful applicants will receive a certificate and digital logos, and will be celebrated on our website.



# What to submit in your application

## 'Becoming a Harmony School' status

To apply for 'Becoming a Harmony School' status, you should submit evidence relating to a term's teaching and learning in all year groups or mixed age classes.

Your application should include a completed 'Summary of application' form for each year group or mixed age class (this is provided as an editable Word document), and should include:

- ▶ **Two complete planning overviews** for enquiries of learning (one per half term)
- ▶ **Evidence relating to two Great Works** (one Great Work per enquiry of learning)
- ▶ **Evidence of reflections on learning** (for each enquiry of learning)

## Harmony School Curriculum Award

To apply for the full Harmony School Curriculum Award, you should submit evidence relating to teaching and learning spanning an entire academic year across all year groups or mixed age classes.

Your application should include a completed 'Summary of application' form for each year group or mixed age class (this is provided as an editable Word document), and should include:

- ▶ **Six complete planning overviews** for enquiries of learning with a related principle of Harmony referenced for each enquiry (one per half term)
- ▶ **Evidence relating to six Great Works** (one Great Work per enquiry of learning)
- ▶ **Evidence of reflections on learning** (for each enquiry of learning)



If you wish to submit an application, please contact us and we will issue you with a unique code. This should be used in the file names of all evidence submitted and in all correspondence.

Please submit your application and supporting evidence via email to:

[accreditation@theharmonyproject.org.uk](mailto:accreditation@theharmonyproject.org.uk)



When you are ready to submit your application, please ensure you have included the following elements:

- ☐ Planning overviews for enquiries of learning
- ☐ Evidence relating to Great Works
- ☐ Evidence of reflections on learning
- ☐ Completed 'Summary of application' form

## Nature's principles of Harmony

At The Harmony Project, we work with seven principles of Harmony:

**The principle of Oneness** can provide a spiritual dimension to this work. It highlights that in order to appreciate Nature's principles of Harmony fully, we need to find our own sense of peace, of belonging, of what some would call the divine.

[theharmonyproject.org.uk/harmony-principle-oneness](http://theharmonyproject.org.uk/harmony-principle-oneness)

**The principle of Interdependence** shows us that every element within an ecosystem has a value and a role to play. There is an inherent values culture within each system.

[theharmonyproject.org.uk/practice/harmony-principle-interdependence](http://theharmonyproject.org.uk/practice/harmony-principle-interdependence)

**The principle of the Cycle** reminds us that Nature works in cycles that are endlessly self-sustaining and self-regulating. Within these cycles, there are times of growth and abundance, and there are times of decline and decay, of regeneration. During periods of restoration, resources are recycled as food or fuel so that the cycle can begin again. Nature has no waste. Everything has a value. Nothing is 'thrown away'.

[theharmonyproject.org.uk/practice/harmony-principle-cycle](http://theharmonyproject.org.uk/practice/harmony-principle-cycle)

**The principle of Diversity** highlights the myriad forms diversity takes in Nature, forms whose unique features we can learn from. Be it in human form, in the different varieties of a particular species of plant or animal or in the food that we grow and eat, diversity enriches our lives. It is something not just to value, but to promote and celebrate.

[theharmonyproject.org.uk/practice/harmony-principle-diversity](http://theharmonyproject.org.uk/practice/harmony-principle-diversity)





**The principle of Adaptation** is about contextualising our learning in the local, valuing community and thinking about what we can do to learn about, contribute to and improve our local communities into the future.

Adaptation is also about the future and the kind of future we want to create. In any learning about our place, it is important to consider what we can learn from the past and the present, but we can also think about what we might do to create a better future for the community we are part of. Designing for the future is a key feature of a healthy education.

[theharmonyproject.org.uk/practice/harmony-principle-adaptation](https://theharmonyproject.org.uk/practice/harmony-principle-adaptation)

**The principle of Health** highlights that Nature is, for the most part, healthy – and when we are in Nature, we, too, feel well. Nature rejuvenates and heals us. It

restores our spirit. It captures our imagination. It is a constant source of inspiration. When we tune in to Nature in all its elements, we come alive.

[theharmonyproject.org.uk/practice/harmony-principle-health](https://theharmonyproject.org.uk/practice/harmony-principle-health)

**The principle of Geometry** provides a different lens for learning. It helps young people to see how things are. As students learn the proportions and ratios of Nature's patterns, they start to understand that there is an order to life that gives it balance and harmony. They see the world from a different perspective and they begin to develop a much deeper insight into what harmony means. Geometry is a mindful art.

[theharmonyproject.org.uk/harmony-principle-geometry](https://theharmonyproject.org.uk/harmony-principle-geometry)



# Learning enquiry reflection forms

What is the enquiry question?
What is your response to the enquiry question?
What is the linked principle of Harmony?
What does this principle of Harmony mean to you?
What have you most enjoyed about this enquiry and why?

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Enquiry question:

Nature's principle of Harmony:

Great Work:

Partners in learning:

Sustainability action:

WEEKLY QUESTIONS						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ENGLISH						
GRAMMAR & PUNCTUATION						
MATHS APPLICATION						
SCIENCE						
HUMANITIES						
ART OR DT						
COMPUTING						
PE						
MUSIC						
PSHE						
OUTDOOR LEARNING						