



# PSHE (Personal, Social, Health and Economic incl. British Values, Relationships education, Health incl. Wellbeing Education) at Azbuka Bilingual Primary School

Vision:

Subject Leader: Paul Hume

Link Governor: Maria Gavrilova

At Azbuka, we use PSHE to help our children to become independent, responsible citizens who have an awareness of right and wrong. Children are exposed to both English and Russian cultures, traditions and beliefs, developing an empathy and deeper understanding of different cultures and traditions. In-line with the curriculum, and the needs of our children, the teaching of PSHE equips pupils to leave primary education with a solid understanding of social skills, moral beliefs, sex education, **health (incl. wellbeing) education and relationships education and we will continue to strive to meet all aspects of the PSHE curriculum at Azbuka Primary.** We also ensure that enrichment to the PSHE curriculum is provided through many themed days, charity events, and school initiatives, linking to children's SMSC:

- Pastoral support in line with school ethos
- Home learning
- Assemblies
- 'Activity Clubs' at break/lunch times encourages positive relationships

- Worry box, allows children to express their feelings anonymously (discussed in PSHE sessions)
- Joint projects with English and Russian departments
- Fundraising fair at Christmas and Summer
- Bi-weekly school council meetings, gives pupils a voice and teaches democracy
- Trips and visits, eg Visits to the elderly care home teaches empathy, respect and tolerance, builds positive relationships in the community
- Our bilingual assessments that take place in Autumn and Spring terms focus on a PSHE theme (2020-2021: Keeping Safe; Building Positive Relationships)
- Books on display in the hall promote diversity, inclusion, and discussion around key themes)

At Azbuka we use the ‘3D Dimensions’ syllabus which contains many units relating to current issues within today’s world and society, while providing full coverage for all areas of PSHE. Lessons are taught through a variety of teaching and learning styles such as role-play, storytelling and games and these are extremely effective when engaging pupils, making learning purposeful and have had positive feedback from the pupils. In addition to this, some elements of PSHE are taught as stand alone lessons, but the majority is embedded throughout other subjects incl. World Around Us, in our regular assemblies, as well as the texts we expose children to in English, Russian and in Philosophy sessions. We strive to ensure that every child and adult connected to our school is aware and committed to this goal.

We ensure that PSHE is interwoven throughout the entire curriculum at Azbuka Primary and will be touched on in some way discreetly, every day in every lesson: whether that be through being a positive role model, developing teamwork skills or showing respect and care towards others and themselves. PSHE lessons are also taught separately as necessary, but through careful guidance and collaboration, a priority has been that all teachers have woven PSHE lessons into their topics, ensuring that they are relevant, pertinent learning experiences and tie with the overarching themes of the term. For example, when linking healthy eating to Design and Technology in Year One, teaching e-safety and safe relationships online with Computing in Year Four or when learning about family dynamics in the Early Years and Foundation Stage as well as in many other key curriculum areas like Physical Education, Science, English, Russian and History. Through this careful planning, teachers are able to make learning links more valid, increasing and developing life-long learning skills and ensuring that children’s well-being is a priority across the curriculum – whether they are developing their own health through kicking and catching balls or learning about empathy when taking on historical character roles or writing about different people and their views in English.

Every interaction at Azbuka Primary has links with PSHE. Adults and children alike are treated with and treat each other with respect. Our school ethos that ‘Everyone is Welcome’ has our core values of determination, excellence, inspiration, courage, friendship, respect and

equality at its heart, align with the key values of PSHE education. We ensure that relevant training is undertaken and support offered to staff in their daily work with children and we teach using the Growth Mindset approach, supporting children to develop their understanding of how they learn, what works for them and how to develop numerous problem solving skills enabling the power of ‘yet’ and teaching children that with hard work and determination, they can achieve any goal that they set themselves.

We believe strongly that through relationships education, we will be able to further equip children with the knowledge that they need to create and maintain healthy, happy and safe relationships and that they will understand and report abuse, safeguarding children. We are excited to be further providing opportunities to enable children to be taught about positive emotional and mental wellbeing and to provide key coping strategies for them to enter the wider, ever-changing world. We ensure that standards of PSHE teaching are high through lesson observations, that learning is pertinent and remembered through discussions with children and feedback is shared with SLT and staff as well as attending PSHE training as necessary.

#### PSHE Overview

#### Key Themes:

- Living in the Wider World
- Health and Wellbeing
- Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Y1-2	<p><b>Health and Wellbeing</b></p> <p>W1 – Mental health</p> <p>W2 – Physical wellbeing</p> <p>W3 – Ourselves, growing and changing</p>	<p><b>Relationships</b></p> <p>W1 – Family and positive close relationship</p> <p>W2 – Friendships</p>	<p><b>Living in the wider world</b></p> <p>W1 – Shared responsibilities</p> <p>W2 – Communities</p> <p>W3 – Media literacy</p>	<p><b>Health and Wellbeing</b></p> <p>W1 – Physical wellbeing</p> <p>W2 – Mental Health</p> <p>W3 – Ourselves, growing and changing</p> <p>W4 – Keeping Safe</p> <p>W5 – Drugs, alcohol and tobacco</p>	<p><b>Relationships</b></p> <p>W1 – Family and positive close relationship</p> <p>W2 – Friendships</p> <p>W3 – Safe relationships</p> <p>W4 – respecting self and others</p> <p>W5 - Link between the values looked at</p>	<p><b>Living in the wider world</b></p> <p>W1 – Shared responsibilities</p> <p>W2 – Communities</p> <p>W3 – Media literacy and digital resilience</p> <p>W4 – Economic wellbeing: money</p>

	<p>W4 – Keeping Safe</p> <p>W5 – Drugs, alcohol and tobacco</p> <p>W6 – Reflection session</p>	<p>W3 – Safe relationships</p> <p>W4 – respecting self and others</p> <p>W5 - Link between the values looked at so far: relationships, friendships, being safe and respect.</p> <p>W6 – Reflection session</p>	<p>and digital resilience</p> <p>W4 – Economic wellbeing: money</p> <p>W 5 – Economic wellbeing: Aspirations, work and career.</p> <p>W6 – Reflection session</p>	<p>W6 – Reflection session</p>	<p>so far: relationships, friendships, being safe and respect.</p> <p>W6 – Reflection session</p>	<p>W 5 – Economic wellbeing: Aspirations, work and career.</p> <p>W6 – Reflection session</p>
LKS2 Y3-4	<p><b>Health and Wellbeing</b></p> <p>W1 – Mental Health</p> <p>W2 – Physical Wellbeing</p> <p>W3 – Ourselves,</p>	<p><b>Relationships</b></p> <p>W1 – Family and positive close relationship</p> <p>W2 – Friendships</p>	<p><b>Living in the wider world</b></p> <p>W1 – Shared responsibilities</p> <p>W2 – Communities</p>	<p><b>Health and Wellbeing</b></p> <p>W1 – Physical wellbeing</p> <p>W2 – Mental Health</p> <p>W3 – Ourselves, growing and changing</p> <p>W4 – Keeping Safe</p>	<p><b>Relationships</b></p> <p>W1 – Family and positive close relationship</p> <p>W2 – Friendships</p> <p>W3 – Safe relationships</p> <p>W4 – respecting self and others</p>	<p><b>Living in the wider world</b></p> <p>W1 – Shared responsibilities</p> <p>W2 – Communities</p> <p>W 3 – Media literacy and digital resilience</p>

	<p>growing and changing</p> <p>W4 – Keeping Safe</p> <p>W5 – Drugs, alcohol and tobacco</p> <p>W6 – Reflection session</p>	<p>W3 – Safe relationships</p> <p>W4 – respecting self and others</p> <p>W5 - Link between the values looked at so far: relationships, friendships, being safe and respect.</p> <p>W6 – Reflection session</p>	<p>W 3 – Media literacy and digital resilience</p> <p>W4 – Economic wellbeing: money</p> <p>W 5 – Economic wellbeing: Aspirations, work and career.</p> <p>W6 – Reflection session</p>	<p>W5 – Drugs, alcohol and tobacco</p> <p>W6 – Reflection session</p>	<p>W5 - Link between the values looked at so far: relationships, friendships, being safe and respect.</p> <p>W6 – Reflection session</p>	<p>W4 – Economic wellbeing: money</p> <p>W 5 – Economic wellbeing: Aspirations, work and career.</p> <p>W6 – Reflection session</p>
UKS2 Y5-6	<p><b>Health and Wellbeing</b></p> <p>W1-3 – Keeping Safe</p> <p><b>Relationships</b></p> <p>W4 – Family and</p>	<p><b>Living in the wider world</b></p> <p>w1-4 Economic wellbeing: money</p> <p>W5 Communities -</p>	<p><b>Health and Wellbeing</b></p> <p>W1 – Puberty - Ourselves, growing</p>	<p><b>Health and Wellbeing</b></p> <p>W1-2 – Ourselves, growing and changing</p> <p><b>Relationships</b></p> <p>W3-5 – respecting self and others</p>	<p><b>Health and Wellbeing</b></p> <p>W1-3 – Drugs, alcohol and tobacco</p> <p><b>Living in the wider world</b></p> <p>W4-6 Media literacy and digital resilience</p>	<p><b>Living in the wider world</b></p> <p>W1-3 Aspirations, work and career (Economic wellbeing)</p> <p>W4 Gambling, effects of</p> <p><b>Relationships</b></p>

	positive close relationships W5 – Safe relationships	contributions that groups make	and changing W2 – Puberty - Physical wellbeing Relationships W3-5 – Family and positive close relationships			W5 Safe Relationships: Consent W6 Respecting self and others: how to debate and challenge
--	---	--------------------------------	--	--	--	--

Below are examples of how we integrate PSHE into other aspects of the curriculum:

Health and Wellbeing

Living in the Wider World

Relationships

Assembly Overview
<b>Autumn 1</b>
New beginnings - Welcome back - Rules and Expectations International Day of Peace Fire Safety - Fireman Black History Halloween Celebrating Achievements
<b>Autumn 2</b>
Remembrance Day Children in Need Anti Bullying Week Internet Safety - NSPCC Shoobox / Toy appeal Celebrating Achievements
<b>Spring 1</b>
New Year Resolutions Russian Orthodox Christmas - Святки и Рождество

Burns Night - Robert Burns Chinese New Year Recycling Saint Valentine Ash Wednesday and Lent Fair Trade Celebrating Achievements
<b>Spring 2</b>
Pancake Day and Russian Maslenitsa- Масленица International Women's Day-8 марта World Book Day St Patrick's Day Mindfulness Mothering Sunday Easter Story Victory Day- День победы/День Памяти Celebrating Achievements
<b>Summer 1</b>
Keeping Healthy Sports and Fitness - Sportsmanship Being Eco-Friendly Celebrating Achievements
<b>Summer 2</b>
Russian Language Day-День русского языка Safety End of Year Achievements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	E.Geography - Locational Knowledge UK countries, Continent of Europe, comparing City Landmarks of London to City in Russia	Geography - Physical Geography Comparing England's landscapes to Russia's. Seasons	History - Changes in living memory Toys  Empire Change	History - Significant Individuals and Space Famous astronauts	Geography - Human and Physical Geography Living near the poles Comparing to the Equator  Ecology Land use	History - Changes in UK and Russia Prehistory Prehistoric
Year 2	Geography - Locational Knowledge River Thames	History - Significant Events The Great Fire of London	History - Changes in Living Memory Me and My Family	History - British History Study Victorian era Royalty  Empire Change	Geography - Physical Geography Ecology Migration of birds in UK and Russia	Geography- Rainforests

Year 3	History - Changes in Britain Brief: Stoneage to Anglo-Saxons In depth: Vikings	Geography- Physical Inside the Earth	Geography - Locational and Physical Ecology The Polar Region  History - Significant	Change History - Significant Individuals Peter the Great  Geography - Locational Knowledge Capital City/Cities Characteristics	Geography - Human Land Use Farming in England and Russia  Digestion  History -	History - Human, Physical and Locational Travels around Europe How people travel
--------	---	---	---	--	--	---

Year 4	History - The Greek Empire and its impact on Britain and Russia  Empire Innovation / change	Science/Geo graphy What lies beneath our feet?  Soil, fungus, plants, life inside the soil. Ecology	History/Geog raphy Changes in Russia Ancient Rus and slavic roots. From pagan gods to christianity. Trading roots.	Geography Physical and Locational Ecology Oceans Ecosystems Pollution	Science Human body Respiratory System (animals and humans) Viruses and bacteria	History Changes in our areas Local area study London and Edinburgh compared to Moscow and St Petersburg
Year 5	History History of the written word and number. Cirrilyc script. First printed books in Russia (significant people and innovation)	History - The achievement s of the earliest civilizations Ancient Egypt	Geography Transiberian Railway Taiga Forest Cities etc	History British History Study The Tudors  Tyrant, empire Unrest Religious battle	Science Flowering and nonflowering plants. Reproductive systems of plants.  Human body??? Circulatory system	Geography/Science  Astronomy - Links to Ancient Greece where it was developed Effect of sun and moon Destruction Extreme weather

Example of Autumn Philosophy Plan

Autumn 1 Session	Year 1 and 2 Being in my world	Year 3, 4, 5 Empathy / Wellbeing
1	Introduce and establish ground rules for speaking and listening. Play would you rather...?	Recap ground rules. Play would you rather...? Warm up with chn expected to give reasons.
2	Recap ground rules. Play I went to the shops and... What went well?	Recap ground rules. Play philosophical game – magnet Introduce stimulus – Read Silly Billy Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Anthony Browne –Silly Billy How does it make you feel? Why?	Recap ground rules Play philosophical game – Would you dare? Is there ever a time when it's ok to not be kind? What is kindness? Vote Mini enquiry.



Autumn 2 Session	Year 1 and 2 Keeping Safe (Health and Safety)	Year 3, 4, 5 Keeping Safe (Internet Safety, Anti-Bullying)
1	Introduce and establish ground rules for speaking and listening. Play magnet game.	Recap ground rules. Play Sort out game - Warm up with chn expected to give reasons.
2	Recap ground rules. Play would you rather. What went well?	Recap ground rules. Play philosophical game – concept line Introduce stimulus – Watch BBC Clip about Girl who is being bullied Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Oscar and The Bird How does it make you feel? Why?	Recap ground rules Play philosophical game – Vote with your feet. Linking bullying to death/loss of self... Can we regain the life we lost? Can we avoid this loss? Can we prevent this loss? The value of life?