



PERSON RESPONSIBLE: Curriculum / Subject leaders
Approved by: Head teacher, Governors of AZBUKA Foundation
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PSHE (Personal, Social, Health and Economic) incl. British Values, Relationships education, Health and Wellbeing Education at Azbuka Bilingual Primary School

Subject Leaders: Jelena Rosenberg, Nadia Loureda (Heads of curriculum),
Olga Lyczek (EYFS)
Wellbeing Lead (Primary) : Kayleigh Hanley

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, **health (incl. wellbeing) education and relationships education and we will continue to strive to meet all aspects of the PSHE curriculum at Azbuka.** We also ensure that enrichment to the PSHE curriculum is provided through many themed days, charity events, and school initiatives:

- Pastoral support in line with school ethos
- Home learning
- Assemblies
- ‘Activity Clubs’ at break/lunch times encourages positive relationships
- 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
- Books on display in the hall promote diversity, inclusion, and discussion around key themes)

At Azbuka we use a 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 as well as Nursery/Reception and will be touched on in some way discreetly, every day in every lesson/activity: 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 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 starting from early age 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.

Health and Wellbeing. Key Actions and Initiatives.

Health and wellbeing are at the core of the Azbuka Foundation’s educational model and underpins the entire culture of our school.

At Azbuka, we foster and support the mental, emotional, social, and physical health of both students and staff through a whole-school approach. This includes:

- Creating a supportive environment
- Planning a bilingual and culturally rich curriculum
- Delivering a comprehensive PSHE (Personal, Social, Health and Economic) education
- Promoting healthy habits and lifestyles
- Encouraging teamwork and shared decision-making
- Teaching emotional regulation and resilience
- Providing targeted support for mental health and wellbeing needs
- Collaborating with external agencies
- Ensuring access to appropriate resources and nurturing positive relationships

These principles are integrated throughout the entire curriculum and school life, not confined to individual subjects. We regularly review our practices in collaboration with students, staff, leadership, and governors to inform school evaluation and ongoing school development.

Our Definition of Wellbeing

1. Mental and Emotional Wellbeing:

- Managing emotions and processing negative feelings
- Developing resilience
- Fostering a supportive atmosphere through positive interactions and consistent routines
- Teaching digital wellbeing and online safety

2. Social and Economic Wellbeing:

- Promoting a sense of belonging and community
- Fostering positive relationships, social engagement, and empathy
- Preparing students for life in modern British society
- Cultivating respect for diverse cultures and backgrounds

3. Physical Wellbeing:

- Promoting the benefits of regular exercise, sports, and physical activity
- Teaching about healthy diets and nutrition
- Encouraging time spent outdoors and appreciation for nature
- Teaching respect and appreciation for the environment, animals, and plants

Wellbeing Actions and Initiatives

Academic Year: 2025-2026

Wellbeing Lead: Kayleigh Hanley

Key PSHE Themes and Strategic Objectives: (school)

PSHE Theme	Objectives
1. Health & Wellbeing	Equip children with self-regulation strategies, promote healthy routines, and reduce anxiety through teaching and learning strategies , special activities, daily emotional check-ins and calm spaces.
2. Relationships	Foster empathy, respect, and effective communication through planning for team work, peer mentoring, conflict resolution, and whole school emotional language.
3. Living in the Wider World	Create and build the sense of community and belonging, Build a culture of kindness, gratitude, and global citizenship through whole bilingual and culture rich curriculum, school projects, restorative circles, and pupil-led initiatives.

How do we do that? Educational model, Core Actions & Initiatives

1. Bilingual and culture rich curriculum, PSHE and teaching strategies

Azbuka bilingual and culture rich curriculum was developed to meet the linguistic, social, emotional and cultural needs of the family and community. It fosters sense of belonging, social and emotional health and wellbeing, resilience, academic achievements, appreciation of diversity and different cultures and preparation for life in the modern world. Curriculum and planning encourage team work and joint problem solving and essential part of school pedagogy. Children of different ages have an opportunity to learn and play together. Traditional team games are part of school life during lessons and play time. Comprehensive programme of PSHE in place. Curriculum planning includes a rich programme of school trips, meeting with people of different professions, visitors. Charity, community and environment is part of School Ethos and Philosophy.

2. Wellbeing Lead.

The **Wellbeing Lead** in school plays a crucial role in supporting pupils' mental, emotional, and social health. Children can speak to school nominated Wellbeing Lead when they're feeling overwhelmed, anxious, upset, or just need someone to listen. Pupils are encouraged to speak to the Wellbeing Lead during the day, through worry boxes, or by asking a teacher/TA for help.

3. Restorative Practice Circles help pupils:

- Build empathy and emotional awareness
- Reduce conflict and exclusions
- Strengthen relationships
- Take responsibility for their actions

They offer a safe and respectful space for open dialogue, supporting a positive and inclusive school environment

- Weekly circle times for the KS1 and KS2 groups of children
- Focus on emotions, problem-solving, daily check-ins, and community-building.
- Topics covered: Conflict, empathy, celebration, gratitude.

4. Happy Circle play-based therapeutic activity.

These short, weekly sessions are designed to enhance children's emotional well-being through playful, collaborative, and nurturing activities. *Happy Circle* is integrated into the Azbuka curriculum. All children in these year groups gain from this opportunity, which aims to nurture their emotional health and foster positive relationships. We will cover a variety of topics tailored to the needs of our students, working closely with both teachers and children to identify themes that are meaningful and relevant. Happy Circle will be led by a qualified

child counsellor and registered member of the British Association for Counselling and Psychotherapy (BACP).

5. Worry Box

The Worry Box is located in the school hall and is available for any child who wishes to share a concern privately.

Worries are checked regularly and discussed during wellbeing sessions. Pupils are regularly reminded of its purpose and how to use it.

The School Council Lead is responsible for maintaining the box and will liaise with the Wellbeing Lead to ensure appropriate support is provided.

6. School Council. Encourages collective decision making, fosters sense of belonging, FBV, rule of law, preparation to the British society, team work.

Buddy System lead by School Council

- Peer buddies for KS1/KS2 new starters.
- Support at playtimes and transitions.
- Mentors trained in active listening and inclusive play.

7. Wellbeing Assemblies, Awards & Recognition

- Termly themes: emotional vocabulary, mental health strategies, recognising kindness.
- Include storytelling, scenario discussions, and whole-school challenges
- Kindness and Gratitude Awards given termly during assemblies.
- Children nominate peers for acts of empathy, honesty, supportiveness.
- Certificates and display board updates.

Wellbeing Week

- Launched each Spring Term.
- Themed around: self-care, gratitude, mental fitness, diversity, community.

Includes: Yoga or mindfulness sessions, art therapy workshops, guest speakers and family involvement, community kindness projects.

8. Emotional Literacy Focus

- Whole-school push on emotional vocabulary - displayed in classrooms and corridors.
- Key words taught in English and Russian to ensure bilingual inclusivity.
- Wellbeing posters around school.
- Weekly positive affirmations shared in class and assemblies.

- Staff model and reference these messages daily.

9. Calm, Supportive Environments

- “Calm Corners” with sensory tools and calming visuals.
- Zones of Regulation posters visible.
- Quiet lunchtime zone for those needing reflective or quieter space.

10. Local Community Project.

Encourages participation to the local community, sense of belonging, contribution to the society from early age, team work, acceptance of responsibility, preparation to life in British society

11. Involving parents and families and alumni

- Events and cultural celebrations together with parents, families and community
- Rich Programme of Teacher-parent-family cooperation
- Newsletters and information updates
- Collective fundraising initiatives, supporting charities and communities
- Idea of charity being part of schools aims
- Azbuka leavers and graduates are invited to school for special talks with KS2 children
- Azbuka’s clubs are open to all children from wider bilingual community

12. Governors and Wider community

- Many governors are school founders, they are very active in school development and improvement. Some are invited regularly to school for visits and talks with students
- Meetings agendas include Health and Wellbeing as regular topics of discussion , SEF and improvement.
- Azbuka is active in promoting bilingual education model, outreach initiatives and is founding member of BEA (Bilingual Education Alliance). It works with both state and independent schools and takes part in educational networking events

EYFS and PSHE/Health and Wellbeing

How we support Health and Wellbeing for our Pre-school children

1. Azbuka bilingual and culture rich curriculum was developed to meet the linguistic, social, emotional and cultural needs of the family and community, and fosters sense of belonging. Supporting languages of the family from early age is directly linked to the emotional wellbeing of the child, sense of belonging, confidence in their bilingual identity, language development and understanding of the world.
2. We support child's transition into the new educational setting, their settling in period by building close relationships with their Key Teacher, supporting their self-regulation and cooperating with the parents.
3. We encourage children to learn more about their feelings and how to better manage their emotions by taking part in different activities (recognising different emotions by looking at the pictures with the emojis, using the quiet corner with different sensory toys, storytelling, role-play and reflective discussions are used to help children develop emotional literacy).
4. We encourage children to be active and develop physically (taking part in different physical activities both indoors and outdoors: dancing, playing sport games, running, jumping, children's yoga, etc.). Mindfulness practices, such as breathing exercises, children's yoga and relaxation techniques, are introduced in age-appropriate ways.
5. We provide children healthy food during snacks and encourage children to take part in many activities where children learn how to choose healthy food for their nutrition (role play activities, using real fruits and vegetables in their play, storytelling etc.)
6. We teach respect for diversity is emphasised with inclusive activities that celebrate different cultures, languages, and family structures. (Through the role-play activities, reading books about different cultures, dressing up in different costumes from different cultures, playing different musical instruments, inviting parents to different cultural events and celebrations in Azbuka, read stories in different languages, singing songs in different languages, listening to the music from around the world, taking part in various food projects etc.)
7. We support children's growth of confidence and self-esteem by encouraging them to be more independent in self-care and hygiene, choosing the activities they would like to play, having a choice of different resources and materials that they would like to use in their play etc.
8. Our curriculum activities across language, mathematics, arts, messy play and experiments integrate elements that foster confidence, resilience and curiosity. Creative expression (e.g., music, art, theatre and story-telling) is encouraged as a means of supporting both self-identity and collective wellbeing.

Please see EYFS Curriculum for full details re to PSHE, (inc Health, Wellbeing, British Values)

Measuring Impact:

Measure	Frequency	Responsibility
Pupil Voice Surveys	Termly	PSHE/ Wellbeing Lead, School Council
Staff and students Observations	Ongoing	Deputy/ EYFS manager/ SLT/ PSHE/ Wellbeing Lead
Wellbeing projects- Kindness & Gratitude	Termly	Class Teachers & Pupils, inc EYFS

Staff Development & Training:

- CPD on PSHE, inc health and wellbeing, restorative circles and mindfulness practice.
- Ongoing reflective practice during staff meetings.