

Bonus: Bromley Regional Primary PE SUBJECT LEADERS' Summer Term Resource Support 2026



Content:

- Sports Day
- Athletics
- Sun Protection
- Water Safety
- Gardening
- Grants Available



Sports Day: Planning for Maximum Outcome

Sports Days should ideally ensure a high rate of physical activity per pupil that is best delivered within a structured carousel of events that they have previously practiced for via teacher-led qualitative technique instruction.

KS1 and KS2 Sports Days may be organized for separate days dependent upon the size of the school and with preparation made for back up dates allowing for any inclement weather. As a polite reminder, National Schools' Sports Week is a wonderful opportunity for schools to schedule such an occasion as a means of participating within this annual national initiative.

As has been relayed within previous PE Forum meetings, The PE Premium funding CAN be used to accommodate any costs including racetrack hire at a local Athletics club coupled with transportation costs. This can help facilitate school to community club links and provide all-important first-hand pupil experience of attending such a facility with all that it can bring in terms of both resource and learning e.g. Norman Park Athletics Club; Croydon Sports Arena.

Recommended FREE Resource Support To Reduce The Stress Of Organising

England Athletics Funetics:

<https://www.englandathletics.org/funetics/schools/sports-day/>

I-Moves Planning The Perfect Sports Day:

<https://imoves.com/resource-hub/primary-pe-and-dance-lesson-planning/planning-the-perfect-sports-day>

Wheelchair Accessibility

- Ensure that there is tested wheelchair friendly surface as approved by any wheelchair users at your school. Track or tarmac surface is naturally preferable compared to a grass surface. Ensure that there is wide spacing therefore enabling plenty of room for manoeuvre of wheelchairs and elbows and the knuckles that are facilitating the steering. If at all possible, why not borrow a set of sports wheelchairs and organise a series of wheelchair races that everyone can be involved in so as to promote inclusion further still.

Link: <https://1ststepmobility.com/wheelchair-bromley/>

Sports Day and Health Weeks - Assessing Quality of Learning and Impact

'Sports day is parallel to the real world in term of its competitiveness. Being involved in the day gives students the chance to understand and develop their ability to perform in a highly competitive setting, a skill that is highly required post education and in most certainly in the workplace. We aim to ensure sports day promotes a healthy active lifestyle to all students involved. However, what if it doesn't? The expectation to perform to a high standard, the pressure to perform skills accurately and the burden to win an event for your team really can turn students away from the core aim of a sports day and any future relationship with health, wellbeing and exercise.'

(Ross McGill)

Tick-box event or high-quality learning opportunity?

- How do teachers prepare pupils for activities that they may not have practised before or may feel low in confidence and struggle to master?
- Are teaching staff also proficient in delivering accurate skill-specific technique? What CPD / resource support have they been provided with?
- Are pupils provided with enough time to practise and do all pupils get the opportunity to be selected for an event(s) on the day?
- Where scoring and awards are concerned, are the Olympic + Paralympic values factored into consideration by way of appreciating the wider learning dynamics of the experience rather than consigning to just who came first?
- How do you accommodate for those pupils for SEN as a means of endorsing inclusion and making the former feel as equal; accepted and indeed valued?
- Are both class teacher and PE Subject leader able to utilise the event to identify the more able and talented and how are the latter encouraged to further their involvement in athletics e.g. school club entry; pathway to quality assured local club.
- What scope for continuity and progression post event? Resource support for the home environment by way of newsletter and website profiling; developing school-clubs with regional satellite community club etc

Health / Sport Week:

Identify primary goals and how you will measure impact that will not be wholly achieved from the week itself given the importance of targeting once again continuity and progression:

Appreciate the significance when not planning beyond first-hand experience taster sessions and how such activity provision can provide invaluable springboard for new- found pupil interest and participation

Identify and nurture parent/family and community expert links

Explore the cross-curricular links and how such activities can be later developed into other lessons

Make the most of your school environment as a means of recognizing and valuing its full potential to learning beyond the week

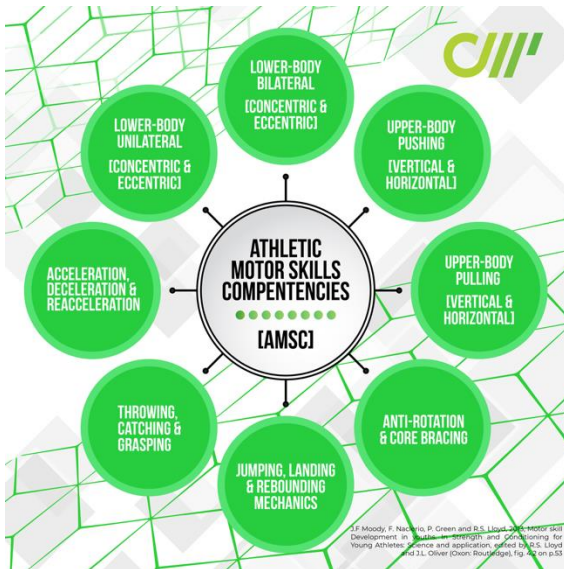
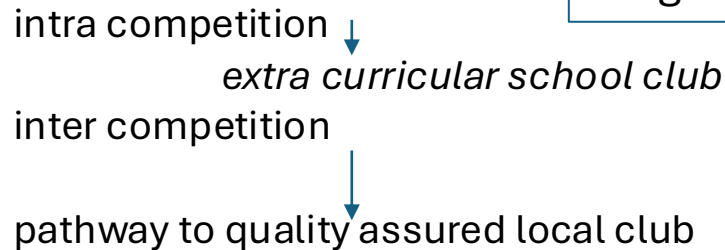
Once again, ensure that there is scope to factor in family engagement so as to assist with the transferring of KSU to the home environment and aid further confident practice

HQ Athletics Resource Support for Sports Day

1. Know how to teach the Athletic track and field core skills breaking down into sequence of steps for each skill. Is CPD made available for non-specialist class teachers?
2. Continuity and progression: unit of work

Athletics – KSU Progression

Repeat process for each planned sport undertaken within curriculum time



Sprinter



Distance Runner



1. The athlete controls his/her speed by how much force is applied with each foot strike.
2. The quicker the foot strikes the ground, the faster the athlete runs.
3. When running fast, the heel must be lifted high under buttock.
4. Leg turnover and stride length determine the speed at which an athlete runs.

Kids' Athletics is a free and stimulating global programme for children and young people that uses the power of athletics to inspire them to be more active, develop their skills and confidence, and to connect with the sport for life:

- Registration: <https://identity.worldathletics.org/registration?source=kids-athletics&tag=kids-athletics&redirectUrl=https://www.worldathletics.org/kids-athletics/teaching-athletics>
- Website: <https://www.worldathletics.org/kids-athletics/teaching-athletics>

Levels

- Level 1 (4-7s)
- Level 2 (8-11s)
- Level 3 (12-14s)

Kids Athletics values

- Respect
- Determination
- Friendship
- Pride

Teaching Athletics

Whether you're an experienced coach or a new teacher, the free and flexible resources from Kids' Athletics have something for everyone. Use the filter to find resources that support your teaching. **Fundamental Movement Cards** offer fun and simple games and activities that get young people moving, and help them develop the fundamental movement skills for athletics and many other sports. **Athletics Skills Cards** offer activities that introduce young people to athletics disciplines, and help them further develop their movement skills for competitive athletics.

Visit the [Get Started](#) page for other useful resources, including a **Practitioner Handbook**, a guide for running a fun introductory **First Moves** event and supporting **training materials**.

FILTER: Level 1 x x Resource Types Activity group Athletics skills Fundamental skills Kids Athletics values Clear

Fundamental movement activity card

Athletics skills activity card

Athletics movement films

- Rotational throw
- Linear throw
- Vertical jump
- Jumping with a pole

What's Your School's Athletics Progression?

Example: Track

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

National Curriculum KS1:
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

National Curriculum KS2:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performance with previous ones and demonstrate improvement to achieve their personal best.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concept	Athletics					
Vocabulary	Speed Hurdles Track Field Finishing line Lanes	Speed Hurdles Track Field Finishing line Lanes	Officials Technique Changeover Momentum Relay Finishing line Hurdles Reaction Time Endurance	Officials Technique Changeover Momentum Relay Finishing line Hurdles Endurance Reaction Time	Officiate Technique Changeover Analysis Momentum Relay Finishing line Consistency Hurdles Endurance	Officiate Technique Changeover Analysis Momentum Relay Finishing line Consistency Hurdles Endurance
Knowledge						
Running	They can run in a straight line following a path	They can run using the sprint techniques up to 60m. They can hurdle over a set of 4 hurdles consecutively	They can run using the sprint techniques up to 70m. They can hurdle over 6 medium hurdles consecutively while sprinting They can run using the long distance running techniques up to 1000m. They can run continuously for a period of time between 5 to 8 minutes	They can run using the sprint techniques up to 80m. They can hurdle over 6 medium hurdles consecutively while sprinting They can run using the long distance running techniques up to 1100m	They can run using the sprint techniques up to 90m. They can hurdle over 6 large hurdles consecutively while sprinting They can run using the long distance running techniques up to 1300m They can run longer distances knowing when to use a sprint.	They can sprint up to 100m. They can hurdle over 6 large hurdles consecutively while sprinting They can run using the long distance running techniques up to 1500m They can change his/her body shape to decrease air resistance when running.
			They can jog/run 400m learning the importance of pacing. They can run continuously for a period of time between 5 to 8 minutes	They can jog/run 400m learning the importance of pacing. They can run continuously for a period of time between 5 to 8 minutes	They can run continuously for a period of time between 8 to 10 minutes	They can run continuously for a period of time between 8 to 10 minutes

Running Technique: To understand the difference between a sprint and an endurance run and how to adapt the technique to achieve the best time.

Sprinting

1. Hold your torso straight and vertical - (*Run tall*)
2. Hold your head still, but relax your face and neck - (*Jelly Jaw*)
3. Bend your elbows at 90 degrees.
4. Pretend you are lightly gripping a small bird in each hand.
5. Pump your arms so your hands travel from “hip to lip”, and keep your arms close to your sides.
6. As you pump your arms, keep your shoulders steady but relaxed.
7. With each stride, lift your front knee high (“knee drive”) and straighten your back leg completely to deliver full power.
8. At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum.
9. Feet hit the ground just missing the heels to land flat foot
10. Use – Heads, Shoulders, knees and toes (really feet)

Running start

1. Toe touches the line (the one that feels most comfortable for the child)
2. Opposite arm (to the foot that’s touching the line) goes forward and the other arm extends behind bent at 90 degrees elbow pointing to the sky.
3. Weight on the front foot

Relay Changeover

Passing the baton to the next runner is a vital aspect of a relay race. The next runner needs to be moving when the changeover is made. This allows the runner get to their top speed quicker and will finish the race in a faster time.

Long distance:

1. Hold your torso straight and slightly leaning forward
2. Hold your head still, but relax your face and neck - (*Jelly Jaw*)
3. Bend your elbows at 90 degrees.
4. Pretend you are lightly gripping a crisp between finger and thumb.
5. Feet hit the ground just missing the heels to land flat foot

Pupils learn to ‘pace’ themselves by understanding 3 stages of running

1. Stage 1 - Running over a distance and being able to hold a constant conversation with someone for the duration
2. Stage 2 - Running over a distance and being able to answer a question with 6 consecutive words before needing to take a breath. Teacher: ‘How are you feeling?’ Runner: ‘I’m okay thank you Mrs Smith’
3. Stage 3 - Running over a distance and being able to answer a question with 3 consecutive words before taking a breath – ‘I’m okay thanks’

FREE Teaching Primary Schools Athletics - App Resource

'England Athletics is committed to supporting the delivery of High-Quality athletics PE in schools, and to support Primary Schools and teaching staff, we are delighted to offer our **Teaching Primary Schools Athletics** (App-based) resource for **FREE**. Normal Price **£29.99**



To gain access to this resource all you need to do is complete the basic information required below to register your login details for the resource.

Once you have completed this form your details will be uploaded within 5 days and access to the **Teaching Primary Schools Athletics** resource will be FREE, via login.

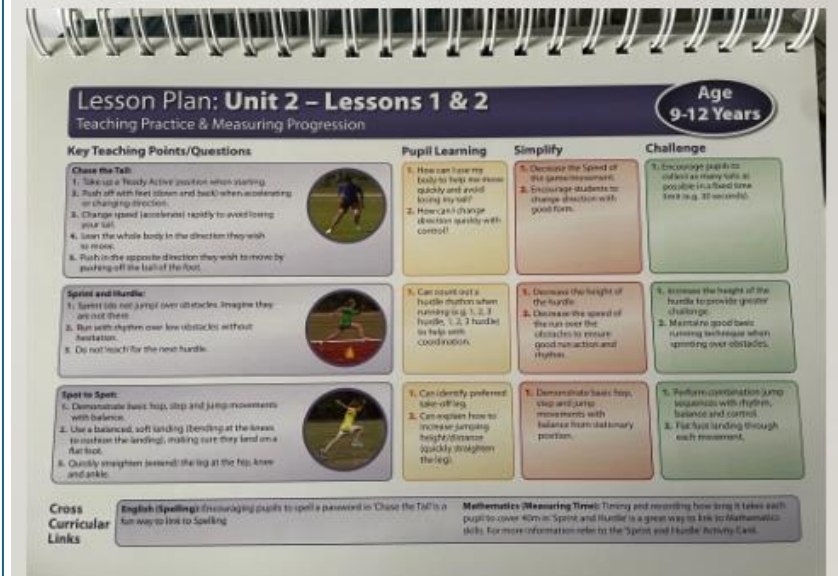
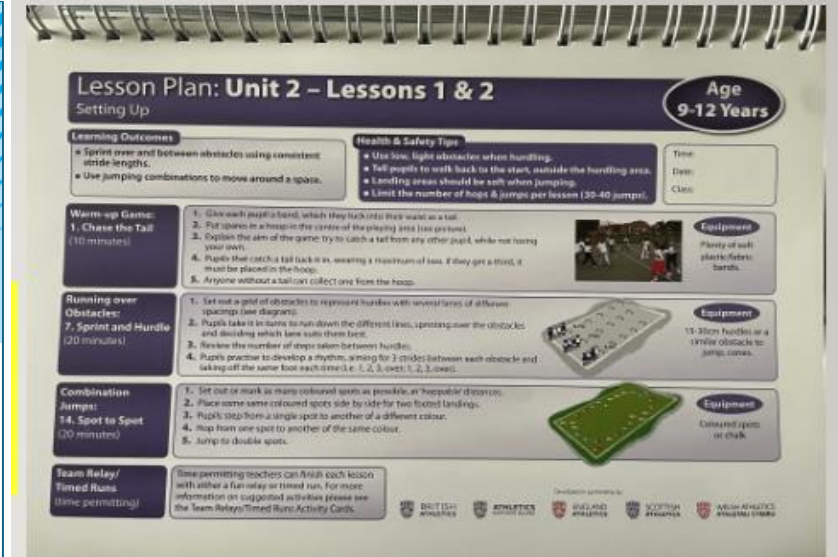
A confirmation email will be sent to confirm when these details have been uploaded and your login details are live'

In the meantime, please download the Schools Athletics App from either:

Apple: <https://apps.apple.com/gb/app/schools-athletics/id1134881728> or

Google Play:

<https://play.google.com/store/apps/details?id=air.com.yudu.ReaderAIR6735234>





English Schools' Athletic Association

ESAA Athletics Award Scheme



BRITISH ATHLETICS



An athletics journey for pupils from Years 3 to 9

Personal Challenge

- Set your goals
- Learn the skills
- Practise hard to achieve your goal
- Record your progress
- Reward yourself with a badge and certificate
- Move onto the next stage!

- Develop **CONFIDENCE** and **COMPETENCE**, learning the skills of different Running, Jumping and Throwing activities.
- Progress to becoming **COMPETITIVE** with Confidence and Competence.

INCLUSIVITY

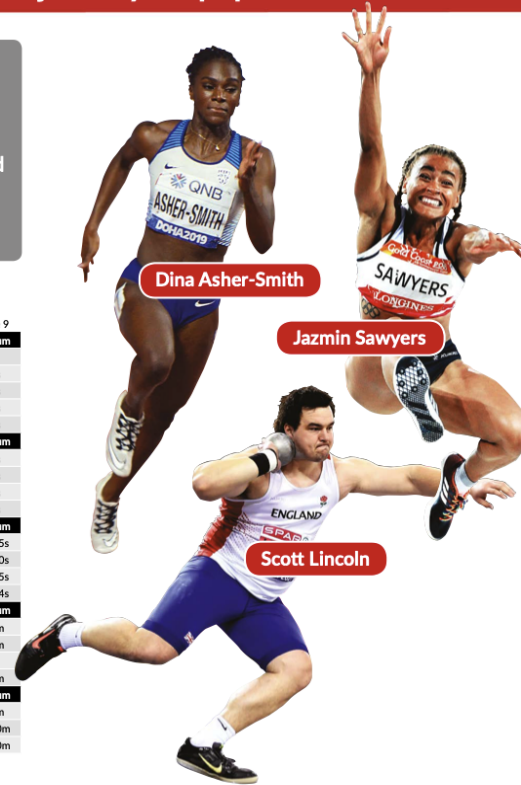
Allows teachers to adjust weights, select distances, hurdle heights and spacings to suit the age and level of performers.

Boys' Award Standards

STAGE PROGRESSIONS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
SPRINTS									
50m Standards	14.8s	12.0s	10.3s	9.6s	8.9s	8.3s	7.8s	7.4s	7.0s
75m Standards	21.0s	17.0s	15.0s	13.5s	12.5s	11.5s	10.7s	10.0s	9.5s
100m Standards	23.0s	18.7s	16.7s	14.6s	14.2s	13.8s	13.4s	13.0s	12.7s
200m Standards	-	-	-	30.3s	29.3s	28.8s	27.6s	27.0s	26.0s
300m Standards	-	-	-	56.5s	54.0s	51.5s	48.5s	45.0s	42.5s
HURDLES									
60m Standards	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
60m Standards	25.0s	19.0s	15.5s	13.5s	12.0s	11.0s	10.5s	10.1s	9.7s
70m Standards	24.0s	20.4s	17.3s	15.8s	14.5s	13.6s	13.0s	12.5s	12.2s
75m Standards	23.0s	21.0s	18.0s	16.5s	15.3s	14.5s	13.8s	13.5s	13.2s
80m Standards	-	-	-	-	15.2s	14.4s	14.0s	13.4s	-
ENDURANCE									
400m Standards	3m 20s	2m 30s	2m 05s	1m 45s	1m 35s	1m 20s	1m 10s	1m 05s	1m 00s
600m Standards	6m 00s	4m 30s	3m 20s	2m 50s	2m 30s	2m 15s	2m 05s	2m 00s	1m 50s
800m Standards	4m 00s	3m 40s	3m 20s	3m 00s	2m 50s	2m 41s	2m 33s	2m 27s	2m 20s
1500m Standards	6m 20s	6m 05s	5m 50s	5m 38s	5m 28s	5m 19s	5m 10s	4m 59s	4m 46s
JUMPS									
Standing Long Jump	0.35m	0.90m	1.40m	1.60m	1.80m	2.00m	2.30m	2.60m	2.80m
Long Jump	1.00m	1.80m	2.40m	3.00m	3.50m	4.00m	4.40m	4.70m	5.05m
Standing Triple Jump	1.00m	2.40m	4.00m	4.60m	5.10m	5.60m	-	-	-
Triple Jump	-	-	-	-	-	6.40m	8.50m	9.70m	10.60m
High Jump	0.20m	0.50m	0.80m	1.00m	1.10m	1.20m	1.30m	1.40m	1.50m
THROWS									
Shot Put	1.00m	2.00m	3.25m	4.80m	5.80m	6.80m	8.00m	9.40m	10.15m
Javelin	1.00m	5.00m	10.00m	12.00m	15.00m	19.00m	26.00m	30.00m	33.50m
Discus	1.00m	5.00m	8.00m	10.00m	12.00m	17.00m	22.00m	24.00m	26.00m

Girls' Award Standards

STAGE PROGRESSIONS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
SPRINTS									
50m Standards	14.8s	12.2s	10.6s	9.9s	9.2s	8.6s	8.1s	7.7s	7.3s
75m Standards	21.0s	17.3s	15.3s	13.8s	12.8s	12.1s	11.5s	11.0s	10.5s
100m Standards	23.0s	19.0s	17.0s	15.5s	15.0s	14.6s	14.2s	13.9s	13.7s
200m Standards	-	-	-	31.7s	30.8s	30.5s	29.7s	29.2s	28.5s
300m Standards	-	-	-	55.0s	53.5s	52.0s	50.0s	48.5s	46.0s
HURDLES									
60m Standards	1 Star	2 Star	3 Star	Bronze	Silver	Gold	Platinum	Elite	Podium
60m Standards	25.0s	19.3s	16.0s	14.0s	12.5s	11.5s	11.0s	10.5s	10.1s
70m Standards	24.0s	21.0s	18.9s	17.3s	15.9s	14.6s	13.7s	13.1s	12.7s
75m Standards	23.0s	21.0s	18.5s	17.0s	16.0s	15.0s	14.0s	13.7s	13.4s
80m Standards	-	-	-	-	15.0s	14.2s	13.9s	13.6s	-
ENDURANCE									
400m Standards	3m 20s	2m 30s	2m 10s	1m 55s	1m 40s	1m 25s	1m 15s	1m 10s	1m 05s
600m Standards	6m 00s	4m 30s	3m 30s	3m 00s	2m 40s	2m 20s	2m 10s	2m 00s	1m 50s
800m Standards	5m 00s	4m 45s	4m 30s	4m 10s	3m 45s	3m 20s	2m 55s	2m 45s	2m 35s
1500m Standards	7m 20s	7m 00s	6m 44s	6m 30s	6m 17s	6m 06s	5m 55s	5m 42s	5m 24s
JUMPS									
Standing Long Jump	0.35m	0.90m	1.35m	1.55m	1.70m	1.90m	2.20m	2.40m	2.60m
Long Jump	1.00m	1.80m	2.30m	2.80m	3.10m	3.40m	3.70m	4.00m	4.30m
Standing Triple Jump	1.00m	2.40m	3.60m	4.40m	4.80m	5.20m	-	-	-
High Jump	0.20m	0.50m	0.75m	0.90m	1.00m	1.10m	1.20m	1.28m	1.36m
THROWS									
Shot Put	1.00m	2.00m	3.00m	4.25m	5.25m	6.00m	6.50m	7.00m	8.00m
Javelin	1.00m	5.00m	7.00m	9.00m	12.00m	15.00m	18.00m	21.00m	24.00m
Discus	1.00m	3.00m	5.00m	7.00m	9.00m	13.00m	17.00m	19.00m	21.00m



Costs:

To register:

<https://esaa.org.uk/awards-scheme/>

Awards are divided into 5 disciplines: Sprints, Hurdles, Endurance, Jumps, and Throws

There are 9 stages of achievement which can be purchased through the shop: 1 Star, 2 Star, 3 Star | Bronze, Silver, Gold | Platinum, Elite, Podium

Boys Standards:

<https://esaa.org.uk/wp-content/uploads/2022/08/boysstandards.pdf>

Girls Standards:

<https://esaa.org.uk/wp-content/uploads/2022/08/girlsstandards.pdf>

You need to order and pay for ESAA Award Badges online. Payment can only be made online using a credit or debit card.

Find out how to take part and order badges and certificates at esaa.net

Health and Safety: Sun Protection

THE OKCODE

1. OK Guidelines



Blow the Whistle on Sunburn!

THE OUTDOOR KIDS SUN SAFETY CODE was devised by the Melanoma Fund. It is partnered with the Youth Sport Trust, Association for Physical Education (AfPE), Child Protection in Sport Unit (NSPCC) and UK Coaching and supported by over 100 National Governing Bodies of Sport and outdoor organisations.

Following the OK Guidelines is as much about those who work outdoors with children understanding and using sun protection as it is about communicating the key facts to children and their parents/carers. It is important for everyone to work together in a variety of ways to ensure that all children are protected.

There are three core elements to the Outdoor Kids Sun Safety Code:

1. EDUCATION 2. PROTECTION 3. LEADING BY EXAMPLE

“It only takes a few incidences of sunburn to more than double a child’s risk of getting melanoma in later life”
Paediatric Dermatologist.

1. EDUCATION

To deliver effective sun protection you can make use of the following resources:

- a) The OK Code which includes the OK Guidelines and Practical Advice for those Working Outdoors with Children (read and make available to all staff)
- b) OK Sun Policy (create a set of actions tailored to your activity and resources)
- c) Posters (print and display in a prominent position)
- d) Parents content (to use in your communication)



2. PROTECTION

Clothing and shade should always be the first line of defence underpinned by the use of SPF30+ sunscreen.

Clothing

Teachers, coaches, leaders and parents should be familiar with the types of sun protective clothing that ideally should be worn. Recommendations should be made in line with suitability for each outdoor pursuit and the specific health and safety requirements needed to ensure safe enjoyment of each activity.

Essential kit

Clothing is the simplest line of defence. We suggest that children should be asked to attend with the following items and these should be worn, where practical for each activity.

- Hat/cap
- T-shirts that cover shoulders
- Legs covered when the child is a wheelchair user
- Wraparound sunglasses

We suggest that spare items should be made available to any child who does not have appropriate items.

Advice for clothing: Protective clothing can be an easier solution for sun protection as it avoids the application of sunscreen which needs to be reapplied and can be sweated or rubbed off. Appropriate clothing will absorb or reflect harmful UVB rays. This can be of particular help for children with learning difficulties or very young children. Close weave fabrics afford more protection. Better still are UPF rated garments which are constructed of textiles affording a superior level of protection – ideally UPF50 which will block out nearly all of the harmful UVB.

Sunscreen and its application

- a) We recommend a minimum of SPF30 with both UVA/UVB protection (broad spectrum)
- b) Where young people have disabilities or special considerations that may affect their ability to utilise sunscreen, advice should be sought and procedures agreed with their parents/carers
- c) Consider the provision of a generic consent form which gives permission to a teacher, coach, leader or responsible adult to apply sunscreen should it be necessary

Advice on SPF products: Creams can be more effective and give better protection. Sticks are good for the face and sensitive areas as there is less chance of running into eyes, when compared to using creams. Choose a product that is designed for children and ensure the product is within its sell by date. Do not worry about choosing expensive named brands, just look for right level of protection (see above).

Advice on application:

Parents/carers:

Always use a generous quantity of product (most of us do not use enough) and don’t rub in too hard; it is better to pat lightly until the white has disappeared to be sure of coverage. Apply to all areas that will be exposed before dressing and leaving home and if necessary, top up when you arrive at the outdoor activity.

Coaches/leaders:

Ensure everyone has sunscreen with them and it is reapplied

after lunch breaks - and that means you too! Even products that claim to be water resistant/sweat proof or are once a day should be reapplied at least once during the day.

Where a child has a disability (physical or learning) that prevents their ability to do so effectively, a support system should be agreed in order for them to be protected.

Advice for children with eczema: Parents/carers should check sunscreen for any known irritants in the ingredients and do a patch test to be sure. Before applying sunscreen the usual emollient and steroids (if used) should be applied, wait 30 minutes and then apply the sunscreen. Protective clothing is highly beneficial for children with a range of skin problems, some of which may make using sunscreen undesirable or impractical. If in doubt parents/carers should be recommended to consult their primary healthcare provider.

Advice for children with allergies: Make sure that a request is made to be alerted to all medical conditions, including Polymorphic Light Eruption (PLE) or sunscreen allergies before children attend.

Polymorphic Light Eruption – reaction to exposure to sunlight, usually from spring onwards, but rare in children.

Allergic reaction to an ingredient in sunscreen – sunscreens work in one of two ways:

- Absorbing light rays
- Reflecting light rays

Allergies are usually caused by a reaction to chemicals contained in the sunscreens which absorb light rays, as for these to be effective, they are also absorbed by the skin. The reflecting creams containing minerals like zinc oxide and titanium dioxide sit on top of the skin, forming a barrier against the sun’s rays and are therefore less likely to become an irritant.



Blow the whistle on sunburn!

The Outdoor Kids Sun Safety Code is a free educational resource for all those who work outdoors with primary aged children. By becoming Sun Protection Accredited you'll find out why sun protection is vital, and how best to implement this into your outdoor sessions.

Get Sun Protection Accredited

Take the Sun-Sorters! Quiz



Link: <https://melanoma-fund.co.uk/ok-sun-safety-code/>

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There are three core elements to the Outdoor Kids Sun Safety Code:

- 1. EDUCATION
- 2. PROTECTION
- 3. LEADING BY EXAMPLE

“It takes just one blistering sunburn to double a child’s risk of getting melanoma in later life”.

Professor Brian Diffey



Sunguarding Sport

A sun protection campaign to help prevent skin cancer and sun damage for all in sport.

Five top tips:

1 UV rays cannot be seen or felt, so check the UV index and sun protect when it's 3+.

2 A short training session can last for hours, so 'sun prepare' before you start activity.

3 Sunscreen can wear, wash or rub off, so reapply regularly throughout the day.

4 To avoid a greasy grip use a sunscreen applicator or clean palms with a small towel and alcohol gel.

5 When removing clothing, apply sunscreen to newly exposed areas of skin.

Scan to find out more



www.melanoma-fund.co.uk

A few of our supporters:



Subject Leaders: Become a Sunguard Ambassador so as to promote best practice to the wider school community –free and easy to complete and yet be publicly acknowledged for your efforts:

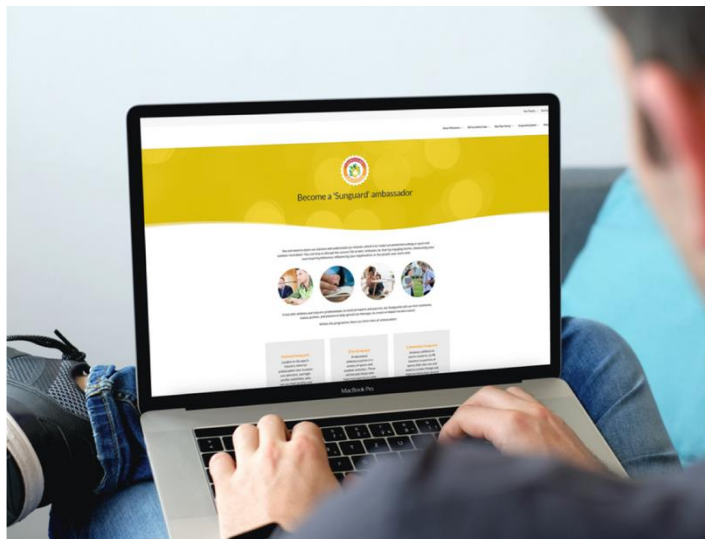
Link: https://www.melanoma-fund.co.uk/wp-content/uploads/2023/01/Sunguard-Ambassador-Toolkit-2024.pdf?_gl=1*1b0jsu*_*ga*MTMyMTU0NDE2Ny4xNzEzODc0NzU3*_ga_LFQLD4RCW8*MTcxMzg3NDc1Ny4xLjEuMTcxMzg3NTY0NS4wLjAuMA.*_*ga_KLDRCZ4F8W*MTcxMzg3NDc1Ny4xLjEuMTcxMzg3NTY0NS4wLjAuMA.*_*

What would we like our ambassadors to do?

With hundreds of national governing bodies of sport and outdoor recreational organisations supporting our campaigns, our Sunguard ambassador programme is the next important step to help us create a lasting impact on attitudes and behaviour.

You have the unique and exciting opportunity to be part of a national network, playing a key role in raising awareness of sun protection in sport. The following tasks are specific to the role:

- Volunteer for media opportunities
- Create videos/vlogs
- Liaise with your linked organisation representatives to encourage awareness of our cause
- Deliver engaging talks, using our presentation materials and case studies
- Use social media to regularly contribute to the online presence of the Melanoma Fund
- Encourage wider clubs and businesses to support our accredited campaigns



Summer Water Safety



Did you know:

- 47% of UK accidental drownings occur between May and August.* We also see a heightened risk of drowning when air temperatures are higher.
- When UK average maximum air temperatures reach or exceed 25°C...there is a fivefold increase in accidental drowning risk, when compared to days with an average temperature of 10°C**
- Over half (57%) of those who drowned were swimming, reflecting more people actively entering the water
- Based on recent years (2021-2025), river and sea temperatures around London In April averaged roughly 9.5°C-10.8°C.
- Cold water (defined as anything below 15°C/59°F) In rivers and lakes can cause your body to "close down" through an immediate, involuntary reaction known as cold water shock, which can be fatal within minutes. This is not the same as hypothermia, which is a slower process, but rather an acute cardiovascular and respiratory response.

Water Safety National Curriculum Links:

- **Physical Education**

Safe Self-Rescue: Understand and perform techniques to get out of danger in different water scenarios (e.g., "Float to Live" techniques).

Water Safety Knowledge: Learn to recognize risks, dangers, and hazards around water, including open water (rivers/canals) and pools.

- **PSHE**

Last year, The Department for Education announced that the Water Safety Code was integrated into the updated RSHE Statutory guidance for schools:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

'How to recognise risk and keep safe around...water, including the water safety code.'

Resource Links:

- Royal Life Saving Society UK: <https://www.rlss.org.uk/listing/category/summer-water-safety>
- Water Safety Code: <https://www.rlss.org.uk/water-safety-code-downloads>
- Swim England Water Safety Resource Pack: <https://www.swimming.org/schools/resource-pack/>
- RNLI: <https://rnli.org/youth-education>
- Cross-Curricular Orienteering: <https://www.crosscurricularorienteering.co.uk/international-water-safety-day-resources/>

Water Safety continued



Enjoy Water Safety

Every school can be a Water Smart School

Whilst developing the Water Smart Schools accreditation programme, we have taken steps to recognise the barriers that teachers face with regard to resource and the structure of a school day to bring together an initiative that is achievable and enjoyable for everyone.

There are endless benefits to your school becoming Water Smart Schools accredited, but here are our top 9 reasons to take on the challenge...

Register your School

Give all children - irrespective of gender, ethnicity or religion - the knowledge, skills and understanding to enjoy water safely

Class-based – minimum cost, minimum resources, low time commitment

Specifically addresses health and wellbeing (PSHE in England) objectives and outcomes (equally applicable for English, Scottish, Welsh and NI curricula)

Potential to address other-subject objectives and engage with a 'broad curriculum'

Potential to link with other schools in other areas and internationally

Accreditation standards are achievable and optimal

Accreditation provides a visible commitment by a school to improve/enhance the quality of education

Repeatable and consistent framework of process and evaluation

Promotes community cohesion

Easy ways to get involved:

- **Get digital** – digitally sharing the key water safety messaging, based around the water safety code. Use your social media and other digital channels to positively engage in your community. Free video and images resources can be downloaded below.
- **Run DPW (Drowning Prevention Week) activities** – do you have connections with leisure centres, pools, swim schools, activity providers or clubs? RLSS is firming up their guide for a variety of activities in an aquatic setting.
- **Education in Schools** – this year, following expansive work with a variety of water safety partners, RLSS will have thematic lessons available for those aged 5 -11, supplementing their existing variety of school resources, across the age groups. Can you share with or deliver education in schools?
- **Free teaching resources:**
<https://www.rlss.org.uk/Pages/Category/water-safety-education>
- **Can you be a Water Smart School?**
<https://www.rlss.org.uk/pages/category/water-smart-schools>
(Free accreditation)



Water Smart Schools
A free accreditation programme for primary and secondary schools.
[Read more](#)



Pre-School Resources
Water safety education resources for a Pre-School.
[Read more](#)



Primary School Resources
Water safety education resources for a Primary School.
[Read more](#)



Secondary School Resources
Water safety education resources for a Secondary School.
[Read more](#)



SEND Resources
SEND water safety education resources.
[Read more](#)



Physical Activity Focus: Gardening

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- Improves physical and mental wellbeing
- Enhances life skills such as confidence; resilience; teamwork and communication
- Develops literacy, numeracy and oracy skills
- Enriches the entire curriculum from Science; Maths and Geography to Art; Design; Languages and PSHE
- Enhances pupil understanding of the environment and importance of biodiversity and sustainability
- Connects pupils to their surroundings and enhances a sense of responsibility

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PE Premium Fundable



Use your PESS Premium to develop learning opportunities for both pupils and families (transferable KSU to the home environment for continuity and progression)

Royal Horticultural Society (RHS):

<https://schoolgardening.rhs.org.uk/Resources/Info-Sheet/setting-up-a-school-garden>

Get involved | School Gardening Awards | Training courses | Resources | News & stories | About us

Resources | Find a resource | Activities | Information sheets | Lesson plans | Projects | How to... | Spotter guides | Class growing topics

Find a resource

Choose from activities, projects, lesson plans & other resources suited to your educational needs.

REFINE RESULTS BY

Subject

- Getting started (0)
- Compost/hill (1)
- Seeds / cutting (3)
- Weeds (0)
- Fruit (2)
- Veg (3)
- Tools / building (0)
- Gardening clubs & crafts (4)
- Wildlife / Environment (2)
- Seasonal (4)
- Edible plants (4)
- Ornamental plants (5)

School term

Type of resource

Duration

Experience

Displaying 11 resources. Refine your search using the criteria in the previous column.

Sort by: A to Z

LESSON PLAN
Colour all around us
English - KS1/2 Art & Design
Scottish Early, First and Second Level Expressive Arts
- Fruit - Veg - Gardening clubs & crafts - Edible plants
- Ornamental plants - All year round

LESSON PLAN
Fruit & vegetables for health lesson plan
KS1 & 2 Science, Maths
Scottish Early, First and Second level Science, Numeracy, Social Studies
- Fruit - Veg - Seasonal - Edible plants - All year round

LESSON PLAN
Crab on a seed safari

Your download and keep crop planner



Schools can apply to the RHS Gardening Award Scheme at no cost with the escalating levels supporting as an invaluable learning resource: <https://schoolgardening.rhs.org.uk/school-gardening-awards>

Level 1



This level is about planning your gardening project and identifying the benefits to your school or group.

[Read more...](#)

Prizes awarded

A colourful growing year calendar full of tips and activities to do in the garden

Level 2



By Level 2 you should be beginning to grow plants and use tools safely, and understand basic gardening terms.

[Read more...](#)

Prizes awarded

An RHS gardening book full of tips and advice

Level 3



Level 3 is about building on practical skills, growing a range of plants and understanding environmental issues.

[Read more...](#)

Prizes awarded

National Garden Gift Vouchers

Level 4



At Level 4 you should be using tools professionally, growing and harvesting produce throughout the year, and beginning to fundraise for the garden.

[Read more...](#)

Prizes awarded

A Super Seed Bundle of Mr Fothergill's seeds for schools

Level 5



At the final level, you should be sharing the garden with your local community and passing on skills to others. You should also be using the garden to teach curriculum subjects.

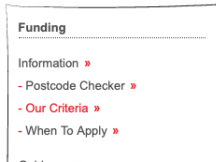
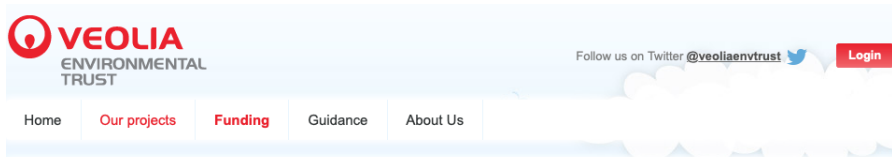
[Read more...](#)

Prizes awarded

£200 in National Garden Gift Vouchers, an 'RHS Five Star Gardening School' plaque, plus a certificate for schools/groups
Home educators will receive a certificate and an engraved trowel

Community Help Links:
Green Gyms; Allotment Associations; Garden Centres

Funding Support for Outdoor EDUCATION



Our Criteria

Our Criteria

We are in the process of reviewing Our Criteria, ready for our next funding round which opens on 25 May 2023. please feel free to follow our social media channels (links below) for regular updates.

VISITS ADVICE TRAINING CLIENTS



News & Articles Webinars About

Link:

https://www.veoliatrust.org/funding/index.php?page=OurCriteria_1



EVOLVEAdvice Get Out! grant is now CLOSED

but will return in 2023!

The **Get Out! Grant** 2022 was a £500 award open to UK Primary, Secondary schools, charities or CICs or micro businesses to enable them to get pupils learning outdoors.

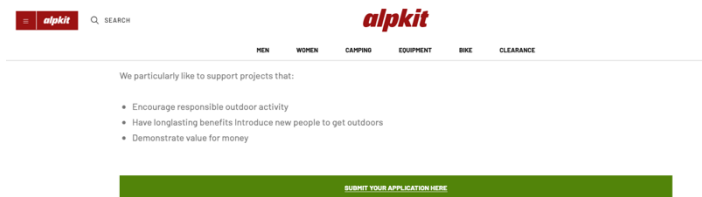
The Get Out! Grant was awarded every month and used for:

- equipment purchase;
- specialist training;
- travel;
- resources.

with the focus on supporting pupils getting outside learning.

Link:

<https://www.evolveadvice.co.uk/grants>



Yes, we love to support

- Diversity and Inclusion Projects that engage individual and groups from a diverse range of backgrounds
- Environmental Projects that seek to support, conserve, or generate understanding of our environment and wild places
- Health Projects enabling people to gain physical and mental wellbeing from the Great Outdoors
- Education Projects such as First Aid, D of E, Forest Schools and Mountain Leader
- Participation Projects that get more people experiencing the Great Outdoors

No, we will not support

- Holidays
- Charity challenges
- Commercially led travel Expeditions that are not focused the Great Outdoors (e.g. rebuilding schools, overseas medicine)
- Scout Jamborees - due to the large number of participants involved in Scout Jamborees, this is not something we are able to support. We do support the Scout Association through our Youth In Adventure Fund
- Retrospective applications - make sure you get your application in on time!

Link: <https://alpkit.com/pages/foundation>



Local School Nature Grants

What do bird boxes, bee hotels, and nature experts all have in common? They're all available for free as part of our Local School Nature Grants programme, supported by players of the [People's Postcode Lottery](#).

Open to schools and early years settings in England, Scotland, and Wales, this outdoor learning grant fund has two elements – £500 of outdoor equipment chosen from a catalogue of over 100 items, and an outdoor learning training course for your staff.

Learn more about the grants below or head straight to the application portal.



Link: <https://ltl.org.uk/projects/local-school-nature-grants/>



EVERYTHING OUTDOORS

OUTDOOR ESSENTIALS GRANT

Applications for this grant are now closed.

The **Outdoor Essentials Grant** is a £500 award to UK state funded Primary and Secondary schools to enable them to get their pupils learning outdoors.

The current round of funding is for grants to be used for:
• Transport & Travel costs to Outdoor Learning venues

Link: <https://ernestcooktrust.org.uk/what-we-do/everything-outdoors/outdoor-essentials-grant/>