



Bromley Borough Primary Schools'

PSHE Summer Term Newsletter 2026



Welcome to the third **FREE termly newsletter** for PSHE Subject Leaders across Bromley's Infant, Junior and Primary schools. This edition has been deliberately timed to reflect the **recently announced national policy changes** and to support schools with **next steps** as they prepare for the start of the upcoming academic year.

All major updates, resources and guidance will also be made available via the London South East Primary PE, Health and Wellbeing hub: <https://www.londonseprimarypehwb.co.uk>

Reinforcing the Changes to the Primary Schools' PSHE Curriculum from September 2026

1. The New "Personal Safety" Strand

Safety content, previously dispersed and disjointed within the Curriculum, is now consolidated into a dedicated strand. Schools must explicitly teach children how to identify, assess, and minimise real-world physical risks. This includes:

- **Travel and road safety** — pedestrian awareness and navigating everyday hazards
- **Railway safety** — safe behaviour near train lines and level crossings
- **Water and fire safety** — recognising risks at home and in public environments

2. Safeguarding and Anatomical Vocabulary

The guidance positions this update as a key safeguarding measure. Primary schools must now teach children the correct biological names for body parts, including genitalia, from an early age. This ensures pupils have the accurate language needed to report concerns or inappropriate behaviour to a trusted adult, while helping to reduce stigma and normalise healthy communication.

3. Expanded Online Safety and Digital Harms

The "Online Safety" strand has been significantly updated to reflect how primary pupils actually use technology. The content now extends well beyond traditional online-stranger awareness and includes:

- **Financial harms in gaming** — understanding monetisation features, loot boxes, scams, and digital fraud
- **Age restrictions** — why social media platforms and gaming environments enforce minimum age limits
- **Data and privacy literacy** — location settings, personal data protection, and online consent
- **Late-primary flexibility** — allowing teachers to introduce content on image-sharing pressures in Years 5–6 where it is relevant to their cohort

4. Explicit Relationship Skills and Boundaries

The guidance places greater emphasis on practical interpersonal skills rather than solely knowledge about relationships. Key areas include:

- **Communication and assertiveness** — helping children articulate their needs, set boundaries, and confidently say "no"
- **Managing difficult emotions** — equipping pupils with strategies to handle frustration, loneliness, and disappointment in both in-person and online interactions

5. Coping with Change and Loss

A new strand within the health and wellbeing curriculum introduces structured learning around bereavement and significant life changes. Children will be taught that grief and loss are normal human experiences, that individuals process them in different ways, and how to seek appropriate support when needed. This aims to build emotional literacy and reduce stigma around discussing difficult life events.

6. Mental Health and Everyday Feelings

The guidance introduces a clearer distinction between typical emotional responses and clinical mental health conditions. Pupils will learn that feelings such as sadness, worry, or disappointment are natural reactions to life's challenges. The intention is to strengthen emotional resilience while avoiding the premature medicalisation of normal childhood emotions.

Year-by-Year Sequencing Timeline

A Structured, Year-on-Year Progression

The updated curriculum sets out a clear, progressive pathway showing how new content is introduced and deepened across primary school.



Key Stage 1 (Years 1–2): Safe Foundations

- **Anatomical accuracy** — introducing correct biological names for body parts, including genitalia, as a safeguarding measure to help children report concerns clearly
- **Physical hazards** — early lessons on pedestrian road safety and basic fire-safety awareness at home
- **Emotional literacy** — naming simple emotions and recognising that sadness or anger are normal, not medical problems
- **Digital limits** — understanding age-restricted content and why devices have appropriate “switch-off” times

Lower Key Stage 2 (Years 3–4): The Changing Self

- **Early puberty education** — moving lessons on physical puberty and menstruation earlier so pupils understand bodily changes before they occur
- **Expanded safety** — introducing water-safety principles and railway/level-crossing awareness
- **Gaming and scams** — exploring hidden costs in games (e.g., loot boxes), pop-up scams, and the purpose of age restrictions
- **Interpersonal power** — practising assertiveness scripts to set boundaries and say “no” confidently

Upper Key Stage 2 (Years 5–6): Critical Transitions

- **Data sovereignty** — understanding digital footprints, GPS/location privacy, and online consent around image sharing
- **Loss and resilience** — structured teaching on bereavement, major life changes, and healthy coping strategies
- **Diverse realities** — exploring family diversity, including adoptive, foster, same-sex, and kinship care
- **The science boundary** — optional teaching of human reproduction (subject to parent consultation), kept distinct from compulsory health content

What Primary Schools Must Do from This September

With the updated guidance due to become statutory next year, primary leadership teams and PSHE coordinators are expected to use the coming academic year to focus on three key actions:

1. **Curriculum audit** — reviewing existing schemes of work against the new requirements and identifying gaps (e.g., railway safety, gaming monetisation, data privacy).
2. **Parental transparency** — ensuring all lesson materials, resources, and third-party content are fully accessible to parents on request. Schools may not use external providers whose contracts restrict sharing materials.
3. **Policy consultation** — running a new round of parent consultations to update the school's Relationships Education policy.

Breakdown: How Schools Can Consult Parents on These Changes

The updated DfE guidance places strong emphasis on partnership with parents and complete transparency around resources. Effective consultation requires shifting from a defensive “presentation” model to a collaborative, open-door approach. High-performing schools typically follow these principles:

1. **Set the ‘consultation vs. veto’ boundary** Establish early that parents can contribute views and shape delivery but cannot veto statutory curriculum content.
 - **Clarify what is statutory** - make clear that Relationships Education and Health Education are legal requirements, with no right of withdrawal.
 - **Define the Sex Education Element**- if your school chooses to teach non- statutory Sex Education (human reproduction going beyond the National Curriculum for Science in Years 5/6), clarify that parents do have the right to request their child be withdrawn from those specific lessons, and explain that process up front.
2. **Commit to radical transparency** Most parental anxiety stems from uncertainty. Being open about resources, lesson content, and teaching approaches reduces misconceptions.
 - **Avoid hidden resources** - The DfE prohibits schools from using external schemes that restrict sharing materials with parents.
 - **Use a ‘show, don’t tell’ gallery** - instead of relying on policy documents, create a physical or digital gallery displaying the exact books, slides, and worksheets pupils will see. When parents view the actual materials—such as simple safety diagrams or basic anatomical illustrations—concerns often ease.

3. Implement a Three-Phase Consultation Model

Rather than compressing everything into a single, high-pressure meeting, schools are encouraged to break the consultation into clear, manageable stages:

- **Phase 1: Inform** — share the draft policy, a concise FAQ, and digital access to sample resources
- **Phase 2: Listen** — gather parental views through an anonymous online survey or small, year-group-specific coffee mornings
- **Phase 3: Respond** — publish a “You Said, We Did” summary outlining how parental feedback shaped the final approach

This phased structure reduces pressure, increases engagement, and demonstrates genuine partnership.

4. Separate the Feedback Channels

Large, open-floor Q&A sessions often become dominated by a small number of highly vocal individuals, which can discourage quieter parents from contributing. Schools should instead diversify and structure their feedback routes:

- **Focused surveys** — use targeted, anonymous digital questionnaires. Avoid broad prompts like “What do you think of our policy?” and instead ask specific, actionable questions such as “Is our timeline for teaching puberty in Year 4 clearly explained?” or “Do you feel the online safety resources are age-appropriate?”
- **Small-group coffee mornings** — run informal, Key-Stage-specific sessions where parents can speak calmly with class teachers rather than addressing a large hall or senior leadership panel.

This approach ensures a more balanced, representative picture of parental views.

How the Primary PSHE Changes for September 2026 Will Affect Early Years Settings

Although the statutory RSHE requirements coming into force in September 2026 apply directly to Key Stages 1 and 2, the implications for Early Years Foundation Stage (EYFS) provision are substantial. Ofsted will not inspect EYFS against the RSHE curriculum itself; instead, inspectors will evaluate how effectively early years settings build the foundations children need to access the more demanding 2026 framework.

The updated guidance introduces more complex themes earlier in a child's school journey, meaning Nursery and Reception provision will be expected to prepare pupils across four key areas:

1. Strengthening the Building Blocks of PSED

The 2026 framework places strong emphasis on assertiveness, personal boundaries, and confident self-expression. This heightens the importance of the Personal, Social and Emotional Development prime area.

- **The 2026 ripple effect:** Inspectors will look for deliberate teaching of emotional expression, boundary-setting, and the ability to say “no” or “stop” to peers.
- **What this looks like:** Moving beyond reactive conflict management to proactive emotional regulation teaching—helping children name feelings such as *frustration* or *worry* so these emotions are not later misinterpreted as medical concerns.

2. Safeguarding and Correct Body Terminology

The primary RSHE update requires children to learn anatomically accurate names for body parts, including genitalia, to support safeguarding.

- **The 2026 ripple effect:** EYFS settings are strongly encouraged to normalise this vocabulary during themes like ourselves, hygiene routines, or self-care.
- **Ofsted focus:** Inspectors will evaluate how staff promote safeguarding and self-care using clear, non-stigmatised, accurate language—now considered standard best practice.

3. Intentional Sequencing into Key Stage 1

Ofsted's curriculum expectations require clear sequencing. A school's PSHE curriculum cannot simply “begin” in Year 1.

- **The 2026 ripple effect:** Leaders must show how EYFS provision intentionally prepares children for Key Stage 1 PSHE.
- **What you need to show:** Demonstrate how early years activities—sharing, recognising different family structures through picture books, identifying **safe adults**—act as the launchpad for formal Relationships Education in Key Stage 1.

4. Early Digital and Physical Safety Awareness

The 2026 guidance places significant emphasis on preventative safety, particularly in relation to online environments, roads, railways, and water.

- **The 2026 ripple effect:** As children engage with technology at increasingly younger ages, the primary-phase expectation to teach social media age restrictions and online boundary-crossing means EYFS settings must begin establishing **basic digital literacy**.
- **What this looks like:** Embedding simple screen-time boundaries, teaching children to “ask an adult before clicking,” and incorporating early physical-hazard awareness—such as basic road safety—into continuous provision and circle-time routines.

This ensures children enter Key Stage 1 with the foundational safety habits required by the modernised 2026 curriculum.

Summary for Early Years Leaders:

1. Do you need a separate, heavy RSHE policy for EYFS?

No.

2. Do you need to ensure your EYFS PSED curriculum, safeguarding vocabulary, and family-diversity teaching align with the expectations of the 2026 primary rollout?

Yes. While the statutory RSHE requirements formally begin in Key Stage 1, early years provision must clearly mirror and prepare for the expectations of the 2026 framework. Inspectors will look for:

- Aligned PSED foundations — early teaching of assertiveness, boundaries, and emotional expression
- Consistent safeguarding vocabulary — normalising accurate body terminology to prevent gaps at Year 1 entry
- Early family-diversity awareness — introducing inclusive family structures through books, routines, and discussions

EYFS does not deliver the RSHE curriculum itself, but it must intentionally prepare pupils for it.

How Ofsted Will Inspect Primary PSHE from September 2026

With the updated DfE statutory guidance for RSHE becoming mandatory in September 2026, Ofsted is adjusting its inspection approach. While PSHE has traditionally been considered under *Personal Development*, inspectors are increasingly evaluating it through the **Quality of Education** lens—focusing on curriculum design, sequencing, and implementation.

Inspectors will review how your school delivers the 2026 requirements across five key areas:

1. Intentional and Defensible Sequencing (The “Spiral” Curriculum)

Ofsted will look beyond coverage and examine the rationale behind *when* content is taught.

- **The inspection focus:** Inspectors will ask leaders questions such as “Why is this taught in Year 3 rather than Year 5?” and “How does this build on last year’s learning?”
- **What they want to see:** A clearly structured spiral curriculum where foundational ideas—such as boundaries, safety, and emotional literacy—are introduced early and revisited with increasing depth.

2. Implementation of the New 2026 Primary Content

Inspectors will check that your curriculum has been updated to reflect the new statutory expectations. This includes:

- **Online safety and wellbeing** — explicit teaching on financial risks in gaming (loot boxes, scams, monetisation) and the reality of age restrictions on social media
- **Correct terminology** — using anatomically accurate names for body parts, including genitalia, as part of safeguarding
- **Physical safety sequencing** — structured teaching on road, railway, and water safety
- **Holistic wellbeing** — normalising emotions such as grief, loneliness, change, and worry without over-medicalising typical childhood feelings

3. Evidencing Impact and Pupil Voice

Ofsted does not expect written workbooks or extended essays in PSHE. However, they *do* expect clear evidence that learning is secure and that pupils can recall and apply key concepts over time.

- **Inspection focus** — inspectors will prioritise retrieval, long-term understanding, and how well pupils can articulate what they have learned
- **What this looks like** — short verbal check-ins, pupil-voice conversations, low-stakes quizzes, scenario discussions, and simple exit questions that demonstrate whether knowledge has “stuck”
- **Pupil voice** — inspectors will speak directly with pupils to gauge confidence, understanding, and whether they can apply learning to real-life situations

4. Parental Consultation and Transparency

The 2026 guidance places strong emphasis on parental partnership, and Ofsted will evaluate how effectively your school delivers this.

- Inspection focus — inspectors will expect an up-to-date, legally compliant RSHE policy and clear evidence of a genuine consultation process with parents
- Transparency expectations — schools must demonstrate that parents have straightforward access to the actual teaching materials being used, including resources from third-party providers

5. Staff Training and Delivery Culture

High-quality PSHE depends on the confidence and skill of the adults delivering it. Ofsted will examine how well staff are supported to teach sensitive content safely and effectively.

- What inspectors want to see — teachers who can facilitate discussion, not simply read from slides; evidence of CPD that equips non-specialists and less-confident staff to handle safeguarding-related topics with accuracy and sensitivity

Ofsted's Position on Transition to the 2026 Framework

Ofsted acknowledges that the guidance is new. They do not expect a flawless policy or perfect implementation from day one. However, they do expect leaders to have:

- Audited their existing curriculum
- Identified gaps
- Established a clear, active implementation plan ready for September 2026
- The emphasis is on preparedness, clarity, and purposeful action.



The September 2026 Primary PSHE Preparation Checklist

Preparing for the statutory Relationships, Sex, and Health Education (RSHE) updates—which become legally mandatory as of **1 September 2026**—requires a methodical approach. Under Ofsted's updated inspection toolkits, your PSHE provision will be scrutinized heavily within both **Curriculum and Teaching** and **Personal Development and Wellbeing**.

This step-by-step audit checklist is designed for primary school leaders to ensure their curriculum is legally compliant, logically sequenced, and ready for an inspector's deep dive.

The September 2026 Primary PSHE Preparation Checklist

Step 1: Audit Current Reality vs. the 2026 Mandates

Before purchasing new schemes or rewriting policies, leaders should begin by establishing a clear picture of what is currently being taught.

- **Map the current landscape** — create a spreadsheet outlining which topics are taught, in which year groups, and with which resources
- **Identify “The Repeat Trap”** — highlight areas where content such as basic online safety or friendship skills is repeated annually without increasing complexity

Audit the 2026 content gaps — check whether your existing curriculum includes the newly emphasised primary content:

- **Online financial risks** (in-game monetisation, loot boxes, scams)
- **Age restrictions and digital footprints**
- **Physical hazards** (road, rail, and water safety)
- **Anatomically accurate terminology** for body parts, including genitalia, embedded within safeguarding practice

This initial audit provides the evidence base for all subsequent curriculum redesign

Step 2: Build a Defensible “Spiral” Progression Model

Ofsted’s “secure fit” methodology places heavy emphasis on curriculum intent and sequencing. Schools must be able to justify *why* each unit is taught *when* it is.

- **Define progression** — ensure your curriculum map clearly shows how knowledge builds over time (e.g., Year 2 physical boundaries → Year 4 digital boundaries → Year 6 resisting peer pressure)
- **Justify age-appropriateness** — document the rationale for introducing sensitive content at specific points, such as teaching puberty comprehensively in Year 5 with reinforcement in Year 6
- **Create a single curriculum map** — produce a scannable overview for leaders, governors, and inspectors showing where every statutory RSHE element sits

Step 3: Make Your Curriculum Reflect Local Safeguarding Needs

Ofsted expects PSHE to feel rooted in *your* community, not a generic scheme.

- **Work with your DSL** — Meet with your Designated Safeguarding Lead to review recent school behaviour logs, bullying trends, and safeguarding reports.
- **Weave in local context:** If your school has seen a spike in playground issues regarding a specific social media app, ensure your digital safety sequencing is adapted to address it directly.
- **Plan for SEND from the start** — map out adaptations so pupils with SEND can access the same core learning that reduce barriers to their personal development and wellbeing

Step 4: Secure Parental Collaboration and Material Transparency

The 2026 DfE guidance strongly penalises schools that lack transparency. Parental partnership is a core expectation.

- **Update the written policy** — revise your statutory RSHE policy to align precisely with the 2026 directive
- **Launch a genuine consultation** — host parent workshops or distribute surveys and document the process as evidence of engagement
- **Establish an “open resource” protocol** — ensure all teaching materials, slides, and third-party resources are organised and accessible for parents on request

Step 5: Establish Assessment and “Sticky Knowledge” Checks

Because PSHE is not formally examined, evidencing impact is often the weakest area during deep dives.

- **Embed baseline checks** — begin each unit with a short activity to gauge prior knowledge
- **Introduce regular retrieval** — build simple three-minute retrieval tasks into lessons (e.g., recalling water-safety rules)
- **Plan for pupil-voice evidence** — use digital floor books, scenario responses, or informal folders; run regular internal pupil-voice groups so children are confident discussing their learning with inspectors

Step 6: Upskill and Protect Staff

High-quality delivery fails if staff lack the confidence to navigate sensitive topics or use correct, anatomically accurate language.

- **Conduct a staff-confidence audit** — anonymously survey teachers to identify who feels uncertain about delivering specific elements of the 2026 curriculum
- **Deliver targeted CPD** — provide training on facilitating sensitive discussions, managing disclosures safely, and using consistent, school-approved terminology

Inspection Day Tip: When an inspector asks about your PSHE, provide them with the following three items: your 2026 curriculum map, your parental consultation log, and your school's local safeguarding data overlay. This instantly proves your intent is localised, legal, and deliberately planned.

References to Guidance: DfE, PSHE Association, Ofsted, Family Planning Association, National Governance Association

Other Key Updates

Primary PE and Sport Premium

The DfE has announced that the long-standing **£320m Primary PE and Sport Premium**—now in its 13th year—will end at the close of this term (announcement made Thursday 22 May, 5pm). A transitional grant, worth approximately one-third of the annual allocation, will be introduced for Autumn 2026, with spending criteria yet to be published. This will lead into a new **PE and Sports Network**, scheduled for full rollout in Spring 2027.

- **Further guidance** — regional Infant, Junior and Primary PE Subject Leaders have been briefed; schools should consult their local leads for detailed implications.

Online Safety

The Government has confirmed its intention to **ban social media platforms from providing services to under-16s**, following a model similar to Australia's. This would apply to user-to-user platforms enabling social interaction and algorithmic content delivery (e.g., Snapchat, TikTok, YouTube, Instagram, Facebook, X). Messaging services such as WhatsApp and Signal are not included.

The Government also plans further restrictions on harmful features such as livestreaming and “stranger communication” for under-16s.

- **Government announcement** — <https://www.gov.uk/government/news/social-media-to-be-banned-for-under-16s-in-landmark-government-move-to-givekids-their-childhood-back>
- **Further updates expected** — Technology Secretary Liz Kendall has stated that additional statements on VPNs and related measures will be issued in July. These proposals will require parliamentary debate and legislation, with enforcement planned for early 2027.

Enrichment Offer

The DfE has published **eight new enrichment benchmarks** to support schools in evaluating and improving their wider-curriculum offer.

- **Benchmark overview** — <https://schoolsweek.co.uk/new-enrichment-benchmarks-what-schools-need-to-know/>
- **Self-assessment tool** — <https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges>

These tools are designed to help schools audit current provision and plan targeted improvements.