



# Bromley Borough Primary Schools'

## PSHE Spring Term Newsletter 2026



Welcome to this academic year's second FREE termly newsletter for PSHE Subject Leaders serving within Bromley borough infant; junior and primary schools. This academic year promises to be a period of change for Personal Social Health Education courtesy of the ramifications of the Curriculum Review coupled with the new Government framework of delivery for PE; School Sport and Physical Activity (PESSPA) that will also impact upon NC PSHE Core Unit 1. All key developments will also be featured via: <https://www.londonseprimarypehwb.co.uk>.

### **PSHE Curriculum Review – Update**

The national body and conduit for Department of Education (DfE) subject-specific liaison, The PSHE Association has provided the following important update stemming from last Autumn's published final report of the Curriculum Review:



*'Our new Programme of Study will be published later this term, along with updated, improved and simplified curriculum models that will help you design the perfect PSHE education programme for your school, incorporating all statutory RSHE content and wider PSHE topics...including that which relates to economic wellbeing and navigating digital technologies. This will focus on the personal aspects in a way that complements the societal aspects best approached through Citizenship – including statutory RSHE content on aspects of financial education such as supporting children and young people to avoid financial exploitation and the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms.'*

Link: <https://pshe-association.org.uk/news>

The PSHE Association has also recently published updated pupil and staff questionnaires that are recommended for completion as a tool for gauging the health of the subject within your school whilst also influencing next steps in terms of subject leader management.

### **How engaged do your pupils feel in their lessons?**

- Do they see their own progress?
- What do they enjoy?
- What do they think could be improved?
- What are their views on age-appropriateness of topics you cover?

You may find it useful to gather your teaching team's views about their levels of confidence, subject knowledge and enthusiasm for teaching PSHE education

The questionnaires have the means to be adapted with scope to add further inquiry:

Link: <https://pshe-association.org.uk/guidance/ks1-5/survey-your-pupils-and-colleagues?hsCtaTracking=001b76f7-740a-4c1e-93ef-b043013a7c0f%7C928b3a46-21fa-438a-b66a-28a3a7a5c5c9#download>

### **Other New/ Updated Resources Available:**

**Friendship and Bullying** : <https://pshe-association.org.uk/lesson-plans/friendship-and-bullying>

**Digital Deception: Understanding Deepfakes and Manipulated Images (KS2)**: <https://pshe-association.org.uk/lesson-plans/digital-deception-understanding-deepfakes>

A polite reminder that the annual ringfenced Primary PE and Sport Premium that all state infant, junior and primary schools receive can be used to apply for PSHE Association membership given the curriculum's links to Core Unit 1: Health and Wellbeing as well as Compulsory Health Education.

**Membership link:** <https://pshe-association.org.uk/membership>

## **Reinforcing PSHE Links to Primary PE and Sport Premium**

(N.B: Please cross-reference and work pro-actively with your PE Subject Leader)

### **Increasing the engagement of all pupils in regular physical activity and sporting activities**

e.g. **Early morning:** Daily Mile / Marathon Kids; Skip2bfit; Zumba; Pilates

**Curriculum:** Active learning delivered throughout the curriculum e.g. TagTiv8: <https://tagtiv8.com>

**Lunchtime:** Playleaders; Intra Competition

**OSHL:** core movement skills via multi-play/ sport clubs; MEND programme via MyTimeActive; promotion of free-to-download interactive programmes for home environment

### **Raising the profile of PE and sport is raised across the school as a tool for whole-school improvement'**

e.g. developing appreciation of pupil AND staff health & wellbeing; emotional / mental health; self-esteem; improved behaviour, attainment and achievement; student wellbeing monitoring/ assessment resources; implementation of Olympic & Paralympic values as bedrock to school ethos

### **Provide staff with professional development, mentoring, training and resources to help them teach PE, physical activity and sport more effectively**

- Enable your PSHE subject leader to be upskilled via regional CPD provision; national association school memberships; new PSHE scheme of work; accreditations that function as self-review tools and demonstrate impact of physical activity upon whole child/ school development e.g. emotional/mental health links

### **Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls**

e.g. Skipping; Yoga; Pilates; Tai-Chi; Green Gym / <https://www.nhs.uk/live-well/exercise/free-fitness-ideas/>

### **Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching'**

- School registration with TfL Stars Scheme: <https://tfl.gov.uk/info-for/schools-and-young-people/travel-for-life>
- Register to Junior Travel Ambassadors Scheme and take part in Smart Movers initiative: <https://www.bromley.gov.uk/education-learning/smart-movers>
- Bikeability Training for Pupils: <https://bikeability.org.uk> – why not use your school as venue for family training during half term breaks?
- Living Streets: <https://www.livingstreets.org.uk>
- Healthy Schools London accreditation scheme: <https://www.london.gov.uk/programmes-strategies/education-and-youth/healthy-early-years-london-and-healthy-schools-london/healthy-schools-london>

## **Celebrity Visits**

My attention has been drawn to several schools using the PESS Premium to invite sporting / TV celebrity personalities

Such workshops can cost thousands of pounds and whilst they can produce a day's worth of excitement and learning stimulus for both pupils and staff, the effect can quickly tail off thereafter. For such initiatives to have quality value, it should sit as a WOW factor and planned springboard to guarantee raised participation levels across other school-based active healthy lifestyle organised provision. How can such events also be used as positive trigger for outreach to parent/guardian inclusion? Is continuity and progression delivered by chance or planned deliberately? What supportive links can be purposely employed with quality-assured (QA) local community club links to facilitate moves forward?

## DfE: Keeping Children Safe in Education 2026

### RSHE Ramifications: Gender Questioning

The DfE has recently confirmed an additional feature to its statutory guidance on safeguarding 'which focuses on issues that might arise when considering how best to support children who are questioning their gender, along with new sections on single-sex spaces and single-sex sports':

**Policy Paper Link:** <https://www.gov.uk/government/publications/including-guidance-on-children-who-are-questioning-their-gender-in-kcsie>

**Draft Guidance for Consultation (Published 12<sup>th</sup> February):** [https://consult.education.gov.uk/independent-education-and-school-safeguarding-division/keeping-children-safe-in-education-2026-revisions/supporting\\_documents/keeping\\_children\\_safe\\_in\\_education\\_2026\\_draft\\_for\\_consultationpdf-1](https://consult.education.gov.uk/independent-education-and-school-safeguarding-division/keeping-children-safe-in-education-2026-revisions/supporting_documents/keeping_children_safe_in_education_2026_draft_for_consultationpdf-1)

The DfE has confirmed that guidance has included the findings emanating from the 2024 review into gender transitioning and children led by Dr Hilary Cass. It also complied with last year's supreme court ruling about gender in relation to The Equality Act, which set out the necessity of single-sex spaces.

The advice, which will be reviewed annually, says schools should not have mixed toilet facilities or mixed sleeping arrangements on trips beyond the age of eight, and "no child should be made to feel unsafe through inappropriate mixed-sex sport"

In its draft guidance, the DfE has deemed that Primary school-age children who question their gender could be allowed to use different pronouns under long-awaited government guidance on the subject. It also stresses the need for caution on social transitioning for younger children, saying it is expected to happen very rarely in primary schools.

The DfE has confirmed that it will not be providing standalone on this subject but that it will continue to be reviewed via 'Keeping Children Safe in Education'(KCSE):

Link: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Other Subject-Specific Areas Included in KCSIE Consultation:

- Child-on-child abuse to explicitly include AI-generated images and / or videos (including deepfakes)
- Safeguarding records and child data to become core safeguarding concerns. Compromised data to be viewed as an immediate risk to child wellbeing, shifting cybersecurity from an IT task to a core safeguarding responsibility
- It will become mandatory for 'proprietors' and governing bodies to document a review of filtering and monitoring effectiveness **at least once every academic year**
- All staff will need to be cognisant and confidently assured with both knowledge and response of to the range and risk of mental health problems and their capacity to develop into a safeguarding concern. Examples include self-harm, eating disorders, or suicidal ideation. If there is an immediate risk of danger, or if a child requires urgent non-emergency help for their mental health, staff should follow appropriate agreed recognised and quality assured referral pathways
- By way of intent threshold, staff are now expected to report any child who expresses the will to use or carry a weapon.

PSHE subject leaders; senior leaders and other staff colleagues can directly feedback to the public consultation that has only very recently opened but with a **closing date of 22<sup>nd</sup> April 2026**. DfE planned implementation of consequent statutory guidance is scheduled to be 1<sup>st</sup> September 2026

Consultation link: <https://consult.education.gov.uk/independent-education-and-school-safeguarding-division/keeping-children-safe-in-education-2026-revisions/>

Remember your expertise therefore your views matter.

## **PSHE vs. Personal Development**

In line with feedback from Ofsted's renewed inspection framework, there have been instances whereupon several schools have reclassified the PSHE curriculum as 'Personal Development and Wellbeing'.

Whilst Personal Development factors in curriculum subjects such as PSHE education (including RSHE) and Citizenship, it also absorbs broader National Curriculum elements such as Religious Education, extra-curricular sporting, musical, artistic and cultural experiences.

The PSHE education curriculum, including statutory RSHE content, is explicitly defined and contained by contrast and naturally requires more focused attention to the concepts as specified within the prescribed programmes of study as set out via the following link:

Link:

[https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201-5\)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201-5)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27)

## **The Association for Child and Adolescent Mental Health 'Learn' Portal**

This is a membership organisation that exists to raise standards in the appreciation and management of child mental health issues. Evidence-centred research is communicated across a wealth of free support including resource guides and journals.

Included online is a unique ACAMH Learn portal with a section explicitly intended for educators and teachers' section with a host of school-specific content to help staff identify when, and appreciate why, a pupil may require support, guidance, and appropriate resources. From PSHE Subject Leader to SENCo to Pastoral Lead or for the training of all staff colleagues, this organisation's range of webinars and resources come highly recommended to assist with the advancement of whole school ethos towards mental health and emotional wellbeing.



**Mental health interventions in schools**  
Professor Tamsin Ford discusses the deterioration of mental health among children and young people from national surveys, highlighting the important interface between health and education services.  
44 mins

Link: <https://acamhlearn.org/Audience/Educators%20/%20Teachers/84e84e66-e61f-4e9f-b7ce-c51d5694f19e>

London and Southeast ACAMH Branch for networking opportunities:

Link: <https://www.acamh.org/hub/london-southeast-acamh-branch/>

## **Free CPD Opportunity: Media and Financial Literacy: Prepare for the New National Curriculum**

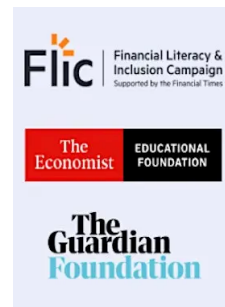
A teacher-focused webinar co-hosted by The Guardian Foundation, The Economist Educational Foundation and FT FLIC. This session is designed to offer practical classroom support for UK primary and secondary teachers, with a focus on media literacy, financial literacy and key curriculum developments.

### **Agenda:**

- Precis of key updates in areas such as the new national curriculum
- Share classroom-ready programmes and resources from all three organisations
- Focus on low-burden, high-impact ideas you can use with students straight away
- End with a live Q&A and links to all resources discussed

**Date/ Time:** Monday, Mar 16, 2026 (3:45 - 4:45 pm)

**Registration link:** <https://www.eventbrite.com/e/media-and-financial-literacy-prepare-for-the-new-national-curriculum-tickets-1982869505067?aff=oddtcreator>



## **Your Questions Answered**

Question: 'Our school is still struggling with unhealthy packed lunches being brought in by too many children. How can we overhaul this issue and what ideas for intervention do you recommend?'

Answer: 'Make sure that there is an effective lunchbox policy in place that also includes a child-friendly version. Attach the NC constituent of PSHE healthy eating and compulsory health education to the school's wholesale drive to ramp up standards but accompanied with strategic family-friendly engagement via such ideas as:

- The sharing of easy-to-prepare, affordable healthy lunch box ideas and menus for inspiration. Ask the pupils themselves to research ideas and then collate the best to promote via newsletter and website. How about creating an online 'school healthy recipe book' for breakfasts, lunches and suppers? Don't forget to incorporate top tips from your staff colleagues as well.
- Ensure that pupils have the PSHE lesson time whereupon they can learn about healthy ingredients and how to plan their own lunch box with scope to learn about cost
- Invite a local dietitian and/ or dentist to the school to undertake workshops for both pupils and (via a coffee morning or evening meeting) for parents
- Where dissenting behaviour occurs with packed lunch content then ensure that your policy provides the means to confiscate identified banned food items that can be returned to the child at the end of the day. Ensure that the pupil's lunch box is returned with a slip of paper explaining removal in conjunction with school policy

Encapsulate the whole school movement to address standards via a catchy title that could give it a more empowering and interesting feel e.g. 'Healthy Heroes at.... (name of school)'. The impact of healthier eating upon concentration and learning is an angle that schools could apply to convincing families of the value of such intervention. Supportive research documentation that confirms the negative impact of sugary foods upon children's cognitive responses can be found via:

Link: <https://theconversation.com/how-does-excess-sugar-affect-the-developing-brain-throughout-childhood-and-adolescence-a-neuroscientist-who-studies-nutrition-explains-173214>

## **Resource Links:**

### **National Education Nature Park**

Learning through nature with free-to-download EYFS-KS2 cross-curricular resources including Citizenship – please share with other NC subject leaders:

Link: [https://www.educationnaturepark.org.uk/resources?utm\\_source=google-20260225&utm\\_medium=paid-search&utm\\_campaign=curr-26&gad\\_source=1&gad\\_campaignid=23279785155&gbraid=0AAAAAC\\_o3c-vk7rDWCpHcuNnWPAUhBXmy&gclid=Cj0KCQiAwYrNBhDcARIsAGo3u30arQcaviuiDDKgD0fXkCEv7dN6f5nsOmLcpXO8Vi1Fq\\_n-pYY0Dv\\_UaAvTjEALw\\_wcB](https://www.educationnaturepark.org.uk/resources?utm_source=google-20260225&utm_medium=paid-search&utm_campaign=curr-26&gad_source=1&gad_campaignid=23279785155&gbraid=0AAAAAC_o3c-vk7rDWCpHcuNnWPAUhBXmy&gclid=Cj0KCQiAwYrNBhDcARIsAGo3u30arQcaviuiDDKgD0fXkCEv7dN6f5nsOmLcpXO8Vi1Fq_n-pYY0Dv_UaAvTjEALw_wcB)

### **The School Trip**

Free-to-download PSHE teaching resources, lesson plans, educational videos, education packs:

Link: <https://theschooltrip.co.uk/guide/free-pshe-teaching-resources/>