



Bromley Borough Primary Schools'

Physical Education Autumn Term Newsletter 2025



Welcome to this academic year's first FREE termly newsletter for Physical Education Subject Leaders serving within Bromley borough infant; junior and primary schools. This academic year promises to be a period of change for Physical Education courtesy of the ongoing Curriculum Review coupled with subsequent new Government framework of delivery for PE; School Sport and Physical Activity (PESSPA)

All key developments will also be featured via: <https://www.londonseprimarypehwb.co.uk>.

Primary PE and Sport Premium

Please note that the 13th year of this 'ring fenced' grant may prove to be the final year given the Government's advanced plans to implement a third national PE and School Sports Strategy:

<https://www.gov.uk/government/news/prime-minister-meets-with-lionesses-ahead-of-the-euros-to-announce-a-new-approach-to-school-sport>

- DfE Updated Criteria: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>
- Conditions of the Grant: <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2025-to-2026>
- Monitoring and Tracking: https://www.afpe.org.uk/page/WebsiteReporting_Template
- *School Allocation: <https://skillsfunding.service.gov.uk/view-latest-funding/national-funding-allocations/PSG/2025-to-2026> (Directory of new and historic Borough school-by-school allocations also listed on the homepage of <https://www.londonseprimarypehwb.co.uk>)

Please take note of the links to PSHE Curriculum Core Theme 1: Health and Wellbeing coupled with Compulsory Health Education

PESS Premium Purchase of the Term

Safe Practice in Physical Education, School Sport and Physical Activity available only as an online resource has been recently further updated. This essential reference offers the latest guidance to safeguard pupils and staff in both curricular and extra-curricular activities and represents a 'must purchase' annual risk assessment and safeguarding support for effective management and planning:

Best Practice Guidance: Implement effective safety measures with the latest advice

Risk Management: Identify, assess, and manage potential risks to prevent accidents and injuries

Legal Compliance: Ensure your school meets all legal and regulatory requirements

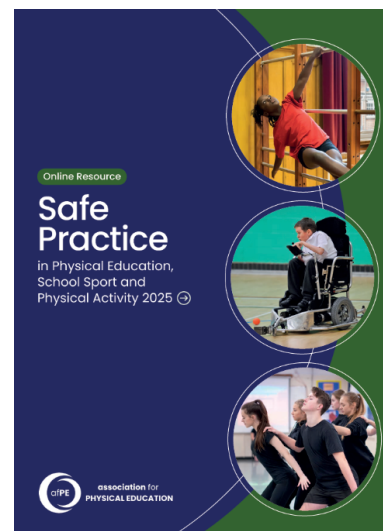
Professional Development: Stay updated with the latest standards and practices

Policy Development: Aid in creating and implementing safety policies'
(afPE)

Link: https://www.afpe.org.uk/page/Safe_Practice_in_PESSPA

Chapter Details:

- 1) The Fundamental Principles of Safe Practice in PESSPA
- 2) Teaching Safely through the Principles of Organisation and Management
- 3) Good Teaching is Safe Teaching
- 4) Equality, Diversity and Inclusion
- 5) Safe Practice in Specific Teaching and Learning about PESSPA Activities
- 6) Health-related Exercise
- 7) First Aid
- 8) Concussion
- 9) Sports Fixtures, Festivals, Tours and Club Links
- 10) Teaching and Learning about Safety in. PESSPA



Curriculum and Assessment Review – Building a World-Class Curriculum for All (Final Report)

- Redrafts the purpose of study for PE, retaining the importance of competitive sports, but clarifying the significance of providing all pupils with opportunities to learn in a physical environment and emphasising its physical, social, cognitive and emotional benefits that complement and enhance overall academic performance and general wellbeing
- Redrafts the aims of PE so that they are clearer and more coherent at each key stage. Introduces a concise, scaffolded approach to the attainment targets and key stage subject content within the Programmes of Study. As part of this, the Government should review how the Programmes of Study refer to individual activities (such as dance, swimming, and outdoor activity), including whether they are sufficiently specific to support quality teaching
- Distinguishes clearly between mandatory core PE and qualification pathways, and develops distinct terminology for each
- Dance is part of the statutory PE Programmes of Study from Key Stages 1 to 4, including whether they are sufficiently specific to support high-quality teaching and students' progression

Link:

https://assets.publishing.service.gov.uk/media/6908f7a3c0dc8f12484175e5/Curriculum_and_Assessment_Review_final_report_-_Building_a_world-class_curriculum_for_all.pdf

N.B: All proposals have been subsequently accepted by DfE given their recent response

Government response to the Curriculum and Assessment Review (5th Nov 2025)

We welcome the Review's recommendations to strengthen the national curriculum for PE, recognising its role in supporting pupils' wellbeing and educational outcomes. We will revisit the aims of compulsory PE across all four key stages to ensure a scaffolded approach to developing fundamental movement skills and participation in sport and physical activity. We will also consider how specific elements like swimming, dance and outdoor and adventurous activity are presented to ensure they support quality teaching and progression.

Dance holds a unique position in the curriculum as both a physical activity and a creative art form. It provides an engaging route within PE for many pupils and complements what pupils learn in their engagement with sport and other physical activities. We welcome the Review's acknowledgement of the creative as well as physical aspects of dance and, following its recommendation, we will add further detail to content on dance within the PE programme of study, considering how this can enable more consistent teaching of dance and an effective pathway to further study. We recognise the workforce challenges identified by the Review. Both the new National Centre for Arts and Music Education and new PE and School Sport Partnerships will support schools to build capability and confidence in the teaching of dance.

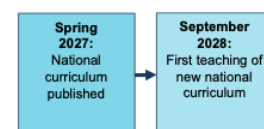
Link:

https://assets.publishing.service.gov.uk/media/690b2a4a14b040dfe82922ea/Government_response_to_the_Curriculum_and_Assessment_Review.pdf

What next?

DfE: 'For the first time, the new national curriculum will be digital and machine-readable, to support teachers to more easily sequence their school curricula. The new curriculum will be implemented in full, for first teaching from September 2028. Government will aim to publish the final revised national curriculum by spring 2027 – giving schools four terms to prepare for the changes'

Advice: At this moment in time, it is meaningless to update PE policy or buy into external CPD that parades the promise to support curriculum design when such companies should know all too well that national curriculum content is currently in the stage of being rewritten. PE Schemes of Work will have to be updated post Spring 2027.



National Curriculum Swimming Update

A polite reminder that both Swim England and STA have clarified what constitutes as knowledge and skills to meet the target of 'safe self-rescue':

Link: <https://www.swimming.org/swimengland/national-curriculum-guidelines-clarified/>

The nine suggested outcomes, which should be completed by pupils in sequence in full reach depth water, are:

1. Fall-in entry and recover to surface
2. Float on the back with minimal movement for 60 seconds without floatation equipment
3. Rotate from floating on the back to a vertical position
4. Tread water for 30 seconds
5. Whilst treading water, signal for help once, by extending one arm above the head and simultaneously shouting for help then returning the arm to the water to continue to tread water
6. Swim (without floatation equipment) 15m to a floating object, using a recognised personal survival stroke (head up long arm front paddle or lifesaving backstroke)
7. Retaining the floating object take up the heat escape lessening position/posture for 30 seconds
8. Form a huddle position as a group for 30 seconds
9. Swim 15m to exit the water unaided

Winter Water Safety

Water Safety is a constituent teaching requirement within BOTH Physical Education and PSHE curricula. Furthermore, there is an expectation for ALL schools to promote health and safety as an integral element of learning. For maximum effect, please extend to upskilling parents/guardians as well as featuring key guidance during school time (e.g. stand-alone differentiated lessons across all year groups, assembly focus, corridor display etc) as well as via school newsletter and website publicity to the family environment:

Royal Life Saving Society UK

FREE Resource Link: <https://www.rlss.org.uk/pages/category/winter-water-safety>



Swim:Ed – Bringing The Swimming Pool to the Playground. (Reminder)

Given several current pool closures for refurbishment and as schools continue to tackle the mounting core school budget costs of accommodating NC Swimming via escalating transport, pool hire and tutor costs (in addition to travel time that bites deep into other curriculum demands) one comparative cost and time efficient solution could be through the following initiative:

Swim:Ed pop-up programme addresses this challenge head-on by 'delivering a proven, data-driven solution' that directly brings swimming instruction to schools. Imagine accessibility to such lessons that could be just steps away from your classroom door. Imagine 'a heated swim pool safely housed within a temporary modular structure, qualified instructors and lifeguards and a swim curriculum to your school's premises'. Risk assessment is scrupulously adhered to as one would expect

Website: <https://swim-ed.co.uk/programme>

You-Tube Links: https://www.youtube.com/playlist?list=PLOmF3y8wuiYLEyv80gMKvTXUp_hTf3xNz

N.B: You may be able to reduce and spread the costs further still by inviting neighbouring junior and primary schools to access the pool for their allocation of NC lessons

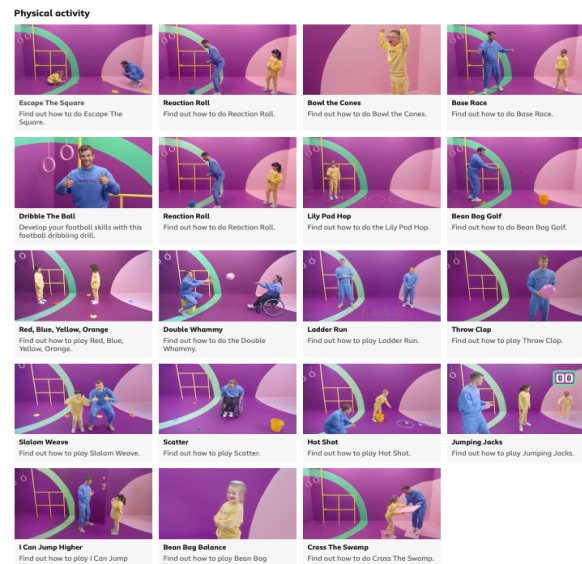
Early Years – BBC Bite Size FREE Interactive Resource Support

BBC Early Level PE provides free, interactive, engaging resources to support EYFS aged pupils with a range of physical development needs including motor skills, aim, accuracy and reactions.

The mini-video presentations contain age-related instructional vocabulary that supports staff planning, delivery and evaluation.

There is scope to adapt activity ideas by way of making them easier or harder to suit individual abilities.

Link: <https://www.bbc.co.uk/bitesize/subjects/z338jsg>



Gymnastics – Why Bare Feet?

A question that many teachers periodically raise in online forums. It is important to encourage pupils to participate barefoot in gymnastics for the following reasons:

- **Grip and stability:** Bare feet allow gymnasts to use their toes to grab and grip surfaces like the balance beam and floor, which improves balance and prevents slipping.
- **Strength and flexibility:** Performing barefoot strengthens the muscles, bones, and joints in the feet and ankles by forcing them to work harder. This also allows for a greater range of motion, improving flexibility.
- **Proprioception:** The soles of the feet have thousands of nerve endings that send information to the brain. Going barefoot allows this sensory information to be transmitted more clearly, leading to better movement guidance and coordination.
- **Aesthetics:** For floor and beam routines, bare feet can enhance the aesthetic of the performance by allowing for a more complete and natural range of motion in the foot.
- **Safety:** Shoes can be a safety hazard, as they can cause slipping or get caught on apparatus, and the extra weight can be dangerous in the air. Some modern footwear, like "toe shoes," may be worn for specific purposes like turning to reduce friction, but the benefit of a stable, barefoot grip often outweighs the benefit of turning with a shoe. (Sportsafe)

Holiday Activities Programme Update

‘The government’s holiday activities and food programme has been extended for another three years, with £600 million of funding.

The scheme, which was piloted between 2018 and 2020 and rolled out nationwide in 2021, pays for free clubs and lunches for poorer pupils during school holidays. Department for Education has said it will now run until at least March 2029.

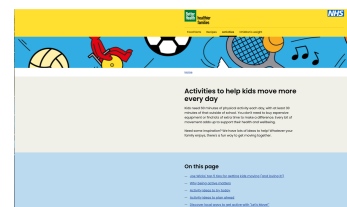
Funding for the programmes is handed to councils, and although they are not directly overseen by schools, many clubs are held on school premises.

Amanda Hopgood, chair of the Local Government Association’s children and young people board, said: “We are pleased the government has acted on our call to extend the holiday activities and food programme. This has been essential in supporting vulnerable children, offering healthy, nutritious and affordable food while also providing vital wraparound, holistic support for families.”

Link: <https://schoolsweek.co.uk/holiday-activities-programme-extended-for-another-3-years/>

NHS Better Health Better Families

Government Press Release: 'Almost three in five (57%) parents say their children's physical activity levels are likely to suffer a seasonal dip during autumn and winter, with cold or wet weather (60%) and darker evenings (41%) highlighted as the key barriers in new research findings.



To tackle inactivity and help families keep children moving all year-round, the Government has launched 'Let's Move!', a new campaign supported by Sport England that aims to help parents discover simple, fun, and pressure-free ways to build movement into daily life – which can start with just 10 minutes of activity.

NHS guidance recommends that children get at least 60 minutes of physical activity each day – including 30 minutes outside of school hours. Yet the new survey reveals that 81% of parents underestimate how much physical activity children need'

Link: <https://www.gov.uk/government/news/nearly-three-in-five-parents-expect-childrens-physical-activity-to-drop-this-winter-as-stars-back-new-campaign-to-keep-kids-active>

Supported by Joe Wicks, the 'Let's Move!' campaign makes staying active easy and affordable, offering ideas from kitchen discos to local activities and playground fun. It encourages families to move together. Whilst such Government endorsed initiatives as this contains activity ideas that can be utilised directly (as well as adapted) for lesson and OSHL coverage, such an initiative also needs schools to promote such resourcing to family environments to incentivise learning beyond the gates.

Joe Wicks' Top Tips (please credit to Joe Wicks, The Body Coach)

1. Make movement fun indoors: Turn everyday tasks into games – race to tidy up, dance in the kitchen while dinner's cooking, or try a quick online workout like 'Activate'. Movement doesn't need to look like 'exercise', it just needs to be fun!
2. Get outside, whatever the weather: A brisk game of tag or a trip to the park can warm everyone up and kids see it as play, not a chore. So wrap up and get out there!
3. Turn the school run into an adventure: Walk, scoot or cycle when you can. Make it playful – count dogs, race to lampposts, or invent your own challenges. It's a sneaky exercise that they'll love.
4. Keep it relaxed and role model it: There's so many different types of sport to try out, and remember that not every child loves competitive activities, and that's OK! Try things like frisbee, swimming or cycling. Most importantly, show them how you enjoy being active – they'll follow your lead.
5. Explore local activities: Look out for free or low-cost sessions and community events. A change of scene can spark new interests and keep things exciting.

NHS Better Health Better Families Resource Link: <https://www.nhs.uk/healthier-families/activities/>

Recommended External Providers

In what is expected to be the final year of the Primary PE and Sport Premium (given Government budgetary pressures combined with advanced plans to progress on to a third national PE and School Sports Strategy), it is particularly important that schools do target high quality sustainable impact within scheduled grant-funded objectives.

The following quality-assured initiatives provide an essential platform to upskill non-specialist teaching staff and promote physical activity as a unique tool for cross-curricular learning with scope to adapt associative activities across year groups and individual needs:

TagTiv8 (Bryn Llewellyn - Originator of the 'Move and Learn' principle) Taking pupils away from the traditional classroom based sedentary method of learning, this enterprise focuses upon active learning support for all curricular subjects and from Early Years to KS3. This initiative thrives upon improving cognitive skills and guaranteeing improved academic performance by making learning a more physical and enjoyable experience.

Link: <https://tagtiv8.com> (includes ITV news report)

Skip2Bfit – Award-winning provider of one day on-site skipping workshops where both staff and pupils can learn the different techniques whilst also gaining a firm appreciation of both benefits and values of this physical discipline.

Link: <https://skip2bfit.com/school-workshops/skipping-workshops-for-schools>