



**SUTTON ST JAMES C.P. SCHOOL**  
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Tel: 01945 440209  
Headteacher: Miss Claire Willows



10<sup>th</sup> September 2025

Dear Parents,

**Personal, Social, Health and Economic (PSHE) education and the right to withdraw**

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

Most PSHE education became statutory (compulsory) for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationship and Health Education at KS1 and 2.

Our PSHE curriculum is based on the PSHE Association Programme of Study for PSHE education as advised by the Government. This provides a comprehensive programme that integrates, but is not limited to, this statutory content. Our PSHE curriculum also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risks which we feel is vitally important for our pupils' personal development and economic wellbeing. Our curriculum is also enriched with workshops delivered by external professionals to help children to consolidate learning in the curriculum.

During KS1 and 2, our PSHE curriculum offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. It builds on the skills that our pupils started to acquire in EYFS (Wrens class) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. Our PSHE curriculum helps pupils to manage the physical and emotional changes at puberty, introduces them to the wider world and encourages them to make an active contribution to their communities.

Government guidance states "It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

**Parents/carers have the right to withdraw pupils from sex education (other than as part of the science curriculum), but not Relationships or Health Education.**

Whilst parents have the option to withdraw their child from this education there are many benefits of children receiving this important education. Withdrawing a child could have

detrimental social and emotional effects including the feeling of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Some of these detrimental effects may be mitigated if you propose to deliver sex education to your child at home instead.

To help you make the decision of whether you would like to withdraw your child from the non-statutory elements of our PSHE curriculum, including sex education, we would like to share with you the learning that your child will take part in through PSHE lesson over the coming year, highlighting the areas which are statutory and those which are not. If there are any areas that you do not wish your child to take part in, please indicate this on the second chart attached and return it to school before Thursday 18<sup>th</sup> September 2025. Please ensure that you fill in your child's name, class and sign the form.

Kind regards

*C. Willows*

Miss Claire Willows  
Headteacher

**Lower Key Stage 2 PSHE curriculum (Year 4) - statutory learning is shown in blue, non-statutory elements are shown in red.**

Autumn Term	Spring Term	Summer Term
<p><b>Healthy lifestyles / Physical Wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to make informed decisions about health.</li> <li>• About the elements of a balanced, healthy lifestyle.</li> <li>• About what good physical health means: how to recognise early signs of physical illness.</li> <li>• About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>• How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>• About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</li> <li>• How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</li> <li>• How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>• About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>• To recognise that feelings can change over time and range in intensity.</li> <li>• About everyday things that affect feelings and the importance of expressing feelings.</li> <li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> </ul>	<p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> <li>• What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>• To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>• That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</li> <li>• How friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>• That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> </ul> <p><b>Managing Hurtful Behaviour and Bullying</b></p> <ul style="list-style-type: none"> <li>• About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> </ul> <p><b>Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>• Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> <li>• About some of the different ways information and data is shared and used online, including for commercial purposes.</li> </ul>	<p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</li> <li>• To recognise their individuality and personal qualities.</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>• About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> <li>• About the new opportunities and responsibilities that increasing independence may bring.</li> <li>• Strategies to manage transitions between classes and key stages.</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• About privacy and personal boundaries: what is appropriate in friendships and wider relationships (including online).</li> <li>• About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</li> <li>• Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> </ul>

**Lower Key Stage 2 – Year 4** – Elements of the PSHE curriculum, which are non-statutory, which you can withdraw your child from (please tick any learning that you would like to withdraw your child from and return to the school office)

<b>Autumn Term</b>		<b>Spring Term</b>	<b>Summer Term</b>
About everyday things that affect feelings and the importance of expressing feelings.	To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).	To recognise their individuality and personal qualities.
		To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	
		About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	
		About the new opportunities and responsibilities that increasing independence may bring.	
		Strategies to manage transitions between classes and key stages.	

Child's Name \_\_\_\_\_

Class \_\_\_\_\_

Signed (parent) \_\_\_\_\_

Date \_\_\_\_\_