SUTTON ST JAMES C.P. SCHOOL

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Headteacher: Miss Claire Willows

10th 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 18th 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 3) - statutory learning is shown in blue, non-statutory elements are shown in red.

Autumn Term	Spring Term	Summer Term
Keeping Safe • Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. • How to predict, assess and manage risk in different situations. • About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. • About what is meant by first aid; basic techniques for dealing with common injuries. • How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. **Drug, Alcohol and Tobacco** • To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. • About why people choose to use or not use drugs (including nicotine, alcohol and medicines).	**Shared Responsibility** • To recognise reasons for rules and laws; consequences of not adhering to rules and laws. • About the relationship between rights and responsibilities. **Community** • About the different groups that make up their community; what living in a community means. • To value the different contributions that people and groups make to the community. • About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. **Families and Close positive relationships** • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). • That a feature of positive family life is caring relationships; about the different ways in which people care for one another. • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. **Respecting Self and Others** • That personal behaviour can affect other people; to recognise and model respectful behaviour online. • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. • About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.	**Economic wellbeing - Money** • About the different ways to pay for things and the choices people have about this. • To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • Different ways to keep track of money. • To recognise that people make spending decisions based on priorities, needs and wants. **Economic wellbeing - Aspirations, Work and Career** • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. • That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. • About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). • That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.

Lower Key Stage 2 – Year 3 – 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)

Autumn Term		Spring Term		Summer Term	
How to predict, assess and manage risk in different situations.		To recognise reasons for rules and laws; consequences of not adhering to rules and laws.		About the different ways to pay for things and the choices people have about this.	
About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.		About the relationship between rights and responsibilities.		To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.	
To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.				Different ways to keep track of money.	
About why people choose to use or not use drugs (including nicotine, alcohol and medicines).				To recognise that people make spending decisions based on priorities, needs and wants.	
				To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	
				That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.	
				About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).	
				That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.	

Child's Name _____

Class _____

Signed (parent) _____

Date _____