



SUTTON ST JAMES C.P. SCHOOL
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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

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

Autumn Term	Spring Term	Summer Term
<p>Economic Wellbeing - Aspirations, Work and Career</p> <ul style="list-style-type: none"> • About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • To identify the kind of job that they might like to do when they are older. • To recognise a variety of routes into careers (e.g. college, apprenticeship, university). • About stereotypes in the workplace and that a person's career aspirations should not be limited by them. <p>Shared Responsibilities</p> <ul style="list-style-type: none"> • The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. • Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). • To recognise there are human rights, that are there to protect everyone. 	<p>Safe relationships</p> <ul style="list-style-type: none"> • About seeking and giving permission (consent) in different situations. • About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). <p>Friendships</p> <ul style="list-style-type: none"> • The importance of seeking support if feeling lonely or excluded. • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. <p>Communities</p> <ul style="list-style-type: none"> • About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. • About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. 	<p>Respecting Self and Others</p> <ul style="list-style-type: none"> • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. <p>Mental Health</p> <ul style="list-style-type: none"> • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • That for some people gender identity does not correspond with their biological sex. • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • About where to get more information, help and advice about growing and changing, especially about puberty.

Upper Key Stage 2 – Year B – 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
<p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>To recognise there are human rights, that are there to protect everyone</p>	<p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	<p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>That for some people gender identity does not correspond with their biological sex.</p> <p>About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>		

Child's Name _____

Class _____

Signed (parent) _____

Date _____