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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

Key Stage 1 PSHE curriculum (Year 1) - statutory learning is shown in blue, non-statutory elements are shown in red.

Autumn Term	Spring Term	Summer Term
<p>Shared responsibility</p> <ul style="list-style-type: none"> • About what rules are, why they are needed, and why different rules are needed for different situations. • How people and other living things have different needs: about the responsibilities of caring for them. • About things they can do to help look after their environment. <p>Communities</p> <ul style="list-style-type: none"> • About the different groups they belong to. • About the different roles and responsibilities people have in their community. • To recognise the ways they are the same as, and different to, other people. 	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> • About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. • To identify the people who love and care for them and what they do to help them feel cared for. • About different types of families including those that may be different to their own. • To identify common features of family life. • That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. <p>Friendships</p> <ul style="list-style-type: none"> • About how people make friends and what makes a good friendship. • About how to recognise when they or someone else feels lonely and what to do. • Simple strategies to resolve arguments between friends positively. • How to ask for help if a friendship is making them feel unhappy. <p>Safe Relationships</p> <ul style="list-style-type: none"> • To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • That sometimes people may behave differently online, including by pretending to be someone they are not. • How to respond safely to adults they don't know. • About how to respond if physical contact makes them feel uncomfortable or unsafe. • About knowing there are situations when they should ask for permission and also when their permission should be sought. • About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). • Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. • What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. <p>Respecting Others</p> <ul style="list-style-type: none"> • About what is kind and unkind behaviour, and how this can affect others. • About how to treat themselves and others with respect; how to be polite and courteous. • To recognise the ways in which they are the same and different to others. • How to listen to other people and play and work cooperatively. • How to talk about and share their opinions on things that matter to them. 	<p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> • To recognise what makes them special. • To recognise the ways in which we are all unique. • To identify what they are good at, what they like and dislike. • How to manage when finding things difficult. • To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • About growing and changing from young to old and how people's needs change. • About preparing to move to a new class/year group. <p>Managing hurtful behaviour and Bullying</p> <ul style="list-style-type: none"> • That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. • About how people may feel if they experience hurtful behaviour or bullying. • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

Key Stage 1 – Year 1 – Year 1 – 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
About what rules are, why they are needed, and why different rules are needed for different situations.		About how to respond if physical contact makes them feel uncomfortable or unsafe	
How people and other living things have different needs; about the responsibilities of caring for them.		About what is kind and unkind behaviour, and how this can affect others.	
About things they can do to help look after their environment.		How to listen to other people and play and work cooperatively.	
About the different roles and responsibilities people have in their community.		How to talk about and share their opinions on things that matter to them.	

Child's Name _____

Class _____

Signed (parent) _____

Date _____