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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 2) - statutory learning is shown in blue, non-statutory elements are shown in red.

Autumn Term

Keeping Safe

- About rules and age restrictions that keep us safe.
- To recognise risk in simple everyday situations and what action to take to minimise harm
- About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
- That household products (including medicines) can be harmful if not used correctly.
- Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- About the people whose job it is to help keep us safe.
- Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- About what to do if there is an accident and someone is hurt.
- How to get help in an emergency (how to dial 999 and what to say).

Drugs, Alcohol and Tobacco

- Know things that people can put into their body or on their skin; how these can affect how people feel.

Spring Term

Economic wellbeing - Money

- What money is; forms that money comes in; that money comes from different sources.
- That people make different choices about how to save and spend money.
- About the difference between needs and wants; that sometimes people may not always be able to have the things they want.
- That money needs to be looked after; different ways of doing this.

Economic wellbeing - Aspirations, Work & Career

- That everyone has different strengths.
- That jobs help people to earn money to pay for things.
- Different jobs that people they know or people who work in the community do.
- About some of the strengths and interests someone might need to do different jobs.

Media Literacy and Digital Resilience

- About how the internet and digital devices can be used safely to find things out and to communicate with others.
- About the role of the internet in everyday life.
- That not all information seen online is true.

Summer Term

Healthy lifestyles/physical wellbeing

- What keeping healthy means; different ways to keep healthy.
- About foods that support good health and the risks of eating too much sugar.
- About how physical activity helps us to stay healthy; and ways to be physically active every day.
- About why sleep is important and different ways to rest and relax.
- Simple hygiene routines that can stop germs from spreading.
- That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.
- About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
- How to keep safe in the sun and protect skin from sun damage.
- About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.
- About the people who help us to stay physically healthy.

Mental Health

- About different feelings that humans can experience.
- How to recognise and name different feelings.
- How feelings can affect people's bodies and how they behave.
- How to recognise what others might be feeling.
- To recognise that not everyone feels the same at the same time, or feels the same about the same things.
- About ways of sharing feelings; a range of words to describe feelings.
- About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
- About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

Key Stage 1 – Year 2 – 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
To recognise risk in simple everyday situations and what action to take to minimise harm	What money is; forms that money comes in; that money comes from different sources.		
About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).	That people make different choices about how to save and spend money.		
That household products (including medicines) can be harmful if not used correctly.	About the difference between needs and wants; that sometimes people may not always be able to have the things they want.		
Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.	That money needs to be looked after; different ways of doing this.		
About the people whose job it is to help keep us safe.	That everyone has different strengths.		
	That jobs help people to earn money to pay for things.		
	Different jobs that people they know or people who work in the community do.		
	About some of the strengths and interests someone might need to do different jobs.		

Child's Name _____

Class _____

Signed (parent) _____

Date _____