

13 March 2023

ASt/Apr

Dear Parents/Carers of Year 6

You will be aware that, as a part of your child's educational experience at King's Oak Academy, we aim to promote personal wellbeing and development through a taught programme of Personal, Social, Health and Economic (PSHE) education that gives our young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

At King's Oak Academy, we teach pupils this through the JIGSAW curriculum. During Terms 5 and 6, we will be covering a range of Relationships and Sex Education (RSE) topics with the pupils as required by the curriculum. This letter is to inform you of the areas that your child's year group will be covering and the day of the week these are expected to be taught. The intent is to allow you the opportunity to discuss these areas with your child prior to their learning if you wish and/or to prepare you for any questions that your child may come home with about topics discussed that day.

You have the right as a parent to withdraw your child from sex education teaching that is outside of the science curriculum. These are **highlighted** in the information below. If you wish to withdraw your child from these elements of the RSE curriculum, please contact your class teacher.

Enclosed is a copy of your child's lesson titles and learning intentions that will be covered in Jigsaw lessons during Terms 5 and 6 on Mondays.

If you have any questions or concerns at any point, please contact the teaching team, Miss Southcott or Mrs Watts.

Thank you for your continued support.

Kind Regards



Miss Southcott
Class Teacher



Mrs Watts
Head of Middle School

WORK HARD, BE KIND

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Your child's year group will be doing these lessons on a Monday.

Term 5 Relationships:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
4. Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity ★	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

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Term 6 Changing Me:

Option to withdraw from Lesson 3 (Babies: Conception to Birth) and Additional lesson (Girl/Boy Talk, where students will have the opportunity to ask questions and reflect on learning in this unit)

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.

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