

Class 6 Newsletter Summer 2026

Dear Parents,

We hope that you have had an enjoyable Easter break. Can we take this opportunity to thank you for providing such amazing costumes for our World War II Day. The day was the perfect way to mark the end of the topic. Thank you to all the parents and other family members that visited us in the Nature Reserve.

Please be aware that SATs week is nearly upon us. The tests begin the week of 11th May.

All children must be in school on time for the duration of SATS week. The timetable is as follows:

Date	Tests (Morning)
Monday 11 th May	English - Grammar, Punctuation and Spelling Tests
Tuesday 12 th May	English - Reading Test
Wednesday 13 th May	Maths - Paper 1 Arithmetic Maths - Paper 2 Reasoning
Thursday 14 th May	Maths - Paper 3 Reasoning

Each child will be given a Teacher Assessment for writing; there is no formal writing test. The maths, reading and SPAG papers will be sent away for marking.

We are trying our very best to prepare pupils for tests and continue to encourage them to work to their full capabilities. Our homework will be related to SATS revision. The Edshed programme has some excellent revision materials that we will be setting as homework for the next three weekends. Please ensure that your child completes these.

On Friday 15th May, at the end of SATS week, we plan to have an end of SATS celebration day with a picnic and time in the nature reserve. Details of this will follow.

Our Personal Development focus this half term will be Sex and Relationships education. New legislation states that Relationships Education and Puberty Education are statutory whereas Sex Education is not. We will therefore be teaching the Sex Education strand separately and, as parents, you have the right to withdraw your child from these sessions. We have attached the content of all three strands for your information. If you have any concerns or questions about this, please let us know.

This year's Class 6 are heading off to a number of different secondary schools. Between now and the end of June, the Secondary Schools make arrangements to come in for discussions with us and to meet their new intake children. If there is anything that you feel that we should mention, please let us know.

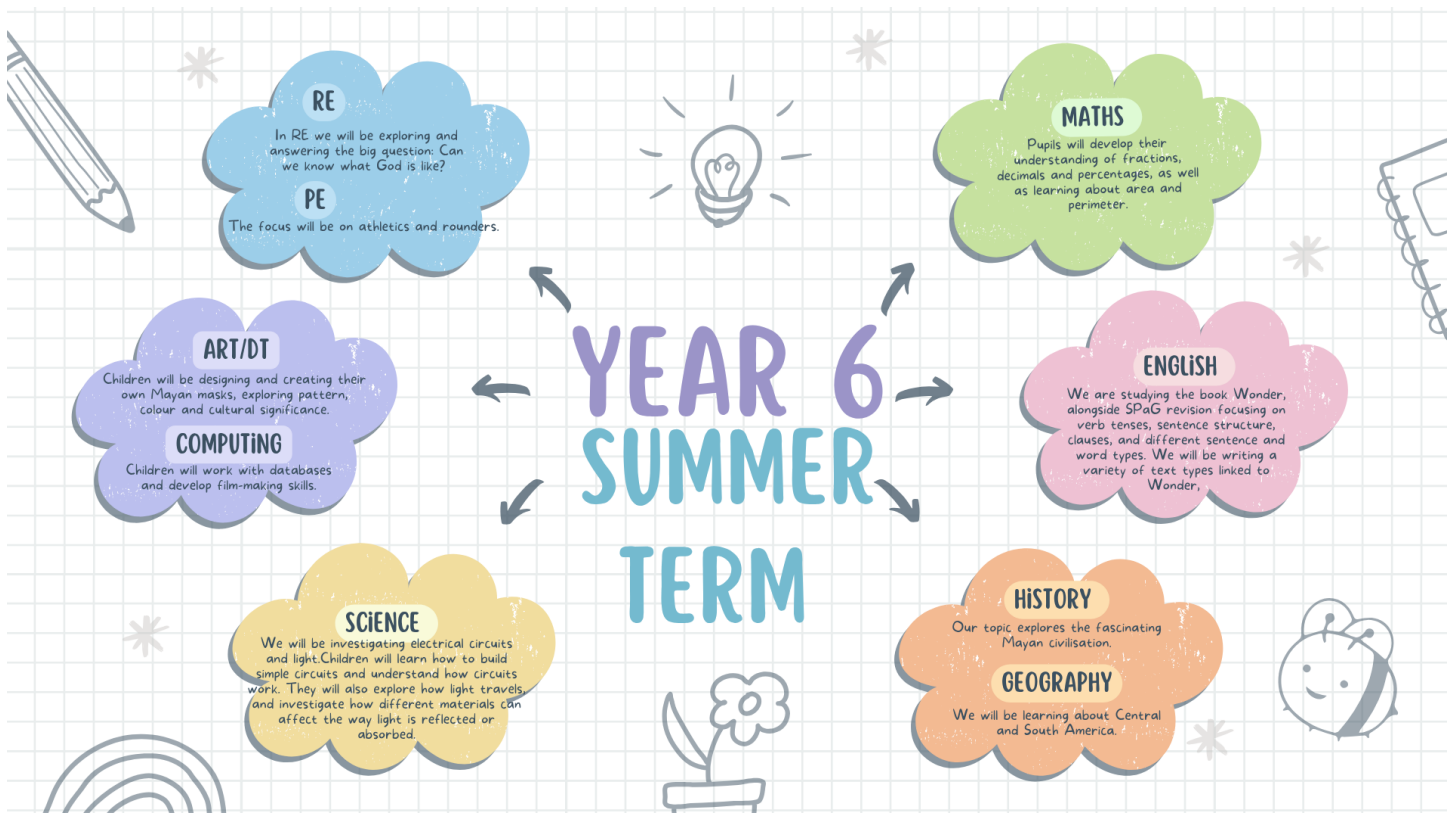
Finally, if you have any questions or would like to come in and chat to us, the end of the day is the most convenient time. Please feel free to make an appointment with the office or send an email. Many thanks for your continued support.

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Best wishes,

Miss Wilson and Mrs D'Souza



PSHE – Making sense of Puberty Education, Relationship Education and Sex Education table

<p>Health Education (Puberty) See statutory guidance</p> <p>Pupils learn about the changes that occur during puberty and can:</p> <ul style="list-style-type: none"> • identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for adulthood <p>name the male and female sex cells and reproductive organs (using the correct biological vocabulary good practice but not statutory</p>	<p>Relationships Education See statutory guidance</p> <p>Pupils learn (see statutory headings):</p> <ul style="list-style-type: none"> • different types of relationship including on line • positive and healthy relationships (friends, family and other adults) • maintaining relationships and recognising when a relationship is unhealthy • loving relationships/ marriage • diverse make up of families • being safe and recognising their bodies belong to them • recognise and report feelings of being unsafe or feeling bad about any adult • how to report concerns or abuse , and have the vocabulary and confidence needed to do so keeping safe on line 	<p>Sex Education (Pregnancy to birth) Not statutory – suggestions for what might be taught in addition to the science curriculum</p> <p>Pupils learn about human reproduction in the context of the human lifecycle</p> <ul style="list-style-type: none"> • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs • understand that sex or making love may be one part of an intimate relationship between adults • can explain the similarities and differences between friendships and intimate relationships
<p>Pupils learn about the changing adolescent body. Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty – particularly from age 9 -11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Pupils learn what values are important to them in relationships and can:</p> <ul style="list-style-type: none"> • identify positive qualities and expectations from a variety of relationships • describe different types of relationships • distinguish acceptable and unacceptable physical touch; personal boundaries and the right to privacy • learn to consider different attitudes and values around gender stereotyping and sexuality • recognise , challenge and report all forms of bullying • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour 	<p>Pupils learn how a baby is made and grows (conception and pregnancy)</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • Know how a baby is conceived know what pregnancy is, where it occurs and how long it takes <p>Pupils learn about roles and responsibilities of carers and parents</p> <ul style="list-style-type: none"> • can identify some of the skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs of babies and children <p>can recognise that both men and women can take on these roles and responsibilities</p>