

St Margaret's C of E Primary

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Created to Shine

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Dear Parents/Carers,

Please read this information carefully as it contains curriculum coverage for the teaching of Relationships and Sex Education over the next few weeks

In September 2020, Relationships and Health Education became compulsory in all primary schools and parents/carers do not have the right to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children as knowledge empowers them, helps them to stay safe and cope with puberty by understanding why their bodies will change.

At St Margaret's C of E Primary School, we define 'sex education' to mean 'human reproduction'. This is in line with supporting sites such as NSPCC. The DfE RSE guidance recommends that Year 6 children are taught about conception and development of a baby during pregnancy. Parents however, **do have the right to withdraw** their child from a particular lesson which include human reproduction. These are outlined in **red** below and feature only in Year 6. If you do wish to withdraw your child from the human reproduction parts in Year 6 then please come and see us. Withdrawal requests can only be approved by the Head Teacher.

Why is this RSE curriculum needed?

There are four main aims for teaching RSE (Relationships Sex Education) within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media can mean children may be exposed to dangerous, confusing or inaccurate content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that age-appropriate sex education delays the onset of sexual activity and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education has made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education and recommends age-appropriate sex education.

Why we use the Kapow program

We follow an award winning scheme called Kapow as it has:

- Comprehensive Coverage: fully mapped to the National Curriculum and statutory DfE RSE guidance, ensuring all mandatory topics—including Puberty, Digital Safety, and Health
- Designed by specialists to build upon previous knowledge, offering a clear progression of skills and knowledge across Key Stages
- Videos & resources which are informative, age appropriate but do not go into unnecessary detail

- Expert-Led CPDF and Guidance: Provides teachers with the confidence to teach sensitive subjects through included training videos and staff presentations
- Supports Whole-Child Development: Focuses on mental health, wellbeing, and building positive relationships. This also includes online safety and diversity
- Structured: Provides fully planned lessons, including slideshows vocab, suitable questions, ideas for how to adapt the lesson

What will my child actually be taught about puberty and human reproduction?

Each year group will be taught appropriate to their age and developmental stage. If a question arises and the teacher feels it would be inappropriate to answer, the child will be encouraged to ask their parents/carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's lesson.

Every year group will watch the NSPCC Pantosours pants song and discuss the rules of what is appropriate and inappropriate touch. This is in order to keep our pupils safe from sexual abuse. Developed with children, parents, carers and teachers, it is used to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried.

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

You can visit the Kapow website for more information www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/. Attached is a document from Kapow outlining the statutory objectives which each year group is taught, how it is taught and how you can help at home.

The next few pages are the overviews for each group so you can see how some of the Relationship and all of the Sex curriculum progresses. The rest of the Relationships and Health curriculum feeds into our all year round PSHE curriculum.

Want to know more?

If you have any **questions about RSE, would like to see the resources or want to find out more, please join us on Monday 2nd March at 2.30pm -2.55pm in the hall.** There will be a chance to view the videos for Year 4, 5 and 6 during this time. Due to the nature of the subject, we request that children (unless they are babies) do not attend. Thank you for your understanding.

Teaching for these lessons will then start the week commencing Monday 9th March 2026.

Many thanks,
Mrs Bray
RSE/PSHE lead

Reception

Learning Objectives	Success criteria	Key Vocabulary		Resources
<p>Acceptable and unacceptable physical contact</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.</p>	<p>I can explain the PANTS rule.</p> <p>I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.</p> <p>I can name someone I can talk to if I am worried or uncomfortable</p>	<p>dislike</p> <p>hurt</p> <p>kind</p> <p>like</p> <p>permission</p>	<p>unkind</p> <p>stop</p> <p>pants</p> <p>touch</p>	<p>NSPCC pants song</p> <p>www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>

Year 1

Learning Objectives	Success criteria	Key Vocabulary		Resources
<p>Appropriate contact</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.</p>	<p>I know that some types of physical contact are never appropriate.</p> <p>I know that some types of physical contact are appropriate.</p>	<p>Acceptable</p> <p>contact</p> <p>physical</p> <p>dislike</p> <p>hurt</p> <p>kind</p>	<p>like</p> <p>permission</p> <p>unacceptable</p> <p>unkind</p> <p>stop</p>	<p>Kapow lesson plan and resources</p>
<p>Acceptable and unacceptable physical contact</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.</p>	<p>I can explain the PANTS rule.</p> <p>I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.</p> <p>I can name someone I can talk to if I am worried or uncomfortable</p>	<p>dislike</p> <p>hurt</p> <p>kind</p> <p>like</p> <p>permission</p>	<p>unkind</p> <p>stop</p> <p>pants</p> <p>touch</p>	<p>NSPCC pants song</p> <p>www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>

Year 2

Learning Objectives	Success criteria	Key Vocabulary		Resources
<p>Secrets and surprises</p> <p>To begin to understand the difference between secrets and surprises.</p>	<p>I can explain what a surprise is.</p> <p>I can explain what a secret is.</p> <p>I understand the difference between a secret and a surprise.</p>	<p>excited</p> <p>surprise</p>	<p>secret</p> <p>worried</p>	<p>Kapow lesson plan and resources</p>
<p>Appropriate contact - my private parts</p> <p>To begin to understand the concept of privacy and the correct vocabulary for body parts.</p>	<p>I understand what 'private' means.</p> <p>I can name parts of the body.</p> <p>I can name the private parts of my body correctly.</p> <p>I understand that my private parts belong to me.</p>	<p>penis</p> <p>private parts</p>	<p>report</p> <p>vulva</p> <p>wrist</p>	<p>Kapow lesson plan and resources</p>
<p>Appropriate contact - My private parts are private</p> <p>To understand safe and unsafe touches.</p>	<p>I can explain the PANTS rule.</p> <p>I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.</p> <p>I can name someone I can talk to if I am worried or uncomfortable.</p>	<p>PANTS rule</p> <p>private parts</p> <p>report</p>	<p>unsafe touch</p> <p>safe touch</p>	<p>Kapow lesson plan and resources</p> <p>NSPCC pants song</p> <p>www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>
<p>Respecting personal boundaries</p> <p>To know my body is important and belongs to me.</p>	<p>I can choose what happens to my body.</p> <p>I know I can give permission and take it away when I choose.</p> <p>I know who to talk to if I feel uncomfortable.</p>	<p>boundary</p> <p>choice</p> <p>contact</p> <p>decision</p>	<p>permission</p> <p>personal</p> <p>uncomfortable</p>	<p>Kapow lesson plan and resources</p>

Year 3

Learning Objectives	Success criteria	Key Vocabulary		Resources
Appropriate contact - My private parts are private To understand safe and unsafe touches.	I can explain the PANTS rule. I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour. I can name someone I can talk to if I am worried or uncomfortable	PANTS rule private parts report	unsafe touch safe touch	NSPCC pants song www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

Year 4

Learning Objectives	Success criteria	Key Vocabulary		Resources
Privacy and secrecy To develop understanding of privacy and the difference between secrets and surprises.	I can explain the difference between a secret and a surprise. I understand the difference between private and public. I know who I can talk to if I am worried or uncomfortable about something an adult does.	Private public secret	surprise uncomfortable worried	Kapow lesson plan and resources NSPCC pants song www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Growing up To recognise that change is part of growing up.	I understand I have changed physically and developed skills in my life so far. I can identify some physical changes I will go through before I become an adult. I can identify things I will be able to do when I am an adult that I cannot do now.	adult change child	grow physical changes develop	Kapow lesson plan and resources
Introducing Puberty To recognise the physical differences between children and adults.	I understand that my body will change as I become an adult. I understand that different changes happen to males and females. I can identify some physical differences between child and adult bodies. I can explain ways to look after my personal hygiene	breasts change genitals height hips hygiene	Physical puberty testicles worries penis	Kapow lesson plan and resources

Year 5

Learning Objectives	Success criteria	Key Vocabulary		Resources
Appropriate contact - My private parts are private To understand safe and unsafe touches.	I can explain the PANTS rule. I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour. I can name someone I can talk to if I am worried or uncomfortable	PANTS rule private parts report	unsafe touch safe touch	NSPCC pants song www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Puberty To understand physical changes during puberty.	I understand how the body changes as a child becomes an adult. I can accurately label sexual external parts of the body. I can accurately label internal reproductive organs.	bladder breasts cervix fallopian tube genitals labia nipples ovary penis	sperm duct testicle urethra uterus/womb vagina vulva puberty scrotum	Kapow lesson plan and resources
Menstruation To understand the menstrual cycle.	I understand the process of the menstrual cycle. I can explain some changes I will go through during puberty.	Bleeding egg/ovum ejaculation erection	period products voice breaking wet dream womb lining	Kapow lesson plan and resources

	I know who I can go to for help if I need to.	menstruation period	
Emotional changes during puberty To understand emotional changes during puberty.	I understand that puberty may change my feelings as well as my body. I understand that everyone is different and these differences are normal. I know who I can talk to if I am worried about anything.	Same as previous lessons	Kapow lesson plan and resources

Year 6

Learning Objectives	Success criteria	Key Vocabulary		Resources
Appropriate contact - My private parts are private To understand safe and unsafe touches.	I can explain the PANTS rule. I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour. I can name someone I can talk to if I am worried or uncomfortable	PANTS rule private parts report	unsafe touch safe touch	NSPCC pants song www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Physical and emotional changes of puberty To understand the changes that happen during puberty.	I can describe changes that happen during puberty for boys, girls and both. I can name the parts of the body. I can use my knowledge to answer other people's problems.	bladder breasts cervix fallopian tube genitals labia nipples ovary penis	sperm duct testicle urethra uterus/womb vagina vulva puberty scrotum	Kapow lesson plan and resources
Conception To understand the biology of conception.	I can explain what happens in the menstrual cycle. I can sequence the steps involved in how a baby is conceived.	conception egg erection fertilise	relationship sexual intercourse sperm	Kapow lesson plan and resources
Pregnancy and birth To understand the development of a baby during pregnancy.	I can describe how a baby develops in the womb during pregnancy. I can identify some of the things a baby needs.	care commitment conception development egg	fertilise pregnancy relationship sperm	Kapow lesson plan and resources