

**Citizenship (including RSE) Progression Document**

		EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>R = Relationships strand</b> <b>H = Health strand</b>	<b>Families and people who care for me</b>	<p><b>Key Themes:</b>  <b>R1a</b> - that families are important for children growing up because they can give love, security and stability.  <b>R1b</b> - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.  <b>R1c</b> - that others' families, both in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  <b>R1d</b> - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  <b>R1e</b> - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  <b>R1f</b> - how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p>							
		<p><b>R1</b> I can talk about the members of my family</p> <p>I am beginning to make sense of my own life-story and my family's history</p>	<p><b>R1</b> I can name the members of my family and identify how they are related to me</p> <p>I can talk about how people in my family care for me</p>	<p><b>R1</b> I can talk about people who are special to me and discuss how they make me feel</p>	<p><b>R1</b> I can talk about my family and how it may be different to others.</p>	<p><b>R1</b> I can explain what makes a healthy family and why this is important.</p>	<p><b>R1</b> I respect differences in families and understand why a family is important for us as we grow up.</p>	<p><b>R1</b> I know the characteristics of a healthy family and why spending time with family is important.</p> <p>I can explain why marriage shows commitment.</p>	<p><b>R1</b> I know why family time is important and ways in which they can support me</p>
	<b>Caring friendships</b>	<p><b>Key Themes:</b>  <b>R2a</b> - how important friendships are in making us feel happy and secure, and how people choose and make friends.  <b>R2b</b> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  <b>R2c</b> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  <b>R2d</b> - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  <b>R2e</b> - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>							
	<p><b>R2</b> I can identify my friends</p> <p>I can work and play cooperatively and take turns with others;</p>	<p><b>R2</b> I can work and play cooperatively and take turns with others</p> <p>I can form positive attachments to adults and friendships with peers</p> <p>I can show sensitivity to their own and to others' needs.</p>	<p><b>R2</b> I can explain what makes a good friend and how that friendship makes me feel</p>	<p><b>R2</b> I know the different characteristics of a healthy friendship. I understand how I can be a good friend too.</p>	<p><b>R2</b> I can explain the importance of friendships.</p> <p>I can give examples of when I have been a good friend and the impact this has on others.</p>	<p><b>R2</b> I understand how my behaviour can have an impact on my friendships.</p> <p>I can explain the qualities that are important in a friendship.</p>	<p><b>R2</b> I know when a friendship is making me unhappy and what to do about it.</p>	<p><b>R2</b> I have strategies to resolve conflict and know who I can go to for support (support network)</p>	
<b>Respectful Relationships</b>	<p><b>Key Themes:</b>  <b>R3a</b> - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  <b>R3b</b> - practical steps they can take in a range of different contexts to improve or support respectful relationships.  <b>R3c</b> - the conventions of courtesy and manners.  <b>R3d</b> - the importance of self-respect and how this links to their own happiness.  <b>R3e</b> - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  <b>R3f</b> - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  <b>R3g</b> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. R3h - the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>								

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	<p><b>R3</b> I can play with one or more other children co-operatively</p> <p>I am starting to understand why rules are important</p> <p>I am developing positive attitudes about the differences between people</p>	<p><b>R3</b> I am beginning to regulate my own behaviour</p> <p>I can co-operate and resolve conflicts peaceably</p> <p>I am starting to think about the perspective of others</p>	<p><b>R3</b> I can talk about one thing that is different about me from my friends</p> <p>I know some ways that a person can be bullied</p>	<p><b>R3</b> I know what bullying is and how this makes people feel.</p> <p>I can talk about ways that we are similar and different and what this feels like.</p>	<p><b>R3</b> I understand what it means to be respected and respectful.</p> <p>I know what cyber-bullying is and the impact this has on others.</p>	<p><b>R3</b> I can talk about the judgements people make about others according to their appearance and lifestyle.</p>	<p><b>R3</b> I know how to show respect including respecting others online.</p> <p>I can explain how self-respect is linked to our own happiness.</p>	<p><b>R3</b> I can explain how self-respect links to positive wellbeing.</p> <p>I know what is not ok in a relationship and why permission seeking and giving is important.</p>
	<p><b>Key Themes:</b>  <b>R4a</b> - that people sometimes behave differently online, including by pretending to be someone they are not.  <b>R4b</b> - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.  <b>R4c</b> - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  <b>R4d</b> - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  <b>R4e</b> - how information and data is shared and used online.</p>							
Online Relationships	<p><b>R4</b> I can talk about devices at home and at school that can be used to communicate</p>	<p><b>R4</b> I can talk about keeping myself safe when I am using a device and who I can talk to</p> <p>I know I have to ask an adult before using a device</p> <p>I can identify connected and non connected devices</p>	<p><b>R4</b> I know the difference between real people and characters</p> <p>I know what to do if I see something I don't like online</p>	<p><b>R4</b> I can identify when someone might be at risk online.</p> <p>I am aware of age restrictions for apps and games.</p>	<p><b>R4</b> I am aware of the age restrictions for apps and games and why they are important.</p>	<p><b>R4</b> I know the risks involved in online relationships and how to eliminate these risks</p>	<p><b>R4</b> I know the risks associated with using the internet, apps, messaging and social media.</p> <p>I know how to keep myself safe online and eliminate these risks.</p> <p>I know who I can go to for support.</p>	
Being safe (Pupils should know)	<p><b>Key Themes:</b>  <b>R5a</b> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <b>R5b</b> - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  <b>R5c</b> - that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other contact.  <b>R5d</b> - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  <b>R5e</b> - how to recognise and report feelings of being unsafe or feeling bad about any adult.  <b>R5f</b> - how to ask for advice or help for themselves or others, and to keep trying until they are heard.  <b>R5g</b> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. R5h - where to get advice e.g. family, school and/or other sources.</p>							

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		<p><b>R5</b> I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind me</p> <p>I know the private areas of my body (PANTS)</p> <p>I am starting to take risks in a safe environment</p>	<p><b>R5</b> I know and can name the private areas of my body (PANTS) and explain why they are private</p> <p>I am starting to be aware of and manage my own risks e.g. I will only climb as high as I feel safe to</p>	<p><b>R5</b> I can talk about the things that I can do now compared to when I was a baby/toddler</p>	<p><b>R5</b> I understand what a secret is and when we should/should not keep a secret.</p> <p>I am aware of the things that I now do independently and why it is important for me to do these things for myself.</p>	<p><b>R5</b> I know how to say no to something that I do not like and where to go for help.</p>	<p><b>R5</b> I am aware of some risky activities that I may encounter and ways in which to eliminate these risks.</p>	<p><b>R5</b> I understand that my body belongs to me.</p> <p>I respect the differences between appropriate and inappropriate and unsafe physical contact</p>	<p><b>R5</b> I know why a support network is important in keeping me safe and I know who my support network is.</p>
Mental Wellbeing	<p><b>Key Themes:</b>  <b>H1a</b> - that mental wellbeing is a normal part of daily life, in the same way as physical health.  <b>H1b</b> - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  <b>H1c</b> - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  <b>H1d</b> - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  <b>H1e</b> - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  <b>H1f</b> - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  <b>H1g</b> - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  <b>H1h</b> - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  <b>H1i</b> - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).  <b>H1j</b> - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>								
	<p><b>H1</b> I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>I am starting to understand how others might be feeling</p> <p>I am starting to see myself as a valuable individual</p>	<p><b>H1</b> I can show an understanding of my own feelings and those of others,</p>	<p><b>H1</b> I can identify different types of emotions and talk about how I am feeling.</p>	<p><b>H1</b> I understand how my actions and the actions of others can affect the way we feel. I can identify and explain how I am feeling.</p>	<p><b>H1</b> I can suggest ways to make myself feel healthy (to include self-care techniques) and how this makes me feel.</p> <p>I understand that there are different ranges of emotion that people can experience.</p>	<p><b>H1</b> I know some strategies that can support my wellbeing as part of my daily life.</p> <p>I understand what bullying and cyber-bullying is and the impact this can have on the bullied and the bully.</p>	<p><b>H1</b> I have strategies to support my wellbeing and can identify my support network.</p> <p>I can judge how I am feeling and if my behaviour is appropriate and proportionate.</p>	<p><b>H1</b> I can identify any fears or worries that I may be having.</p> <p>I can identify my rights and responsibilities.</p>	
Internet Safety and harms	<p><b>Key Themes:</b>  <b>H2a</b> - that for most people the internet is an integral part of life and has many benefits.  <b>H2b</b> - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  <b>H2c</b> - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  <b>H2d</b> - why social media, some computer games and online gaming, for example, are age restricted.  <b>H2e</b> - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  <b>H2f</b> - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  <b>H2g</b> - where and how to report concerns and get support with issues online.</p>								

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	<p><b>H2</b> I can talk about devices at home and at school that can be used to communicate</p> <p>I know I have to ask an adult before using a device</p>	<p><b>H2</b> I can talk about keeping myself safe when I am using a device and who I can talk to</p> <p>I can identify connected and non connected devices</p>	<p><b>H2</b> I can name the devices used online and the apps, games and sites that I use.</p> <p>I am beginning to understand how using a device for a prolonged period of time makes me feel.</p>	<p><b>H2</b> I know what to do if I see something that I do not like online</p>	<p><b>H2</b> I know how to respect others when online and the impact cyber-bullying can have on others</p>	<p><b>H2</b> I know why it is important to restrict screen time.</p> <p>I understand the different ways that the internet can be a positive and a negative place.</p>	<p><b>H2</b> I can explain how social media/online activities can have an impact on my self-esteem.</p> <p>I know how my information can be used online.</p>	<p><b>H2</b> I understand why games, apps and social media have age restrictions.</p> <p>I know what steps I need to take to stay safe online</p>
Physical Health and fitness	<p><b>Key Themes:</b>  <b>H3a</b> - the characteristics and mental and physical benefits of an active lifestyle.  <b>H3b</b> - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. <b>H3c</b> - the risks associated with an inactive lifestyle (including obesity).  <b>H3d</b> - how and when to seek support including which adults to speak to in school if they are worried about their health.</p>							
	<p><b>H3</b> I am becoming more independent in meeting my own care needs e.g. brushing my teeth, using the toilet, washing and drying my hands</p> <p>I am starting to make healthy choices about food, drink, activity and toothbrushing</p>	<p><b>H3</b> I can manage my own personal hygiene needs</p> <p>I Know and can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>	<p><b>H3</b> I know the impact exercise has on my body</p>	<p><b>H3</b> I can explain why regular exercise is important and give examples of ways I can exercise.</p>	<p><b>H3</b> I am beginning to see the relationship between exercising and my wellbeing.</p>	<p><b>H3</b> I know the benefits of physical activities including exercise, cleanliness and self care.</p>	<p><b>H3</b> I can identify what "healthy" looks like and identify ways I can improve my own physical health and fitness.</p>	<p><b>H3</b> I know what it means to be healthy (all aspects diet, exercise, sleep, relationships, hobbies, etc.).</p> <p>I understand that it is also my responsibility to make positive choices to promote my own physical health and fitness.</p>
Healthy Eating	<p><b>Key Themes:</b>  <b>H4a</b> - what constitutes a healthy diet (including understanding calories and other nutritional content).  <b>H4b</b> - the principles of planning and preparing a range of healthy meals.  <b>H4c</b> - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>							
	<p><b>H4</b> I am beginning to understand that some foods and drinks are not always healthy choices</p>	<p><b>H4</b> I am starting to make healthy choices about food, drink,</p>	<p><b>H4</b> I am beginning to explain what eating healthy means to me.</p>	<p><b>H4</b> I can identify food and drinks which are healthy and begin to explain how these make us feel.</p>	<p><b>H4</b> I can identify the different food groups and explain why each of them are important</p>	<p><b>H4</b> I am able to explain the risks associated with an unhealthy diet (obesity, energy levels, concentration, and tooth decay).</p>	<p><b>H4</b> I am able to explain the risks associated with an unhealthy diet (obesity, energy levels, concentration, tooth decay) and suggest healthy alternatives.</p> <p>I can explain the impact alcohol has on physical health.</p>	<p><b>H4</b> I understand that it is also my responsibility to make positive food choices to promote being healthy.</p> <p>I can explain the impact alcohol has on physical health.</p>
Drugs, Alcohol	<p><b>Key Themes:</b>  <b>H5a</b> - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>							

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		<p><b>H5</b> I know that some things are not safe for me to touch or eat or drink</p>	<p><b>H5</b> I can explain why some things are not safe for me to touch, eat or drink</p>	<p><b>H5</b> I can explain what a medicine is and why some people need it.  I know some important rules on how to stay safe around medicine.</p>	<p><b>H5</b> I can identify things that are medicines and harmful substances.  I know some rules to stay safe if I see any medicine or harmful substance.</p>	<p><b>H5</b> I can explain what risk taking is and know how to achieve a positive outcome in situations.</p>	<p><b>H5</b> I can name different kinds of drugs.  I am aware of the affect drugs/alcohol/tobacco can have on our bodies.</p>	<p><b>H5</b> I can explain what it means to be dependent on a drug/alcohol/tobacco.  I know some key facts about the law around drugs, alcohol and tobacco.</p>	<p><b>H5</b> I know what the law says about buying and using drugs, alcohol and tobacco.  I have strategies to support me if someone attempts to pressure me into trying something that I know is wrong.</p>
	Health and prevention	<p><b>Key Themes:</b>  <b>H6a</b> - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  <b>H6b</b> - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  <b>H6c</b> - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  <b>H6d</b> - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  <b>H6e</b> - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  <b>H6f</b> - the facts and science relating to allergies, immunisation and vaccination</p>							
		<p><b>H6</b> I am starting to manage my own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p><b>H6</b> I can manage my own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p><b>H6</b> I know how to keep myself clean and why this is important.</p>	<p><b>H6</b> I can suggest different ways to keep myself healthy and begin to understand how this will prevent me from being ill (include dental and bedtime routine)</p>	<p><b>H6</b> I can explain why sleep is important and how this can affect the way that we feel and behave.</p>	<p><b>H6</b> I can give advice on how to reduce the risk of germs and viruses.</p>	<p><b>H6</b> I can identify what healthy looks like both physically and emotionally.  I know some self-care techniques to support my physical and emotional health.</p>	<p><b>H6</b> I know the key ways to keep myself physically and emotionally healthy.  I know how the media plays a role in how we perceive body image and I can discuss how sometimes this is not a realistic view.</p>
	Basic First Aid	<p><b>Key Themes:</b>  <b>H7a</b> - how to make a clear and efficient call to emergency services if necessary.  <b>H7b</b> - concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>							
		<p><b>H7</b> I know that someone can help me or others if I hurt myself or I see someone who is hurt  I can tell someone when I need help</p>	<p><b>H7</b> I can ask for help from an adult appropriately for myself or someone else</p>	<p><b>H7</b> I know where I live and that 999 is the number to ring in an emergency</p>	<p><b>H7</b> I know how to call 999 and what to say in an emergency.</p>	<p><b>H7</b> I can role play a scenario and then make a 999 call.</p>	<p><b>H7</b> I can explain when calling 999 is appropriate/inappropriate</p>	<p><b>H7</b> I know how to deal with basic first aid and then get help.</p>	<p><b>H7</b> I know how to deal with basic first aid and then get help.  I can explain the impact of calling the emergency services when it is not appropriate.</p>
	Changing Adolescent Body	<p><b>Key Themes:</b>  <b>H8a</b> - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  <b>H8b</b> - about menstrual wellbeing including the key facts about the menstrual cycle.</p>							



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		<p><b>H8</b> I can use the correct language when referring to all parts of my body including genitalia and private areas</p>	<p><b>H8</b> I can use the correct language when referring to all parts of my body including genitalia and private areas</p>	<p><b>H8</b> I can use the correct language when referring to all parts of my body including genitalia and private areas</p>	<p><b>H8</b> I can use the correct language when referring to all parts of my body including genitalia and private areas</p>	<p><b>H8</b> I can use the correct language when referring to all parts of my body including genitalia and private areas</p>	<p><b>H8</b> I can compare how I have changed since I was a baby, toddler, year 2 to now.</p>	<p><b>H8</b> I am aware of how I am beginning to change (physically and emotionally)  I understand what puberty means for girls and boys. (developmentally appropriate, may be taught in year 6)</p>	<p><b>H8</b> I understand what puberty means for both girls and boys.  I am aware of how puberty can affect our emotions and I have strategies/support network to help me with these feelings.</p>
<p align="center"><b>Suggested Texts</b></p>		<p><b>Cultural Diversity</b> So much Maisie's scrapbook Astro girl Lulu's first day Hats of faith Shu Lin's grandpa The Jasmine sneeze The Colour Monster My name is not refugee</p> <p><b>Neurodiversity &amp; Physical disabilities</b> Loud! A friend for Henry Isaac and his amazing Asperger Superpowers! Susan laughs Specs for Rex Can bears ski? The itchy-saurus One in 1000</p> <p><b>Different types of family</b> My daddies Love makes a family Two homes It's a no-money day</p> <p><b>Real life heroes</b> Baby young, gifted and black One hundred steps Frida Kahlo</p>	<p><b>Cultural Diversity</b> Look up Amy Wu and the perfect Bao Hair love Billy and the beast Polonius Lailah's lunchbox Kasaia's surprise</p> <p><b>Neurodiversity &amp; Physical disabilities</b> Me and my sister Pablo and the noisy party Leo and the octopus Mermaid Rescue &amp; Jessica Amazing What happened to you? The patch Eliot, midnight superhero</p> <p><b>Different types of family</b> Milo imagines the world The blanket bears My Daddies We are family My daddy is going away</p> <p><b>Real life heroes</b> Stevie Wonder I am Helen Keller Splash A boy and a jaguar The girl who thought in pictures</p>	<p><b>Cultural Diversity</b> Sam Wu is not afraid of ghosts Anisha accidental detective Ellie and the cat Cookie Planet Omar The lost Homework Mayhem Mission The proudest blue No 1 car spotter</p> <p><b>Neurodiversity &amp; Physical disabilities</b> Double Felix Runaway Robot Gracie Fairshaw and the mysterious guest Harper and the scarlet umbrella Mark Spark in the dark Max and the millions FA The reading Game A dog called Flow Rainbow Grey Lizzie Zipmouth Perfect Jim's Lion</p> <p><b>Different types of family</b> Me &amp; Mr P Ruby's star The suitcase kid The accidental diary of a bug Sona Sharma very best big sister Mum's jumper</p> <p><b>Real life heroes</b> Emmanuel's dream I am not a label Stephen Hawkin – without imperfection, neither you nor I would exist Young, gifted and black Frida Kahlo and her anamalitos</p>	<p><b>Cultural Diversity</b> High rise mystery Amari and the night brothers The tigers in the tower Dragon Mountain Front Desk Agent Zaiba investigates What Lexie did</p> <p><b>Neurodiversity &amp; Physical disabilities</b> Show us who you are Wonder The war that saved my life El Deafo Running on Empty Check mates The bubble boy Pig Heart Boy A story about cancer Ella on the outside A dangerous game</p> <p><b>Different types of family</b> Just call me spaghetti hoop boy Patina The perfect parent project The secrets of Sam &amp; Sam The incredible record smashers</p> <p><b>Real life heroes</b> I am not a label Just like me Amazing women of the middle east Perfectly imperfect</p>				

Links to supplementary information and resources	<p><a href="#">Compassionate Class - RSPCA</a></p> <p><a href="#">‘CHIPS’ Challenging Homophobia In Primary Schools   Equality Cumbria (awazcumbria.org)</a></p> <p><a href="#">Premier League Primary Stars   Home (plprimarystars.com)</a></p> <p><a href="#">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a></p> <p><a href="#">Teaching Resources - Young Citizens</a></p> <p><a href="#">Children and money   Teaching kids about money   Barclays</a></p>
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