

A graphic consisting of three stacked, slightly tilted rectangular boxes with black outlines. The top box has a large, hand-drawn red checkmark on it. The middle and bottom boxes are empty.

CURRICULUM COVERAGE REPORT

VOTETOPICS 1-8

**AUTUMN TERM I
2025-26**

WEEKLY

We map all our VoteTopics to key curriculum criteria

In each weekly VotePack, you'll find a breakdown of the objectives met each week. Simply click "View VotePack" and scroll down to see the full list.

We pull together comprehensive curriculum reports

Our coverage reports bring together the complete picture, showing what your voters have discussed and what each VoteTopic has covered.

1/2 TERMLY

We fine-tune our resource coverage

Our Youth Ambassadors & Education Advisory Boards help us review and improve our coverage, so you can focus on what matters most: getting voters talking.

TERMLY

We offer comprehensive coverage by the end of the year

Our topics meet all SMSC, British Values & Prevent criteria over the academic year, and support PSHE & RSHE aims, global citizenship, and the Scottish & Welsh curriculums.

ANNUALLY



“This is such a brilliant resource that helps our students develop their oracy and critical thinking skills and, most importantly, see themselves as global citizens and change makers. We love it!

Primary school

BRINGING THE CURRICULUM TO LIFE

A note about our PSHE & RSHE coverage

We know PSHE & RSHE are challenging to get right, which is why we are here to support you in delivering a robust and varied curriculum.

Each week's debate-driven resource puts real-world issues at the heart of PSHE & RSHE, making learning relevant and meaningful. We regularly revisit objectives holistically, using a spiral approach, helping students develop and deepen their understanding of the modern world across time.

A photograph of a young man with short brown hair and a beard, wearing a dark blue checkered button-down shirt. He is standing in a classroom with his arms crossed and a friendly smile. The background shows a whiteboard and some colorful papers pinned to the wall. The entire image has a soft purple and blue color overlay.

“We enjoy using the platform. The lessons are thought-provoking and ‘on-trend’ with what is going on in society at the time.”

Secondary school

You can find out more about this in the Further Information section of this document. Full overviews of our PSHE & RSHE coverage each term are also available upon request.

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VOTETOPIC CHECKLIST

Please see the full list of VoteTopics covered this half term below.
Why not tick off the ones you completed with your classes?

#

VoteTopic question



1 Have you kept up with the news this summer?

2 Should businesses only think about money?

3 Do you feel proud of living in the UK?

4 Should sport always be fair?

5 Does fashion teach us about Black history?

6 Will "respect orders" work?

7 Does climate change worry you often?

8 Does ultra-processed food need more warnings on it?

HAVE YOU KEPT UP WITH THE NEWS THIS SUMMER?

All settings

UN Convention on the Rights of the Child (UNCRC)

17 Access to Information: "Children have the right to get information from the internet, radio, television, newspapers, books and other sources."

UN Sustainable Development Goals (SDGs)

4 Quality education: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

England

This VoteTopic was strongly aligned with the **PSHE strand Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.13 Voters develop a respect for insight as well as for knowledge & reason

Moral

2.1 Voters are interested in investigating and adding their own views on moral & ethical issues

Social

3.7 Schools provide a platform for understanding and debating social issues

3.16 Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society

Cultural

4.4 Voters develop an openness to new ideas and are willing to change their views in light of new experiences

Prevent Strategy

5.1 Schools provide a safe place to discuss and debate topical & controversial issues affecting young people

Promoting Fundamental British Values

6.1 Voters should gain an understanding of how citizens can influence decision-making through the democratic process

Scotland

SHANARRI Wellbeing Indicators

RESPECTED | Public attitudes: Voters gain insight into and respect for the others' views, identities, and individual characteristics.

RESPONSIBLE | Positive activities: Voters participate in UK-wide conversations and voting, encouraging regular civil engagement and developing positive attitudes towards democracy.

INCLUDED | Peer relations: Voters participate in activities that encourage respectful debate with peers.

INCLUDED | Neighbourhood relationships: Through understanding a variety of viewpoints, voters develop their self-efficacy to improve their relationships both in school and beyond.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.3 Voters can express the concepts they are learning about with confidence and creativity, whether verbally, in writing or through another medium.

Critical thinking & problem-solving

2.1 Voters are supported to ask meaningful questions and to use the answers to these to reinforce their understanding of the wider world.

Personal effectiveness

3.4 Schools reinforce the importance of maintaining respect towards different attitudes, beliefs, and values.

Planning & organising

4.3 Schools provide voters with time to reflect on the outcomes of their decisions and what the impact of these has been.

Cross-cutting Themes

3 Schools give voters an opportunity to further develop their own values and identity.

10 Voters respond to current issues affecting them and others in a positive and/or productive way (i.e. through critical thinking, problem-solving, and open discussion).

SHOULD BUSINESSES ONLY THINK ABOUT MONEY?

All settings

UN Convention on the Rights of the Child (UNCRC)

13 Sharing Thoughts Freely: “Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.”

UN Sustainable Development Goals (SDGs)

8 Decent work & economic growth: “Promote sustained, inclusive and sustainable economic growth, full productive employment and decent work for all.”

England

This VoteTopic was strongly aligned with the **PSHE strand Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.4 Voters can be holistic in their approach to discussing topics

Moral

2.9 Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong

Social

3.19 Voters understand the notion of interdependence in a complex society

Cultural

4.12 Voters develop an ability to challenge their own cultural assumptions & values

Prevent Strategy

5.2 Voters can influence and participate in decision-making on issues affecting them in their society

Promoting Fundamental British Values

6.8 Ensure that all voters within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by voters

Scotland**SHANARRI Wellbeing Indicators**

ACHIEVING | Youth employment: Voters are exposed to a range of careers and vocations.

RESPECTED | Public attitudes: Voters are given the opportunity to share their views with their peers, as well as with policymakers and other influential bodies.

RESPONSIBLE | Positive activities: Voters are encouraged to consider their role in making a difference in local, national and international communities.

INCLUDED | Economic inclusion: Voters are engaged in conversations that develop their skills of empathy, tolerance and acceptance, which in turn supports building cohesive communities.

Wales**Skills Integral to the Four Purposes****Creativity & innovation**

1.2 Voters are supported to make meaningful connections between different experiences, knowledge, and skills.

Critical thinking & problem-solving

2.4 Voters recognise potential issues that may arise because of solving one problem; they recognise the concept of interdependence in today's world.

Personal effectiveness

3.3 Voters are informed of the social, cultural, ethical, and legal implications of different arguments, and the impact this could have on others.

Planning & organising

4.4 Voters adapt their arguments or ideas based on information provided to them.

Cross-cutting Themes

5 Schools present voters with opportunities to challenge assumptions and/or stereotypes.

5 Voters recognise how different identities, histories, cultures, perspectives, and values shape the communities/society of which they are a part, as well as communities elsewhere and society writ large.

DO YOU FEEL PROUD OF LIVING IN THE UK?

All settings

UN Convention on the Rights of the Child (UNCRC)

7 Name & Nationality: "Children must be registered when they are born and given a name which is officially recognized by the Government. Children must have a nationality (belong to a country)."

UN Sustainable Development Goals (SDGs)

16 Peace, justice & strong institutions: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."

England

This VoteTopic was strongly aligned with the **PSHE Relationships** and **Living in the wider world strands**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.6 Schools facilitate discussions to support reflection

Moral

2.3 Voters are committed to their own values even if others think they are wrong

Social

3.12 Voters are given the platform to challenge appropriately the views of a group or the wider community

Cultural

4.1 Voters explore and show understanding and respect for different faiths & cultural diversity

Prevent Strategy

5.1 Schools provide a safe place to discuss and debate topical & controversial issues affecting young people

5.4 Voters can express their views and appreciate the impact their views can have on others

5.6 Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change

5.9 Voters should know how to challenge extremist narratives and promote universal rights

5.11 Voters should feel confident to discuss honestly a plurality of views

5.13 Schools should promote open & respectful dialogue

5.16 Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues

5.17 Use spaces for voters to discuss openly issues that concern them, including exploring their own identities & how these relate to the diversity of the society in which they live

5.18 Give voters a safe place to respond to current events that will challenge their beliefs

Promoting Fundamental British Values

6.4 Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law

6.5 Voters should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, not discriminated against

Scotland

SHANARRI Wellbeing Indicators

SAFE | Neighbourhood safety: Voters learn about a range of issues in communities that can lead to feelings of danger or insecurity (e.g. knife crime, drug use etc).

SAFE | Neighbourhood safety: Voters are encouraged to provide solutions to help make their communities safer and more secure.

INCLUDED | Neighbourhood relationships: Voters are encouraged to engage with their school and local communities to develop their sense of belonging.

INCLUDED | Neighbourhood relationships: Voters are exposed to a range of topical issues and perspectives, which build their respect and tolerance of difference.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.4 Voters are exposed to alternative ideas or solutions and are encouraged to explore and justify these.

Critical thinking & problem-solving

2.5 Voters can present solutions that add value to local, national, and international communities.

Personal effectiveness

3.2 Voters recognise the emotional impact that their opinions or ideas might have on others, either in the classroom or beyond.

Planning & organising

4.8 Voters recognise when information presented to them may be inaccurate or incorrect.

Cross-cutting Themes

2 Voters are encouraged to celebrate diverse backgrounds, values, and characteristics.

4 Voters gain an understanding and respect for people with different beliefs, values, and points of view.

5 Voters recognise how different identities, histories, cultures, perspectives, and values shape the communities/society of which they are a part, as well as communities elsewhere and society writ large.

12 Voters reflect on their place in Welsh society and consider how they might reinforce or enhance their engagement with it.

SHOULD SPORT ALWAYS BE FAIR?

All settings

UN Convention on the Rights of the Child (UNCRC)

12 Respect for Children's Views: "Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously."

UN Sustainable Development Goals (SDGs)

9 Industry, innovation & infrastructure: "Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation."

England

This VoteTopic was strongly aligned with the **PSHE strands Health & wellbeing** and **Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.1 Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)

Moral

2.2 Voters are able to express their views on ethical & personal issues

Social

3.20 Schools identify key values & principles on which school & community life is based

Cultural

4.5 Voters are given the opportunity to engage positively in cultural debates & opportunities

Prevent Strategy

5.12 Schools should allow voters to debate fundamental moral & human rights principles

Promoting Fundamental British Values

6.2 Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety

Scotland

SHANARRI Wellbeing Indicators

ACTIVE | Physical activity & exercise: Voters learn about a wide range of activities that contribute to healthy growth & development (e.g. sport).

RESPONSIBLE | Positive activities: Voters participate in activities that build their skills and confidence to become active members of their schools and communities (e.g. effective questioning, oracy, listening skills, empathy).

RESPONSIBLE | Substance abuse: Voters participate in conversations about risky behaviours, and are given tools to self-safeguard.

INCLUDED | Peer relations: Voters participate in activities and discussions that consistently offer a range of alternative attitudes or norms and behaviours.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.7 Voters are presented with information about new innovations from across a range of sectors.

Critical thinking & problem-solving

2.2 Voters actively evaluate information, evidence, and situations to help them answer questions or solve problems.

Personal effectiveness

3.7 Voters are shown the value of having confidence in their own convictions, as well as having the confidence to admit when they are wrong.

Planning & organising

4.2 Voters make considered and thoughtful decisions by organising their thoughts on a subject into pros and cons.

Cross-cutting Themes

3 Schools give voters an opportunity to further develop their own values and identity.

16 Voters are given the chance to critically analyse a range of issues and recognise both the positive and challenging aspects underpinning each one.

DOES FASHION TEACH US ABOUT BLACK HISTORY?

All settings

UN Convention on the Rights of the Child (UNCRC)

2 No Discrimination: "All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason."

UN Sustainable Development Goals (SDGs)

10 Reduced inequalities: "Reduce inequality within and among countries."

England

This VoteTopic was strongly aligned with **all three PSHE strands (Health & wellbeing, Relationships and Living in the wider world)**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.12 Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)

Moral

2.8 Schools use learning to prevent discrimination

2.10 Voters respect there are different cultures in society and within their school

Social

3.4 Voters show respect for people, living things, property & their environment

Cultural

4.2 Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities

4.3 Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour

4.7 Schools provide opportunities for voters to engage in cultural events and to reflect on their significance

4.11 Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage

Prevent Strategy

5.7 Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices

Promoting Fundamental British Values

6.6 Voters should have an understanding of the importance of identifying and combatting discrimination

Scotland

SHANARRI Wellbeing Indicators

SAFE | Bullying & fighting: Voters are exposed to a range of opinions to enable them to respect other opinions and to promote open-mindedness and tolerance of alternative views.

SAFE | Bullying & fighting: Voters consider intervention strategies to reduce bullying and discriminatory behaviour.

RESPECTED | Public attitudes: Voters understand the importance of being respected and being viewed as an individual.

RESPONSIBLE | Positive activities: Voters are exposed to positive role models and ways in which they can get involved with their local and national communities in contributing to decisions that affect them.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.1 Voters are given space to be curious and inquisitive, and to discuss a range of questions openly with their peers.

Critical thinking & problem-solving

2.4 Voters recognise potential issues that may arise because of solving one problem; they recognise the concept of interdependence in today's world.

Personal effectiveness

3.9 Voters identify areas for development in their own learning and what they can do to help with this.

Planning & organising

4.4 Voters adapt their arguments or ideas based on information provided to them.

Cross-cutting Themes

1 Voters are given the time and space to develop empathy and compassion for others.

2 Voters are encouraged to celebrate diverse backgrounds, values, and characteristics.

5 Schools present voters with opportunities to challenge assumptions and/or stereotypes.

4 Schools present voters with the cultural knowledge required to understand diversity, values, history, and traditions in a range of contexts.

WILL “RESPECT ORDERS” WORK?

All settings

UN Convention on the Rights of the Child (UNCRC)

40 Children Who Break the Law: “Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.”

UN Sustainable Development Goals (SDGs)

16 Peace, justice & strong institutions: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”

England

This VoteTopic was strongly aligned with the **PSHE strand Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.11 Voters develop empathy, compassion & concern with others

Moral

2.12 Voters know right from wrong and apply this, respecting civil & criminal law

Social

3.15 Voters engage with and accept the values of democracy, the rule of law, individual liberty, and mutual respect & tolerance of those with differing beliefs & faiths

Cultural

4.9 Voters know about Britain’s democratic parliamentary system and how it shapes our history & values

Prevent Strategy

5.15 Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest

Promoting Fundamental British Values

6.3 Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)

Scotland

SHANARRI Wellbeing Indicators

SAFE | Neighbourhood safety: Voters are encouraged to provide solutions to help make their communities safer and more secure.

RESPECTED | Participation in decision-making: Voters recognise the impact of youth voice and the importance of contributing to the wider conversation.

RESPONSIBLE | Violence/offending: Voters are informed on issues relating to the Youth Criminal Justice system.

INCLUDED | Peer relations: Voters are empowered to have their voices heard and feel included in the local and national conversation.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.5 Schools give voters the opportunity to communicate creative and innovative ideas through a range of different channels.

Critical thinking & problem-solving

2.3 Voters consider possible solutions to problems which are pertinent to the world they live in.

Personal effectiveness

3.5 Voters recognise their own responsibilities as members of their school and wider communities.

Planning & organising

4.7 Schools monitor the opportunities for voters to participate in a wide range of activities requiring different skills.

Cross-cutting Themes

1 Voters are given the time and space to develop empathy and compassion for others.

9 Voters develop an understanding of their role as a citizen and the responsibilities they have on a governmental level.

DOES CLIMATE CHANGE WORRY YOU OFTEN?

All settings

UN Convention on the Rights of the Child (UNCRC)

3 Best Interests of the Child: “When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.”

UN Sustainable Development Goals (SDGs)

13 Climate action: “Take urgent action to combat climate change and its impacts.”
 ce, justice & strong institutions: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”

England

This VoteTopic was strongly aligned with the **PSHE strand Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.7 Voters learn about themselves, others & the world around them

1.11 Voters develop empathy, compassion & concern with others

1.14 Voters develop an understanding of feelings & emotions and the impact of them

1.15 Schools allow opportunities for voters to understand human feelings and how these affect us

Moral

2.9 Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong

2.16 Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)

Social

3.9 Schools provide appropriate links to the wider world & the community

Cultural

4.8 Schools develop partnerships with outside agencies to extend voters' cultural awareness

Prevent Strategy

5.3 Voters can participate in decision-making within their own school environment

Promoting Fundamental British Values

6.11 Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values

Scotland

SHANARRI Wellbeing Indicators

HEALTHY | Child health outcomes: Voters are introduced to strategies to help them manage their own (and others') mental health.

ACTIVE | Area factors: Voters consider the benefits of looking after their local environment in order to use it for physical & recreational activities (e.g. active travel or use of greenspace).

RESPECTED | Participation in decision-making: Voters learn about the opportunities available to make their voices heard in the wider world (e.g. petitions, demonstrations or community activity).

RESPECTED | Participation in decision-making: Voters encounter a range of organisations which are working towards larger social goals (e.g. tackling climate change or raising awareness of social injustice).

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.6 Schools present voters with opportunities to innovate solutions to existing problems.

Critical thinking & problem-solving

2.1 Voters are supported to ask meaningful questions and to use the answers to these to reinforce their understanding of the wider world.

Personal effectiveness

3.1 Voters understand the complexities of human emotions and learn about ways to manage these in themselves and others.

Planning & organising

4.9 Voters understand the value of trustworthy information sources and know their role in sharing these with others.

Cross-cutting Themes

1 Voters are given the time and space to develop empathy and compassion for others.

6 Schools introduce voters to the local, national, and international factors and influences that contribute to different economic, social, and environmental impacts.

DOES ULTRA-PROCESSED FOOD NEED MORE WARNINGS ON IT?

All settings

UN Convention on the Rights of the Child (UNCRC)

24 Health, Water, Food, Environment: “Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.”

UN Sustainable Development Goals (SDGs)

2 Zero hunger: “End hunger, achieve food security and improved nutrition and promote sustainable agriculture.”

England

This VoteTopic was strongly aligned with the **PSHE strands Health & wellbeing** and **Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.18 Staff value voters’ questions and give them space for their own thoughts, ideas & concerns

Moral

2.6 Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making

Social

3.18 Voters understand how society functions and is organised

Cultural

4.4 Voters develop an openness to new ideas and are willing to change their views in light of new experiences

Prevent Strategy

5.14 Model participatory and representative democracy by engaging and examining views expressed

Promoting Fundamental British Values

6.8 Ensure that all voters within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by voters

Scotland

SHANARRI Wellbeing Indicators

HEALTHY | Child health outcomes: Voters are provided with the relevant information to make informed choices about their health.

RESPECTED | Participation in decision-making: Voters are provided with a safe space in which they can confidently voice their opinions and ask questions.

INCLUDED | Economic inclusion: Voters discuss issues related to economic inequalities and how these impact different groups of people (e.g. cost of living, free school meals).

INCLUDED | Peer relations: Voters are given the skills to challenge alternative views in a constructive manner through a range of activities.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.2 Voters are supported to make meaningful connections between different experiences, knowledge, and skills.

Critical thinking & problem-solving

2.7 Schools encourage voters to practise objective decision-making.

Personal effectiveness

3.3 Voters are informed of the social, cultural, ethical, and legal implications of different arguments, and the impact this could have on others.

Planning & organising

4.5 Voters work successfully as part of groups or teams, bringing together a range of information and insights.

Cross-cutting Themes

5 Schools present voters with opportunities to challenge assumptions and/or stereotypes.

11 Schools reinforce voters' understanding of sustainable development, the issues posed on an environmental and social level by the climate crisis, and how they as individuals can make a difference.

FURTHER INFORMATION

Included in your VotesforSchools subscription is a range of information about how the programme meets various curriculum needs. You can find out more by logging into your account and visiting the Curriculum Information tab in Additional Packs.

This includes the following:

- Previous curriculum coverage reports
- Curriculum guide criteria
- Curriculum overviews
 - SMSC, British Values & Prevent
 - PSHE Curriculum
 - RSHE Curriculum
 - The Scottish Curriculum for Excellence
 - The Curriculum for Wales
 - Global citizenship: UNCRC & UN SDGs
 - VotesforSchools' 9 Key Themes
- Ofsted & ISI Inspection Guidance (*updated Ofsted Guidance coming soon*)
- Extracurricular guidance
 - UNICEF's Rights Respecting Schools Award
 - Political Impartiality in Schools
 - LGBTQ+ Inclusion
 - Accessibility in Schools

If there is something else you would like to see from us, please let us know!

To get in touch with our Education Team, you can email

primary@votesforschools.com.

