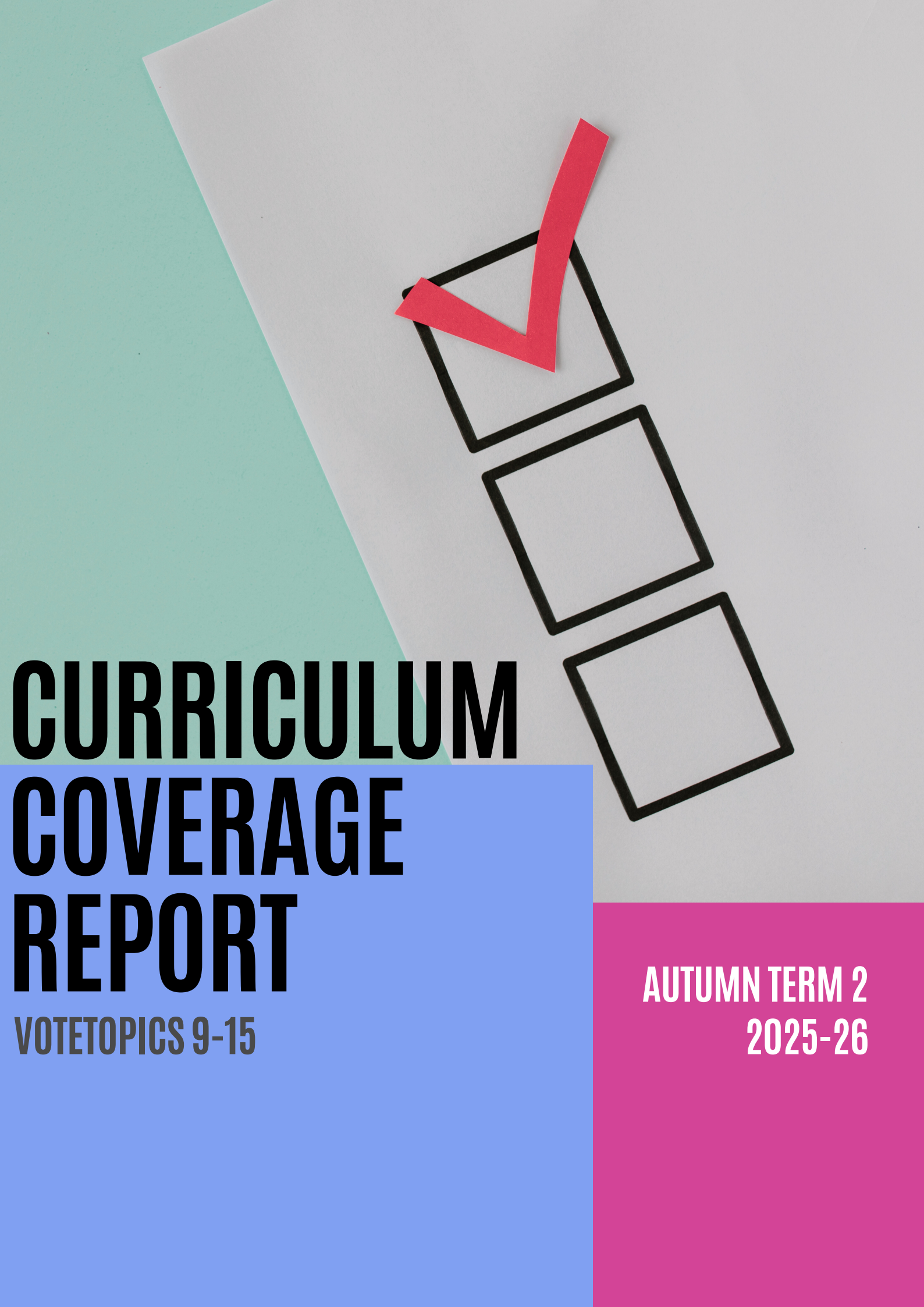




CURRICULUM COVERAGE REPORT

VOTETOPICS 9-15

**AUTUMN TERM 2
2025-26**

BRINGING THE CURRICULUM TO LIFE

WEEKLY

All our VoteTopics are mapped 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 & Education Advisory Boards help us review and improve our coverage, so you can focus on what matters most: engaging your students in real-life conversations.

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, making learning relevant and meaningful. We regularly revisit objectives holistically, using a spiral approach, helping students build and deepen their understanding of the modern world across time.



“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.

WHAT'S IN THIS DOCUMENT?

Use the interactive contents to navigate to the relevant pages.

5 **VoteTopic checklist** | A full list of VoteTopics covered this half term

6 **VoteTopic 9** | Curriculum criteria met by this VoteTopic

9 **VoteTopic 10** | Curriculum criteria met by this VoteTopic

12 **VoteTopic 11** | Curriculum criteria met by this VoteTopic

14 **VoteTopic 12** | Curriculum criteria met by this VoteTopic

17 **VoteTopic 13** | Curriculum criteria met by this VoteTopic

20 **VoteTopic 14** | Curriculum criteria met by this VoteTopic

23 **VoteTopic 15** | Curriculum criteria met by this VoteTopic

25 **Further information** | Discover more about our criteria

26 **Further reflection** | Space for you to record your topic coverage

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



9 Would a digital detox help you?

10 Is it easy to stand up for yourself?

11 Should people still be given knighthoods?

12 Should your school help you get ready to vote at 16?

13 Do you think Disabled people's stories are heard?

14 Can parasocial relationships be helpful?

15 Are you ever too old for toys?

WOULD A DIGITAL DETOX HELP YOU?

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)

3 Good health & wellbeing: "Ensure healthy lives and promote well-being for all at all ages."

England

This VoteTopic was strongly aligned with the PSHE strand of Health & wellbeing. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.2 Voters use personal experiences to reflect on their lives

Moral

2.4 Voters enjoy discovering their own and others' views on different topics

Social

3.6 Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles

Cultural

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

Prevent Strategy

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

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**

SAFE | Care & protection: Voters explore techniques for self-safeguarding across a range of different situations and scenarios, including Adverse Childhood Experiences (ACEs).

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

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

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**

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

Critical thinking & problem-solving

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

Personal effectiveness

3.8 Voters recognise the value in being seen as responsible and reliable by their peers and other key figures in their lives.

Planning & organising

4.1 Voters have the chance to set goals for themselves on a personal and/or academic basis.

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).

IS IT EASY TO STAND UP FOR YOURSELF?

UN Convention on the Rights of the Child (UNCRC)

29 Aims of Education: "Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment."

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 **Relationships**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.16 Schools develop a culture where voters can flourish, grow and respect others

Moral

2.15 Voters understand the consequences both positive & negative of their actions (cause and effect)

Social

3.10 Voters co-operate well and are able to resolve their conflicts

Cultural

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

Prevent Strategy

5.8 Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying

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**

SAFE | Care & protection: Voters explore techniques for self-safeguarding across a range of different situations and scenarios, including Adverse Childhood Experiences (ACEs).

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

SAFE | Bullying & fighting: Voters are encouraged to develop communication skills that will enable them to manage conflict effectively.

ACHIEVING | Attitudes to school: Voters are supported in developing personal skills, confidence, and self-esteem, and are encouraged to use these in a range of different settings.

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

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

Personal effectiveness

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

Planning & organising

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

Cross-cutting Themes

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

1 Voters are exposed to a range of places and events of significance as part of their learning.

SHOULD PEOPLE STILL BE GIVEN KNIGHTHOODS?

UN Convention on the Rights of the Child (UNCRC)

14 Freedom of Thought & Religion: “Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.”

UN Sustainable Development Goals (SDGs)

10 Reduced inequalities: “Reduce inequality within and among countries.”

England

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

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.3 Voters demonstrate defence in their aims, values, principles & beliefs

Moral

2.7 Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues

Social

3.1 Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds

Cultural

4.6 Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures

Prevent Strategy

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

Promoting Fundamental British Values

6.7 Understand the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law works in Britain, in contrast to other forms of government in other countries

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 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.

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).

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

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

2.6 Voters recognise the role of objectivity in developing fair and just arguments.

Personal effectiveness

3.6 Voters are given opportunities to show leadership and have a positive influence on their peers as part of debate and/or discussion.

Planning & organising

4.6 Voters can work effectively across a range of different tasks with differing timeframes.

Cross-cutting Themes

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

7 Voters develop a sound knowledge of different cultures and histories, which in turn reinforces their sense of self and allows them to understand and feel empowered by their place in society.

SHOULD YOUR SCHOOL HELP YOU GET READY TO VOTE AT 16?

UN Convention on the Rights of the Child (UNCRC)

28 Access to Education: “Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children’s rights and never use violence.”

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 strands **Relationships** and **Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.9 Schools allow voters to ask questions: why? How? Who? Where? What?

Moral

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

Social

3.8 Schools provide opportunities for voters to engage in a democratic process and participate in community life

Cultural

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

Prevent Strategy

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

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

Promoting Fundamental British Values

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

6.7 Understand the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law works in Britain, in contrast to other forms of government in other countries

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

6.9 Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view

Scotland

SHANARRI Wellbeing Indicators

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 recognise the impact of youth voice and the importance of contributing to the wider conversation.

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

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

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

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

Planning & organising

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

Cross-cutting Themes

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

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

DO YOU THINK DISABLED PEOPLE'S STORIES ARE HEARD?

UN Convention on the Rights of the Child (UNCRC)

23 Children with Disabilities: "Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community."

UN Sustainable Development Goals (SDGs)

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

England

This VoteTopic was strongly aligned with the 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

2.11 Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict

Social

3.2 Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity

Cultural

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

Prevent Strategy

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

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

Promoting Fundamental British Values

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

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**

SAFE | Care & protection: Voters explore techniques for self-safeguarding across a range of different situations and scenarios, including Adverse Childhood Experiences (ACEs).

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

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

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

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

Critical thinking & problem-solving

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

Personal effectiveness

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

Planning & organising

4.6 Voters can work effectively across a range of different tasks with differing timeframes.

Cross-cutting Themes

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

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

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.

CAN PARASOCIAL RELATIONSHIPS BE HELPFUL?

UN Convention on the Rights of the Child (UNCRC)

29 Aims of Education: “Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.”

UN Sustainable Development Goals (SDGs)

3 Good health & wellbeing: “Ensure healthy lives and promote well-being for all at all ages.”

England

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

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

- 1.8 Voters develop an appreciation of the intangible (e.g. love, ambiguity)
- 1.16 Schools accommodate difference and respect the integrity of individuals

Moral

- 2.11 Schools model fairness, integrity, respect for people, voters’ welfare, minority groups and resolution of conflict

Social

- 3.2 Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity
- 3.5 Schools encourage voters to recognise and respect social differences & similarities

Cultural

- 4.13 Voters can identify the cultural influences that have helped shape their own heritage & behaviours

Prevent Strategy

5.10 Voters should develop questioning skills & techniques to open up debate in a safe way

Promoting Fundamental British Values

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**

HEALTHY | Child health outcomes: Voters explore the links between good mental health and positive life outcomes.

HEALTHY | Child health outcomes: Voters have the opportunity to learn the vocabulary they need to discuss mental wellbeing.

NURTURED | Family relationships: Voters are exposed to what positive relationships look like, both between family members and elsewhere.

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

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

Planning & organising

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

Cross-cutting Themes

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

3 Voters take an interest in the contributions and experiences of individuals that have shaped their own lives and the lives of others.

ARE YOU EVER TOO OLD FOR TOYS?

UN Convention on the Rights of the Child (UNCRC)

31 Rest, Play, Culture, Arts: “Every child has the right to rest, relax, play and to take part in cultural and creative activities.”

UN Sustainable Development Goals (SDGs)

3 Good health & wellbeing: “Ensure healthy lives and promote well-being for all at all ages.”

England

This VoteTopic was strongly aligned with the PSHE strand **Health & wellbeing**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.17 Voters are encouraged to think and use their imaginations & sense of creativity

Moral

2.4 Voters enjoy discovering their own and others' views on different topics

Social

3.7 Schools provide a platform for understanding and debating social issues

Cultural

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

4.14 Schools audit the quality & nature of opportunities for voters to extend their cultural development

Prevent Strategy

5.13 Schools should promote open & respectful dialogue

Promoting Fundamental British Values

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**

HEALTHY | Child health outcomes: Voters explore the links between good mental health and positive life outcomes.

ACHIEVING | Attitudes to school: Voters are encouraged to engage in a range of extra-curricular and social activities.

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

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

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

2.7 Schools encourage voters to practise objective decision-making.

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

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

Cross-cutting Themes

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

14 Schools promote the links between knowledge of language and improved understanding of/appreciation for cultural events or concepts (i.e. books, history).

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
- 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

FURTHER REFLECTION

Please use the space below to record any further notes relating to VotesforSchools. This could include assessment of learning, voting outcomes, or ideas for further study.

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FURTHER REFLECTION

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