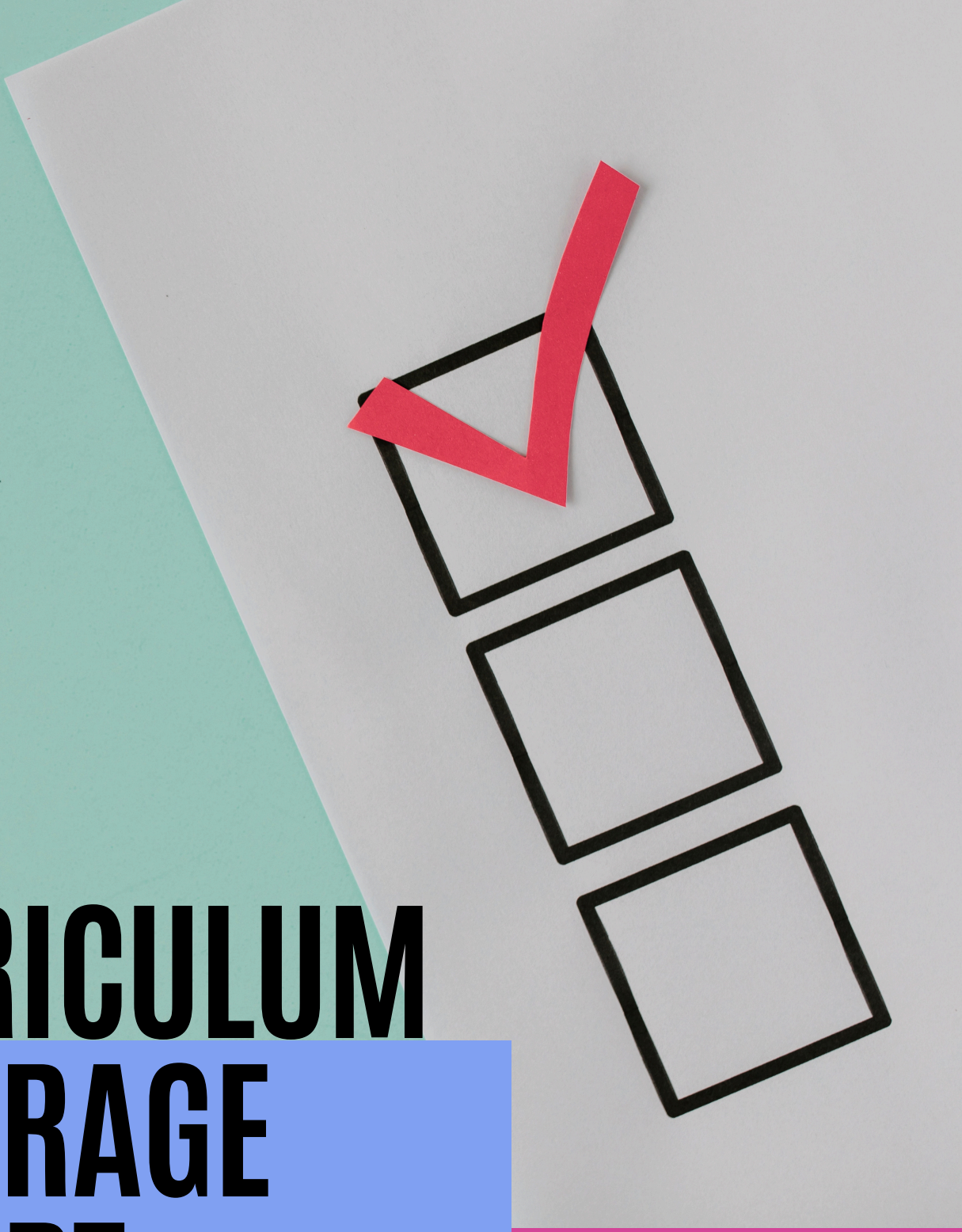


CURRICULUM COVERAGE REPORT

VOTETOPICS 1-8

AUTUMN TERM I
2026-27

BRINGING THE CURRICULUM TO LIFE

An overview of what we do, week by week, term by term, and across the year.
Click here for more information about our curriculum coverage.

Weekly: All VoteTopics are mapped to key curriculum criteria

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

Some teachers take screenshots, some copy and paste, and others have tracking spreadsheets that dreams are made of. How you keep track is up to you, but the last thing you need to worry about is what the lesson actually achieved.

Half-termly: All objectives are tracked in one place

Our Curriculum Coverage Reports bring together the complete picture, showing what your voters have discussed and what each VoteTopic has covered.

That way, if there is a topic you missed that hits some hard-to-reach objectives, you can revisit it with your class.

Termly: We fine-tune our topic coverage

Our Youth Ambassadors and Education Advisory Board help us review the topics we have covered so far, telling us what they would like to see more (and less) of from their weekly lessons. Find out more about these initiatives here.

This means you can focus on what matters most: engaging your students in real-life conversations.

Annually: We offer comprehensive coverage over the year

Our VoteTopics are guaranteed to meet all SMSC, British Values and Prevent criteria over the academic year, so you can consider these areas comprehensively covered. In many cases, the objectives will be revisited time and time again, so it goes far beyond a tickbox exercise.

Additionally, we support statutory RSHE aims, wider PSHE objectives, global citizenship, and the Scottish & Welsh curriculums throughout the year. While we can't guarantee to cover everything, we give it a pretty good go. If you would like further evidence of how we support these areas, feel free to get in touch with us.

WHAT'S IN THIS DOCUMENT?

Use the interactive contents to navigate to the relevant pages.

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

5 **PSHE theme coverage** | An overview of the themes covered this half term

6 **VoteTopic 1** | Curriculum objectives covered by this VoteTopic

9 **VoteTopic 2** | Curriculum objectives covered by this VoteTopic

13 **VoteTopic 3** | Curriculum objectives covered by this VoteTopic

16 **VoteTopic 4** | Curriculum objectives covered by this VoteTopic

19 **VoteTopic 5** | Curriculum objectives covered by this VoteTopic

22 **VoteTopic 6** | Curriculum objectives covered by this VoteTopic

26 **VoteTopic 7** | Curriculum objectives covered by this VoteTopic

30 **VoteTopic 8** | Curriculum objectives covered by this VoteTopic

33 **Further information** | Discover more about our objectives

34 **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	✓
1	Do we need to learn more about wildfires?	
2	Should people wear smart glasses?	
3	Do you feel hopeful about your future?	
4	Do school dinners need to change?	
5	Should e-scooters be allowed on roads?	
6	Do stories bring us together?	
7	Should vapes have plain packaging?	
8	Should the UK make more decisions with the EU?	

PSHE THEME COVERAGE

VotesforSchools Weekly VoteTopic Coverage of the Primary PSHE Curriculum													
	Statutory PSHE Content (RSHE)											Non statutory PSHE Content	
	Families	Respecting self & others	Mental health & wellbeing	Safe relationships: consent, boundaries & trust	Keeping healthy & well	Friendships	Physical activity & nutrition	Changing & growing up	Personal safety & first aid	Drug education	Online life & safety	Economic wellbeing	Careers education
VT1 Wildfires									✓				
VT2 Smart glasses		✓		✓							✓		
VT3 Hopeful future		✓	✓					✓				✓	✓
VT4 School food							✓						
VT5 E-scooters									✓				
VT6 Stories (BHM)		✓											
VT7 Vaping					✓		✓			✓			
VT8 The EU		✓				✓							

DO WE NEED TO LEARN MORE ABOUT WILDFIRES?

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."

UN Sustainable Development Goals (SDGs)

13 Climate action: "Take urgent action to combat climate change and its impacts."

England

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

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

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

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

Statutory RSHE curriculum | KS1

Personal safety and first aid

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations

2. how to recognise potentially harmful or hazardous situations in everyday life, including at home

6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency

7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say

Statutory RSHE curriculum | KS2

Personal safety and first aid

8. about the role of rules and laws in keeping people safe

9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances

10. how to predict, assess and manage risk in different situations

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them

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

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).

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

2.3 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

4.4 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.

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.

SHOULD PEOPLE WEAR SMART GLASSES?

All settings

UN Convention on the Rights of the Child (UNCRC)

16 Protection of Privacy: "Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack."

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

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.8 Voters develop an appreciation of the intangible (e.g. love, ambiguity)

Moral

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

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

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

2.13 Voters know right from wrong based on their own moral code & other cultures

2.14 Voters make reasoned & responsible judgements on moral dilemmas

Social

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

Cultural

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

Prevent Strategy

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

Promoting Fundamental British Values

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

Statutory RSHE curriculum | KS1

Respecting self and others

4. ways to show politeness and respect

9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so

Safe relationships: consent, boundaries and trust

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully

2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC

Online life and safety

1. different ways people use the internet in everyday life

3. how the internet and digital devices can be used to safely and respectfully communicate with others

9. how to tell a trusted adult if they have worries about something online

Statutory RSHE curriculum | KS2

Respecting self and others

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others

Safe relationships: consent, boundaries and trust

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy

10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults

Personal safety and first aid

8. about the role of rules and laws in keeping people safe

Online life and safety

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing

20. why and how to use privacy and location settings to protect information

23. that the same principles about how to treat others apply in all contexts, including online

27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet

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).

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

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

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

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

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

Planning & organising

4.2 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.

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

DO YOU FEEL HOPEFUL ABOUT YOUR FUTURE?

<u>All settings</u>

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)

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

<u>England</u>

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

3.18 Voters understand how society functions and is organised

Cultural

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

Prevent Strategy

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

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

Statutory RSHE curriculum | KS1

Respecting self and others

3. how to respectfully express their likes, dislikes and needs, and listen to other people

Mental health and wellbeing

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly

7. about preparing to move to a new class or year group and how to manage feelings during times of change

Changing and growing up

1. about growing and changing from young to old and how people's needs change

Statutory RSHE curriculum | KS2

Respecting self and others

13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling

Mental health and wellbeing

10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time

20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition

<u>Scotland</u>

SHANARRI Wellbeing Indicators

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

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).

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 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).

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

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

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).

DO SCHOOL DINNERS NEED TO CHANGE?

All settings

UN Convention on the Rights of the Child (UNCRC)

27 Food, Clothing, a Safe Home: "Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The Government should help families and children who cannot afford this."

UN Sustainable Development Goals (SDGs)

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

England

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.4 Voters can be holistic in their approach to discussing topics

Moral

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

Social

3.7 Schools provide a platform for understanding and debating social issues

Cultural

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

Prevent Strategy

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

Promoting Fundamental British Values

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

Statutory RSHE curriculum | KS1

Physical activity and nutrition

3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods

4. that people often share food together, e.g. during mealtimes or special occasions

6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink

7. when and how children can make choices about what they eat and drink and who can help them make healthier choices

Statutory RSHE curriculum | KS2

Physical activity and nutrition

10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain

11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing

12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods

13. how to develop healthier eating and drinking habits and how to manage influences on their choices

<u>Scotland</u>

SHANARRI Wellbeing Indicators

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

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

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 empowered to have their voices heard and feel included in the local and national conversation.

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.3 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

2.7 Schools encourage voters to practise objective decision-making.

Personal effectiveness

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

Planning & organising

4.6 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.

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 E-SCOOTERS BE ALLOWED ON ROADS?

<u>All settings</u>

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."

UN Sustainable Development Goals (SDGs)

11 Sustainable cities & communities: "Make cities and human settlements inclusive, safe, resilient and sustainable."

<u>England</u>

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.2 Voters use personal experiences to reflect on their lives

Moral

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

Social

3.17 Voters appreciate the rights & responsibilities of individuals within the wider setting

Cultural

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

Prevent Strategy

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

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

Statutory RSHE curriculum | KS1

Personal safety and first aid

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations

3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places

4. how to cross the road safely with adult support

Statutory RSHE curriculum | KS2

Personal safety and first aid

8. about the role of rules and laws in keeping people safe

10. how to predict, assess and manage risk in different situations

11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)

<u>Scotland</u>

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.

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

RESPONSIBLE | Violence/offending: Voters are encouraged to have a dialogue about a range of risky behaviours that can affect them and their peers (e.g. drugs, consent, alcohol, county lines).

<u>Wales</u>

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

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

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

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

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.

DO STORIES BRING US TOGETHER?

<u>All settings</u>

UN Convention on the Rights of the Child (UNCRC)

2 No Discrimination: “All children have all these rights, no matter who they are..."

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.”

<u>England</u>

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

1.4 Voters can be holistic in their approach to discussing topics

1.6 Schools facilitate discussions to support reflection

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

1.10 Voters show interest and respect for others’ faiths, feelings and beliefs

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

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

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

1.16 Schools accommodate difference and respect the integrity of individuals

Moral

2.8 Schools use learning to prevent discrimination

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

Social

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

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

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

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

3.19 Voters understand the notion of interdependence in a complex society

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

Cultural

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

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

4.10 Voters understand how beneficial it is to appreciate a range of different cultures and that this is preparation for them as part of a modern Britain

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

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

Prevent Strategy

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

5.7 Voters should be given the platform to challenge Islamophobia, antisemitism & other prejudices

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

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

Statutory RSHE curriculum | KS1

Respecting self and others

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging

4. ways to show politeness and respect

6. how to share, take turns and include others

Statutory RSHE curriculum | KS2

Respecting self and others

11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect

12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own

18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help

<u>Scotland</u>

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

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

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

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

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

Personal effectiveness

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

Planning & organising

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

Cross-cutting Themes

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.

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.

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 VAPES HAVE PLAIN PACKAGING?

<u>All settings</u>

UN Convention on the Rights of the Child (UNCRC)

33 Protection from Harmful Drugs: "Governments must protect children from taking, making, carrying or selling harmful drugs."

UN Sustainable Development Goals (SDGs)

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

<u>England</u>

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

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

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

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

Social

3.14 Schools provide voters with the chance to exercise leadership & responsibility

Cultural

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

Prevent Strategy

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

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

Statutory RSHE curriculum | KS1

Respecting self and others

2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things

Safe relationships: consent, boundaries and trust

4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe

5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult

Keeping healthy and well

6. who to talk to if they are worried about their health

Physical activity and nutrition

6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink

7. when and how children can make choices about what they eat and drink and who can help them make healthier choices

Personal safety and first aid

2. how to recognise potentially harmful or hazardous situations in everyday life, including at home

Drug education

1. that medicines can help people to stay healthy or feel better if they are unwell

2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful

3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk

Statutory RSHE curriculum | KS2

Friendships

11. strategies for recognising and managing peer influence and the desire for peer approval in friendships

Safe relationships: consent, boundaries and trust

14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that

Personal safety and first aid

8. about the role of rules and laws in keeping people safe

Drug education

4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines)

6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break

8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know

<u>Scotland</u>

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.

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

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

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

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

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

Planning & organising

4.9 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.

15 Voters understand that local, national, and international issues all influence each other, and that this process is ongoing.

SHOULD THE UK MAKE MORE DECISIONS WITH THE EU?

<u>All settings</u>

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."

<u>England</u>

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

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

Moral

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

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

5.13 Schools should promote open & respectful dialogue

Promoting Fundamental British Values

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

Statutory RSHE curriculum | KS1

Friendships

3. that friends can argue, and they can also make up

4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument

5. how to ask for help if a friendship is making them feel unhappy

Respecting self and others

3. how to respectfully express their likes, dislikes and needs, and listen to other people

5. how to play cooperatively; what they can do if they feel upset or angry with someone

Statutory RSHE curriculum | KS2

Respecting self and others

13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling

14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise

<u>Scotland</u>

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).

REPONSIBLE | 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 given the skills to challenge alternative views in a constructive manner through a range of activities.

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

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

Critical thinking & problem-solving

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

Personal effectiveness

3.7 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

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

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

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 following areas on the platform:

Dashboard

This is where you will see the current VoteTopic. By selecting "**View VotePack**" and scrolling down, you will find a full list of curriculum objectives met by the individual topic. You can also find this list by selecting "**View Results**" and scrolling down.

Previous VoteTopics

You can also use the "**View VotePack**" or "**View Results**" buttons to view the curriculum coverage for any of the past VoteTopics in our archive.

Additional Packs

Under the **Curriculum & assessment guidance** tab, you will find information on the following curriculum areas that are mapped to weekly:

- VotesforSchools' 9 Key Themes
- The UNCRC & UN SDGs
- SMSC, British Values & Prevent
- RSHE & PSHE Curriculum
- The Scottish Curriculum
- The Curriculum for Wales

In addition to the above, you will find information on the following:

- Ofsted & ISI Inspections
- Keeping Children Safe in Education
- Oracy
- Political Impartiality in Schools
- Character Education
- LGBTQ+ Inclusion
- Accessibility
- UNICEF's Rights Respecting Schools Award

At the bottom of this page, you can also view and download the Curriculum Coverage Reports for the current and previous academic year.

To get in touch with our Education Team with any further queries, please 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.

FURTHER REFLECTION