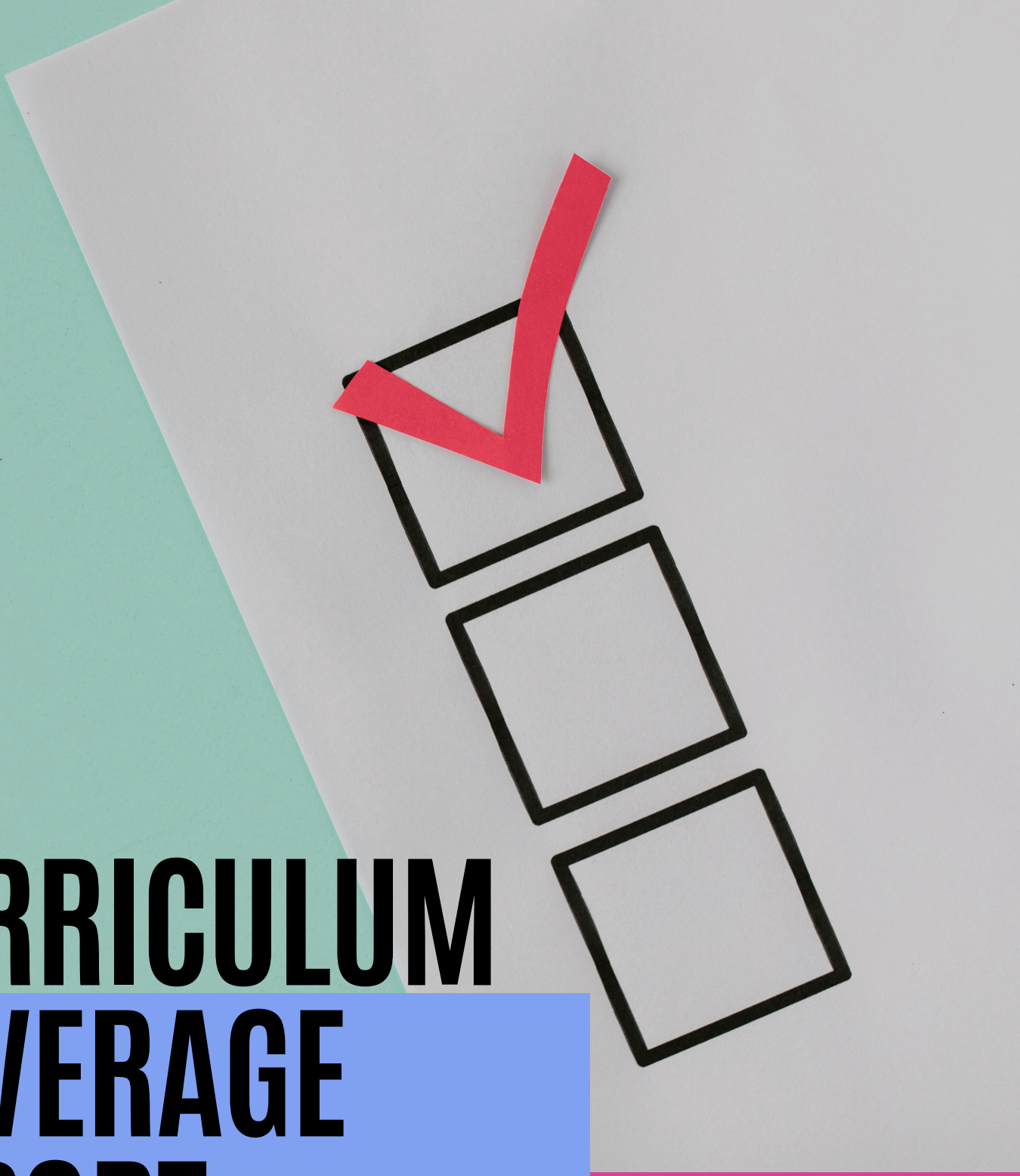


CURRICULUM COVERAGE REPORT

VOTETOPICS 22-27

SPRING TERM II
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

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.

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

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.



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.

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

6 **VoteTopic 22** | Curriculum criteria met by this VoteTopic

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

12 **VoteTopic 24** | Curriculum criteria met by this VoteTopic

15 **VoteTopic 25** | Curriculum criteria met by this VoteTopic

18 **VoteTopic 26** | Curriculum criteria met by this VoteTopic

21 **VoteTopic 27** | Curriculum criteria met by this VoteTopic

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	✓
22	**Should MPs stay loyal to their political party?**	
23	**Do we need more career role models?**	
24	**Should schools have active uniforms?**	
25	**Have you found recent news overwhelming?**	
26	**Is there too much focus on appearance?**	
27	**Would you like to see wildlife on UK banknotes?**	

SHOULD MPS STAY LOYAL TO THEIR POLITICAL PARTY?

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)

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** strands of **Relationships** 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)

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

Moral

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

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

Social

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

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

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

Cultural

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

Prevent Strategy

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

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

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

Scotland

SHANARRI Wellbeing Indicators

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

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

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.

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

2.3 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

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

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 WE NEED MORE CAREER ROLE MODELS?

All settings

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."

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 of **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

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

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

3.19 Voters understand the notion of interdependence in a complex society

Cultural

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

Prevent Strategy

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

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

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

Scotland

SHANARRI Wellbeing Indicators

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.

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

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.

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).

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

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

Planning & organising

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

Cross-cutting Themes

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

2 Voters are encouraged to make links with their local communities and/or local organisations.

SHOULD SCHOOLS HAVE ACTIVE UNIFORMS?

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)

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

1.16 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

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

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

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

Scotland

SHANARRI Wellbeing Indicators

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

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.

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

RESPECTED | 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

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

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

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

Planning & organising

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

Cross-cutting Themes

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

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

HAVE YOU FOUND RECENT NEWS OVERWHELMING?

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)

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 of **Health & wellbeing**. 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?

1.11 Voters develop empathy, compassion & concern with others

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

Moral

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

Social

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

Cultural

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

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

5.13 Schools should promote open & respectful dialogue

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

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

SAFE | Care & protection: Voters are provided with signposting for where to seek help, advice and support.

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

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

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

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

Personal effectiveness

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

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.

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.

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

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.

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 THERE TOO MUCH FOCUS ON APPEARANCE?

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)

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 of **Health & Wellbeing**, **Relationships** and **Living in the wider world**. It also supported the following curriculum criteria:

SMSC: Spiritual, Moral, Social, Cultural

Spiritual

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

Moral

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

Social

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

3.13 Voters resolve conflicts and counter forces which militate against inclusion & unity

Cultural

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

Prevent Strategy

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

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

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

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).

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

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

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

Critical thinking & problem-solving

2.7 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

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

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.

WOULD YOU LIKE TO SEE WILDLIFE ON UK BANKNOTES?

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)

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 of **Relationships** and **Living in the wider world**. 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

3.18 Voters understand how society functions and is organised

Cultural

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

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

6.7 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

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.

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

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

3.5 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

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

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.

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.

FURTHER REFLECTION