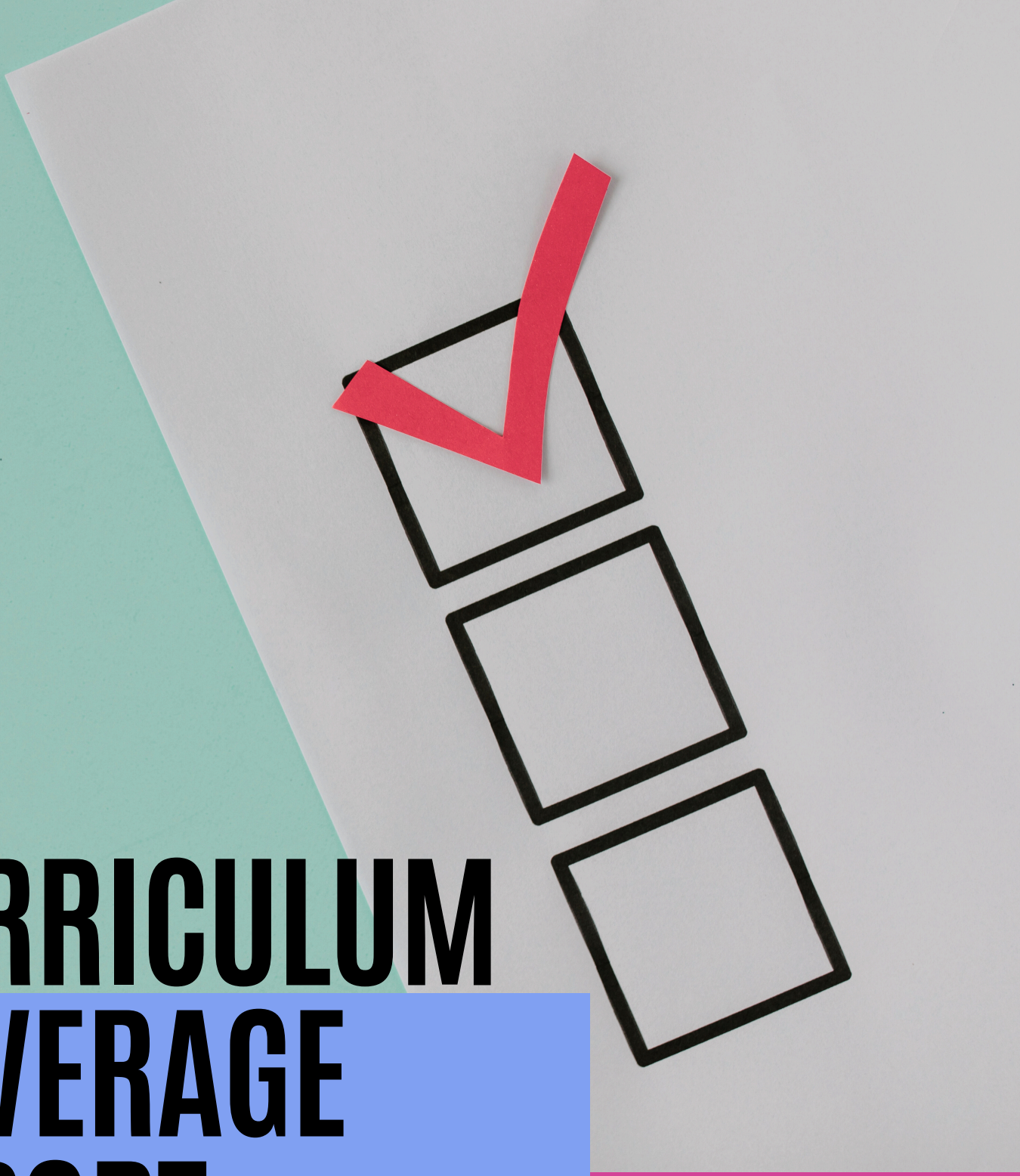


CURRICULUM COVERAGE REPORT

VOTETOPICS 33-39

SUMMER 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.

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

6 **VoteTopic 33** | Curriculum criteria met by this VoteTopic

9 **VoteTopic 34** | Curriculum criteria met by this VoteTopic

12 **VoteTopic 35** | Curriculum criteria met by this VoteTopic

15 **VoteTopic 36** | Curriculum criteria met by this VoteTopic

18 **VoteTopic 37** | Curriculum criteria met by this VoteTopic

21 **VoteTopic 38** | Curriculum criteria met by this VoteTopic

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

27 **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	✓
33	Do we value LGBT+ rights?	
34	Is it easy to get on well together?	
35	Should you learn more about water safety?	
36	Will the social media ban work?	
37	Should we talk more about the risks of gambling?	
38	Is it easy to be Prime Minister of the UK?	
39	Should school trips be used as a reward?	

DO WE VALUE LGBT+ RIGHTS?

All settings

UN Convention on the Rights of the Child (UNCRC)

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

UN Sustainable Development Goals (SDGs)

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

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

1.11 Voters develop empathy, compassion & concern with others

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

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

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

Social

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

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

3.5 Schools encourage voters to recognise and respect social differences & similarities

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

Cultural

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

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

Prevent Strategy

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

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

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

Promoting Fundamental British Values

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

Scotland

SHANARRI Wellbeing Indicators

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

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

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

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

Wales

Skills Integral to the Four Purposes

Creativity & innovation

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

Critical thinking & problem-solving

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

Personal effectiveness

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

Planning & organising

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

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.

IS IT EASY TO GET ON WELL TOGETHER?

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)

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

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

1.2 Voters use personal experiences to reflect on their lives

1.6 Schools facilitate discussions to support reflection

1.16 Schools accommodate difference and respect the integrity of individuals

Moral

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

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

Social

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

3.3 Voters reflect on their own contribution to school & their communities

3.5 Schools encourage voters to recognise and respect social differences & similarities

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

3.10 Voters co-operate well and are able to resolve their conflictschools provide opportunities for voters to engage in a democratic process and participate in community life

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

3.18 Voters understand how society functions and is organised

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

4.10 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

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

Prevent Strategy

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

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

Promoting Fundamental British Values

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

Scotland

SHANARRI Wellbeing Indicators

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.

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 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

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

Critical thinking & problem-solving

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

Personal effectiveness

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

Planning & organising

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

Cross-cutting Themes

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

8 Schools encourage voters to acknowledge and embrace what makes their local area unique and distinctive.

SHOULD YOU LEARN MORE ABOUT WATER SAFETY?

All settings

UN Convention on the Rights of the Child (UNCRC)

6 Life, Survival & Development: "Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way."

UN Sustainable Development Goals (SDGs)

6 Clean water & sanitation: "Ensure availability and sustainable management of water & sanitation for all."

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

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

Moral

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

Social

3.2 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

5.13 Schools should promote open & respectful dialogue

Promoting Fundamental British Values

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

Scotland

SHANARRI Wellbeing Indicators

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.

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).

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

Wales

Skills Integral to the Four Purposes

Creativity & innovation

1.1 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

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

Planning & organising

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

Cross-cutting Themes

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

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).

WILL THE SOCIAL MEDIA BAN WORK?

All settings

UN Convention on the Rights of the Child (UNCRC)

41 Best Law for Children Applies: "If the laws of a country protect children's rights better than this Convention, then those laws should be used."

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 **Health & wellbeing** 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

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

Moral

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

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

2.14 Voters make reasoned & responsible judgements on moral dilemmas

Social

3.7 Schools provide a platform for understanding and debating social issues

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

3.18 Voters understand how society functions and is organised

Cultural

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

Prevent Strategy

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

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

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

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

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

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.

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

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

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

Critical thinking & problem-solving

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

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.

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 WE TALK MORE ABOUT THE RISKS OF GAMBLING?

All settings

UN Convention on the Rights of the Child (UNCRC)

36 Protection from Exploitation: "Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention."

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 **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

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

Social

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

Cultural

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

Prevent Strategy

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

Promoting Fundamental British Values

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

Scotland

SHANARRI Wellbeing Indicators

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 introduced to strategies to help them manage their own (and others') mental health.

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).

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).

Wales

Skills Integral to the Four Purposes

Creativity & innovation

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

Critical thinking & problem-solving

2.7 Schools encourage voters to practise objective decision-making.

Personal effectiveness

3.4 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

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 BE PRIME MINISTER OF THE UK?

All settings

UN Convention on the Rights of the Child (UNCRC)

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

UN Sustainable Development Goals (SDGs)

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

England

This VoteTopic was strongly aligned with the **PSHE strand** of **Relationships**. 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

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

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

5.11 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

<u>Scotland</u>

SHANARRI Wellbeing Indicators

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

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

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

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

<u>Wales</u>

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

3.8 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

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

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

SHOULD SCHOOL TRIPS BE USED AS A REWARD?

All settings

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)

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

England

This VoteTopic was strongly aligned with the **PSHE strand** of **Relationships**. 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

2.14 Voters make reasoned & responsible judgements on moral dilemmas

Social

3.3 Voters reflect on their own contribution to school & their communities

Cultural

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

Prevent Strategy

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

Promoting Fundamental British Values

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

Scotland

SHANARRI Wellbeing Indicators

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

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.

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 participate in activities that encourage respectful debate with peers.

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

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

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

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

8 Schools encourage voters to acknowledge and embrace what makes their local area unique and distinctive.

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