

SUBJECTS SUPPORTED BY VOTESFORSCHOOLS

An overview of everything VotesforSchools supports

Subject/Topic Area	Does VotesforSchools support or cover this area?
SMSC	VfS provides weekly evidence for how we meet SMSC criteria. See <i>“VotesforSchools & SMSC Requirements”</i> on pp.3-6.
British Values	VfS provides weekly evidence for how we meet British Values criteria. See <i>“VotesforSchools & British Values”</i> on pp.7-11.
Prevent Duty	VfS provides weekly evidence for how we support you in the Prevent duty. See <i>“VotesforSchools & the Prevent Duty”</i> on pp.12-16.
PSHE	VfS supports you to deliver PSHE but does not offer full coverage of all PSHE objectives nor a curriculum for each year group. See pp.17-20 for more detail.
Relationships & Sex Education	VfS supports you to deliver both Relationships Education and Health Education but does not offer a full coverage of objectives nor a curriculum for each year group. See pp.21-28 for more detail on Relationships Education, and pp.29-37 for more detail on Health Education.
Health Education	

UN Convention on the Rights of the Child (UNCRC)	VfS supports schools in developing a rights respecting ethos. Each week, we map an article from the United Nations Convention on the Rights of the Child (UNCRC) to the VoteTopic. We have also worked alongside UNICEF UK to create VoteTopics that develop an understanding of rights and responsibilities.
UN Sustainable Development Goals (UN SDGs)	VfS supports schools in discussing the UN's Sustainable Development Goals (SDGs). All the weekly VoteTopics are mapped to one of the 17 SDGs to reflect our commitment to supporting voters with their global learning and understanding of the world around them.
Citizenship	VfS supports you to deliver Citizenship as an integral part of SMSC provision but does not offer full coverage nor a curriculum.
Careers	VfS supports you to explore careers with voters through references to potential paths or positions within the weekly lessons and assemblies.

The following table highlights how VotesforSchools helps schools to meet the criteria of voters' Spiritual, Moral, Social & Cultural (SMSC) development. Please note that VotesforSchools provides weekly evidence for how we meet the SMSC criteria through our Curriculum Guides.

VotesforSchools & SMSC Requirements	
Criteria	VotesforSchools Commentary
The proprietor/school actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Using VotesforSchools as a whole-school package means the active and consistent promotion of British Values. The vote centres on (largely British) issues every week, from free school meals to the press, to our attitudes towards the refugee crisis. VotesforSchools explicitly promotes British Values in action through the voting itself, which is central to the programme. Schools then receive the results of each vote two weeks later and are provided with a breakdown of the gender and age group votes across the UK as well as specifically in their school. The weekly Curriculum Guides also identify which criteria from the British Values curriculum (as set out in the Government's Guidance on promoting British Values in schools, November 2014) the VoteTopic has met.
Enable voters to develop their self-knowledge, self-esteem, and self-confidence.	VotesforSchools encourages and empowers voters to have a voice; the resources give them the tools to "be heard" on personal issues or when they see others in risky situations. The resources' consistent and quality approach also ensures that every voter has access to and can engage in discussion around British Values and can develop their critical thinking. VotesforSchools

	fosters lifelong skills: engagement in democracy, making your voice heard, articulating your opinion, listening to others and decision-making.
Enable voters to distinguish right from wrong and to respect the civil and criminal law of England.	Through weekly topics, voters are given the skills and tools to identify what is right and wrong. Topics on issues such as county lines, alcohol, and extremism allow voters, through current and relevant issues, to understand the role of the law in civil society.
	<i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i>
Encourage voters to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.	VotesforSchools exposes voters to different scenarios both in the UK and beyond. As a result, they develop a sound understanding of their wider community and global issues, as well as the ways in which they can use their democratic right to make their voices heard and enact positive change. Using The lessons and assemblies also provide voters with safe and suitable ways to make a difference nationally, locally, or within a school setting, and encourage young people to be agents of change.
Enable voters to acquire a broad general knowledge of and respect for public institutions and services in England.	VotesforSchools regularly works alongside expert organisations in developing weekly VoteTopics. For example, the resources for COP26 and children's rights (2021) were created in collaboration with UNICEF, with support from several other key stakeholders in both the environmental and youth voice sectors. Through their participation, voters are impacting on national policy, understanding that their voice is heard, and seeing that voting is how to bring about change in our democratic system.

<p>Further tolerance and harmony between different cultural traditions by enabling voters to acquire an appreciation of and respect for their own and other cultures.</p>	<p>VotesforSchools gives teachers the confidence to present topics and actively encourage voters to have differences of opinions. It also models objective and unbiased arguments, demonstrating to voters that any opinion is valid but should be supported with informed evidence. VotesforSchools resources expose voters to a diverse range of topics, and within these is an opportunity for them to make ethical and moral decisions. By looking at different sides of any debate, they develop skills of tolerance, empathy and understanding.</p>
<p>Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</p>	<p>A vital part of VotesforSchools' mission is to embed the skills that, through debate and discussion, provide young people with tolerance, empathy and understanding: these are the skills that they use to respect diversity. Alongside these skills, VotesforSchools specifically covers topics that align with the Equalities Act 2010, such as Black History Month, Inter-Faith Week and Pride Month.</p> <p><i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i></p>
<p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p>VotesforSchools is not just teaching voters about democracy but immersing them in it on a weekly basis. By voting, young people experience democracy and the power that their voice can have in bringing about change. VotesforSchools provides weekly feedback to schools about how the votes every school has submitted have been used to make a difference. In turn, this reinforces good habits of democracy for the future.</p>
<p>Precludes the promotion of partisan political views in the</p>	<p>VotesforSchools resources provide staff with objective, fact-based arguments to help them debate and discuss current and topical issues. This puts staff in a confident position to present relevant and unbiased facts on a diverse range</p>

<p>teaching of any subject in the school.</p>	<p>of topics. The use of VotesforSchools ensures there is an inclusive and unprejudiced approach to discussing sensitive subjects.</p>
<p>Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of voters - they are offered a balanced presentation of opposing views.</p>	<p><i>More information on this can be found in our VotesforSchools & Political Impartiality in Schools Guidance document.</i></p> <p>VotesforSchools resources come with an assurance that all issues are presented in a balanced way, with equal breadth and depth given to all sides of the argument. Overtly political issues – such local or general elections – make particular use of insights, information, and ideas from a range of sources across the political spectrum to ensure voters are equipped with the knowledge they need to make informed decisions independently.</p> <p><i>More information on this can be found in our VotesforSchools & Political Impartiality in Schools Guidance document.</i></p>

The following table highlights how VfS helps you to promote British Values in your school. It has been drawn from schools' experiences and common questions inspectors may ask about your school's delivery of fundamental British Values. Please note that VotesforSchools provides weekly evidence for how each VoteTopic promotes British Values through our Curriculum Guides.

VotesforSchools & British Values	
Question	VotesforSchools Commentary
How do staff engender a fair and unprejudiced approach on the part of the pupils?	VotesforSchools resources provide staff with the objective, fact-based arguments to help them debate and discuss current and topical issues. This puts staff in a confident position to present relevant and unbiased facts on a wide range of diverse topics. Use of VotesforSchools ensures there is an inclusive and unprejudiced approach to discussing sensitive subjects.
	<i>More information on this can be found in our VotesforSchools & Political Impartiality in Schools Guidance document.</i>
Is there equality of opportunity and appreciation of diversity taught in the school?	The VotesforSchools resources' consistent and quality approach also ensures that every voter has access to and can engage in discussion around British Values and can develop their critical thinking. The VoteTopics reinforce an appreciation for and understanding of issues surrounding diversity, such as equalities, different identities (gender, race, etc) and different backgrounds. The programme also builds a broader appreciation for diversity of opinion.

<p>How does the school assist pupils in combating harassment and bullying? What evidence is there of improvement?</p>	<p>VotesforSchools encourages and empowers voters to have a voice; the resources give them the tools to “be heard” on any personal issues, or when they see others in risky situations.</p> <p><i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i></p>
<p>How do the curriculum and extra-curricular activities promote pupils’ British Values? How do you monitor the impact of this? Where would I be most likely to see examples of this being taught?</p>	<p>Using VotesforSchools as a whole-school package means the active and consistent promotion of British Values. The vote centres on (largely British) issues every week, from free school meals to influence of the press & social media, to our attitudes towards the refugee crisis. VotesforSchools explicitly promotes British Values in action through the voting itself, which is central to the programme. Schools then receive the results of each vote two weeks later and are provided with a breakdown of the gender and age group votes across the UK as well as specifically in their school. The weekly Curriculum Guides also identify which criteria from the British Values curriculum (as set out in the Government’s Guidance on promoting British Values in schools, November 2014) the VoteTopic has met. The VoteDiary allows staff to look at how voters are developing the skills associated with British Values such as tolerance, understanding and empathy.</p>
<p>What specific steps have been taken to improve pupils’ behaviour and learning with respect to the development of British Values?</p>	<p>VotesforSchools allows staff to facilitate lessons on subject areas and current issues that are relevant and engaging for voters. Using VotesforSchools allows staff to develop voters’ understanding of the world they live in, in an interactive and stimulating way. It also allows voters to participate in democratic practices on a weekly basis. The weekly topics are youth-centred and as a result, voters are motivated and want to learn about the topics each week and the core values underpinning these.</p>

<p>How and where does the school monitor and evaluate pupils' preparation for life in modern Britain? What does this information tell you about how well pupils have developed?</p>	<p>VotesforSchools maps which areas of British Values, SMSC, and Prevent are covered each week by the topic, as well as highlighting which criteria from the UNCRC and UN SDGs are being supported. When young people vote, staff are given the data, showing what voters think and feel about certain issues. The accompanying VoteDiary also allows voters to reflect on how their British Values skills have developed and how they would like to hone these in future.</p>
<p>How are pupils involved in the life of the school?</p>	<p>Using VotesforSchools allows voters to consider how they can be heard within their own school. Lessons and assemblies regularly give voters ideas about how to make a change nationally, locally, or within the school setting.</p>
<p>Can you show me examples of displays or artwork around the school which promote British Values?</p>	<p>VotesforSchools provides display materials for schools to develop tutor display areas, promote the school's results and encourage development in the skills of being informed, curious and heard.</p>
<p>How and where do pupils/staff have the opportunity to discuss different points of view? How do teachers make sure that different viewpoints are valued?</p>	<p>VotesforSchools gives teachers the confidence to present a wide range of topics and actively encourage voters to have differences of opinions. It also models objective and unbiased arguments, demonstrating to voters that any opinion is valid but should be supported with informed evidence.</p> <p><i>More information on this can be found in our VotesforSchools & Political Impartiality in Schools Guidance document.</i></p>
<p>Can you give examples of how British Values are promoted in the culture and ethos of the school?</p>	<p>Using VotesforSchools as part of the weekly timetable demonstrates an absolute belief that British Values are at the heart of the school. VotesforSchools is an inclusive package, meaning every voter in every year group can access the weekly debate. As a result, this can bring genuine unity and cohesion to the school community and beyond.</p>

<p>How do teachers plan their lessons to include strategies and resources that reflect the diversity of cultural experiences in modern Britain?</p>	<p>The VotesforSchools lessons are planned and resourced for teachers, but they can also supplement teaching with additional “Cross Curricular” and “Challenge” activities included within the lessons. These demonstrate how other subject areas can use the Key Theme of the VoteTopic to continue the discussion whilst meeting their own curriculum needs.</p> <p>Teachers are also actively encouraged to look at the SMSC, British Values and Prevent document that is downloadable along with their resources every week (also known as the “Curriculum Guide”). This gives the staff a real understanding of how they are contributing to British Values development.</p>
<p>How do you ensure that the pupils in this school learn about what is like to be in different communities, beyond their immediate experience?</p>	<p>VotesforSchools resources expose voters to a diverse range of topics. Within these is an opportunity for voters to make ethical and moral decisions. By looking at the different sides of a wide range of debates, they develop skills of tolerance, empathy and understanding.</p>
<p>How does the school help pupils prepare for the next stage of education, training or employment? How effective is this?</p>	<p>VotesforSchools is giving voters skills that will stay with them for life. These include (but are not limited to):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> engagement in democracy <input checked="" type="checkbox"/> making your voice heard <input checked="" type="checkbox"/> articulating your opinion <input checked="" type="checkbox"/> listening to others <input checked="" type="checkbox"/> coming to decisions <p>The VoteDiary also allows voters to think about how the skills and learning gained from participating in VotesforSchools can be used in further pathways.</p>

**How does the school help pupils to become active citizens, both in school and in wider society?
What is participation in these activities like?**

Participation in VotesforSchools is expected and required of voters. We believe this platform is educating voters about their world and communities, as well as consistently asking them how they can make a difference.

The following table highlights how VfS supports your duty to prevent voters being drawn into extremism. Please note that VotesforSchools provides weekly evidence for how you are delivering the Prevent strategy through our Curriculum Guides.

VotesforSchools & the Prevent Duty	
Criteria	VotesforSchools Commentary
Pupils should develop questioning skills and techniques to open debate in a safe way.	VotesforSchools is working to develop these skills in every voter. Through outstanding content with diverse activities, voters are gaining skills of communication and critical thinking. The content also provides teachers with materials to ensure the topic engages all voters in the discussion in a safe and balanced way.
Pupils should feel confident to discuss honestly a plurality of views.	The weekly debate allows this to happen within the classroom; alongside the debate itself, voters can vote on how they feel. The content is unbiased and objective – we always ensure any debate is displayed as multidimensional, with information and opinions clearly laid out and explained.

<p>Schools should allow pupils to debate fundamental moral and human rights principles.</p>	<p>This is exactly why VotesforSchools was set up: the teachers who develop the resources all agree that voters should be able to engage in moral debates and this should not be governed by whether they have a facilitator in their classroom who believes in that too. The package is whole-school, so every young person gets the opportunity to have these conversations. The approach to every debate is youth-focused, so while VoteTopic questions may seem “light-hearted”, this is used to help capture voters’ attention before they discuss the issue in more depth. A recent example of this is: “Should more people get involved with religious celebrations?”, which encouraged voters to consider the cultural and spiritual significance of different religious celebrations, while also reflecting on their potential to strengthen communities.</p>
<p>Give pupils a safe place to respond to current events that will challenge their beliefs.</p>	<p>VotesforSchools works on a weekly basis, which allows us to respond to current events (both national and international). The resources are developed at the beginning of the week and are released on our website on Fridays for teaching the following week. This ensures our schools are equipped to discuss current events as they are unfolding, but also doing so in a calm and thoughtful manner.</p>
<p>Pupils can influence and participate in decision-making on issues affecting them in their society.</p>	<p>VotesforSchools gives young people the chance to have a voice on issues that go beyond the classroom. A weekly vote is used to make impact on policy change, institutional reform and to contribute to research. In addition, every week voters are told how their voices and votes are making a difference. The assemblies and lessons also frequently provide ideas about how voters can influence their schools and local communities in a creative and youth-focused way.</p>

<p>Demonstrate that your school can provide a safe place to discuss and debate topical and controversial issues affecting young people.</p>	<p>VotesforSchools enables any member of the school community, including support staff, to facilitate a debate on a weekly issue. The topic is aligned to the news agenda or to national events, such as Anti-Bullying Week or Black History Month. The content is unbiased and objective, going through thorough quality-assurance checks to guarantee it is appropriate and accurate for voters.</p> <p><i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i></p>
<p>Pupils should know how to challenge extremist narratives and promote universal rights.</p>	<p>VotesforSchools has previously worked closely with UNICEF to create topics that promote the UNCRC, and frequently consult other organisations to cover issues that relate to human rights, particularly those of young people. The weekly Curriculum Guides map the topics to the UNCRC and to the UN Sustainable Development Goals (SDGs), as well as to our own 9 Key Themes that include Equalities & Identity, Global Issues & Politics and Crime, Justice & Extremism.</p>
<p>Pupils can express their views and appreciate the impact their views can have on others.</p>	<p>Through well-researched content, the lessons build in various opportunities for voters to express how they feel about the topic. Alongside this, a VoteDiary (provided when schools sign up) allows voters to self-assess their development in critical thinking, oracy and listening skills. They can also leave comments when voting, and this platform is particularly valuable for those who are less able to vocalise their views in the classroom. These comments are monitored by the VotesforSchools team and later shared on the weekly feedback slides for voters around the country to see.</p>

<p>Pupils can discuss terrorism and the wider use of violence in a considered and informed way.</p>	<p>Using VotesforSchools gives any teacher the opportunity to discuss terrorism and extremism (as well as other moral and ethical issues) in a coherent and clear way. It allows teachers to feel confident to discuss the topic without any prior understanding. The most important factor for schools is that VotesforSchools allows for consistent and quality conversation on these topics. The weekly resources ensure the discussions are appropriate and that teachers remain objective on these topics throughout the session.</p>
<p>Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change.</p>	<p><i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i></p> <p>VotesforSchools allows staff to facilitate discussions on subject areas that are relevant to voters. VotesforSchools provides an interactive way of building an understanding of the world they live in and promotes further (potentially lifelong) engagement. It also allows them to participate in democratic practises on a weekly basis, thereby developing a respect for voting and making your voice heard.</p>
<p>Pupils should be given the platform to challenge Islamophobia, anti-Semitism and other prejudices.</p>	<p>VotesforSchools regularly introduces debates and discussions on discrimination- and prejudice-based issues. The ability to challenge all types of prejudice in a calm and considered manner allows voters to feel more confident to initiate discussion with those who have differing (or prejudiced) views. The skills developed are transferable to a range of other issues, such as drugs, exploitation, gender-based discrimination and much more. Specific examples include: “Do punishments work?” and “Does the internet normalise toxic support networks?”</p> <p><i>This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.</i></p>

Pupils should use safe-to-learn anti-bullying strategies to minimise hate- and prejudice-based bullying.

Specific topics on anti-bullying strategies and hate crime allow voters to openly discuss these issues and develop strategies to combat them, both on a personal and institutional level. Each week, voters are encouraged to challenge prejudice in its various forms or to consider why people hold different views. The modelling of debate and discussion encourages conflict resolution through effective and considered communication.

This is also supported by the additional resource packages provided by VotesforSchools: My World, My Choice and My Body, My Choice.

The following tables highlight how VfS supports you with PSHE in Primary Schools.

The three PSHE themes and overarching objectives have been taken from the PSHE Association's 2020/21 Programme of Study (PoS). Please note that the numbers in parentheses refer to the criteria covered, as per the PSHE Association's Programme of Study (2020-21). The first range of criteria refers to KS1, and the second is KS2.

Health & Wellbeing	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Healthy Lifestyles: Physical Wellbeing (H1-H10 H1-H14) <input checked="" type="checkbox"/> Mental Health (H11-H20 H15-24) <input checked="" type="checkbox"/> Ourselves, Growing & Changing (H21-H27 H25-H36) <input checked="" type="checkbox"/> Keeping Safe (H28-H36 H37-H45) <input checked="" type="checkbox"/> Drugs, Alcohol & Tobacco (H37 H46-H50)
Relationships	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Families & Close Positive Relationships (R1-R5 R1-R9) <input checked="" type="checkbox"/> Friendships (R6-R9 R10-R18) <input checked="" type="checkbox"/> Managing Hurtful Behaviour & Bullying (R10-R12 R19-R21) <input checked="" type="checkbox"/> Safe Relationships (R13-R20 R22-R29) <input checked="" type="checkbox"/> Respecting Self & Others (R21-R25 R30-R34)
Living in the Wider World	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shared Responsibilities (L1-L3 L1-L5) <input checked="" type="checkbox"/> Communities (L4-L6 L6-L10) <input checked="" type="checkbox"/> Media Literacy & Digital Resilience (L7-L9 L11-L16) <input checked="" type="checkbox"/> Economic Wellbeing: Money (L10-L13 L17-L24) <input checked="" type="checkbox"/> Economic Wellbeing: Aspirations, Work & Career (L14-L17 L25-L32)

Core Theme 1: Health & Wellbeing

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> ✔ Healthy Lifestyles: Physical Wellbeing (H1-H10 H1-H14) ✔ Mental Health (H11-H20 H15-24) ✔ Ourselves, Growing & Changing (H21-H27 H25-H36) ✔ Keeping Safe (H28-H36 H37-H45) ✔ Drugs, Alcohol & Tobacco (H37 H46-H50) 	<ul style="list-style-type: none"> ✔ Throughout the year, our topics cover themes relating to health and wellbeing, both physical and mental. When these topics are covered, voters are informed of how they can stay safe, healthy, and well. ✔ Our topics are often based around sensitive and controversial issues. By discussing these in a safe space, voters become used to talking about difficult issues. This can help them, both now and in the future, to bring up their own challenges and share concerns with others. ✔ VotesforSchools is empowering and encourages our voters to have a voice; this gives them the tools to “be heard” on any personal issues, or when they see others in risky situations. ✔ Voters are given regular opportunities to explore the lives of different individuals with different experiences, stories, and circumstances. Through this, voters talk about different emotions, feelings and can discuss whether any action needs to be taken to help or protect someone. ✔ Our lessons encourage voters to have a critical eye when looking at facts and information. <p>Sample VoteTopics: Should pupils wear masks in school? Do you know how to stay safe outside school? Is misinformation a big threat to our health? Do we need to learn more about how vaccines work? Do we take the benefits of nature for granted? Is loss too hard to talk about? (Primary 5-7) & Should all children learn about coping with loss & bereavement at school? (Primary 7-11) Are you comfortable talking about loneliness?</p>

Core Theme 2: Relationships

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Families & Close Positive Relationships (R1-R5 R1-R9) <input checked="" type="checkbox"/> Friendships (R6-R9 R10-R18) <input checked="" type="checkbox"/> Managing Hurtful Behaviour & Bullying (R10-R12 R19-R21) <input checked="" type="checkbox"/> Safe Relationships (R13-R20 R22-R29) <input checked="" type="checkbox"/> Respecting Self & Others (R21-R25 R30-R34) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Throughout the year, our topics give voters the opportunity to explore different types of relationships: what is healthy or risky, safe, and unsafe. <input checked="" type="checkbox"/> VotesforSchools directly supports teachers in developing a positive relationship with voters by providing them with age-appropriate prompts for discussions on moral dilemmas and tricky subjects. <input checked="" type="checkbox"/> Each lesson is aligned to a criterion from the UNCRC, reinforcing the fact that adults have a responsibility to ensure children's rights are protected, but also empowering voters to speak out if their rights are infringed upon. <input checked="" type="checkbox"/> Lessons invite voters to empathise with others and express their feelings about different situations and on topical issues. This helps voters know that a range of emotions and reactions are valid and to recognise when to ask for help. <input checked="" type="checkbox"/> By covering topics such as discrimination, stereotyping and bullying, voters can see the impact this has on others. They can apply this knowledge to their own communities and context which will help them to look out for others. <p>Sample VoteTopics: Do you know what makes a happy family? (Primary 5-7) & Do young people know what an unhealthy relationship looks like? (Primary 7-11) Do your friends bring out the best in you? (Primary 5-7) Is it easy to spot the signs of coercion? (Primary 7-11) Can banter be bullying? Do you know about different disabilities? (Primary 5-7) & Has the pandemic made us more aware of disabilities? (Primary 7-11) Do punishments work? Is the internet bad for relationships? Is it important to see families that are different to yours? (Primary 5-7) & Will seeing more LGBT+ relationships help stop prejudice? (Primary 7-11)</p>

Core Theme 3: Living in the Wider World

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> ✔ Shared Responsibilities (L1-L3 L1-L5) ✔ Communities (L4-L6 L6-L10) ✔ Media Literacy & Digital Resilience (L7-L9 L11-L16) ✔ Economic Wellbeing: Money (L10-L13 L17-L24) ✔ Economic Wellbeing: Aspirations, Work & Career (L14-L17 L25-L32) 	<ul style="list-style-type: none"> ✔ By discussing topical issues each week, voters develop an understanding of what is going on in the world and can discuss the big issues of the day, from climate change to Brexit to gender equality. ✔ Voters are given a space to think about the impact their actions, behaviours and choices have on others, in a globalised and ever-connected world. ✔ Our materials promote inclusion and diversity by representing people from different communities (such as LGBTQ+ parents, people of different races and religions, people with disabilities), and show how the law exists to protect people as equal. ✔ VfS topics expose voters to a range of views and opinions that support their understanding of diversity, and which allow them to celebrate it in the UK. ✔ Through lessons and assemblies, voters are regularly shown how they can start to make changes in their local area, becoming active and engaged citizens. ✔ Exposure to stories, politics, and people from around the world helps voters develop empathy and tolerance, as well as improving their understanding of their place in the world.
	<p>Sample VoteTopics: Would you pay more for chocolate? Is the end of cash coming? Do we take home for granted? (Primary 5-7) & Is the refugee crisis really over? (Primary 7-11) Do school uniforms make it harder to be ourselves? Are you a good leader (Primary 5-7) & Do you see yourself as a leader? (Primary 7-11) Should you go on school trips? Are strikes a good way for workers to be heard?</p>

The following tables highlight how VfS supports you with Relationships Education in Primary Schools.

“From September 2020, Relationships Education will become compulsory in all Primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in Primary schools will not be compulsory, the DfE continues to recommend that Primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the voters. All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum: Science.” – Relationships Education, Relationships and Sex Education (RSE) & Health Education Draft Guidance, February 2019

“The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they are to meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.” – Relationships Education, Relationships and Sex Education (RSE) & Health Education Guidance, June 2020

The five Relationships Education topics and overarching objectives have been taken from the Department for Education’s Statutory Guidance for RSE and Health Education.

Relationships Education				
Families & People Who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe

Relationships Education: Families & People Who Care for Me

Pupils should know:

- ✔ **That families are important for children growing up because they can give love, security, and stability.**
- ✔ **The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.**
- ✔ **That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.**
- ✔ **That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.**

How VotesforSchools supports this topic

- ✔ Every VotesforSchools lesson is aligned to a criterion from the UNCRC, reinforcing the fact that adults have a responsibility to ensure children's rights are protected while also empowering voters to speak out if their rights are infringed upon.
- ✔ The lessons give voters the opportunity to discuss different relationships in a safe setting, including protection vs agency in a parent-child relationship.
- ✔ When sensitive issues are covered, our lessons signpost voters to places they can go and people they can talk to if they are worried about anything, such as Childline, Mind, or the police.
- ✔ Our lessons are carefully created to ensure a wide variety of families are represented, such as single-parent families, families with LGBTQ+ parents, families of different races, and families of different faiths or religions.

<ul style="list-style-type: none"> ✔ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ✔ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Sample VoteTopics: Do you know what makes a happy family? (Primary 5-7) & Do young people know what an unhealthy relationship looks like? (Primary 7-11) Do we take home for granted? (Primary 5-7 only) Is it important to see families that are different to yours? (Primary 5-7) & Will seeing more LGBT+ relationships help stop prejudice? (Primary 7-11) Should we all have to live in the same type of home? (Primary 5-7) & Are we accepting of different ways of life? (Primary 7-11)</p>
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Relationships Education: Caring Friendships

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ How important friendships are in making us feel happy and secure, and how people choose and make friends. ✔ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> ✔ VotesforSchools promotes the qualities of a good friend through lessons that encourage listening to those with different opinions, empathising with others, and respecting differences. ✔ By discussing different factors that make someone vulnerable, voters are encouraged to look out for others in their communities. ✔ Our lessons use scenario-based activities to help voters discuss when and why things make them feel unhappy, uncomfortable, or unsafe. Voters are also

- ✔ **That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
- ✔ **That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.**
- ✔ **How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.**

encouraged to put themselves in others' shoes and develop empathy.

- ✔ During the lessons, voters are encouraged to speak up and have a voice on issues that are important to them, as well as when something is worrying or negatively affecting them.
- ✔ Our lessons are often focused on a protected characteristic (from the Equality Act 2010) and emphasise that the law is there to protect people. As a result, there are consistent opportunities for modelling inclusion and equality.

Sample VoteTopics: Should you always put your friends first? (Primary 5-7) & Could you support a friend struggling with their mental health? (Primary 7-11) | Is it important to fit in at school? | Do we need to learn more about boundaries? | Do school uniforms make it harder to show our true selves? | Do your friends bring out the best in you? (Primary 5-7) | Is it easy to spot the signs of coercion? (Primary 7-11) | Can banter be bullying? |

Relationships Education: Respectful Relationships

Pupils should know:

- ✔ **The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.**
- ✔ **Practical steps they can take in a range of different contexts to improve or support respectful relationships.**
- ✔ **The conventions of courtesy and manners.**
- ✔ **The importance of self-respect and how this links to their own happiness.**
- ✔ **That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.**
- ✔ **About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.**
- ✔ **What a stereotype is, and how stereotypes can be unfair, negative, or destructive.**

How VotesforSchools supports this topic

- ✔ VotesforSchools and the skills it develops are designed with the empowerment of children and young people in mind, as it builds skills of self-safeguarding and using their voices as a means of speaking out if they feel hurt, threatened, or worried.
- ✔ Debating topical issues each week helps voters develop respect for each other's views, even when these are different from their own.
- ✔ Our resources promote inclusion by exploring topics such as discrimination, stereotyping and hate crime. By directly addressing topics around equality, such as racism, homophobia, and sexism (as well as topics directly linked to extremism), voters learn to respectfully challenge views held by other influences in their lives.
- ✔ Our lessons give voters a safe space to discuss the implications of hurtful language and actions, encouraging them to empathise with others and look at life from different perspectives.
- ✔ Through a weekly vote, voters learn that others (including their friends) may not share the same opinion, but that this difference is okay.

The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Sample VoteTopics: Do we need to learn more about boundaries? | Do your friends bring out the best in you? (Primary 5-7) & Is it easy to spot the signs of coercion? (Primary 7-11) | Do we celebrate our differences enough? | Can banter be bullying? | Do films show good role models for girls? (Primary 5-7) & Have recent films challenged stereotypes of women & girls? (Primary 7-11) | Does school teach us to treat people fairly? (Primary 5-7) & Has there been positive change in schools since the protests of 2020? (Primary 7-11)

Relationships Education: Online Relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.**
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.**

How VotesforSchools supports this topic

- VotesforSchools encourages voters to be critical of what they see and to take a cautious approach to information that is not from a reputable or reliable source, whether online or in real life.
- By looking at both sides of a debate, voters learn to be critical thinkers and challenge their own opinions. They can apply this skill to the online world.
- Our lessons focus on issues related to the internet and social media that are relevant to young people. In discussing these issues, voters are offered

<ul style="list-style-type: none"> ✔ The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. ✔ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ✔ How information and data is shared and used online. 	<p>a safe space to discuss emerging and current questions and situations that (could) impact their lives.</p> <ul style="list-style-type: none"> ✔ Wherever relevant, our resources draw examples from apps and games that are popular with young people, to make the lessons engaging for voters and relevant to their lives. ✔ Through scenario-based activities, voters are encouraged to explore the impact of risky behaviour, both in real life and online. <p>Sample VoteTopics: Does cyber security matter to you? Has lockdown made the internet more dangerous? Should we share our medical data? Should under-13s have Instagram? Is the internet bad for relationships? Should everyone deal with big emotions in the same way?</p>
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Relationships Education: Being Safe	
Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<ul style="list-style-type: none"> ✔ By discussing topical issues that are pertinent to young people in an age-appropriate and sensitive way (such as knife crime, radicalisation, and county lines), voters are given a safe space to talk about

- ✔ **About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.**
- ✔ **That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.**
- ✔ **How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.**
- ✔ **How to recognise and report feelings of being unsafe or feeling bad about any adult.**
- ✔ **How to ask for advice or help for themselves or others, and to keep trying until they are heard.**
- ✔ **How to report concerns or abuse, and the vocabulary and confidence needed to do so.**
- ✔ **Where to get advice (e.g. family, school and/or other sources).**

how they can keep each other and themselves safe.

- ✔ Our weekly voting platform gives voters a chance to be heard beyond the school gates; this is a powerful self-safeguarding tool that can help them remain safe now and in the future.
- ✔ When sensitive issues are covered, our lessons signpost children to places they can go or people they can talk to if they are worried about anything, such as Childline, Mind, or the police.
- ✔ Our lessons encourage voters to be critical thinkers, a skill which can help keep them safe by ensuring they question what they see.
- ✔ Our lessons equip voters with knowledge of local, national, and global issues, as well as with the technical vocabulary needed to be able to have informed discussions and report any concerns they may have with confidence.

Sample VoteTopics: Do you know what makes a happy family? (Primary 5-7) & Do young people know what an unhealthy relationship looks like? (Primary 7-11) | Do we need to learn more about boundaries? | Do your friends bring out the best in you? (Primary 5-7) & Is it easy to spot the signs of coercion? (Primary 7-11) | Is the internet bad for relationships? | Should everyone deal with big emotions in the same way?

The following tables highlight how VfS supports you with Health Education in Primary Schools.

The eight Health Education topics and overarching objectives have been taken from the Department for Education's Statutory Guidance for RSE and Health Education.

Health Education							
Mental Wellbeing	Internet Safety & Harms	Physical Health & Fitness	Healthy Eating	Drugs, Alcohol & Tobacco	Health & Prevention	Basic First Aid	Changing Adolescent Body

Health Education: Mental Wellbeing	
Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ That mental wellbeing is a normal part of daily life, in the same way as physical health. ✔ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all 	<ul style="list-style-type: none"> ✔ Through relevant topics spread over the year, voters explore the contributing factors in society that impact their holistic health, both physical and mental. ✔ Through regular discussions about sensitive topics, voters develop empathy, communication skills, knowledge, open-mindedness, and critical

humans experience in relation to different experiences and situations.

- ✓ **How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.**
- ✓ **How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.**
- ✓ **The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.**
- ✓ **Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**
- ✓ **Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.**
- ✓ **That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.**
- ✓ **Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone**

thinking, all of which support positive mental wellbeing.

- ✓ During the lessons, voters are regularly asked to express their feelings about an issue. This habitual expression of views supports voters to speak out when they are (or someone else is) worried, threatened, or hurt.
- ✓ By exploring sensitive and moral issues, voters regularly consider how things make them feel and become aware that a diverse range of emotions and responses exist.
- ✓ Over the course of the year, voters are given the opportunity to learn vocabulary specific to mental health that will help them describe their feelings, reactions, and emotions as well as spot the signs that someone might need support.

Sample VoteTopics: Do you get enough sleep? | Could you break a record? | Do we take the benefits of nature for granted? | Is loss too hard to talk about? (Primary 5-7) & Should all children learn about coping with loss & bereavement at school? (Primary 7-11) | Are you comfortable talking about loneliness? | Should everyone deal with big emotions in the same way?

else's mental wellbeing or ability to control their emotions (including issues arising online).

- ✔ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Health Education: Internet Safety & Harms

Pupils should know:

- ✔ **That for most people the internet is an integral part of life and has many benefits.**
- ✔ **About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.**
- ✔ **How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.**
- ✔ **Why social media, some computer games and online gaming, for example, are age restricted.**

How VotesforSchools supports this topic

- ✔ VotesforSchools lessons encourage voters to think critically about the role the law plays in protecting children from harm.
- ✔ Where relevant, voters are signposted to places from which they can seek help.
- ✔ Our platform actively seeks the views of young people on the internet and how to stay safe online. Seeking their opinion empowers them to share the benefits and highlight where they may need protection.
- ✔ VfS lessons follow the news and focus on issues related to the internet and social media that we see as relevant to young people. In discussing these issues, voters are offered a safe space to

<ul style="list-style-type: none"> ✔ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ✔ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. ✔ Where and how to report concerns and get support with issues online. 	<p>discuss emerging and current questions and situations that (could) impact their lives.</p> <ul style="list-style-type: none"> ✔ Wherever relevant, our resources draw examples from apps and online tools that we know are popular with young people, to make lessons engaging for voters and relevant to their lives. ✔ Voters are encouraged to talk about the impact that the internet and social media has on their mental health and relationships. <p>Sample VoteTopics: Does cyber security matter to you? Has lockdown made the internet more dangerous? Should we share our medical data? Should under-13s have Instagram? Is the internet bad for relationships? Should everyone deal with big emotions in the same way?</p>
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Health Education: Physical Health & Fitness

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ The characteristics and mental and physical benefits of an active lifestyle. ✔ The importance of building regular exercise into daily and weekly routines and how to achieve this; 	<ul style="list-style-type: none"> ✔ Through relevant topics spread over the course of the year, voters cover a range of subjects that support their understanding of physical health. They also explore the contributing factors in society that impact their holistic health.

<p>for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> ✔ The risks associated with an inactive lifestyle (including obesity). ✔ How and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> ✔ By debating issues surrounding sport and its role in society, voters develop a more holistic understanding of its benefits; not just for physical health but on wellbeing, its power to bring people together, and in developing skills like teamwork and leadership. <p>Sample VoteTopics: Would you donate your organs? (Primary 7-11 only) Do we take the benefits of nature for granted? Should professional sport be free from Coronavirus restrictions? Should sportspeople teach us about what's happening in the world? (Primary 5-7) & Is sport the right place for raising awareness? (Primary 7-11)</p>
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Health Education: Healthy Eating

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ What constitutes a healthy diet (including understanding calories and other nutritional content). ✔ The principles of planning and preparing a range of healthy meals. 	<ul style="list-style-type: none"> ✔ Over the course of the academic year, topics related to food and healthy eating equip voters with knowledge of some of the national and global issues we face when it comes to food and nutrition. ✔ By debating topics related to food, voters have space to discuss the influences behind what they

<p><input checked="" type="checkbox"/> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>eat as well as develop an awareness of what health information to trust and not trust.</p> <p><input checked="" type="checkbox"/> In lessons based around food, voters will have the opportunity to learn about what constitutes a healthy and unhealthy diet.</p> <p>Sample VoteTopics: Would you go vegetarian for a month? (Primary 5-7) & Would you go vegan for a month? (Primary 7-11) Would you pay more for chocolate? Should more children get free school meals? Do people buy too much food at Christmas?</p>
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Health Education: Alcohol & Tobacco

Pupils should know:	How VotesforSchools supports this topic
<p><input checked="" type="checkbox"/> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p><input checked="" type="checkbox"/> Throughout the year, voters are given a safe space to talk about drugs, alcohol, and substances in an age-appropriate way. Our lessons ensure they are equipped with the appropriate vocabulary to have informed discussions on this topic.</p> <p><input checked="" type="checkbox"/> During our lessons on this topic area, voters are signposted to where they can go to for help if they are worried about someone or need someone to talk to.</p>

	<p><input checked="" type="checkbox"/> When the risks or dangers are discussed, voters are shown only robust facts and research from reputable organisations.</p> <p>Sample VoteTopics: Should teens involved in county lines be classed as criminals? Would you break a rule if you knew you wouldn't get caught? (Primary 5-7) & Should under-18s be given criminal records? (Primary 7-11) Do punishments work?</p>
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Health Education: Health & Prevention

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <input checked="" type="checkbox"/> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <input checked="" type="checkbox"/> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. <input checked="" type="checkbox"/> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Throughout the year, lessons relating to health equip voters with age-appropriate vocabulary to have informed discussions. <input checked="" type="checkbox"/> During lessons on this topic, voters are signposted to where they can go to for help if they are worried about someone or themselves. <input checked="" type="checkbox"/> Our lessons help voters look for a reliable source when it comes to information about their health. <p>Sample VoteTopics: Should every country follow the same Coronavirus advice? Do you get enough sleep? Should pupils wear masks in school? Do we need to learn more about how vaccines work? Should we be</p>

<ul style="list-style-type: none"> ✔ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ✔ The facts and science relating to allergies, immunisation, and vaccination. 	<p>allowed to travel this year? Should we share our medical data? Should professional sport be free from Coronavirus restrictions?</p>
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Health Education: Basic First Aid

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> ✔ How to make a clear and efficient call to emergency services if necessary. ✔ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>While the weekly VotesforSchools resources do not support this topic area, there are many alternative resources available, including:</p> <ul style="list-style-type: none"> ✔ Basic First Aid: St John's Ambulance have lots of free resources available to help teachers bring first aid into the classroom, and The British Red Cross has its own interactive website to help children learn basic first aid through a range of videos, quizzes and worksheets. ✔ First Aid/Calling the Emergency Services: visit the PSHE Association's website. <p style="text-align: center;">There are currently no plans to cover this topic area through our weekly resources.</p>

Health Education: Changing Adolescent Body

Pupils should know:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <input checked="" type="checkbox"/> About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>While the weekly VotesforSchools resources do not support this topic area, there are many alternative resources available, including:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Periods & Menstrual Wellbeing: Betty for Schools offers free resources and videos for 8–12-year-olds. <input checked="" type="checkbox"/> Changing Body & Menstrual Wellbeing: visit the Sex Education Forum or the PSHE Association's website. <p style="text-align: center;">There are currently no plans to cover this topic area through our weekly resources.</p>