

SPRING TERM 2025

VOTESFORSCHOOLS

CURRICULUM OVERVIEW



Be informed.



Be curious.



Be heard.

WHAT'S IN THIS DOCUMENT?

Use the interactive contents to navigate to the relevant pages.



Be informed.



Be curious.



Be heard.

VoteTopic overview | All schools

Revisit the VoteTopic questions from this term.

SMSC coverage | England

Find out which SMSC criteria have been supported this term.

British Values coverage | England

Find out which fundamental British Values have been supported this term.

PSHE coverage | England

Find out what percentage of PSHE criteria have been supported this term.

SHANARRI Wellbeing Indicator coverage | Scotland

Find out which SHANARRI Wellbeing Indicators have been supported this term.

Skills Integral to the Four Purposes coverage | Wales

Find out which Skills Integral to the Four Purposes criteria have been supported this term.

Cross-cutting themes coverage | Wales

Find out which Diversity and Local, national & international contexts criteria have been supported this term.

UNCRC coverage | All schools

Find out which UNCRC articles have been supported this term.

UN SDGs coverage | All schools

Find out which of the UN SDGs have been supported this term.

SPRING 2025 | VOTETOPIC OVERVIEW

Below is a list of all 13 VoteTopics issued this term, including alternative 16+ questions where applicable.

VoteTopic numbers, questions & keywords

VT16	Should lessons start later in the day? Should the working day be reset?	School day timings
VT17	Could a year of culture improve where you live?	Year of Culture
VT18	Do you want to be more confident talking about money? Do we need to learn more about managing money?	Money management
VT19	Should we be more worried about drone use?	Drone use
VT20	Does learning about your emotions help you feel better?	Learning about emotions
VT21	Are online scams always too good to be true?	Trust online
VT22	Should the UK be a dictatorship?	Dictatorship
VT23	Would you like to start your own business?	Starting businesses

VT24

Would you use a local youth space? | Will there still be youth spaces in the future?

Youth spaces

VT25

Should online anonymity be protected?

Online anonymity

VT26

Should shoplifting below £200 be treated more seriously?

Shoplifting

VT27

Is it difficult to be a man?

Modern masculinity

VT28

Does positive news inspire you to take climate action?

Environment news

SPRING 2025 | SMSC CRITERIA OVERVIEW: SPIRITUAL

Below is a list of the SMSC - Spiritual criteria supported by the 13 VoteTopics issued this term.

Spiritual: Personal values & beliefs | SMSC, Ofsted (2004/2014-)

- | | |
|-----|---|
| 1.1 | Voters have the opportunity to be reflective about their own beliefs (religious or otherwise) |
| 1.2 | Voters use personal experiences to reflect on their lives |
| 1.3 | Voters demonstrate defence in their aims, values, principles & beliefs |
| 1.4 | Voters can be holistic in their approach to discussing topics |
| 1.5 | Schools support voters with their religious beliefs in a personalised way |
| 1.6 | Schools facilitate discussions to support reflection |

VoteTopic

Environment news

School day timings

N/A

Money management, shoplifting, environment news

N/A

Year of Culture, online anonymity

Spiritual: Experiencing wonder & fascination | SMSC, Ofsted (2004/2014-)

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

VoteTopic

Money management, online anonymity, dictatorship, starting businesses, youth spaces, modern masculinity

1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	N/A
1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	Drone use
1.10	Voters show interest and respect for others' faiths, feelings and beliefs	Online anonymity
1.11	Voters develop empathy, compassion & concern with others	Trust online, modern masculinity
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	Youth spaces
1.13	Voters develop a respect for insight as well as for knowledge & reason	Starting businesses
1.14	Voters develop an understanding of feelings & emotions and the impact of them	Learning about emotions
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Learning about emotions
1.16	Schools develop a culture where voters can flourish, grow and respect others	School day timings
1.16	Schools accommodate difference and respect the integrity of individuals	Dictatorship, shoplifting

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

Year of Culture

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

Drone use

SPRING 2025 | SMSC CRITERIA OVERVIEW: MORAL

Below is a list of the SMSC - Moral criteria supported by the 13 VoteTopics issued this term.

Moral: Developing & expressing personal views SMSC, Ofsted (2004/2014-)		VoteTopic
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	Trust online
2.2	Voters are able to express their views on ethical & personal issues	School day timings, youth spaces, shoplifting
2.3	Voters are committed to their own values even if others think they are wrong	Dictatorship
2.4	Voters enjoy discovering their own and others' views on different topics	Year of Culture, starting businesses, youth spaces
2.5	Voters can adapt their values in light of experiences	Year of culture, modern masculinity
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	Online anonymity, environment news
Moral: Investigating moral & ethical issues SMSC, Ofsted (2004/2014-)		VoteTopic
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	Learning about emotions
2.8	Schools use learning to prevent discrimination	Modern masculinity

[Cont'd] Moral: Developing & expressing personal views | SMSC, Ofsted (2004/2014-)

VoteTopic

- 2.9** Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong
- 2.10** Voters respect there are different cultures in society and within their school

School day timings, drone use, online anonymity

N/A

Moral: Moral codes & models of moral virtue | SMSC, Ofsted (2004/2014-)

VoteTopic

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

Learning about emotions

Moral: Recognising right & wrong and apply | SMSC, Ofsted (2004/2014-)

VoteTopic

- 2.12** Voters know right from wrong and apply this, respecting civil & criminal law
- 2.13** Voters know right from wrong based on their own moral code & other cultures
- 2.14** Voters make reasoned & responsible judgements on moral dilemmas

Drone use

Trust online

Dictatorship, shoplifting

Moral: Understanding consequences of actions | SMSC, Ofsted (2004/2014-)

VoteTopic

- 2.15** Voters understand the consequences both positive & negative of their actions (cause and effect)
- 2.16** Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)

Money management, starting businesses

Money management, environment news

SPRING 2025 | SMSC CRITERIA OVERVIEW: SOCIAL

Below is a list of the SMSC - Social criteria supported by the 13 VoteTopics issued this term.

Social: Developing qualities & social skills SMSC, Ofsted (2004/2014-)		VoteTopic
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	Money management
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Learning about emotions
3.3	Voters reflect on their own contribution to school & their communities	N/A
3.4	Voters show respect for people, living things, property & their environment	Drone use, shoplifting, environment news
3.5	Schools encourage voters to recognise and respect social differences & similarities	Money management
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Trust online, online anonymity
3.7	Schools provide a platform for understanding and debating social issues	Year of Culture, dictatorship
3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	Youth spaces
3.9	Schools provide appropriate links to the wider world & the community	Year of Culture

Social: Participating & resolving conflict | SMSC, Ofsted (2004/2014-)

VoteTopic

- | | | |
|-------------|--|--------------------------------|
| 3.10 | Voters co-operate well and are able to resolve their conflicts | N/A |
| 3.11 | Voters work well together as members of groups or teams; they relate well to each other | Learning about emotions |
| 3.12 | Voters are given the platform to challenge appropriately the views of a group or the wider community | Modern masculinity |
| 3.13 | Voters resolve conflicts and counter forces which militate against inclusion & unity | Modern masculinity |
| 3.14 | Schools provide voters with the chance to exercise leadership & responsibility | School day timings |

Social: Understanding how communities function | SMSC, Ofsted (2004/2014-)

VoteTopic

- | | | |
|-------------|---|---------------------------------------|
| 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 | Drone use, shoplifting |
| 3.16 | Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society | N/A |
| 3.17 | Voters appreciate the rights & responsibilities of individuals within the wider setting | Trust online, environment news |
| 3.18 | Voters understand how society functions and is organised | Starting businesses |

3.19 Voters understand the notion of interdependence in a complex society

**School day
timings,
dictatorship,
starting
businesses, youth
spaces**

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

Online anonymity

SPRING 2025 | SMSC CRITERIA OVERVIEW: CULTURAL

Below is a list of the SMSC - Cultural criteria supported by the 13 VoteTopics issued this term.

Cultural: Understanding & respecting diversity SMSC, Ofsted (2004/2014-)		VoteTopic
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	Year of Culture
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	Youth spaces, environment news
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	Learning about emotions, online anonymity, modern masculinity
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	School day timings, trust online, youth spaces, anonymity online, shoplifting, environment news
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Drone use, trust online
4.6	Voters develop personal enrichment through encounters with cultural media & traditions from a range of cultures	N/A
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	Year of Culture, starting businesses, modern masculinity

Cultural: Preparing for life in modern Britain | SMSC, Ofsted (2004/2014-)

VoteTopic

- 4.8** Schools develop partnerships with outside agencies to extend voters' cultural awareness
- 4.9** Voters know about Britain's democratic parliamentary system and how it shapes our history & values

N/A

Dictatorship

Cultural: Understanding & appreciating influences | SMSC, Ofsted (2004/2014-)

VoteTopic

- 4.10** Voters understand how beneficial it is to appreciate a range of different cultures and that this is preparation for them as part of a modern Britain
- 4.11** Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage
- 4.12** Voters develop an ability to challenge their own cultural assumptions & values
- 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

Money
management

Learning about
emotions, starting
businesses

Drone use,
dictatorship,
shoplifting

School day
timings, money
management

N/A

SPRING 2025 | PREVENT CRITERIA OVERVIEW

Below is a list of the Prevent criteria supported by the 13 VoteTopics issued this term.

Prevent Strategy: HM Government (2007-)		VoteTopic
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	School day timings, trust online, youth spaces, shoplifting
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	Year of Culture
5.3	Voters can participate in decision-making within their own school environment	Money management
5.4	Voters can express their views and appreciate the impact their views can have on others	Learning about emotions, environment news
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	N/A
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Youth spaces, modern masculinity
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	N/A
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	Online anonymity

[Cont'd] Prevent Strategy: HM Government (2007-)

VoteTopic

5.9	Voters should know how to challenge extremist narratives and promote universal rights	Modern masculinity
5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	Learning about emotions
5.11	Voters should feel confident to discuss honestly a plurality of views	School day timings, dictatorship, starting businesses, shoplifting
5.12	Schools should allow voters to debate fundamental moral & human rights principles	Drone use, online anonymity
5.13	Schools should promote open & respectful dialogue	Starting businesses
5.14	Model participatory and representative democracy by engaging and examining views expressed	Dictatorship
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	N/A
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	Drone use, trust online, environment news

[Cont'd] Prevent Strategy: HM Government (2007-)

VoteTopic

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

**Money
management**

Year of Culture

SPRING 2025 | BRITISH VALUES CRITERIA OVERVIEW

Below is a list of the fundamental British Values criteria supported by the 13 VoteTopics issued this term.

Promoting Fundamental British Values: Department for Education (2014-)		VoteTopic
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	N/A
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	Drone use, starting businesses, online anonymity, shoplifting
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	School day timings
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	Learning about emotions
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	N/A
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	Modern masculinity
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	Dictatorship

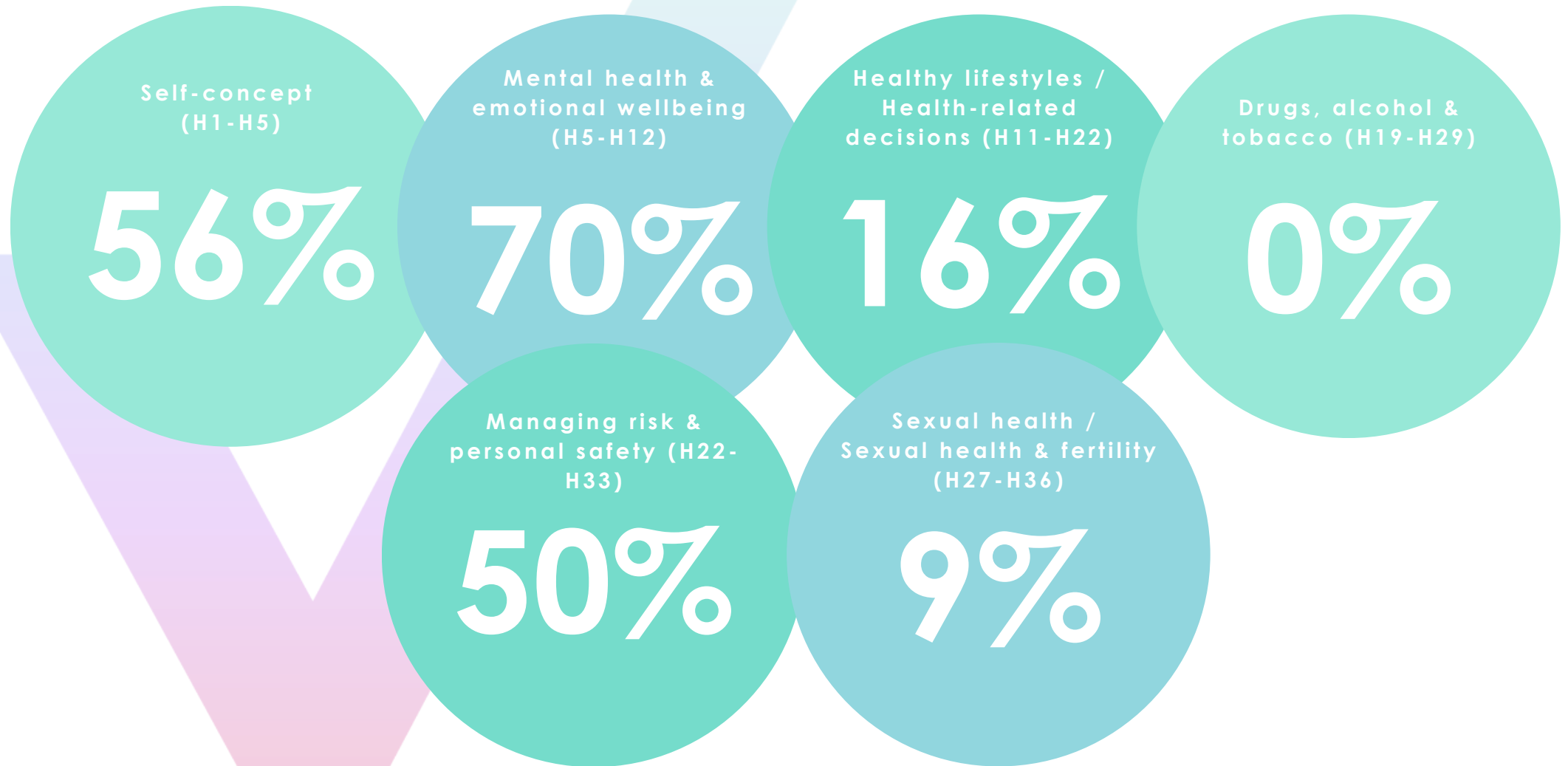
Promoting Fundamental British Values: Department for Education (2014-)

VoteTopic

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	Trust online, environment news
6.9	Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view	Money management
6.10	Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths	N/A
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	Year of Culture, youth spaces

SPRING 2025 | PSHE OBJECTIVES OVERVIEW

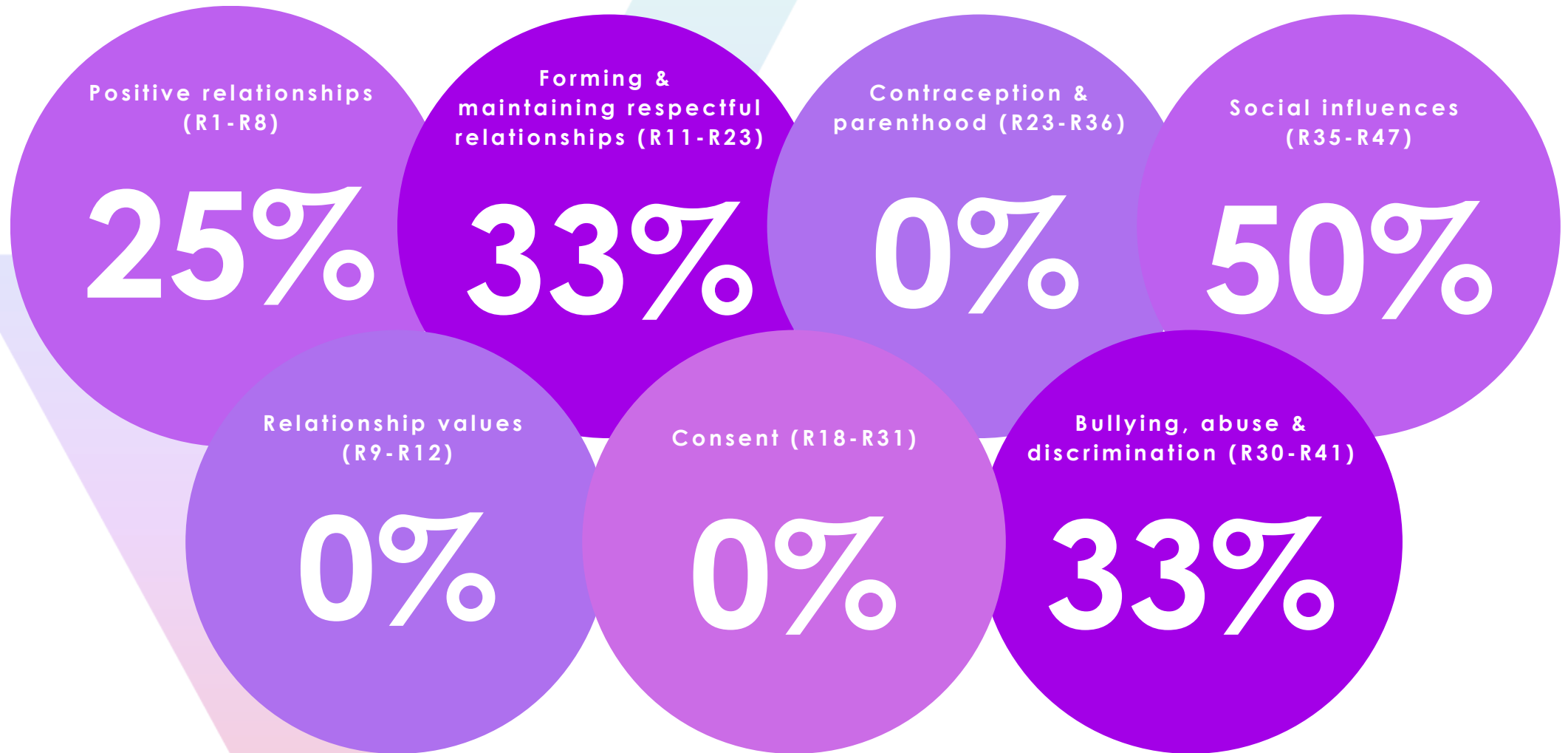
Below is a list of the percentage of **Health & wellbeing PSHE** objectives supported by the 13 VoteTopics issued this term (KS3-4). Some of these objectives will also have been supported by more than one VoteTopic.



For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document. You can also find bespoke PSHE resources on the VotesforSchools platform.

SPRING 2025 | PSHE OBJECTIVES OVERVIEW

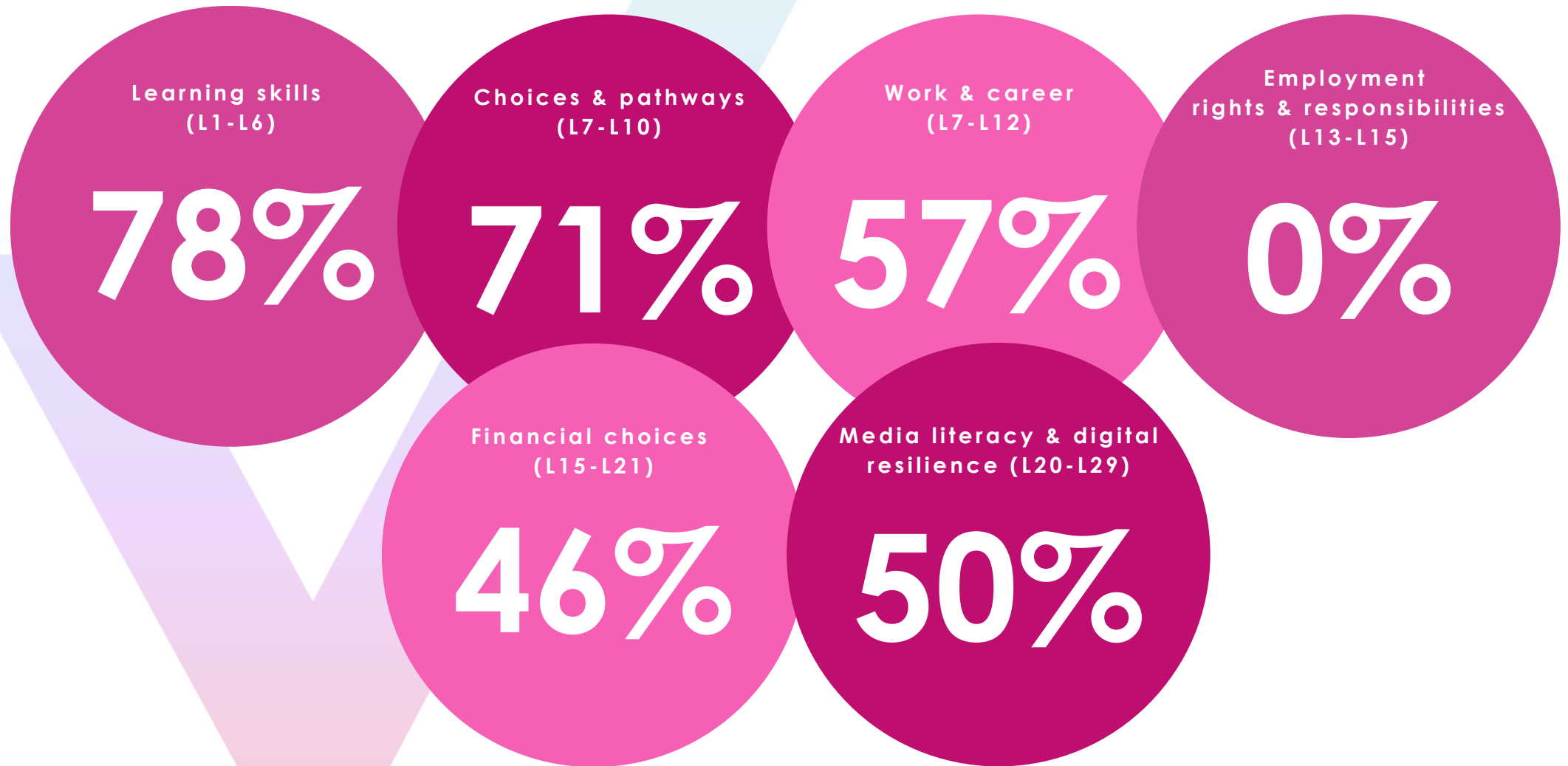
Below is a list of the percentage of **Relationships PSHE** objectives supported by the 13 VoteTopics issued this term (KS3-4). Some of these objectives will also have been supported by more than one VoteTopic.



For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document. You can also find bespoke PSHE resources on the VotesforSchools platform.

SPRING 2025 | PSHE OBJECTIVES OVERVIEW

Below is a list of the percentage of **Living in the wider world PSHE** objectives supported by the 13 VoteTopics issued this term (KS3-4). Some of these objectives will also have been supported by more than one VoteTopic.



For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document. You can also find bespoke PSHE resources on the VotesforSchools platform.

SPRING 2025 | SHANARRI OVERVIEW: SAFE

Below is a list of the Safe SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

SAFE

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

Learning about emotions, trust online, shoplifting

SAFE

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

Money management

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.

Modern masculinity

SAFE

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

Online anonymity

SAFE

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

N/A

[Cont'd] SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

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).

Drone use, youth spaces, shoplifting

SAFE

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

School day timings, youth spaces

SPRING 2025 | SHANARRI OVERVIEW: HEALTHY

Below is a list of the Healthy SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

HEALTHY

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

School day timings, youth spaces

HEALTHY

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

Learning about emotions

HEALTHY

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

School day timings

HEALTHY

Child health outcomes: Voters are introduced to strategies to help them manage their own (and others') mental health.

Learning about emotions, modern masculinity

SPRING 2025 | SHANARRI OVERVIEW: ACHIEVING

Below is a list of the Achieving SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

ACHIEVING

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

Year of Culture

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.

Learning about emotions, starting businesses

ACHIEVING

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

Starting businesses

SPRING 2025 | SHANARRI OVERVIEW: NURTURED

Below is a list of the Nurtured SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

NURTURED

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

Trust online

NURTURED

Family relationships: Voters encounter a range of different family types, and learn that these should be respected and celebrated.

N/A

NURTURED

Family relationships: Voters are provided with strategies for how to effectively communicate with family members or other trusted adults.

Money management

SPRING 2025 | SHANARRI OVERVIEW: ACTIVE

Below is a list of the Active SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

ACTIVE

Area factors: Voters consider the benefits of looking after their local environment in order to use it for physical & recreational activities (e.g. active travel or use of greenspace).

Environment news

ACTIVE

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

N/A

SPRING 2025 | SHANARRI OVERVIEW: RESPECTED

Below is a list of the Respected SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANARRI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

RESPECTED

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

Starting businesses

RESPECTED

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

Drone use

RESPECTED

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

Dictatorship, environment news

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).

N/A

[Cont'd] SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

RESPECTED

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

Money management

RESPECTED

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

School day timings, dictatorship, online anonymity

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).

Year of Culture

SPRING 2025 | SHANARRI OVERVIEW: RESPONSIBLE

Below is a list of the Responsible SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANARRI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

RESPONSIBLE

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

N/A

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.

Year of Culture, youth spaces, modern masculinity

RESPONSIBLE

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

Dictatorship

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).

Drone use, environment news

RESPONSIBLE

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

N/A

[Cont'd] SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

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).

Shoplifting

RESPONSIBLE

Violence/offending: Voters are informed on issues relating to the Youth Criminal Justice system.

N/A

SPRING 2025 | SHANARRI OVERVIEW: INCLUDED

Below is a list of the Included SHANARRI Wellbeing Indicators supported by the VoteTopics issued this term.

SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

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).

Money management, starting businesses

INCLUDED

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

Online anonymity

INCLUDED

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

Drone use

INCLUDED

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

School day timings, modern masculinity

INCLUDED

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

Trust online, dictatorship

[Cont'd] SHANNARI Wellbeing Indicators (GIRFEC): Scottish Government (2018-present)

INCLUDED

Peer relations: Voters are empowered to have their voices heard and feel included in the local and national conversation.

N/A

INCLUDED

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

Year of Culture, youth spaces

INCLUDED

Neighbourhood relationships: Through understanding a variety of viewpoints, voters develop their self-efficacy to improve their relationships both in school and beyond.

Trust online, online anonymity

INCLUDED

Neighbourhood relationships: Voters are exposed to a range of topical issues and perspectives, which build their respect and tolerance of difference.

Environment news

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: SKILLS

Below is a list of the Skills Integral to the Four Purposes supported by the VoteTopics issued this term.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Skills Integral to the Four Purposes: Creativity & innovation

Drone use, modern masculinity

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

Skills Integral to the Four Purposes: Creativity & innovation

Money management, trust online, starting businesses, online anonymity

- 1.3 Voters can express the concepts they are learning about with confidence and creativity, whether verbally, in writing or through another medium.

Skills Integral to the Four Purposes: Creativity & innovation

Learning about emotions, environment news

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

Skills Integral to the Four Purposes: Creativity & innovation

School day timings, dictatorship, shoplifting

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

Skills Integral to the Four Purposes: Creativity & innovation

Youth spaces

[Cont'd] Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Skills Integral to the Four Purposes: Creativity & innovation

N/A

- 1.7 Voters are presented with information about new innovations from across a range of sectors.

Skills Integral to the Four Purposes: Creativity & innovation

Year of Culture

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: SKILLS

Below is a list of the Skills Integral to the Four Purposes supported by the VoteTopics issued this term.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Learning about emotions

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

Drone use, online anonymity, environment news

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

Year of Culture, trust online, starting businesses, youth spaces

- 2.4** Voters recognise potential issues that may arise because of solving one problem; they recognise the concept of interdependence in today's world.

Money management

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

Dictatorship

Skills Integral to the Four Purposes: Critical thinking & problem-solving

Skills Integral to the Four Purposes: Critical thinking & problem-solving

Skills Integral to the Four Purposes: Critical thinking & problem-solving

Skills Integral to the Four Purposes: Critical thinking & problem-solving

Skills Integral to the Four Purposes: Critical thinking & problem-solving

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

Modern masculinity

- 2.7** Schools encourage voters to practise objective decision-making.

School day timings, shoplifting

Skills Integral to the Four Purposes: Critical thinking & problem-solving

Skills Integral to the Four Purposes: Critical thinking & problem-solving

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: SKILLS

Below is a list of the Skills Integral to the Four Purposes supported by the VoteTopics issued this term.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Skills Integral to the Four Purposes: Personal effectiveness

School day timings, trust online

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

Skills Integral to the Four Purposes: Personal effectiveness

Learning about emotions, modern masculinity

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

Skills Integral to the Four Purposes: Personal effectiveness

Dictatorship, shoplifting

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

Skills Integral to the Four Purposes: Personal effectiveness

N/A

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

Skills Integral to the Four Purposes: Personal effectiveness

Drone use, youth spaces, environment news

[Cont'd] Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

N/A

- 3.7** Voters are shown the value of having confidence in their own convictions, as well as having the confidence to admit when they are wrong.

Online anonymity

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

Money management

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

Year of Culture, starting businesses

Skills Integral to the Four Purposes: Personal effectiveness

Skills Integral to the Four Purposes: Personal effectiveness

Skills Integral to the Four Purposes: Personal effectiveness

Skills Integral to the Four Purposes: Personal effectiveness

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: SKILLS

Below is a list of the Skills Integral to the Four Purposes supported by the VoteTopics issued this term.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Skills Integral to the Four Purposes: Planning & organising

Learning about emotions, starting businesses

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

Skills Integral to the Four Purposes: Planning & organising

Youth spaces

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

Skills Integral to the Four Purposes: Planning & organising

Money management, online anonymity

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

Skills Integral to the Four Purposes: Planning & organising

Drone use, dictatorship, shoplifting, modern masculinity

- 4.5** Voters work successfully as part of groups or teams, bringing together a range of information and insights.

Skills Integral to the Four Purposes: Planning & organising

Environment news

[Cont'd] Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Skills Integral to the Four Purposes: Planning & organising

School day timings

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

Skills Integral to the Four Purposes: Planning & organising

Year of Culture

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

Skills Integral to the Four Purposes: Planning & organising

N/A

- 4.9** Voters understand the value or trustworthy information sources and know their role in sharing these with others.

Skills Integral to the Four Purposes: Planning & organising

Trust online

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: THEMES

Below is a list of the VoteTopics issued this term that have supported the cross-cutting theme of Diversity.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Trust online

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

Year of Culture

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

School day timings, drone use, starting businesses, online anonymity, environment news

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

Money management, shoplifting

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

Learning about emotions, dictatorship, youth spaces, modern masculinity

SPRING 2025 | CURRICULUM FOR WALES OVERVIEW: THEMES

Below is a list of the VoteTopics issued this term that have supported the cross-cutting theme of Local, National & International Contexts.

Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

- | | | |
|---|---|--------------------|
| 1 | Voters are exposed to a range of places and events of significance as part of their learning. | N/A |
| 2 | Voters are encouraged to make links with their local communities and/or local organisations. | Youth spaces |
| 3 | Voters take an interest in the contributions and experiences of individuals that have shaped their own lives and the lives of others. | N/A |
| 4 | Schools present voters with the cultural knowledge required to understand diversity, values, history, and traditions in a range of contexts. | Modern masculinity |
| 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. | D |

[Cont'd] Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

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

Money management, starting businesses

- 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.

N/A

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

Year of Culture

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

Drone use

- 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).

Learning about emotions, shoplifting

[Cont'd] Curriculum & Assessment (Wales) Act: Llywodraeth Cymru (2021-present)

- 11 Schools reinforce voters' understanding of sustainable development, the issues posed on an environmental and social level by the climate crisis, and how they as individuals can make a difference.

Environment news

- 12 Voters reflect on their place in Welsh society and consider how they might reinforce or enhance their engagement with it.

N/A

- 13 Voters recognise Wales/the UK's position on the global stage and consider the interconnectivity of the wider world.

N/A

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

N/A

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

N/A

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

School day timings, trust online, online anonymity

SPRING 2025 | UNCRC CRITERIA OVERVIEW

Below is an overview of the UN Convention on the Rights of the Child (UNCRC) criteria supported by the 13 VoteTopics issued this term.

UN Convention on the Rights of the Child (UNCRC): Unicef		VoteTopic
Art 1	Definition of a Child: "A child is any person under the age of 18."	N/A
Art 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."	Modern masculinity
Art 3	Best Interests of the Child: "When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job."	School day timings
Art 4	Making Rights Real: "Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention."	N/A
Art 5	Family Guidance as Children Develop: "Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need."	N/A
Art 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."	N/A

[Cont'd] UN Convention on the Rights of the Child (UNCRC): Unicef

VoteTopic

Art 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). Whenever possible, children should know their parents and be looked after by them."	Online anonymity
Art 8	Identity: "Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, Governments must help children to quickly get their identity back."	N/A
Art 9	Keeping Families Together: "Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child."	N/A
Art 10	Contact with Parents Across Countries: "If a child lives in a different country than their parents, Governments must let the child and parents travel so that they can stay in contact and be together."	N/A
Art 11	Protection from Kidnapping: "Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree."	N/A
Art 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."	N/A
Art 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."	Learning about emotions

[Cont'd] UN Convention on the Rights of the Child (UNCRC): Unicef

VoteTopic

Art 14	Freedom of Thought & Religion: "Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right."	Dictatorship
Art 15	Setting Up or Joining Groups: "Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people."	Youth spaces
Art 16	Protection of Privacy: "Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack."	Drone use
Art 17	Access to Information: "Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand."	Money management
Art 18	Responsibility of Parents: "Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child."	N/A
Art 19	Protection from Violence: "Governments must protect children from violence, abuse and being neglected by anyone who looks after them."	N/A
Art 20	Children Without Families: "Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life."	N/A

[Cont'd] UN Convention on the Rights of the Child (UNCRC): Unicef

VoteTopic

Art 21	Children Who are Adopted: "When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country."	N/A
Art 22	Refugee Children: "Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country."	N/A
Art 23	Children with Disabilities: "Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community."	N/A
Art 24	Health, Water, Food, Environment: "Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy."	Environment news
Art 25	Review of a Child's Placement: "Every child who has been placed somewhere away from home - for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be."	N/A
Art 26	Social & Economic Help: "Governments should provide money or other support to help children from poor families."	N/A
Art 27	Food, Clothing, a Safe Home: "Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The Government should help families and children who cannot afford this."	N/A

[Cont'd] UN Convention on the Rights of the Child (UNCRC): Unicef

VoteTopic

Art 28	Access to Education: "Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence."	N/A
Art 29	Aims of Education: "Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment."	Starting businesses
Art 30	Minority Culture, Language & Religion: "Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live."	N/A
Art 31	Rest, Play, Culture, Arts: "Every child has the right to rest, relax, play and to take part in cultural and creative activities."	Year of Culture
Art 32	Protection from Harmful Work: "Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly."	N/A
Art 33	Protection from Harmful Drugs: "Governments must protect children from taking, making, carrying or selling harmful drugs."	N/A
Art 34	Protection from Sexual Abuse: "The Government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them."	Trust online
Art 35	Prevention of Sale & Trafficking: "Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of)."	N/A

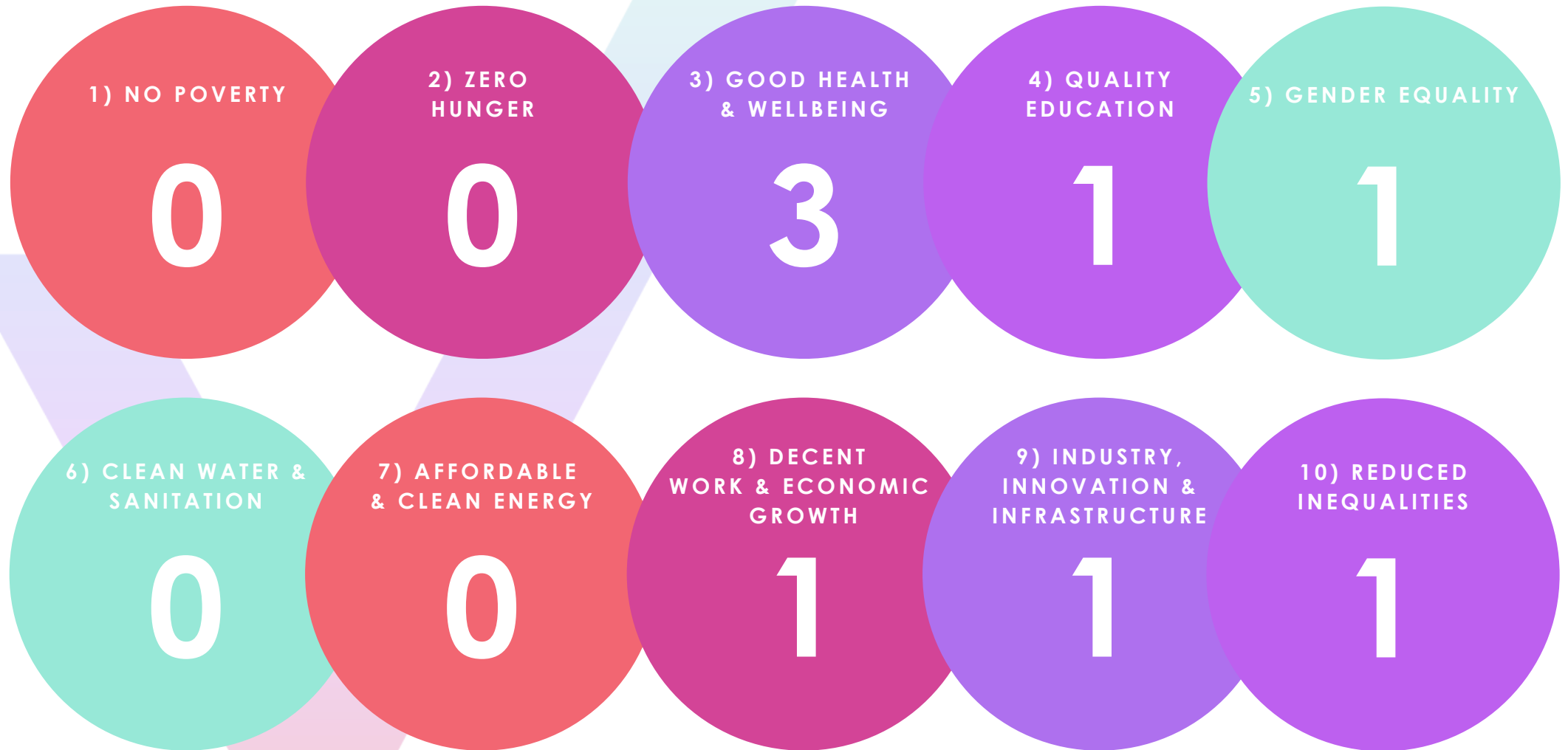
[Cont'd] UN Convention on the Rights of the Child (UNCRC): Unicef

VoteTopic

Art 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."	N/A
Art 37	Children in Detention: "Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family."	N/A
Art 38	Protection in War: "Children have the right to be protected during war. No child under 15 can join the army or take part in war."	N/A
Art 39	Recovery & Integration: "Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity."	N/A
Art 40	Children Who Break the Law: "Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice."	Shoplifting
Art 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."	N/A
Art 42	Everyone Must Know Children's Rights: "Governments should actively tell children and adults about this Convention so that everyone knows about children's rights."	N/A
Arts 43-54	How the Convention Works: "These articles explain how Governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights."	N/A

SPRING 2025 | UN SDGS OVERVIEW

Below is an overview of the UN Sustainable Development Goals (SDGs) supported by the 13 VoteTopics issued this term.



SPRING 2025 | UN SDGS OVERVIEW

Continued below is an overview of the UN Sustainable Development Goals (SDGs) supported by the 13 VoteTopics issued this term.

11) SUSTAINABLE
CITIES &
COMMUNITIES

1

12) RESPONSIBLE
CONSUMPTION &
PRODUCTION

0

13) CLIMATE
ACTION

1

14) LIFE BELOW
WATER

0

15) LIFE ON
LAND

0

16) PEACE,
JUSTICE & STRONG
INSTITUTIONS

2

17) PARTNERSHIPS
FOR THE GOALS

1