

# SUBJECTS SUPPORTED BY VOTESFORSCHOOLS

## An overview of everything VotesforSchools supports

Subject/Topic Area	Does VotesforSchools support or cover this area?
<b>SMSC</b>	VfS <b>provides weekly evidence</b> for how we meet SMSC criteria. See “ <i>VotesforSchools &amp; SMSC Requirements</i> ” on pp.3-6.
<b>British Values</b>	VfS <b>provides weekly evidence</b> for how we meet British Values criteria. See “ <i>VotesforSchools &amp; British Values</i> ” on pp.7-11.
<b>Prevent Duty</b>	VfS <b>provides weekly evidence</b> for how we support you in the Prevent duty. See “ <i>VotesforSchools &amp; the Prevent Duty</i> ” on pp.12-16.
<b>PSHE</b>	VfS <b>supports you</b> to deliver PSHE but does not offer full coverage of all PSHE objectives nor a curriculum for each year group. See pp.17-21 for more detail.
<b>Relationships &amp; Sex Education</b>	VfS <b>supports you</b> to deliver Relationships and Sex Education (RSE) as well as Health Education but does not offer a full coverage of objectives nor a curriculum for each year group. See pp.22-31 for more detail on RSE Education, and pp.32-41 for more detail on Health Education.
<b>Health Education</b>	

<b>UN Convention on the Rights of the Child (UNCRC)</b>	VfS <b>supports</b> 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.
<b>UN Sustainable Development Goals (UN SDGs)</b>	VfS <b>supports</b> 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.
<b>Citizenship</b>	VfS <b>supports you</b> to deliver Citizenship as an integral part of SMSC provision but does not offer full coverage nor a curriculum.
<b>Careers</b>	VfS <b>supports you</b> 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
<b>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.</b>	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.
<b>Enable voters to develop their self-knowledge, self-esteem, and self-confidence.</b>	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.
<b>Enable voters to distinguish right from wrong and to respect the civil and criminal law of England.</b>	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>
<b>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.</b>	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.
<b>Enable voters to acquire a broad general knowledge of and respect for public institutions and services in England.</b>	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><b>Further tolerance and harmony between different cultural traditions by enabling voters to acquire an appreciation of and respect for their own and other cultures.</b></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><b>Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</b></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><b>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.</b></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><b>Precludes the promotion of partisan political views in the</b></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>

<b>teaching of any subject in the school.</b>	of topics. The 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 &amp; Political Impartiality in Schools Guidance document.</i>
<b>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.</b>	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.
	<i>More information on this can be found in our VotesforSchools &amp; Political Impartiality in Schools Guidance document.</i>






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
<b>How do staff engender a fair and unprejudiced approach on the part of the pupils?</b>	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 &amp; Political Impartiality in Schools Guidance document.</i>
<b>Is there equality of opportunity and appreciation of diversity taught in the school?</b>	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><b>How does the school assist pupils in combating harassment and bullying? What evidence is there of improvement?</b></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><b>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?</b></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 &amp; 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><b>What specific steps have been taken to improve pupils’ behaviour and learning with respect to the development of British Values?</b></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>



<b>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?</b>	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.
<b>How are pupils involved in the life of the school?</b>	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.
<b>Can you show me examples of displays or artwork around the school which promote British Values?</b>	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.
<b>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?</b>	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.
	<i>More information on this can be found in our VotesforSchools &amp; Political Impartiality in Schools Guidance document.</i>
<b>Can you give examples of how British Values are promoted in the culture and ethos of the school?</b>	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><b>How do teachers plan their lessons to include strategies and resources that reflect the diversity of cultural experiences in modern Britain?</b></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><b>How do you ensure that the pupils in this school learn about what is like to be in different communities, beyond their immediate experience?</b></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><b>How does the school help pupils prepare for the next stage of education, training or employment? How effective is this?</b></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"> <li> engagement in democracy</li> <li> making your voice heard</li> <li> articulating your opinion</li> <li> listening to others</li> <li> coming to decisions</li> </ul> <p>The Secondary 16+ Lesson specifically develops critical thinking and is more focused on work/apprenticeship and university skills. 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
<b>Pupils should develop questioning skills and techniques to open debate in a safe way.</b>	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.
<b>Pupils should feel confident to discuss honestly a plurality of views.</b>	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><b>Schools should allow pupils to debate fundamental moral and human rights principles.</b></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><b>Give pupils a safe place to respond to current events that will challenge their beliefs.</b></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><b>Pupils can influence and participate in decision-making on issues affecting them in their society.</b></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><b>Demonstrate that your school can provide a safe place to discuss and debate topical and controversial issues affecting young people.</b></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><b>Pupils should know how to challenge extremist narratives and promote universal rights.</b></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 &amp; Identity, Global Issues &amp; Politics and Crime, Justice &amp; Extremism.</p>
<p><b>Pupils can express their views and appreciate the impact their views can have on others.</b></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><b>Pupils can discuss terrorism and the wider use of violence in a considered and informed way.</b></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><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><b>Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change.</b></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><b>Pupils should be given the platform to challenge Islamophobia, anti-Semitism and other prejudices.</b></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 Secondary Schools (KS3-5).

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 KS3, the second is KS4, and the third is KS5 (though not all learning opportunities extend to KS5).

Health & Wellbeing	<ul style="list-style-type: none"> <li>✓ <b>Self-Concept</b> (H1-H5   H1-H4   H1-H3)</li> <li>✓ <b>Mental Health &amp; Emotional Wellbeing</b> (H6-H12   H5-H10   H4-H7)</li> <li>✓ <b>Healthy Lifestyles</b> (H13-H22)   <b>Health-Related Decisions</b> (H11-H18)   <b>Healthy Lifestyles</b> (H8-H13)</li> <li>✓ <b>Drugs, Alcohol &amp; Tobacco</b> (H23-H29   H19-H20   H21-H24)</li> <li>✓ <b>Managing Risk &amp; Personal Safety</b> (H30-H33   H22-H25   H14-H17)</li> <li>✓ <b>Puberty &amp; Sexual Health</b> (H34-H36)   <b>Sexual Health &amp; Fertility</b> (H26-H33)   <b>Sexual Health</b> (H18-H20)</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>✓ <b>Positive Relationships</b> (R1-R8)</li> <li>✓ <b>Relationship Values</b> (R9-R11   R9- R10   R1-R3)</li> <li>✓ <b>Forming &amp; Maintaining Respectful Relationships</b> (R13-R23   R11-R17   R4-R10)</li> <li>✓ <b>Consent</b> (R24-R31   R18-R22   R11-R13)</li> <li>✓ <b>Contraception &amp; Parenthood</b> (R32-R36   R23-R27   R14-R18)</li> <li>✓ <b>Bullying, Abuse &amp; Discrimination</b> (R37-R41   R28-R34   R19-R25)</li> <li>✓ <b>Social Influences</b> (R42-R47   R35-R38)</li> </ul>
Living in the Wider World	<ul style="list-style-type: none"> <li>✓ <b>Learning Skills</b> (L1-6   L1-L3   L1-L4)</li> <li>✓ <b>Choices &amp; Pathways</b> (L7-L10   L4-L6)</li> <li>✓ <b>Work &amp; Careers</b> (L11-12   L7-L12   L5-L7)</li> </ul>

- ✓ **Employment Rights & Responsibilities** (L13-L14 | L13-L15 | L8-L12)
- ✓ **Financial Choices** (L15-L19 | L16-L21 | L13-L19)
- ✓ **Media Literacy & Digital Resilience** (L20-L27 | L22-L29 | L20-L25)

## Core Theme 1: Health & Wellbeing

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> <li>✓ <b>Self-Concept</b> (H1-H5   H1-H4   H1-H3)</li> <li>✓ <b>Mental Health &amp; Emotional Wellbeing</b> (H6-H12   H5-H10   H4-H7)</li> <li>✓ <b>Healthy Lifestyles</b> (H13-H22)   <b>Health-Related Decisions</b> (H11-H18)   <b>Healthy Lifestyles</b> (H8-H13)</li> <li>✓ <b>Drugs, Alcohol &amp; Tobacco</b> (H23-H29   H19-H20   H21-H24)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Our lessons encourage voters to have a critical eye when looking at facts and information.</li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>Managing Risk &amp; Personal Safety</b> (H30-H33   H22-H25   H14-H17)</li> <li>✓ <b>Puberty &amp; Sexual Health</b> (H34-H36)   <b>Sexual Health &amp; Fertility</b> (H26-H33)   <b>Sexual Health</b> (H18-H20)</li> </ul>	<p><b>Sample VoteTopics:</b> Should students wear masks in school?   Does social media make it easier to talk about disabilities?   Do you feel safe outside school?   Is misinformation a big threat to our health?   Do we talk enough about consent?   Do we take the benefits of nature for granted?   Should learning about coping with loss &amp; bereavement be included on the curriculum?   Are young people equipped to deal with loneliness?</p>
--	---

## Core Theme 2: Relationships

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> <li>✓ <b>Positive Relationships</b> (R1-R8)</li> <li>✓ <b>Relationship Values</b> (R9-R11   R9- R10   R1-R3)</li> <li>✓ <b>Forming &amp; Maintaining Respectful Relationships</b> (R13-R23   R11-R17   R4-R10)</li> <li>✓ <b>Consent</b> (R24-R31   R18-R22   R11-R13)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Throughout the year, our topics give voters the opportunity to explore different types of relationships: what is healthy or risky, safe, and unsafe.</li> <li>✓ By talking about controversial issues, voters develop the skills of listening respectfully to different views and expressing their own opinions with confidence.</li> <li>✓ 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.</li> <li>✓ Lessons invite voters to empathise with others and express their feelings over different situations and on topical issues. This helps voters know that a range of emotions and reactions are valid and helps them see when to ask for help.</li> </ul>

<p>✓ <b>Contraception &amp; Parenthood</b> (R32-R36   R23-R27   R14-R18)</p> <p>✓ <b>Bullying, Abuse &amp; Discrimination</b> (R37-R41   R28-R34   R19-R25)</p> <p>✓ <b>Social Influences</b> (R42-R47   R35-R38)</p>	<p>✓ By covering topics like 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> <p>✓ Our topics expose voters to a range of views and opinions that support their understanding of diversity and encourage them to celebrate diversity.</p> <p><b>Sample VoteTopics:</b> Do young people know the signs of an abusive relationship?   Is “cancel culture” unfair?   Does the curriculum represent you?   Is it important to fit in at school?   Does social media make disabilities more visible?   Does gender bias cause problems for everyone?   Is involvement with a criminal gang always a choice?   Is banter an excuse for bullying?   Has the pandemic made us more aware of disabilities?   Do punishments work?   Will your generation see the end of LGBTQ+ prejudice?   Does the internet normalise toxic support networks?</p>
---	--

## Core Theme 3: Living in the Wider World

Core Theme Overview	How VotesforSchools supports this PSHE theme
<ul style="list-style-type: none"> <li>✓ <b>Learning Skills</b> (L1-6   L1-L3   L1-L4)</li> <li>✓ <b>Choices &amp; Pathways</b> (L7-L10   L4-L6)</li> <li>✓ <b>Work &amp; Careers</b> (L11-12   L7-L12   L5-L7)</li> <li>✓ <b>Employment Rights &amp; Responsibilities</b> (L13-L14   L13-L15   L8-L12)</li> <li>✓ <b>Financial Choices</b> (L15-L19   L16-L21   L13-L19)</li> <li>✓ <b>Media Literacy &amp; Digital Resilience</b> (L20-L27   L22-L29   L20-L25)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Through lessons and assemblies, voters are regularly shown how they can start to make changes in their local area, becoming active and engaged citizens.</li> <li>✓ 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.</li> </ul> <p><b>Sample VoteTopics:</b> Would you pay more for fairly traded products?   Are the days of cash numbered?   Will the high street bounce back after the pandemic?   Does uniform limit self-expression?   Do you see yourself as the leader in your own life?   Are protests necessary for change?   Should transport workers be allowed to strike?</p>

**The following tables highlight how VfS supports you with RSE Education in Secondary Schools (KS3-5).**

*“Following a public consultation which closed in November 2018, the Government has issued revised guidance on Relationships Education, RSE and Health Education. This applies to all schools in England. The guidance will come into effect in September 2020, but schools can start using it from September 2019.”* – Relationships Education, Relationships and Sex Education (RSE) and 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) and Health Education Guidance, June 2020

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

Relationships & Sex Education				
Families	Respectful Relationships including Friendships	Online & Media	Being Safe	Intimate & Sexual Relationships, including Sexual Health

## RSE Education: Families

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>That there are different types of committed, stable relationships.</b></li> <li>✓ <b>How these relationships might contribute to human happiness and their importance for bringing up children.</b></li> <li>✓ <b>What marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).</b></li> <li>✓ <b>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</b></li> <li>✓ <b>The characteristics and legal status of other types of long-term relationships.</b></li> <li>✓ <b>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ The lessons give voters the opportunity to discuss different relationships in a safe setting, including protection vs agency in a parent-child relationship.</li> <li>✓ 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.</li> <li>✓ Through discussions on discrimination, stereotyping, and human rights, voters learn how the law can serve to protect people, and the implications if the law is broken.</li> <li>✓ By being exposed to a range of diverse views and opinions each week, voters learn to respectfully disagree and form their own opinions. They develop their confidence in coming to their own judgement which also helps to keep them safe.</li> </ul>

✓ **How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.**

✓ Through a weekly vote, they learn that difference is to be respected, and that it is okay to disagree with someone.

**Sample VoteTopics:** Would you 'sharent'? | Should we approach boys' and girls' mental health differently? | Should teenagers be in charge of their own money? Do young people know the signs of an abusive relationship? | Does gender bias cause problems for everyone? | Is current news affecting how you feel? | Will your generation see the end of LGBTQ+ prejudice? | Will a new policing bill end travelling peoples' way of life?

*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*



## RSE Education: Respectful Relationships

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</b></li> <li>✓ <b>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</b></li> <li>✓ <b>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</b></li> <li>✓ <b>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 people in positions of authority and due tolerance of other people's beliefs.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ VfS lessons promote respect by getting voters to listen to those with different opinions, empathise with others and be exposed to different perspectives, stories, cultures etc.</li> <li>✓ Our resources promote equality and inclusion by exploring topics such as discrimination, stereotyping and hate crime. Sensitive issues like racism, homophobia, sexism and extremism are covered in a safe and age-appropriate way to help voters challenge views held by other influences in their lives.</li> <li>✓ The lessons are often based around a protected characteristic and emphasise that the law is there to protect people. Through this, voters learn that they have rights as well as responsibilities.</li> <li>✓ Voters discuss different types of bullying and unacceptable behaviour through scenario-based activities that allow them to explore the impact of actions and words on others.</li> <li>✓ Through VfS lessons, voters are encouraged to speak up and have a voice both on issues that are</li> </ul>

- ✓ **About different types of bullying (including cyber), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.**
- ✓ **That some types of behaviour within relationships are criminal, including violent behaviour & coercive control.**
- ✓ **What constitutes sexual harassment and sexual violence and why these are always unacceptable.**
- ✓ **The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.**

important to them, but also when something is worrying or negatively affecting them.

**Sample VoteTopics:** Does the curriculum represent you? | Is it important to fit in at school? | Does social media make disabilities more visible? | Do we talk enough about consent? | Does uniform limit self-expression? | Should more people get involved with religious celebrations? | Have recent films challenged stereotypes of women & girls? | Will your generation see the end of LGBTQ+ prejudice? | Has tackling racism in education improved since the protests of 2020? | Will a new policing bill end travelling peoples' way of life? | Do we know enough about South Asian heritage?

*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*

## RSE Education: Online & Media

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</b></li> <li>✓ <b>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></li> <li>✓ <b>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></li> <li>✓ <b>What to do and where to get support to report material or manage issues online.</b></li> <li>✓ <b>The impact of viewing harmful content.</b></li> <li>✓ <b>That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ VfS 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. This will help them online and in real life.</li> <li>✓ By looking at both sides of a debate, voters learn to be critical and challenge their own opinions. This can help them to stay safe online, such as helping them to spot “fake news”.</li> <li>✓ The lessons follow the news and focus on issues related to the internet and social media that are relevant to young people. In discussing these issues, voters are offered a safe space to discuss emerging and current questions that (could) impact their lives.</li> <li>✓ Wherever relevant, our resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for voters and relevant to their lives.</li> <li>✓ Through scenario-based activities, voters are encouraged to explore the impact of risky behaviour, both in real life and online.</li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</b></li> <li>✓ <b>How information and data is generated, collected, shared, and used online.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Where relevant, our lessons inform voters of the law in relation to the internet, so they can ensure they know their rights and responsibilities.</li> </ul> <p><b>Sample VoteTopics:</b> Do we underestimate the influence of conspiracy theories?   Is “cancel culture” unfair?   Does social media make disabilities more visible?   Is misinformation a big threat to our health?   Do we take cyber security for granted?   Is the internet driving us apart?   Is current news affecting how you feel?   Does the internet normalise toxic support networks?</p>
<p><i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i></p>	

RSE Education: Being Safe	
Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ By discussing topical issues that are pertinent to young people – such as knife crime, radicalisation, and county lines – in an age-appropriate and sensitive way, voters are given a safe space to talk about how their own and others' safety.</li> <li>✓ Our weekly voting platform gives voters a chance to be heard beyond the school gates; this is a powerful</li> </ul>

✓ **How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).**

self-safeguarding tool that can help them remain safe both 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 and question the information they are given, a skill which can help counter powerful negative influences both online and in real life.
- ✓ Our lessons equip voters with knowledge of pressing local, national, and global issues as well as the technical vocabulary to be able to have informed discussions and report concerns with confidence.

**Sample VoteTopics:** Should teens involved in county lines be classed as criminals? | Should youth criminal records last into adulthood? | Can sharing stories prevent extremism? | Do you feel safe outside school? | Do we talk enough about consent? | Is involvement with a criminal gang always a choice? | Do punishments work? | Does the internet normalise toxic support networks?

*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*

## RSE Education: Intimate & Sexual Relationships

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</b></li> <li>✓ <b>That all aspects of health can be affected by choices they make in sex and relationships.</b></li> <li>✓ <b>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</b></li> <li>✓ <b>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</b></li> </ul>	<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"> <li>✓ <b><u>Do SRE</u></b> has a suite of free online resources for schools.</li> <li>✓ <b><u>The Sex Education Forum</u></b> has a range of free teaching materials on a range of SRE topics.</li> <li>✓ <b><u>Rise Above</u></b> (from PHE) has a range of inspiring and useful stories, videos, games, and advice for young people. This includes information around drug and alcohol use.</li> <li>✓ <b><u>Barnardo's</u></b> has free resources on child sexual exploitation and healthy relationships.</li> <li>✓ <b><u>The PSHE Association</u></b> also has a variety of resources, which are searchable on their website.</li> </ul>

- ✓ That they have a choice to delay sex or to enjoy intimacy without sex.
- ✓ The facts about the full range of contraceptive choices, efficacy, and options available, and the facts around pregnancy, including miscarriage.
- ✓ That there are choices in relation to pregnancy (with impartial information on all options).
- ✓ How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- ✓ About the prevalence of some STIs, the impact they can have and key facts about treatment.
- ✓ How the use of alcohol and drugs can lead to risky sexual behaviour.
- ✓ How to get further advice.





There are currently no plans to cover this topic area through our weekly resources. However, some of these issues are covered through the additional resource packages provided as part of a subscription: **My World, My Choice and My Body, My Choice.**

*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*

The following tables highlight how VfS supports you with Health Education in Secondary Schools (KS3-5).

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	
Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li> <b>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></li> <li> <b>That happiness is linked to being connected to others.</b></li> </ul>	<ul style="list-style-type: none"> <li> Through relevant topics spread over the year, voters explore the contributing factors in society that impact their overall health, both physical and mental.</li> <li> Through regular discussions on sensitive topics, voters develop empathy, communication skills,</li> </ul>



- ✓ **How to recognise the early signs of mental wellbeing concerns.**
- ✓ **Common types of mental ill health (e.g. anxiety and depression).**
- ✓ **How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.**
- ✓ **The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.**

knowledge, open-mindedness and critical thinking, all of which support mental wellbeing.

- ✓ During lessons, voters are regularly asked to express their views on an issue. This habitual expression of feelings supports voters to speak out when they (or someone else) are worried, threatened or hurt.
- ✓ By exploring sensitive and moral issues, voters can regularly explore how things make them feel and become aware of the diversity and subjectivity of human emotions.
- ✓ 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 with their mental health.

**Sample VoteTopics:** Do young people know the signs of an abusive relationship? | Do you get enough sleep? | Do we take the benefits of nature for granted? | Is banter an excuse for bullying? | Should learning about coping with loss & bereavement be included on the curriculum? | Is current news affecting how you feel?

*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*

## Health Education: Internet Safety & Harms

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</b></li> <li>✓ <b>How to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ VfS lessons encourage voters to think critically about why laws exist and how they are there to protect children from harm.</li> <li>✓ Where relevant, voters are signposted to organisations from which they can seek help.</li> <li>✓ 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 where they may need protection.</li> <li>✓ Our lessons follow the news and focus on issues related to the internet and social media that are relevant to young people. In discussing these issues, voters are offered a safe space to discuss emerging and current questions that (could) impact their lives.</li> <li>✓ Wherever relevant, our resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for voters and relevant to their lives.</li> <li>✓ Voters are encouraged to talk about the benefits and drawbacks that the internet and social</li> </ul>

	media has on their mental health and relationships.
	<b>Sample VoteTopics:</b> Do we underestimate the influence of conspiracy theories?   Is “cancel culture” unfair?   Do we take cyber security for granted?   Should under-13s have Instagram?   Should students use smartphones in school?   Is the internet driving us apart?
<i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i>	

Health Education: Physical Health & Fitness	
Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</b></li> <li>✓ <b>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ 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 overall health.</li> <li>✓ 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</li> </ul>

<input checked="" type="checkbox"/> <b>About the science relating to blood, organ, and stem cell donation.</b>	<p>people together and in developing skills like teamwork and leadership.</p> <p><b>Sample VoteTopics:</b> Is gaming good for you?   Do the Olympics need updating?   Is the opt-out system the best way to increase organ donations?   Do we take the benefits of nature for granted?   Should professional sport be free from Coronavirus restrictions?   Is sport the right place for raising awareness?</p>
<p><i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i></p>	

Health Education: Healthy Eating	
Students should know*:	How VotesforSchools supports this topic
<input checked="" type="checkbox"/> <b>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Throughout the 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.</li> <li><input checked="" type="checkbox"/> Through debating topics related to food, voters have space to discuss what influences what they eat as well as develop an awareness of what health information to trust and not trust.</li> </ul>

	<p>✓ In lessons based around food, voters will have the opportunity to learn about what constitutes a healthy and unhealthy diet.</p> <p><b>Sample VoteTopics:</b> Would you go vegan for a month?   Would you pay more for fairly traded products?   Should more children get free school meals?   Does the UK waste too much food at Christmas?</p>
<p><i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i></p>	

Health Education: Alcohol & Tobacco	
Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</b></li> <li>✓ <b>The law relating to the supply and possession of illegal substances.</b></li> <li>✓ <b>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Throughout our lessons on this topic, voters are signposted to where they can go to for help if they are worried about someone or need someone to talk to.</li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>The physical and psychological consequences of addiction, including alcohol dependency.</b></li> <li>✓ <b>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</b></li> <li>✓ <b>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ When the risks or dangers are discussed, voters are shown only robust facts and research from reputable organisations.</li> </ul> <p><b>Sample VoteTopics:</b> Should teens involved in county lines be classed as criminals?   Should youth criminal records last into adulthood?   Is involvement with a criminal gang always a choice?   Do punishments work?</p>
<p><i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i></p>	

## Health Education: Health & Prevention

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</b></li> <li>✓ <b>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Throughout the year, lessons relating to health equip voters with age-appropriate vocabulary to have informed discussions.</li> <li>✓ In lessons on this topic, voters are signposted to where they can go to for help if they are worried about someone or themselves.</li> <li>✓ Our lessons help voters look for a reliable source when it comes to information about their health.</li> </ul>

<ul style="list-style-type: none"> <li>✓ <b>The benefits of regular self-examination and screening (Late Secondary).</b></li> <li>✓ <b>The facts and science relating to immunisation and vaccination.</b></li> <li>✓ <b>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.</b></li> </ul>	<p><b>Sample VoteTopics:</b> Should every country follow the same Coronavirus advice?   Do you get enough sleep?   Should students wear masks in school?   Is misinformation a big threat to our health?   Should we be allowed to travel this year?   Should we share our medical data?   Should professional sport be free from Coronavirus restrictions?</p>
<p><i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i></p>	

Health Education: Basic First Aid	
Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>Basic treatment for common injuries.</b></li> <li>✓ <b>Life-saving skills, including how to administer CPR.</b></li> <li>✓ <b>The purpose of defibrillators and when one might be needed.</b></li> </ul>	<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"> <li>✓ <b>Basic First Aid:</b> <u>St John's Ambulance</u> have lots of free resources available to help teachers bring first aid into the classroom, and <u>The British Red Cross</u> has its own interactive website to help children learn basic first aid through a range of videos, quizzes and worksheets.</li> <li>✓ <b>First Aid/Calling the Emergency Services:</b> visit the <u>PSHE Association's</u> website.</li> </ul>

	There are currently no plans to cover this topic area through our weekly resources.
<i>The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.</i>	

## Health Education: Changing Adolescent Body

Students should know*:	How VotesforSchools supports this topic
<ul style="list-style-type: none"> <li>✓ <b>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</b></li> <li>✓ <b>The main changes which take place in males and females, and the implications for emotional and physical health.</b></li> </ul>	<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"> <li>✓ <b>Periods &amp; Menstrual Wellbeing:</b> <u>Betty for Schools</u> offers free resources and videos for 8-12 year olds.</li> <li>✓ <b>Changing Body &amp; Menstrual Wellbeing:</b> visit the <u>Sex Education Forum</u> or the <u>PSHE Association's</u> website.</li> <li>✓ <b>General Wellbeing, including Body Image:</b> <u>Rise Above</u> is a website from Public Health England where voters can find inspiring and useful stories, videos, games, and advice.</li> </ul>
	There are currently no plans to cover this topic area through our weekly resources.



*The objectives listed above are what a student should learn by the end of Secondary school. This should build upon key objectives covered already in Primary school.*