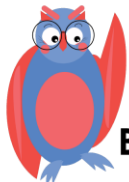# VOTESFORSCHOOLS

Curriculum Criteria Map: Spring 2022 Overview

Be informed.

Be curious.

Be heard.

Please Note:
You can find the criteria in full in the Appendix at the end of this document.

A guide to this term's topics: Spring 2022

VoteTopic Title	Keyword(s)
Is January the best time to try new things?	**New year**
Would you go on holiday to space? (KS1) | Is space tourism a good idea? (KS2)	**Space**
Is loss too hard to talk about? (KS1) | Should all children learn about coping with loss & bereavement at school? (KS2)	**Bereavement**
Do you know why we vote? (KS1) | Should voting be made easier? (KS2)	**Voting**
Do punishments work?	**Punishments**
Is the internet bad for friendships? (KS1) | Is the internet bad for relationships?	**Safer Internet Day**
Should a question be easy to answer?	**Questions**
Should children keep up with the news? (KS1) | Is it useful to keep up with the news? (KS2)	**News**
Do films show good role models for girls? (KS1) | Have recent films challenged stereotypes of women & girls? (KS2)	**IWD (*International Women's Day*)**
Does everyone learn differently? (KS1) | Are labels helpful for neurodiversity? (KS2)	**Neurodiversity**
Are we kind enough to animals? (KS1) | Should all animals be treated the same? (KS2)	**Animal welfare**
Should the UK do more to help refugees? (KS1) | Should the Homes for Ukraine programme help more refugees? (KS2)	**Refugees**

Got any questions?
Email primary@votesforschools.com!

SMSC: Social

Criteria	Which topics met this criteria?	Term Total	Year Total
1.1	Protests, religious celebrations	-	2
1.2	Exams, phones, **IWD**	**1**	3
1.3	Future leaders, **space**, **neurodiversity**	**2**	3
1.4	FSM, **space**, **news**, **refugees**	**3**	4
1.5	Religious celebrations	-	1
1.6	Political literacy, **new year**, **animal welfare**	**2**	3
1.7	VotesforCOP26, BHM, COP success, **refugees**	**1**	4
1.8	Future leaders, **new year**, **Safer Internet Day**	**2**	3
1.9	FSM, COP success, **voting**, **questions**	**2**	4
1.10	Protests, **bereavement**	**1**	2
1.11	VotesforCOP26, ABW, **punishments**	**1**	3
1.12	Afghanistan, Christmas food, **punishments**, **IWD**	**2**	4
1.13	Political literacy, phones, **voting**	**1**	3
1.14	ABW, **news**, **animal welfare**	**2**	3
1.15	IDPWD, **bereavement**	**1**	2
1.16	Afghanistan, BHM, IDPWD, **neurodiversity**	**1**	4
1.17	Exams, **Safer Internet Day**	**1**	2
1.18	Christmas food, **questions**	**1**	2

SMSC: Moral

Criteria	Which topics met this criteria?	Term Total	Year Total
2.1	Religious celebrations, Christmas food, **space**, **refugees**	2	4
2.2	FSM, **new year**, **animal welfare**	2	3
2.3	Protests	-	1
2.4	Exams, political literacy, **questions**	1	3
2.5	Future leaders, phones, **bereavement**, **questions**	2	4
2.6	Afghanistan, **space**, **Safer Internet Day**, **news**	3	4
2.7	Exams, religious celebrations, **voting**, **IWD**	2	4
2.8	FSM, IDPWD, **IWD**	1	3
2.9	VotesforCOP26, COP success, **voting**, **news**	2	4
2.10	BHM, Christmas food, **bereavement**	1	3
2.11	Afghanistan, ABW, IDPWD, **Safer Internet Day**, **neurodiversity**	2	5
2.12	Protests, **punishments**	1	2
2.13	ABW, **punishments**, **refugees**	2	3
2.14	Phones, **animal welfare**	1	2
2.15	BHM, political literacy, **new year**	1	3
2.16	VotesforCOP26, future leaders, COP success, **neurodiversity**	1	4

SMSC: Spiritual

Criteria	Which topics met this criteria?	Term Total	Year Total
3.1	FSM, religious celebrations	-	2
3.2	BHM, ABW, Christmas food, **Safer Internet Day**	**1**	4
3.3	BHM, phones, **refugees**	**1**	3
3.4	VotesforCOP26, protests, **animal welfare**	**1**	3
3.5	FSM, **bereavement**, **IWD**	**2**	3
3.6	Exams, ABW, Christmas food, **Safer Internet Day**	**1**	4
3.7	COP success, **bereavement**, **animal welfare**	**2**	3
3.8	IDPWD, **voting**	**1**	2
3.9	Afghanistan, **new year**, **news**	**2**	3
3.10	**Punishments**	**1**	1
3.11	Future leaders, **space**	**1**	2
3.12	Protests, **space**	**1**	2
3.13	IDPWD, **neurodiversity**	**1**	2
3.14	Future leaders, **new year**	**1**	2
3.15	Political literacy, **refugees**	**1**	2
3.16	Political literacy, **voting**, **questions**	**2**	3
3.17	VotesforCOP26, **punishments**, **neurodiversity**	**2**	3
3.18	Religious celebrations, **IWD**	**1**	2
3.19	Afghanistan, COP success, **news**	**1**	3
3.20	Exams, phones, **questions**	**1**	3

SMSC: Cultural

Criteria	Which topics met this criteria?	Term Total	Year Total
4.1	BHM, religious celebrations, Christmas food	-	3
4.2	Afghanistan, **news**, **neurodiversity**	**2**	3
4.3	Afghanistan, COP success, **Safer Internet Day**, **refugees**	**2**	4
4.4	Future leaders, ABW, phones, **new year**, **punishments**, **questions**	**3**	6
4.5	Exams, protests, IDPWD, **new year**, **news**	**2**	5
4.6	BHM, religious celebrations, **IWD**	**1**	3
4.7	Political literacy, COP success, **space**, **news**	**2**	4
4.8	VotesforCOP26, **bereavement**, **neurodiversity**	**2**	3
4.9	Political literacy, **voting**, **animal welfare**	**2**	3
4.10	FSM, protests, **IWD**, **refugees**	**2**	4
4.11	Phones, **bereavement**	**1**	2
4.12	Exams, FSM, IDPWD, **space**, **questions**, **animal welfare**	**3**	6
4.13	Future leaders, ABW, Christmas food, **Safer Internet Day**	**1**	4
4.14	VotesforCOP26, **voting**, **punishments**	**2**	3

Prevent

Criteria	Which topics met this criteria?	Term Total	Year Total
5.1	Exams, COP success, **space**, **punishments**	2	4
5.2	VotesforCOP26	-	1
5.3	Phones, **new year**, **questions**	2	3
5.4	BHM, protests, IDPWD, **Safer Internet Day**	1	4
5.5	Afghanistan	-	1
5.6	FSM, political literacy, **voting**	1	3
5.7	**Refugees**	1	1
5.8	ABW, **neurodiversity**	1	2
5.9	Afghanistan, **IWD**, **refugees**	2	3
5.10	IDPWD, **questions**	1	2
5.11	Future leaders, religious celebrations, **new year**, **news**	2	4
5.12	VotesforCOP26, Christmas food, **space**, **animal welfare**	2	4
5.13	BHM, ABW, **bereavement**, **Safer Internet Day**, **neurodiversity**	3	5
5.14	Political literacy, **voting**	1	2
5.15	FSM, protests, COP success	-	3
5.16	Christmas food, **punishments**, **animal welfare**	2	3
5.17	Future leaders, religious celebrations, **bereavement**, **IWD**	2	4
5.18	Exams, phones, **news**	1	3

British Values

Criteria	Which topics met this criteria?	Term Total	Year Total
6.1	FSM, **voting**, **refugees**	**2**	3
6.2	IDPWD, **punishments**	**1**	2
6.3	Political literacy, COP success, **space**, **news**	**2**	4
6.4	Afghanistan	-	1
6.5	Religious celebrations, Christmas food, **bereavement**, **animal welfare**	**2**	4
6.6	BHM, ABW, **Safer Internet Day**, **IWD**	**2**	4
6.7	Protests	-	1
6.8	Exams, phones, **questions**, **neurodiversity**	**2**	4
6.9		-	0
6.10	**New year**	**1**	1
6.11	VotesforCOP26, future leaders	-	2

We **map each topic** to an **article from the UN Convention on the Rights of the Child** (UNCRC). You can find these in your **weekly curriculum guides**. Please click the image if you would like a **copy of the document** for your school.

We also map the topics to one of the **Sustainable Development Goals** (SDGs) each week. The purpose of this is to **show the relevance of our resources to global learning** and our desire to **ensure voters become active citizens**. Click the image below to **find out more** about the SDGs.

UN Convention on the Rights of the Child
In Child Friendly Language

SUSTAINABLE DEVELOPMENT GOALS

*The table below outlines which of our **9 Key Themes** were met by each topic. See the Appendix (slide 19) for more information on these themes.*

VoteTopic Title	Theme
Is January the best time to try new things?	Culture, media & the arts
Would you go on holiday to space? (KS1) | Is space tourism a good idea? (KS2)	Science & technology
Is loss too hard to talk about? (KS1) | Should all children learn about coping with loss & bereavement at school? (KS2)	Health & wellbeing
Do you know why we vote? (KS1) | Should voting be made easier? (KS2)	Global issues & politics
Do punishments work?	Crime, justice & extremism
Is the internet bad for friendships? (KS1) | Is the internet bad for relationships?	Science & technology
Should a question be easy to answer?	Economy, jobs & education
Should children keep up with the news? (KS1) | Is it useful to keep up with the news? (KS2)	Global issues & politics
Do films show good role models for girls? (KS1) | Have recent films challenged stereotypes of women & girls? (KS2)	Equalities & identity
Does everyone learn differently? (KS1) | Are labels helpful for neurodiversity? (KS2)	Science & technology
Are we kind enough to animals? (KS1) | Should all animals be treated the same? (KS2)	Science & technology
Should the UK do more to help refugees? (KS1) | Should the Homes for Ukraine programme help more refugees? (KS2)	Global issues & politics

Appendix: SMSC, British Values & Prevent Criteria

1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.2	Voters use personal experiences to reflect on their lives	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.4	Voters can be holistic in their approach to discussing topics	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.5	Schools support voters with their religious beliefs in a personalised way	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.6	Schools facilitate discussions to support reflection	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.7	Voters learn about themselves, others & the world around them	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2014
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004
1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004
1.10	Voters show interest and respect for others' faiths, feelings and beliefs	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2014
1.11	Voters develop empathy, compassion & concern with others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.13	Voters develop a respect for insight as well as for knowledge & reason	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.14	Voters develop an understanding of feelings & emotions and the impact of them	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004

Appendix: SMSC, British Values & Prevent Criteria

1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where voters can flourish, grow and respect others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2014
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2004

2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2014
2.2	Voters are able to express their views on ethical & personal issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.3	Voters are committed to their own values even if others think they are wrong	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.4	Voters enjoy discovering their own and others' views on different topics	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.5	Voters can adapt their values in light of experiences	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2014

Appendix: SMSC, British Values & Prevent Criteria

2.8	Schools use learning to prevent discrimination	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.10	Voters respect there are different cultures in society and within their school	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.11	Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict	**Moral:** Moral codes & models of moral virtue	SMSC - Ofsted 2014
2.12	Voters know right from wrong and apply this, respecting civil & criminal law	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2014
2.13	Voters know right from wrong based on their own moral code & other cultures	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.14	Voters make reasoned & responsible judgements on moral dilemmas	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.15	Voters understand the consequences both positive & negative of their actions (cause and effect)	**Moral:** Understanding consequences of actions	SMSC - Ofsted 2014
2.16	Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)	**Moral:** Understanding consequences of actions	SMSC - Ofsted 2004
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	**Social:** Developing qualities & social skills	SMSC - Ofsted 2014
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.3	Voters reflect on their own contribution to school & their communities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.4	Voters show respect for people, living things, property & their environment	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004

3.5	Schools encourage voters to recognise and respect social differences & similarities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.9	Schools provide appropriate links to the wider world & the community	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.10	Voters co-operate well and are able to resolve their conflicts	**Social:** Participating & resolving conflict	SMSC - Ofsted 2014
3.11	Voters work well together as members of groups or teams; they relate well to each other	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.12	Voters are given the platform to challenge appropriately the views of a group or the wider community	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.13	Voters resolve conflicts and counter forces which militate against inclusion & unity	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.14	Schools provide voters with the chance to exercise leadership & responsibility	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
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	**Social:** Understanding how communities function	SMSC - Ofsted 2014
3.16	Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	**Social:** Understanding how communities function	SMSC - Ofsted 2014
3.17	Voters appreciate the rights & responsibilities of individuals within the wider setting	**Social:** Understanding how communities function	SMSC - Ofsted 2004

Appendix: SMSC, British Values & Prevent Criteria

3.18	Voters understand how society functions and is organised	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.19	Voters understand the notion of interdependence in a complex society	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.20	Schools identify key values & principles on which school & community life is based	**Social:** Understanding how communities function	SMSC - Ofsted 2004

4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	**Cultural:** Participating & responding to culture	SMSC - Ofsted 2004
4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	**Cultural:** Preparing for life in modern Britain	SMSC - Ofsted 2014
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	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014

Appendix: SMSC, British Values & Prevent Criteria

4.11	Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	**Cultural:** Understanding & appreciating influences	SMSC - Ofsted 2014
4.12	Voters develop an ability to challenge their own cultural assumptions & values	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014

5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	**Prevent Strategy:** HM Government (2007-present)
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	**Prevent Strategy:** HM Government (2007-present)
5.3	Voters can participate in decision-making within their own school environment	**Prevent Strategy:** HM Government (2007-present)
5.4	Voters can express their views and appreciate the impact their views can have on others	**Prevent Strategy:** HM Government (2007-present)
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	**Prevent Strategy:** HM Government (2007-present)
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	**Prevent Strategy:** HM Government (2007-present)
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	**Prevent Strategy:** HM Government (2007-present)
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	**Prevent Strategy:** HM Government (2007-present)
5.9	Voters should know how to challenge extremist narratives and promote universal rights	**Prevent Strategy:** HM Government (2007-present)

Appendix: SMSC, British Values & Prevent Criteria

5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	**Prevent Strategy:** HM Government (2007-present)
5.11	Voters should feel confident to discuss honestly a plurality of views	**Prevent Strategy:** HM Government (2007-present)
5.12	Schools should allow voters to debate fundamental moral & human rights principles	**Prevent Strategy:** HM Government (2007-present)
5.13	Schools should promote open & respectful dialogue	**Prevent Strategy:** HM Government (2007-present)
5.14	Model participatory and representative democracy by engaging and examining views expressed	**Prevent Strategy:** HM Government (2007-present)
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	**Prevent Strategy:** HM Government (2007-present)
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	**Prevent Strategy:** HM Government (2007-present)
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	**Prevent Strategy:** HM Government (2007-present)
5.18	Give voters a safe place to respond to current events that will challenge their beliefs	**Prevent Strategy:** HM Government (2007-present)

6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	**Promoting fundamental British Values:** November 2014
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	**Promoting fundamental British Values:** November 2014
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	**Promoting fundamental British Values:** November 2014
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	**Promoting fundamental British Values:** November 2014

Appendix: SMSC, British Values & Prevent Criteria

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	**Promoting fundamental British Values:** November 2014
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	**Promoting fundamental British Values:** November 2014
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	**Promoting fundamental British Values:** November 2014
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	**Promoting fundamental British Values:** November 2014
6.9	Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view	**Promoting fundamental British Values:** November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths	**Promoting fundamental British Values:** November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	**Promoting fundamental British Values:** November 2014

Appendix: Our 9 Key Themes

*The boxes below outline our **9 Key Themes**. Each week, our VoteTopic matches one of these, as outlined on slide 10.*

Health & wellbeing	**Equalities & identity**	**Environment & climate change**
Global issues & politics	**Science & technology**	**Community & charity**
Crime, justice & extremism	**Jobs, economy & education**	**Culture, media & the arts**

If you would like a full list of the topics included in these themes, please email primary@votesforschools.com!