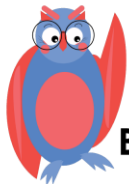# VOTESFORSCHOOLS
Scottish Curriculum Coverage

Be informed. Be curious. Be heard.

What is included in this document?

This document summarises how VotesforSchools supports you with a range of different curriculum areas. If you have any questions, please email primary@votesforschools.com.

Table of contents:

VotesforSchools Curriculum Guide
What to expect from your weekly guides

Each week, VotesforSchools issues a brand new topic, and this is accompanied by a Curriculum Guide to support evidencing. Here is what you can expect from your weekly guides:

- The **VoteTopic** question(s)
- How the VoteTopic meets **4 SHANARRI Wellbeing Indicators**
- How the VoteTopic **supports criteria** from the **UNCRC** & **UN SDGs**
- Which of **our 9 Key Themes** is showcased by the VoteTopic

VotesforSchools Curriculum Guide

Primary 5-7: Are we kind enough to animals?
Primary 7-11: Should all animals be treated the same?

The following SHANARRI Wellbeing Indicators (GIRFEC) are supported by this topic:

HEALTHY	Child health outcomes: Voters are provided with the relevant information to make informed choices about their health.	SHANNARI Wellbeing Indicators (GIRFEC): Child & Adolescent Health & Wellbeing Evidence Review (Scottish Government, 2018)
RESPECTED	Public attitudes: Voters are given the opportunity to share their views with their peers, as well as with policymakers and other influential bodies.	
RESPECTED	Participation in decision-making: Voters are provided with a safe space in which they can confidently voice their opinions and ask questions.	
RESPONSIBLE	Positive activities: Voters participate in activities that build their skills and confidence to become active members of their schools and communities (e.g. effective questioning, oracy, listening skills, empathy).	

The following UNCRC & SDGs criteria are supported by this topic:

Art 12	"You have the right to give your opinion, and for adults to listen and take it seriously."	UNCRC: UNICEF
SDG 15	Life On Land: "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss."	UN: Sustainable Development Goals

This week's topic aligns with the following theme from our 9 Key Themes:

Science & technology	New scientific research, GM crops, lab-grown meat, stem cell research, controversial scientific innovations, infrastructure, ethics, personal devices (e.g. mobile phones & tablets), life online, social media, data security, surveillance, algorithms, Virtual Reality, privacy, cybersecurity, new technological advances (e.g. drones & robots), artificial intelligence, the changing of the news, automation of cars and jobs, space exploration & travel

VotesforSchools also supports the four fundamental capacities from the Curriculum for Excellence:

Successful learners	Confident individuals	Responsible citizens	Effective contributors

©VotesforSchools2022

©VotesforSchools2022

SAFE	Care & protection: Voters explore techniques for self-safeguarding across a range of different situations and scenarios, including Adverse Childhood Experiences (ACEs).
SAFE	Care & protection: Voters are provided with signposting for where to seek help, advice and support.
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.
SAFE	Bullying & fighting: Voters consider intervention strategies to reduce bullying and discriminatory behaviour.
SAFE	Bullying & fighting: Voters are encouraged to develop communication skills that will enable them to manage conflict effectively.
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).
SAFE	Neighbourhood safety: Voters are encouraged to provide solutions to help make their communities safer and more secure.

HEALTHY	Child health outcomes: Voters explore the links between good mental health and positive life outcomes.
HEALTHY	Child health outcomes: Voters are provided with the relevant information to make informed choices about their health.
HEALTHY	Child health outcomes: Voters have the opportunity to learn the vocabulary they need to discuss mental wellbeing.
HEALTHY	Child health outcomes: Voters are introduced to strategies to help them manage their own (and others') mental health.

VotesforSchools Curriculum Guide
SHANARRI Wellbeing Indicators

ACHIEVING	Attitudes to school: Voters are encouraged to engage in a range of extra-curricular and social activities.
ACHIEVING	Attitudes to school: Voters are supported in developing personal skills, confidence, and self-esteem, and are encouraged to use these in a range of different settings.
ACHIEVING	Youth employment: Voters are exposed to a range of careers and vocations.

NURTURED	Family relationships: Voters are exposed to what positive relationships look like, both between family members and elsewhere.
NURTURED	Family relationships: Voters encounter a range of different family types, and learn that these should be respected and celebrated.
NURTURED	Family relationships: Voters are provided with strategies for how to effectively communicate with family members or other trusted adults.

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

RESPECTED	Public attitudes: Voters are given the opportunity to share their views with their peers, as well as with policymakers and other influential bodies.
RESPECTED	Public attitudes: Voters understand the importance of being respected and being viewed as an individual.
RESPECTED	Public attitudes: Voters gain insight into and respect for the others' views, identities, and individual characteristics.
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).
RESPECTED	Participation in decision-making: Voters recognise the impact of youth voice and the importance of contributing to the wider conversation.
RESPECTED	Participation in decision-making: Voters are provided with a safe space in which they can confidently voice their opinions and ask questions.
RESPECTED	Participation in decision-making: Voters encounter a range of organisations which are working towards larger social goals (e.g. tackling climate change or raising awareness of social injustice).

RESPONSIBLE	Positive activities: Voters participate in UK-wide conversations and voting, encouraging regular civil engagement and developing positive attitudes towards democracy.
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.
RESPONSIBLE	Positive activities: Voters are encouraged to consider their role in making a difference in local, national and international communities.
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).

RESPONSIBLE	Substance abuse: Voters participate in conversations about risky behaviours, and are given tools to self-safeguard.
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).
RESPONSIBLE	Violence/offending: Voters are informed on issues relating to the Youth Criminal Justice system.

INCLUDED	Economic inclusion: Voters discuss issues related to economic inequalities and how these impact different groups of people (e.g. cost of living, free school meals).
INCLUDED	Economic inclusion: Voters are engaged in conversations that develop their skills of empathy, tolerance and acceptance, which in turn supports building cohesive communities.
INCLUDED	Peer relations: Voters participate in activities that encourage respectful debate with peers.
INCLUDED	Peer relations: Voters are given the skills to challenge alternative views in a constructive manner through a range of activities.
INCLUDED	Peer relations: Voters participate in activities and discussions that consistently offer a range of alternative attitudes or norms and behaviours.
INCLUDED	Peer relations: Voters are empowered to have their voices heard and feel included in the local and national conversation.
INCLUDED	Neighbourhood relationships: Voters are encouraged to engage with their school and local communities to develop their sense of belonging.
INCLUDED	Neighbourhood relationships: Through understanding a variety of viewpoints, voters develop their self-efficacy to improve their relationships both in school and beyond.
INCLUDED	Neighbourhood relationships: Voters are exposed to a range of topical issues and perspectives, which build their respect and tolerance of difference.

VotesforSchools Curriculum Guide
UN Convention on the Rights of the Child (UNCRC)

Article 1	*"Everyone under 18 has these rights."*
Article 2	*"All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis."*
Article 3	*"All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children."*
Article 4	*"The Government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential."*
Article 5	*"Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected."*
Article 6	*"You have the right to be alive."*
Article 7	*"You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country)."*
Article 8	*"You have the right to an identity – an official record of who you are. No one should take this away from you."*
Article 9	*"You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you."*
Article 10	*"If you live in a different country than your parents do, you have the right to be together in the same place."*
Article 11	*"You have the right to be protected from kidnapping."*
Article 12	*"You have the right to give your opinion, and for adults to listen and take it seriously."*
Article 13	*"You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people."*
Article 14	*"You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you."*

Article 15	*"You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others."*
Article 16	*"You have the right to privacy."*
Article 17	*"You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need."*
Article 18	*"You have the right to be raised by your parent(s) if possible."*
Article 19	*"You have the right to be protected from being hurt and mistreated, in body or mind."*
Article 20	*"You have the right to special care and help if you cannot live with your parents."*
Article 21	*"You have the right to care and protection if you are adopted or in foster care."*
Article 22	*"You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention."*
Article 23	*"You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life."*
Article 24	*"You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well."*
Article 25	*"If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate."*
Article 26	*"You have the right to help from the Government if you are poor or in need."*

Article 27	*"You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do."*
Article 28	*"You have the right to a good quality education. You should be encouraged to go to school to the highest level you can."*
Article 29	*"Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people."*
Article 30	*"You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right."*
Article 31	*"You have the right to play and rest."*
Article 32	*"You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly."*
Article 33	*"You have the right to protection from harmful drugs and from the drug trade."*
Article 34	*"You have the right to be free from sexual abuse."*
Article 35	*"No one is allowed to kidnap or sell you."*
Article 36	*"You have the right to protection from any kind of exploitation (being taken advantage of)."*
Article 37	*"No one is allowed to punish you in a cruel or harmful way."*
Article 38	*"You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war."*
Article 39	*"You have the right to help if you've been hurt, neglected or badly treated."*
Article 40	*"You have the right to legal help and fair treatment in the justice system that respects your rights."*
Article 41	*"If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply."*
Article 42	*"You have the right to know your rights! Adults should know about these rights and help you learn about them."*

VotesforSchools Curriculum Guide
UN Sustainable Development Goals (SDGs)

1	No Poverty: *"End poverty in all its forms, everywhere."*
2	Zero Hunger: *"End hunger, achieve food security and improved nutrition and promote sustainable agriculture."*
3	Good Health & Wellbeing: *"Ensure healthy lives and promote well-being for all at all ages."*
4	Quality Education: *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*
5	Gender Equality: *"Achieve gender equality and empower all women and girls."*
6	Clean Water & Sanitation: *"Ensure availability and sustainable management of water & sanitation for all."*
7	Affordable & Clean Energy: *"Ensure access to affordable, reliable, sustainable and modern energy for all."*
8	Decent Work & Economic Growth: *"Promote sustained, inclusive and sustainable economic growth, full productive employment and decent work for all."*
9	Industry, Innovation & Infrastructure: *"Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation."*
10	Reduced Inequalities: *"Reduce inequality within and among countries."*
11	Sustainable Cities & Communities: *"Make cities and human settlements inclusive, safe, resilient and sustainable."*
12	Responsible Consumption & Production: *"Ensure sustainable consumption and production patterns."*
13	Climate Action: *"Take urgent action to combat climate change and its impacts."*
14	Life Below Water: *"Conserve and sustainably use the oceans, seas and marine resources for sustainable development."*
15	Life On Land: *"Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss."*
16	Peace, Justice & Strong Institutions: *"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."*
17	Partnerships for the Goals: *"Strengthen the means of implementation and revitalize the global partnership for sustainable development."*

VotesforSchools Curriculum Guide
9 Key Themes

Health & wellbeing

Mental health disorders, stress, work-life balance, sports, exercise, mindfulness, happiness, emotional health, self-esteem, body image, eating disorders, self-harm, abuse, suicide, NHS, obesity, diet, vaccines, antibiotics, HIV/aids, sanitation, periods, medicine, cancer, organ donation, sexual health, smoking, drugs, gambling, addiction, keeping yourself safe, sexualisation, consent, sexual harassment, positive relationships, malnutrition, child marriage, domestic violence, online safety, pornography, exploitation, FGM, sexual health

Equalities & identity

Gender, race, age, sex, sexuality, religion, disability/learning difficulties, marriage and civil partnership, pregnancy & maternity, sexism, gender equality, feminism, racism, islamophobia, anti-Semitism, prejudice, stereotyping, discrimination, stigma, bullying, banter, toxic masculinity, "lad" culture, harassment, hate crime, Human rights, integration, immigration/emigration, passports, citizenship, tolerance, power, vulnerability

Environment & climate change

Climate change, pollution, natural resources, energy, recycling, factory farming, sustainability, travel, air quality, transportation, natural disasters (cause & prevention), extreme weather events, migration, environmental refugees, wildlife, animal welfare, conservation, extinction, plastic, waste disposal, consumerism, housing, urbanisation, development, national parks, water, oceans, forests, parks, space

Global issues & politics

Brexit, free school meals, Coronavirus response, cronyism, inequalities, UK political parties, general elections, local elections, censuses, surveys, polls, war & peace, refugees, poverty, population, food & water scarcity, corruption, conflict, access to education, health epidemics, transparency, interdependence, populism, inequality, globalisation, military, nuclear weapons, biosecurity, famine, power, humanitarian crises, trafficking, Political leaders, movements, democracy, democratisation, dictators, types of political system, national identity, freedom of speech, international security

Science & technology

New scientific research, GM crops, lab-grown meat, stem cell research, controversial scientific innovations, infrastructure, ethics, personal devices (e.g. mobile phones & tablets), life online, social media, data security, surveillance, algorithms, Virtual Reality, privacy, cybersecurity, new technological advances (e.g. drones & robots), artificial intelligence, the changing of the news, automation of cars and jobs, space exploration & travel

Community & charity

Integration, immigration, multiculturalism, services, society, shared values, respecting differences, housing, family life, inequalities between parts of the UK, lifestyles, foreign aid, international solidarity, local charities, fundraising, food banks, supporting the elderly, homelessness, neighbours & communities across borders (e.g. the EU), Petitioning, campaigning, land reform, loneliness, free school meals, the NHS, volunteering, youth groups

Crime, justice & extremism

Access to health & social care, anti-social behaviour, money laundering, minority issues, gangs, knives & weapons, violence, grooming, child trafficking, genocide, modern slavery, crime, privacy, surveillance, police, criminal justice system, prisons system, role of Parliament and House of Lords in making laws, secret service, death penalty, political divisions, polarisation, freedom of speech, no-platforming, conspiracy theories, radicalisation, extremism, terrorism, crimes against humanity

Jobs, economy & education

Teamwork, entrepreneurship, business, work-life balance, transnational corporations, international trade, fair trade, job markets, future of jobs, financial literacy, budgeting, investment, tax, credit cards, borrowing/debt, role of banks, Government spending, financial crises, ambition, goals, school, learning, exams, education system, tests, apprenticeships, qualifications, university, unemployment

VotesforSchools Curriculum Guide
9 Key Themes

Culture, media & the arts

Language, sport, food & drink, museums, libraries, galleries, parks, tourism, philosophy, remembering people who shaped the UK, news & TV consumption, fake news, analysing the news, advertising, brands, celebrities, cancel culture, film, music, books, art, podcasts, social media, British customs & traditions, "Britishness", the Royal Family, UK political parties, Church & State

If you have any further questions about the information in this document, please email <u>primary@votesforschools.com</u>.