

VOTESFORSCHOOLS & THE CURRICULUM FOR WALES

Guidance for Education & Teaching Staff | Wales

CONTENTS

This document outlines how VotesforSchools supports the Curriculum for Wales. The first section highlights the specific criteria to which the weekly VoteTopics are mapped, while the second outlines other areas of the curriculum that VotesforSchools can enrich. The third section is an appendix with full lists of criteria used for weekly VoteTopic mapping. Use the contents below to explore each section.

For the purposes of this document, “students” is used as a catch-all term for pupils/children or learners/young people; “staff” is used to denote any group of educational professionals (e.g. teachers, tutors etc), and “schools” is used to refer to any type of educational setting.

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HOW VOTESFORSCHOOLS SUPPORTS SKILLS INTEGRAL TO THE FOUR PURPOSES

There is strong alignment between the four purposes of the Curriculum for Wales and the mission of VotesforSchools. On a weekly basis, the VotePacks* are mapped to a selection of skills integral to the four purposes to demonstrate how they are integrated into the discussions and debates had by students using VotesforSchools.

Weekly curriculum mapping evidences how every VoteTopic has specifically helped strengthen each of the following skills:

- creativity & innovation
- critical thinking & problem-solving
- personal effectiveness
- planning & organising.

The integration of these skills is achieved through consistent use of VotesforSchools in the classroom, and across year groups. Doing so pays dividends, as students feel able to make insightful contributions, think critically about the world around them, build stronger relationships with their peers, and feel empowered by seeing the tangible impact their voices are having.

Further information about how we support each of these skills is outlined overleaf. For the full list of criteria, see [Appendix 1](#).

*To find your weekly guides, simply log onto the VotesforSchools platform, click "View VotePack" and scroll down.

1. CREATIVITY & INNOVATION

VotesforSchools lessons allocate time specifically for students to be curious and consider their ideas on a range of subjects. The issues covered in the resources are pertinent to young people, meaning students can bring their own experiences and insights to classroom discussions. Students are also encouraged to consider other opportunities to engage with the wider world and recognise the importance of communicating their ideas and aspirations for the future.

2. CRITICAL THINKING & PROBLEM-SOLVING

Students are regularly presented with problems affecting the world they live in and are invited to consider potential solutions. They are not only asked meaningful questions but encouraged to ask them of themselves and others too. All VotesforSchools lessons provide a wide range of objective, impartial evidence to help students build coherent and fact-based opinions on key social, political, economic, and cultural issues.

3. PERSONAL EFFECTIVENESS

Students understand the impact their opinions can have on others and are mindful of this when sharing their views in the classroom (and beyond). They have weekly opportunities to lead and contribute to debates on national and international issues and consider the wider implications of the arguments for and against. Students understand the value of their opinions and use their voices to prompt change and are encouraged to take responsibility and show leadership whenever they can.

4. PLANNING & ORGANISING

Peer-to-peer relationship building is a by-product of weekly VotesforSchools lessons, with students working individually, in pairs or as a class to decipher, discuss and debate information across a mixture of listening, speaking, and writing activities. They also have the chance to reflect on their contributions to national conversations by reviewing the results of previous VoteTopics and understanding and/or reflecting on what these results represent.

HOW VOTESFORSCHOOLS SUPPORTS CROSS-CUTTING THEMES: HUMAN RIGHTS

The Curriculum and Assessment (Wales) Act 2021 states that: “Learning about, through and for human rights should encourage inquiry, analysis, forming arguments, making decisions, cooperation, evaluation, and developing behaviours informed by values.”

Human rights education encompasses the following:

- Learning **about** human rights – incorporates understanding human rights and the sources of those rights, including the UNCRC and the UNCRPD.
- Learning **through** human rights – is about the development of values, attitudes and behaviours that reflect human rights values.
- Learning **for** human rights – is about the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

Every week, VotesforSchools topics are mapped to an article from the UN Convention on the Rights of the Child (UNCRC) that is most pertinent to the VoteTopic. By pairing the rights and resources in this way, the interplay between children’s rights and current affairs is made clear and relevant. In some cases, rights and responsibilities will be the basis of the VoteTopic questions themselves, especially when discussing moral and ethical dilemmas or debates.

Over the course of each academic year, students come to recognise their own and others' rights and make connections between these and the treatment they and others receive. Their understanding of rights is expanded from the personal through to that of local, national, and international communities. They develop this understanding through discussions about a range of issues on a weekly basis, and these discussions place their experience as young people at the centre. The VotesforSchools resources promote equality, dignity, respect, non-discrimination, and participation.

As a result of learning about human rights, students are empowered to make their voices heard about injustices or infringements that they themselves are experiencing, or on behalf of others. By showcasing the impact their voices can have through weekly resources that highlight feedback from industry experts and policymakers, students' stake in their community and wider world is strengthened, and they become more conscious of their right to be heard.

The use of the UNCRC in VotesforSchools also supports leaders of education settings to develop a children's human rights approach in their setting, as outlined by The Children's Commissioner for Wales. Additionally, many schools have used VotesforSchools in support of their applications for Unicef's Rights Respecting Schools Award (RRSA). All Articles of the UNCRC can be found in [Appendix 2](#).

HOW VOTESFORSCHOOLS SUPPORTS CROSS-CUTTING THEMES: DIVERSITY

The Curriculum and Assessment (Wales) Act 2021 requires that: “School communities will reflect the diverse range of backgrounds and perspectives found in society. As learners grow, their social interactions are likely to become ever wider in an increasingly interconnected world. Creating a curriculum which recognises the diverse culture of their society enables learners to celebrate the diverse nature of all societies. This promotes equality, inclusion, social cohesion, and a feeling of being valued.”

In designing a curriculum, staff should incorporate opportunities for students to:

- Develop empathy and compassion for others
- Celebrate diverse backgrounds, values, and characteristics
- Develop their own values and sense of identity
- Develop understanding of people with different beliefs and perspectives
- Challenge stereotypes.

VotesforSchools supports staff in incorporating opportunities for students to learn about, develop an appreciation for and celebrate diversity on a weekly basis. One of the five opportunities above is specifically highlighted each week - these are detailed in [Appendix 3](#). In reality, however, the VotesforSchools programme as a whole promotes the benefits of diversity in all VoteTopics, and offers students an accurate picture of the society in which they live. The experiences and stories of different groups are shared with students on a regular basis and are presented as having equal value and relevance.

HOW VOTESFORSCHOOLS SUPPORTS CROSS-CUTTING THEMES: LOCAL, NATIONAL & INTERNATIONAL CONTEXTS

The Curriculum and Assessment (Wales) Act 2021 highlights that: “The local, national, and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences, and events they may be more familiar with. They also introduce learners to less familiar contexts, broadening their horizons, engaging with perspectives different from their own and appreciating wider challenges and issues. These contexts also help them make sense of their relationship with their communities, their national identity, and the wider world.

These contexts provide an important opportunity for learners to understand and respond to different issues and challenges, including social, economic, and environmental questions in working towards a sustainable and equitable future.

The environment forms an important part of each of these contexts, with human impact transcending geographical and political boundaries. This includes the relationships between human activities and the local, national, and international environment. Learners should have opportunities to respond to the issues and challenges that arise from these relationships, considering how they have shaped our past and present and how they may shape our future.”

When embedding local, national, and international contexts, staff should look for opportunities to support students to:

- Develop learning through a range of places and events of significance
- Make links with local communities and organisations
- Learn about the contributions and experiences of different individuals that shape each context
- Learn about cultural diversity, values, histories, and traditions that shape each context
- Understand different identities, histories, cultures, perspectives, and values that shape communities and societies
- Recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- Develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- Draw on the stories and distinctiveness of a school's local surroundings
- Understand their role as citizens and the structures of government which affect them in each context
- Explore, critically analyse, and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- Understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- Understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it

- Recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- Recognise how our languages unlock knowledge about our literature, geography, history, and their links beyond Wales
- Recognise the links between local, national, and international contexts, understanding how they constantly influence each other
- Use critical analysis in each context, recognising both positive and challenging aspects within each.

As with the cross-cutting theme of Diversity, VotesforSchools supports staff in incorporating opportunities for students to develop an understanding and recognition of local, national, and international contexts on a weekly basis. The opportunity most pertinent to each VoteTopic is mapped weekly, with a view that all 16 will be covered comprehensively over the course of the academic year. The full list of criteria can be found in [Appendix 4](#).

However, the support for local, national, and international contexts offered by VotesforSchools is twofold: students also become familiarised with the UN's Sustainable Development Goals (UN SDGs) as part of their learning each week. The goal most closely aligned with their VoteTopic is also mapped to weekly. As such, this builds greater understanding of the interdependence between the issue at hand, students' education, and the collective ambition of building a more sustainable world. It also supports schools in promoting the SDGs across all year groups. There is a list of all the Goals in [Appendix 5](#).

More specifically, issues related to climate change and/or sustainability are the basis of many VoteTopics throughout the year. During these sessions, students are asked to question the status quo when it comes to achieving climate goals. They also have ample opportunity to reflect on their own role as a global citizen in making a positive impact.

HOW VOTESFORSCHOOLS SUPPORTS INTEGRATION OF THE FOUR PURPOSES

As a whole package, there is also much alignment between VotesforSchools and the integration of the four purposes. Though not mapped on a weekly basis, the information below outlines the broad strokes of how using VotesforSchools can help to enrich an existing curriculum predicated on the four purposes.

ALL OUR CHILDREN AND YOUNG PEOPLE WILL BE SUPPORTED TO DEVELOP AS AMBITIOUS, CAPABLE LEARNERS WHO...

- **Set themselves high standards and seek and enjoy challenge**

VotesforSchools offers numerous opportunities for students to engage in challenges as part of their VoteTopics.

As a further challenge, younger students (5-7 or 11-16) could also engage with all/some of the Primary 7-11 or Secondary 16+ activities.

- **Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts**

Through weekly VoteTopics, students understand how a range of different issues, systems and communities are interconnected. Each week, they are informed about a key issue and its impact on the wider world and are encouraged to connect the dots between this and issues previously explored.

- **Are questioning and enjoy solving problems**

Discussion-based activities are integral to the VotesforSchools resources and seek to prompt further questions in the classroom.

Through “Challenge” activities, students are presented with more in-depth and complex questions or problems to solve.

- **Can communicate effectively in different forms and settings, using both Welsh and English**

In addition to class discussion activities, students are regularly presented with the opportunity to share their views in writing or in roleplay-style tasks. They are also asked to modify their modes of communication dependent on context – such as writing letters or hosting a classroom debate. These activities could also be used as part of Welsh-language teaching.

- **Can explain the ideas and concepts they are learning about**

VotesforSchools resources are developed with young people in mind and are differentiated according to age group. This, in turn, allows students to understand complex concepts and to form an opinion on them. They are consistently encouraged to share their views with confidence and to learn from their peers.

- **Can use number effectively in different contexts**

Issues or ideas covered in VotesforSchools resources regularly deal with statistics. As a result, students are exposed to different numerical concepts, such as percentages, fractions, decimals, and ratios.

- **Understand how to interpret data and apply mathematical concepts**

Every week, students are shown the results of the previous week’s debate. This is portrayed in a chart with percentages listed alongside. As a result, students see numbers visualised in a different way and are engaged in what these numbers represent.

- **Use digital technologies creatively to communicate, find and analyse information**

VotesforSchools resources encourage students to find creative ways to communicate via digital media, such as presentations, leaflets, or images. All information included in the resources is referenced, with only links to reputable sources used. This highlights the importance of reliable information as well as the need to analyse it.

- **Undertake research and evaluate critically what they find**

The VotesforSchools debates in and of themselves promote critical analysis of current issues and the information being circulated about it in the public domain (e.g. in the press or on social media).

... AND ARE READY TO LEARN THROUGHOUT THEIR LIVES.

ALL OUR CHILDREN AND YOUNG PEOPLE WILL BE SUPPORTED TO DEVELOP AS ENTERPRISING, CREATIVE CONTRIBUTORS WHO...

- **Connect and apply their knowledge and skills to create ideas and products**

At the end of a VotesforSchools lesson, students develop their own reasons for voting Yes or No, based on the knowledge they have gained as part of the VoteTopic. There are also opportunities for students to convert this knowledge into a product, such as by designing and creating a manifesto, poster or plan based on the issue(s) discussed.

- **Think creatively to reframe and solve problems**

Students are regularly presented with a key issue facing a community or system and through discussion, debate, and design they explore how this issue might be resolved. They are also offered

a range of opinions on a subject, which allows them to consider an issue from a new perspective.

- **Identify and grasp opportunities**

Opportunities to share ideas and opinions abound in VotesforSchools resources, and activities are geared towards building a safe space in the classroom, so all students feel comfortable contributing to the conversation.

- **Take measured risks**

Students can recognise when the “risks” of sharing their views or making their voices heard are outweighed by the benefits. This could, for example, take the form of disagreeing with the teacher, with their friends, or with the majority of their peers.

Risk-taking can also be observed on a less literal level in VotesforSchools lessons when students consider the benefits and drawbacks to potential solutions that they develop as part of their discussions and debates. They are also often required to play out different scenarios associated with risk-taking, to better understand how they might behave in similar situations.

- **Lead and play different roles in teams effectively and responsibly**

VotesforSchools resources consistently include pair and group activities, which allow students to assume different roles and adapt to different dynamics. There are frequent opportunities for students to assume leadership roles, as well as chances for them to respectfully express alternative views and start discussions.

- **Express ideas and emotions through different media**

Students are regularly presented with opportunities to discuss their own and others' emotions and/or wellbeing, and are encouraged to do so through a range of activities and tasks. Similarly, they are given the opportunity to express their ideas in a way that is most comfortable for them, including writing, drawing, speaking, or role-playing.

- **Give their energy and skills so that other people will benefit**

Due to the differentiated nature of the VotesforSchools resources, more able students are presented with the opportunity to help their peers understand the topic being discussed and the nuances of it. Equally, the resources reinforce the principle that a wide range of opinions are valid and that there is always something to be gained by listening to alternative views.

... AND ARE READY TO PLAY A FULL PART IN LIFE AND WORK.

ALL OUR CHILDREN AND YOUNG PEOPLE WILL BE SUPPORTED TO DEVELOP AS ETHICAL, INFORMED CITIZENS WHO...

- **Find, evaluate, and use evidence in forming views**

Evaluation of key information is fundamental to VotesforSchools lessons; students are presented with a range of evidence that supports or contravenes the VoteTopic question being debated. From here, students are empowered to formulate well-informed, evidence-based views on a wide range of issues.

- **Engage with contemporary issues based upon their knowledge and values**

VotesforSchools resources are designed to be contemporary and relevant to young people, with VoteTopic questions formulated

based on young people's existing knowledge and values. This allows students to feel like these issues are relevant to them and the society in which they live, thus empowering them to use this knowledge to their advantage and engage with the wider world.

- **Understand and exercise their human and democratic responsibilities and rights**

Building an understanding of democracy and young people's place within it is a fundamental principle of VotesforSchools. All VoteTopics broaden students' understanding of the role of democracy and human rights in everyday UK life through the issues covered and the opinions shared as part of the lessons.

- **Understand and consider the impact of their actions when making choices and acting**

By seeing the results of and feedback on their VoteTopic results, students are presented with evidence of the cause and effect of their actions on a weekly basis. This allows for greater understanding of the power of sharing their views and the wider socio-political impact this can have.

- **Are knowledgeable about their culture, community, society, and the world, now and in the past**

VotesforSchools resources regularly explore key cultural issues, events, and figures, thus building students' understanding of the society in which they live. Similarly, a range of VoteTopics reinforce the importance of community, both in the UK and around the world. The lessons will also frequently revisit key historical moments or individuals that have catalysed discussion of contemporary issues.

- **Respect the needs and rights of others, as a member of a diverse society**

By mapping to the UN Convention on the Rights of the Child, VotesforSchools resources have the needs and rights of others at their heart. Students also consider alternative viewpoints on different issues, allowing them to understand the needs of others that may be motivating these opinions.

- **Show their commitment to the sustainability of the planet**

By mapping to the UN SDGs on a weekly basis, VotesforSchools resources reinforce the importance of sustained commitment to tackling the climate crisis in all aspects of society.

... AND ARE READY TO BE CITIZENS OF WALES AND THE WORLD.

ALL OUR CHILDREN AND YOUNG PEOPLE WILL BE SUPPORTED TO DEVELOP AS HEALTHY, CONFIDENT INDIVIDUALS WHO...

- **Have secure values and are establishing their spiritual and ethical beliefs**

VotesforSchools resources (re)introduce students to a range of beliefs, whether these be spiritual, ethical, or otherwise. The core values of curiosity, open-mindedness, tolerance and speaking up are reiterated throughout each VoteTopic, and the regular act of voting also gives students a positive attitude towards democracy, the law, and the diverse society in which they live.

- **Are building their mental and emotional wellbeing by developing confidence, resilience, and empathy**

Through regular discussions and debates, students build confidence in their convictions, and are thus more able to remain resolute in their opinions and be resilient to disagreement. By

learning about the experiences of others both in the UK and globally, students are constantly developing skills of empathy and an improved ability to respect different or opposing views.

- **Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives**

While VotesforSchools does not issue VoteTopics specifically about health and exercise on a regular basis, students are often provided with imagery, individuals, and ideas that help to promote a healthy lifestyle. They can also reinforce this knowledge through the additional resources provided on the platform, which focus on health, wellbeing and relationships.

- **Know how to find the information and support to keep safe and well**

For more challenging VoteTopics, students are provided with advice and guidance in the resource packs. This includes ad hoc signposting for challenging topics, which feature age-appropriate sources of support and information. Students are also always encouraged to speak to a trusted adult about any issues concerning them.

- **Take part in physical activity**

Students are encouraged wherever possible to be active participants in their VotesforSchools lessons, in the literal and physical sense. Activities will frequently ask them to move around the classroom or stand up and sit down to show their opinions.

- **Take measured decisions about lifestyle and manage risk**

This area of learning is best supported by VotesforSchools' additional resources. These resources – which are freely available to all subscribed schools – offer a closer look at some of the risk-taking

young people may encounter as they grow older, including vaping, alcohol, and drugs.

- **Have the confidence to participate in performance**

Sharing opinions with the wider class can cause some students to feel vulnerable. By creating a safe and non-judgmental space, VotesforSchools activities allow even the most reticent students to feel empowered to engage. There are also opportunities in some lessons for students to take on different roles or to contribute by reading out speeches or plans.

- **Form positive relationships based upon trust and mutual respect**

VotesforSchools resources encourage mutual respect and understanding for all, even if they express a difference in opinion. This in turn allows for a more positive and open classroom environment in which students feel they can trust their peers to give their views equal consideration.

- **Face and overcome challenges**

VotesforSchools students cite that they regularly face a challenge when reaching a decision on how to vote, which is a conundrum often faced by adults taking to the polls. Having courage in their convictions when it comes to voting is a transferable skill that students can use elsewhere in their school and personal lives.

- **Have the skills and knowledge to manage everyday life as independently as they can**

Decision-making is a key life skill that is replicated weekly (and more than once) in VotesforSchools lessons. Similarly, students feel empowered to share their views with other significant people in

their lives and to use well-informed evidence to do so confidently.

... AND ARE READY TO LEAD FULFILLING LIVES AS VALUED MEMBERS OF SOCIETY.

ADDITIONAL NOTE:

“As schools develop their vision to support their learners to realise the Four Purposes, learner voice should be central to this. The input of learners should be an important consideration throughout the design process.”

VotesforSchools’ core purpose is to promote youth voice and to encourage young people to have a say in the decisions that affect them. Weekly debates are centred on key issues affecting young people nationwide, and are often influenced by the topics they express a keen interest in or concern for. Thus, VotesforSchools provides compelling and consistent evidence of the power of youth voice and voter input.

HOW VOTESFORSCHOOLS SUPPORTS INTEGRATION OF RELATIONSHIPS & SEXUALITY EDUCATION (RSE)

The Curriculum and Assessment (Wales) Act 2021 sets out the following:

“RSE has a positive and empowering role in learners’ education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience, and empathy. An understanding of sexuality with an emphasis on rights, health, equality, and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

[...] RSE provision helps to ensure learners develop a positive understanding of relationships and sexuality and to recognise misconceptions. RSE aims to empower learners in line with their needs, experiences, and wider development. Through discussion and by responding to learners’ questions and needs, it can provide safe and empowering environments that enable learners to reflect on and express their views and feelings on a range of issues.”

RSE in the curriculum focuses on three broad strands:

- **Relationships & identity:** Helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and

feelings.

- **Sexual health & wellbeing:** Helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Helping to protect learners from all forms of discrimination, violence, abuse, and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.**

VotesforSchools regularly issues resources that encourage discussions on subjects related to relationships, be they respectful peer-to-peer relationships or, on a broader level, how to promote open-mindedness and tolerance. Whenever more challenging and/or sensitive topics are covered, students are always provided with signposting to allow them to self-safeguard and to promote the importance of reliable source material when seeking advice on their personal safety and wellbeing.

In addition, students are presented with a range of scenarios or examples that highlight both healthy and unhealthy relationships or dynamics between people/groups, and they are consistently asked to challenge abusive or discriminatory behaviour through the overall subject matter and specific activities.

VotesforSchools also offers a wide selection of additional resources focused on sensitive issues affecting young people today, such as healthy relationships, online safety and FGM. They are readily available to all subscribed schools and are differentiated by age group.

HOW VOTESFORSCHOOLS SUPPORTS INTEGRATION OF CAREERS & WORK-RELATED EXPERIENCES (CWRE)

The Curriculum and Assessment (Wales) Act 2021 advises:

“A school’s curriculum should enable learners to gain experiences related to work and careers, developing knowledge of the breadth of opportunities available to them throughout their lives. This learning can help them make informed decisions about their career pathways. The four purposes and the integral skills that support them are central to preparing learners for careers and work. These support learners to be resilient, creative, and ambitious, requiring them to solve problems, engage with different information and work independently. This will help prepare them to respond to the opportunities and challenges of a changing economic reality.”

From the age of 3, CWRE should inspire learners to:

- Develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- Become increasingly aware of the range of opportunities available to them, broadening their horizons
- Develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- Appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- Explore opportunities through a variety of meaningful experiences in learning, work, and entrepreneurship

- Develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

VotesforSchools' direct links to the four purposes and the development of the integral skills which occurs every week provides students with ample opportunity to work towards a more prosperous and independent future.

Not only this, but by accessing VotesforSchools, students are consistently presented with information and insights into the world of work, whether this is through news stories, character scenarios, or feedback on VoteTopic results from individuals in different sectors. The weekly resources present students with ideas about jobs or careers they may not otherwise have considered, thus broadening their horizons and enhancing their career aspirations.

Lastly, there are additional resources available that are specifically focused on career pathways, employment sectors, and aspirations. These are readily available to all subscribed schools and are differentiated by age group.

APPENDIX 1: SKILLS INTEGRAL TO THE FOUR PURPOSES

Below are the individual Skills Integral to the Four Purposes criteria used by VotesforSchools for weekly mapping purposes. These are aligned with the requirements outlined in the Curriculum & Assessment (Wales) Act, Llywodraeth Cymru (2021).

CREATIVITY & INNOVATION

- 1.1 Voters are given space to be curious and inquisitive, and to discuss a range of questions openly with their peers.
- 1.2 Voters are supported to make meaningful connections between different experiences, knowledge, and skills.
- 1.3 Voters can express the concepts they are learning about with confidence and creativity, whether verbally, in writing or through another medium.
- 1.4 Voters are exposed to alternative ideas or solutions and are encouraged to explore and justify these.
- 1.5 Schools give voters the opportunity to communicate creative and innovative ideas through a range of different channels.
- 1.6 Schools present voters with opportunities to innovate solutions to existing problems.
- 1.7 Voters are presented with information about new innovations from across a range of sectors.

CRITICAL THINKING & PROBLEM-SOLVING

- 2.1 Voters are supported to ask meaningful questions and to use the answers to these to reinforce their understanding of the wider world.
- 2.2 Voters actively evaluate information, evidence, and situations to help them answer questions or solve problems.
- 2.3 Voters consider possible solutions to problems which are pertinent to the world they live in.
- 2.4 Voters recognise potential issues that may arise because of solving one problem; they recognise the concept of interdependence in today's world.
- 2.5 Voters can present solutions that add value to local, national, and international communities.
- 2.6 Voters recognise the role of objectivity in developing fair and just arguments.
- 2.7 Schools encourage voters to practise objective decision-making.

PERSONAL EFFECTIVENESS

- 3.1 Voters understand the complexities of human emotions and learn about ways to manage these in themselves and others.
- 3.2 Voters recognise the emotional impact that their opinions or ideas might have on others, either in the classroom or beyond.
- 3.3 Voters are informed of the social, cultural, ethical, and legal implications of different arguments, and the impact this could have on others.

PERSONAL EFFECTIVENESS (CONT'D)

- 3.4 Schools reinforce the importance of maintaining respect towards different attitudes, beliefs, and values.
- 3.5 Voters recognise their own responsibilities as members of their school and wider communities.
- 3.6 Voters are given opportunities to show leadership and have a positive influence on their peers as part of debate and/or discussion.
- 3.7 Voters are shown the value of having confidence in their own convictions, as well as having the confidence to admit when they are wrong.
- 3.8 Voters recognise the value in being seen as responsible and reliable by their peers and other key figures in their lives.
- 3.9 Voters identify areas for development in their own learning and what they can do to help with this.

PLANNING & ORGANISING

- 4.1 Voters have the chance to set goals for themselves on a personal and/or academic basis.
- 4.2 Voters make considered and thoughtful decisions by organising their thoughts on a subject into pros and cons.
- 4.3 Schools provide voters with time to reflect on the outcomes of their decisions and what the impact of these has been.
- 4.4 Voters adapt their arguments or ideas based on information provided to them.
- 4.5 Voters work successfully as part of groups or teams, bringing together a range of information and insights.

PLANNING & ORGANISING (CONT'D)

- 4.6 Voters can work effectively across a range of different tasks with differing timeframes.
- 4.7 Schools monitor the opportunities for voters to participate in a wide range of activities requiring different skills.
- 4.8 Voters recognise when information presented to them may be inaccurate or incorrect.
- 4.9 Voters understand the value or trustworthy information sources and know their role in sharing these with others.

APPENDIX 2: UNCRC CRITERIA

Below are the individual UNCRC articles used by VotesforSchools for weekly mapping purposes. These help to support children's rights education. For more information on the UNCRC, visit [UNICEF's website](#)

UN CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Art 1 **Definition of a Child:** "A child is any person under the age of 18."

Art 2 **No Discrimination:** "All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason."

Art 3 **Best Interests of the Child:** "When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job."

Art 4 **Making Rights Real:** "Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention."

- Art 5** **Family Guidance as Children Develop:** “Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.”
- Art 6** **Life, Survival & Development:** “Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.”
- Art 7** **Name & Nationality:** “Children must be registered when they are born and given a name which is officially recognized by the Government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.”
- Art 8** **Identity:** “Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, Governments must help children to quickly get their identity back.”
- Art 9** **Keeping Families Together:** “Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don’t live together should stay in contact with both parents unless this might harm the child.”
- Art 10** **Contact with Parents Across Countries:** “If a child lives in a different country than their parents, Governments must let the child and parents travel so that they can stay in contact and be together.”

- Art 11** **Protection from Kidnapping:** “Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.”
- Art 12** **Respect for Children’s Views:** “Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.”
- Art 13** **Sharing Thoughts Freely:** “Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.”
- Art 14** **Freedom of Thought & Religion:** “Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.”
- Art 15** **Setting Up or Joining Groups:** “Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.”
- Art 16** **Protection of Privacy:** “Every child has the right to privacy. The law must protect children’s privacy, family, home, communications and reputation (or good name) from any attack.”

Art 17 **Access to Information:** “Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.”

Art 18 **Responsibility of Parents:** “Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a “guardian”. Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.”

Art 19 **Protection from Violence:** “Governments must protect children from violence, abuse and being neglected by anyone who looks after them.”

Art 20 **Children Without Families:** “Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child’s religion, culture, language and other aspects of their life.”

Art 21 **Children Who are Adopted:** “When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – such as living with another family – then they might be adopted in another country.”

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

Art 28 **Access to Education:** “Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children’s rights and never use violence.”

Art 29 **Aims of Education:** “Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.”

Art 30 **Minority Culture, Language & Religion:** “Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”

Art 31 **Rest, Play, Culture, Arts:** “Every child has the right to rest, relax, play and to take part in cultural and creative activities.”

Art 32 **Protection from Harmful Work:** “Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.”

Art 33 **Protection from Harmful Drugs:** “Governments must protect children from taking, making, carrying or selling harmful drugs.”

- Art 34** **Protection from Sexual Abuse:** “The Government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.”
- Art 35** **Prevention of Sale & Trafficking:** “Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).”
- Art 36** **Protection from Exploitation:** “Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.”
- Art 37** **Children in Detention:** “Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.”
- Art 38** **Protection in War:** “Children have the right to be protected during war. No child under 15 can join the army or take part in war.”
- Art 39** **Recovery & Integration:** “Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.”

Art 40 **Children Who Break the Law:** “Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.”

Art 41 **Best Law for Children Applies:** “If the laws of a country protect children’s rights better than this Convention, then those laws should be used.”

Art 42 **Everyone Must Know Children’s Rights:** “Governments should actively tell children and adults about this Convention so that everyone knows about children’s rights.”

Art 43+ **How the Convention Works:** “These articles explain how Governments, the United Nations – including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.”

APPENDIX 3: CROSS-CUTTING THEMES | DIVERSITY

Below are the Cross-Cutting Themes: Diversity criteria used by VotesforSchools for weekly mapping purposes. These are aligned with the requirements outlined in the Curriculum & Assessment (Wales) Act, Llywodraeth Cymru (2021).

CROSS-CUTTING THEMES | DIVERSITY

- 1 Voters are given the time and space to develop empathy and compassion for others.
- 2 Voters are encouraged to celebrate diverse backgrounds, values, and characteristics.
- 3 Schools give voters an opportunity to further develop their own values and identity.
- 4 Voters gain an understanding and respect for people with different beliefs, values, and points of view.
- 5 Schools present voters with opportunities to challenge assumptions and/or stereotypes.

APPENDIX 4: CROSS-CUTTING THEMES | LOCAL, NATIONAL & INTERNATIONAL CONTEXTS

Below are the Cross-Cutting Themes: Local, National & International Contexts criteria used by VotesforSchools for weekly mapping purposes. These are aligned with the requirements outlined in the Curriculum & Assessment (Wales) Act, Llywodraeth Cymru (2021).

CROSS-CUTTING THEMES | LOCAL, NATIONAL & INTERNATIONAL CONTEXTS

- 1 Voters are exposed to a range of places and events of significance as part of their learning.
- 2 Voters are encouraged to make links with their local communities and/or local organisations.
- 3 Voters take an interest in the contributions and experiences of individuals that have shaped their own lives and the lives of others.
- 4 Schools present voters with the cultural knowledge required to understand diversity, values, history, and traditions in a range of contexts.
- 5 Voters recognise how different identities, histories, cultures, perspectives, and values shape the communities/society of which they are a part, as well as communities elsewhere and society writ large.
- 6 Schools introduce voters to the local, national, and international factors and influences that contribute to different economic, social, and environmental impacts.

- 7 Voters develop a sound knowledge of different cultures and histories, which in turn reinforces their sense of self and allows them to understand and feel empowered by their place in society.
- 8 Schools encourage voters to acknowledge and embrace what makes their local area unique and distinctive.
- 9 Voters develop an understanding of their role as a citizen and the responsibilities they have on a governmental level.
- 10 Voters respond to current issues affecting them and others in a positive and/or productive way (i.e. through critical thinking, problem-solving, and open discussion).
- 11 Schools reinforce voters' understanding of sustainable development, the issues posed on an environmental and social level by the climate crisis, and how they as individuals can make a difference.
- 12 Voters reflect on their place in Welsh society and consider how they can reinforce/enhance their engagement with it.
- 13 Voters recognise Wales/the UK's position on the global stage and consider the interconnectivity of the wider world.
- 14 Schools promote the links between knowledge of language and improved understanding of/appreciation for cultural events or concepts (i.e. books, history).
- 15 Voters understand that local, national, and international issues all influence each other, and that this process is ongoing.
- 16 Voters are given the chance to critically analyse a range of issues and recognise both the positive and challenging aspects underpinning each one.

APPENDIX 5: UN SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Below are the individual UN Sustainable Development Goals (SDGs) criteria used by VotesforSchools for weekly mapping purposes. These help to support learning for sustainability. For more information on the UN SDGs, visit the [UN's website](#).

UN SUSTAINABLE DEVELOPMENT GOALS (UN 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.”