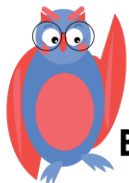




# VOTES FOR SCHOOLS

## Curriculum Criteria Map: 2021-22 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: Autumn 2021



VoteTopic Title	Keyword(s)
Do you feel ready for the new school year? (5-7)   Are tests the best way to show what you have learned? (7-11)	Exams
VotesforCOP26: Will climate change affect children's needs? (5-7)   Will climate change affect children's rights? (7-11)	VotesforCOP26
Should the UK do more to help people in Afghanistan? (5-7)   Should the UK do more for Afghanistan? (7-11)	Afghanistan
Should more children get free school meals?	FSM
<i>Black History Month</i> : Do we celebrate our differences enough?	BHM
Are you a good leader? (5-7)   Do you see yourself as a leader? (7-11)	Future leaders
Are protests the best way to be heard? (5-7)   Are protests necessary for change? (7-11)	Protests
<i>UK Parliament Week</i> : Should children learn more about the decisions our leaders make? (5-7)   Should you have to learn about politics in school? (7-11)	Political literacy
Should more people join in with religious celebrations?	Religious celebrations
<i>Anti-Bullying Week</i> : Can joking be bullying? (5-7)   Can banter be bullying? (7-11)	ABW
Do we look after the planet? (5-7)   Was COP26 successful? (7-11)	COP success
<i>IDPWD</i> : Do you know about different disabilities? (5-7)   Has the pandemic made us more aware of disabilities? (7-11)	IDPWD ( <i>International Day of People with Disabilities</i> )

**Got any questions?**

Email [primary@votesforschools.com](mailto:primary@votesforschools.com)!

# 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? (5-7)   Is space tourism a good idea? (7-11)	Space
Is loss too hard to talk about? (5-7)   Should all children learn about coping with loss & bereavement at school? (7-11)	Bereavement
Do you know why we vote? (5-7)   Should voting be made easier? (7-11)	Voting
Do punishments work?	Punishments
Is the internet bad for friendships? (5-7)   Is the internet bad for relationships? (7-11)	Safer Internet Day
Should a question be easy to answer?	Questions
Should children keep up with the news? (5-7)   Is it useful to keep up with the news? (7-11)	News
Do films show good role models for girls? (5-7)   Have recent films challenged stereotypes of women & girls? (7-11)	IWD ( <i>International Women's Day</i> )
Does everyone learn differently? (5-7)   Are labels helpful for neurodiversity? (7-11)	Neurodiversity
Are we kind enough to animals? (5-7)   Should all animals be treated the same? (7-11)	Animal welfare
Should the UK do more to help refugees? (5-7)   Should the Homes for Ukraine programme help more refugees? (7-11)	Refugees

**Got any questions?**

Email [primary@votesforschools.com](mailto:primary@votesforschools.com)!

# A guide to this term's topics: Summer 2022



VoteTopic Title	Keyword(s)
Are our habits bad for the environment? (5-7)   Are our habits a big problem for the environment? (7-11)	<b>Earth Day</b>
Is it ever okay to break the rules? (5-7)   Is it right that the Prime Minister kept his job after breaking lockdown rules? (7-11)	<b>Partygate</b>
Should sportspeople teach us about what's happening in the world? (5-7)   Is sport the right place for raising awareness? (7-11)	<b>Sport &amp; awareness</b>
Are you comfortable talking about loneliness?	<b>Loneliness</b>
Should you go on school trips?	<b>School trips</b>
Should we have more street parties?	<b>Jubilee</b>
Is it important to see families that are different to yours? (5-7)   Will seeing more LGBT+ relationships help stop prejudice? (7-11)	<b>Pride</b>
Does school teach us to treat people fairly? (5-7)   Has there been positive change in schools since the protests of 2020? (7-11)	<b>Anti-racism legacy</b>
Should everyone deal with big feelings in the same way? (5-7)   Should everyone deal with big emotions in the same way? (7-11)	<b>Support groups</b>
Should we all have to live in the same type of home? (5-7)   Are we accepting of different ways of life? (7-11)	<b>GRT Month</b>
Are strikes a good way for grown-ups to be heard? (5-7)   Are strikes a good way for workers to be heard? (7-11)	<b>Strikes</b>
Would you like to learn more about South Asian culture? (5-7)   Do we know enough about South Asian heritage? (7-11)	<b>SAH Month</b>
Have you enjoyed learning about the world this year? (5-7)   Have children's interests been talked about this year? (7-11)	<b>Children's interests</b>

**Got any questions?**

Email [primary@votesforschools.com](mailto:primary@votesforschools.com)!



Criteria	Which topics met this criteria?	Term* Total	Year Total
1.1	Protests, religious celebrations, <b>Partygate</b> , <b>Pride</b> , <b>support groups</b>	<b>3</b>	5
1.2	Exams, phones, IWD, <b>school trips</b>	<b>1</b>	4
1.3	Future leaders, space, neurodiversity, <b>Jubilee</b> , <b>strikes</b>	<b>2</b>	5
1.4	FSM, space, news, refugees, <b>Earth Day</b>	<b>1</b>	5
1.5	Religious celebrations, <b>SAH Month</b>	<b>1</b>	2
1.6	Political literacy, new year, animal welfare, <b>anti-racism legacy</b>	<b>1</b>	4
1.7	VotesforCOP26, BHM, COP success, refugees, <b>Earth Day</b>	<b>1</b>	5
1.8	Future leaders, new year, Safer Internet Day, <b>GRT Month</b>	<b>1</b>	4
1.9	FSM, COP success, voting, questions, <b>sport &amp; awareness</b>	<b>1</b>	5
1.10	Protests, bereavement, <b>sport &amp; awareness</b> , <b>GRT Month</b> , <b>SAH Month</b>	<b>3</b>	5
1.11	VotesforCOP26, ABW, punishments, <b>strikes</b>	<b>1</b>	4
1.12	Afghanistan, Christmas food, punishments, IWD, <b>Pride</b>	<b>1</b>	5
1.13	Political literacy, phones, voting, <b>Partygate</b> , <b>children's interests</b>	<b>2</b>	5
1.14	ABW, news, animal welfare, <b>loneliness</b>	<b>1</b>	4
1.15	IDPWD, bereavement, <b>loneliness</b> , <b>support groups</b>	<b>2</b>	4
1.16	Afghanistan, BHM, IDPWD, neurodiversity, <b>Jubilee</b>	<b>1</b>	5
1.17	Exams, Safer Internet Day, <b>school trips</b> , <b>children's interests</b>	<b>2</b>	4
1.18	Christmas food, questions, <b>anti-racism legacy</b>	<b>1</b>	3

\*This refers to the Summer Term 2022.



Criteria	Which topics met this criteria?	Term* Total	Year Total
2.1	Religious celebrations, Christmas food, space, refugees, <b>strikes</b>	1	5
2.2	FSM, new year, animal welfare, <b>loneliness</b>	1	4
2.3	Protests, <b>Partygate</b> , <b>GRT Month</b> , <b>children's interests</b>	3	4
2.4	Exams, political literacy, questions, <b>Jubilee</b> , <b>children's interests</b>	2	5
2.5	Future leaders, phones, bereavement, questions, <b>school trips</b>	1	5
2.6	Afghanistan, space, Safer Internet Day, news, <b>support groups</b>	1	5
2.7	Exams, religious celebrations, voting, IWD, <b>Jubilee</b>	1	5
2.8	FSM, IDPWD, IWD, <b>anti-racism legacy</b>	1	4
2.9	VotesforCOP26, COP success, voting, news, <b>Earth Day</b> , <b>Pride</b>	2	6
2.10	BHM, Christmas food, bereavement, <b>sport &amp; awareness</b> , <b>school trips</b> , <b>GRT Month</b> , <b>SAH Month</b>	4	7
2.11	Afghanistan, ABW, IDPWD, Safer Internet Day, neurodiversity, <b>loneliness</b> , <b>SAH Month</b>	2	7
2.12	Protests, punishments, <b>Partygate</b> , <b>Pride</b>	2	4
2.13	ABW, punishments, refugees, <b>anti-racism legacy</b>	1	4
2.14	Phones, animal welfare, <b>strikes</b>	1	3
2.15	BHM, political literacy, new year, <b>sport &amp; awareness</b> , <b>support groups</b>	2	5
2.16	VotesforCOP26, future leaders, COP success, neurodiversity, <b>Earth Day</b>	1	5

\*This refers to the Summer Term 2022.



Criteria	Which topics met this criteria?	Term* Total	Year Total
3.1	FSM, religious celebrations, <b>school trips</b> , <b>GRT Month</b>	2	4
3.2	BHM, ABW, Christmas food, Safer Internet Day, <b>SAH Month</b>	1	5
3.3	BHM, phones, refugees, <b>Jubilee</b>	1	4
3.4	VotesforCOP26, protests, animal welfare, <b>Earth Day</b> , <b>support groups</b>	2	5
3.5	FSM, bereavement, IWD, <b>loneliness</b>	1	4
3.6	Exams, ABW, Christmas food, Safer Internet Day, <b>Partygate</b>	1	5
3.7	COP success, bereavement, animal welfare, <b>sport &amp; awareness</b>	1	4
3.8	IDPWD, voting, <b>Jubilee</b> , <b>children's interests</b>	2	4
3.9	Afghanistan, new year, news, <b>school trips</b>	1	4
3.10	Punishments	-	1
3.11	Future leaders, space, <b>sport &amp; awareness</b>	1	3
3.12	Protests, space, <b>anti-racism legacy</b> , <b>children's interests</b>	2	4
3.13	IDPWD, neurodiversity, <b>Pride</b>	1	3
3.14	Future leaders, new year, <b>Earth Day</b>	1	3
3.15	Political literacy, refugees, <b>Partygate</b> , <b>Pride</b>	2	4
3.16	Political literacy, voting, questions, <b>support groups</b> , <b>SAH Month</b>	2	5
3.17	VotesforCOP26, punishments, neurodiversity, <b>anti-racism legacy</b> , <b>strikes</b>	2	5
3.18	Religious celebrations, IWD, <b>strikes</b>	1	3
3.19	Afghanistan, COP success, news, <b>GRT Month</b>	1	4
3.20	Exams, phones, questions, <b>loneliness</b>	1	4

\*This refers to the Summer Term 2022.



Criteria	Which topics met this criteria?	Term* Total	Year Total
4.1	BHM, religious celebrations, Christmas food, <b>school trips, anti-racism legacy, SAH Month</b>	3	6
4.2	Afghanistan, news, neurodiversity, <b>Jubilee</b>	1	4
4.3	Afghanistan, COP success, Safer Internet Day, refugees, <b>Pride, support groups</b>	2	6
4.4	Future leaders, ABW, phones, new year, punishments, questions, <b>strikes</b>	1	7
4.5	Exams, protests, IDPWD, new year, news, <b>Earth Day</b>	1	6
4.6	BHM, religious celebrations, IWD, <b>GRT Month, SAH Month</b>	2	5
4.7	Political literacy, COP success, space, news, <b>sport &amp; awareness, anti-racism legacy</b>	2	6
4.8	VotesforCOP26, bereavement, neurodiversity, <b>loneliness, support groups</b>	2	5
4.9	Political literacy, voting, animal welfare, <b>Partygate, children's interests</b>	2	5
4.10	FSM, protests, IWD, refugees, <b>sport &amp; awareness, Pride, GRT Month</b>	3	7
4.11	Phones, bereavement, <b>loneliness, Jubilee</b>	2	4
4.12	Exams, FSM, IDPWD, space, questions, animal welfare, <b>Earth Day</b>	1	7
4.13	Future leaders, ABW, Christmas food, Safer Internet Day, <b>Partygate, strikes</b>	2	6
4.14	VotesforCOP26, voting, punishments, <b>school trips, children's interests</b>	2	5

\*This refers to the Summer Term 2022.





# Prevent

Criteria	Which topics met this criteria?	Term* Total	Year Total
5.1	Exams, COP success, space, punishments, <b>loneliness</b>	1	5
5.2	VotesforCOP26, <b>Earth Day, children's interests</b>	2	3
5.3	Phones, new year, questions, <b>Earth Day, anti-racism legacy</b>	2	5
5.4	BHM, protests, IDPWD, Safer Internet Day	-	4
5.5	Afghanistan, <b>support groups</b>	1	2
5.6	FSM, political literacy, voting, <b>sport &amp; awareness, SAH Month</b>	2	5
5.7	Refugees, <b>Pride, GRT Month</b>	2	3
5.8	ABW, neurodiversity, <b>Pride</b>	1	3
5.9	Afghanistan, IWD, refugees, <b>anti-racism legacy</b>	1	4
5.10	IDPWD, questions, <b>school trips, GRT Month</b>	2	4
5.11	Future leaders, religious celebrations, new year, news, <b>Jubilee</b>	1	5
5.12	VotesforCOP26, Christmas food, space, animal welfare, <b>strikes</b>	1	5
5.13	BHM, ABW, bereavement, Safer Internet Day, neurodiversity, <b>Partygate, Jubilee</b>	2	7
5.14	Political literacy, voting, <b>school trips, children's interests</b>	2	4
5.15	FSM, protests, COP success, <b>sport &amp; awareness, strikes</b>	2	5
5.16	Christmas food, punishments, animal welfare, <b>support groups</b>	1	4
5.17	Future leaders, religious celebrations, bereavement, IWD, <b>loneliness, SAH Month</b>	2	6
5.18	Exams, phones, news, <b>Partygate</b>	1	4

\*This refers to the Summer Term 2022.



# British Values



Criteria	Which topics met this criteria?	Term* Total	Year Total
6.1	FSM, voting, refugees, <b>sport &amp; awareness</b>	1	4
6.2	IDPWD, punishments, <b>Partygate</b>	1	3
6.3	Political literacy, COP success, space, news, <b>Jubilee</b>	1	5
6.4	Afghanistan, <b>anti-racism legacy, GRT Month</b>	2	3
6.5	Religious celebrations, Christmas food, bereavement, animal welfare, <b>SAH Month</b>	1	5
6.6	BHM, ABW, Safer Internet Day, IWD, <b>Pride</b>	1	5
6.7	Protests, <b>strikes</b>	1	2
6.8	Exams, phones, questions, neurodiversity	-	4
6.9	<b>Children's interests</b>	1	1
6.10	New year, <b>school trips, support groups</b>	2	3
6.11	VotesforCOP26, future leaders, <b>Earth Day, loneliness</b>	2	4

\*This refers to the Summer Term 2022.



# Elsewhere in the curriculum...



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.



# SUSTAINABLE DEVELOPMENT GOALS



# Elsewhere in the curriculum...



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
Are our habits bad for the environment? (5-7)   Are our habits a big problem for the environment? (7-11)	Environment & climate change
Is it ever okay to break the rules? (5-7)   Is it right that the Prime Minister kept his job after breaking lockdown rules? (7-11)	Crime, justice & extremism
Should sportspeople teach us about what's happening in the world? (5-7)   Is sport the right place for raising awareness? (7-11)	Culture, media & the arts
Are you comfortable talking about loneliness?	Health & wellbeing
Should you go on school trips?	Jobs, economy & education
Should we have more street parties?	Community & charity
Is it important to see families that are different to yours? (5-7)   Will seeing more LGBT+ relationships help stop prejudice? (7-11)	Equalities & identity
Does school teach us to treat people fairly? (5-7)   Has there been positive change in schools since the protests of 2020? (7-11)	Global issues & politics
Should everyone deal with big feelings in the same way? (5-7)   Should everyone deal with big emotions in the same way? (7-11)	Crime, justice & extremism
Should we all have to live in the same type of home? (5-7)   Are we accepting of different ways of life? (7-11)	Equalities & identity
Are strikes a good way for grown-ups to be heard? (5-7)   Are strikes a good way for workers to be heard? (7-11)	Jobs, economy & education
Would you like to learn more about South Asian culture? (5-7)   Do we know enough about South Asian heritage? (7-11)	Community & charity
Have you enjoyed learning about the world this year? (5-7)   Have children's interests been talked about this year? (7-11)	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)	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2014
1.2	Voters use personal experiences to reflect on their lives	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2014
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2004
1.4	Voters can be holistic in their approach to discussing topics	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2004
1.5	Schools support voters with their religious beliefs in a personalised way	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2004
1.6	Schools facilitate discussions to support reflection	<b>Spiritual:</b> Personal values & beliefs	SMSC - Ofsted 2004
1.7	Voters learn about themselves, others & the world around them	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC - Ofsted 2014
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC - Ofsted 2004
1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC - Ofsted 2004
1.10	Voters show interest and respect for others' faiths, feelings and beliefs	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2014
1.11	Voters develop empathy, compassion & concern with others	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.13	Voters develop a respect for insight as well as for knowledge & reason	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.14	Voters develop an understanding of feelings & emotions and the impact of them	<b>Spiritual:</b> 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	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where voters can flourish, grow and respect others	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	<b>Spiritual:</b> Understanding human feelings & emotions	SMSC - Ofsted 2004
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	<b>Spiritual:</b> Using imagination & creativity	SMSC - Ofsted 2014
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	<b>Spiritual:</b> Using imagination & creativity	SMSC - Ofsted 2004
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	<b>Moral:</b> Developing & expressing personal views	SMSC - Ofsted 2014
2.2	Voters are able to express their views on ethical & personal issues	<b>Moral:</b> Developing & expressing personal views	SMSC - Ofsted 2004
2.3	Voters are committed to their own values even if others think they are wrong	<b>Moral:</b> Developing & expressing personal views	SMSC - Ofsted 2004
2.4	Voters enjoy discovering their own and others' views on different topics	<b>Moral:</b> Developing & expressing personal views	SMSC - Ofsted 2004
2.5	Voters can adapt their values in light of experiences	<b>Moral:</b> 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	<b>Moral:</b> 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	<b>Moral:</b> Investigating moral & ethical issues	SMSC - Ofsted 2014

# Appendix: SMSC, British Values & Prevent Criteria



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

# Appendix: SMSC, British Values & Prevent Criteria



3.5	Schools encourage voters to recognise and respect social differences & similarities	<b>Social:</b> Developing qualities & social skills	SMSC - Ofsted 2004
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	<b>Social:</b> Developing qualities & social skills	SMSC - Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	<b>Social:</b> 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	<b>Social:</b> Developing qualities & social skills	SMSC - Ofsted 2004
3.9	Schools provide appropriate links to the wider world & the community	<b>Social:</b> Developing qualities & social skills	SMSC - Ofsted 2004
3.10	Voters co-operate well and are able to resolve their conflicts	<b>Social:</b> Participating & resolving conflict	SMSC - Ofsted 2014
3.11	Voters work well together as members of groups or teams; they relate well to each other	<b>Social:</b> 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	<b>Social:</b> Participating & resolving conflict	SMSC - Ofsted 2004
3.13	Voters resolve conflicts and counter forces which militate against inclusion & unity	<b>Social:</b> Participating & resolving conflict	SMSC - Ofsted 2004
3.14	Schools provide voters with the chance to exercise leadership & responsibility	<b>Social:</b> 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	<b>Social:</b> 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	<b>Social:</b> Understanding how communities function	SMSC - Ofsted 2014
3.17	Voters appreciate the rights & responsibilities of individuals within the wider setting	<b>Social:</b> Understanding how communities function	SMSC - Ofsted 2004



# Appendix: SMSC, British Values & Prevent Criteria



3.18	Voters understand how society functions and is organised	<b>Social:</b> Understanding how communities function	SMSC - Ofsted 2004
3.19	Voters understand the notion of interdependence in a complex society	<b>Social:</b> Understanding how communities function	SMSC - Ofsted 2004
3.20	Schools identify key values & principles on which school & community life is based	<b>Social:</b> Understanding how communities function	SMSC - Ofsted 2004
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2014
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	<b>Cultural:</b> 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	<b>Cultural:</b> 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	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2004
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	<b>Cultural:</b> Participating & responding to culture	SMSC - Ofsted 2004
4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2004
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2004
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	<b>Cultural:</b> 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	<b>Cultural:</b> 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	<b>Cultural:</b> Understanding & appreciating influences	SMSC - Ofsted 2014
4.12	Voters develop an ability to challenge their own cultural assumptions & values	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2014
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2014
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Ofsted 2014
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.3	Voters can participate in decision-making within their own school environment	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.4	Voters can express their views and appreciate the impact their views can have on others	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	<b>Prevent Strategy:</b> HM Government (2007-present)	
5.9	Voters should know how to challenge extremist narratives and promote universal rights	<b>Prevent Strategy:</b> 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	<b>Prevent Strategy:</b> HM Government (2007-present)
5.11	Voters should feel confident to discuss honestly a plurality of views	<b>Prevent Strategy:</b> HM Government (2007-present)
5.12	Schools should allow voters to debate fundamental moral & human rights principles	<b>Prevent Strategy:</b> HM Government (2007-present)
5.13	Schools should promote open & respectful dialogue	<b>Prevent Strategy:</b> HM Government (2007-present)
5.14	Model participatory and representative democracy by engaging and examining views expressed	<b>Prevent Strategy:</b> HM Government (2007-present)
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	<b>Prevent Strategy:</b> HM Government (2007-present)
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	<b>Prevent Strategy:</b> 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	<b>Prevent Strategy:</b> HM Government (2007-present)
5.18	Give voters a safe place to respond to current events that will challenge their beliefs	<b>Prevent Strategy:</b> HM Government (2007-present)
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	<b>Promoting fundamental British Values:</b> 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	<b>Promoting fundamental British Values:</b> 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)	<b>Promoting fundamental British Values:</b> November 2014
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	<b>Promoting fundamental British Values:</b> 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	<b>Promoting fundamental British Values:</b> November 2014
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	<b>Promoting fundamental British Values:</b> 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	<b>Promoting fundamental British Values:</b> 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	<b>Promoting fundamental British Values:</b> November 2014
6.9	Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view	<b>Promoting fundamental British Values:</b> November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths	<b>Promoting fundamental British Values:</b> November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	<b>Promoting fundamental British Values:</b> 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](mailto:primary@votesforschools.com)!