



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



Which topics met this criteria?	Keyword(s)
Should exams go ahead in 2022?	Exams
VotesforCOP26: Will climate change affect children's rights?	VotesforCOP26
Should the UK do more for Afghanistan?	Afghanistan
Should more children get free school meals?	FSM
<i>Black History Month</i> : Do we celebrate our differences enough?	BHM
Do you see yourself as the leader in your own life?	Future leaders
Are protests necessary for change?	Protests
<i>UK Parliament Week</i> : Should the teaching of political literacy be compulsory in schools?	Political literacy
Should more people get involved with religious celebrations?	Religious celebrations
<i>Anti-Bullying Week</i> : Is banter an excuse for bullying?	ABW
Was COP26 successful?	COP success
<i>IDPWD</i> : Has the pandemic made us more aware of disabilities? Has the pandemic made us more considerate of disabilities? (16+)	IDPWD (<i>International Day of People with Disabilities</i>)
Should students use smartphones in school?	Phones
Does the UK waste too much food at Christmas?	Christmas food

Got any questions?

Email secondary@votesforschools.com!

A guide to this term's topics: Spring 2022



Which topics met this criteria?	Keyword(s)
Is January the best time for resolutions?	New year
Is spending on space worthwhile? (Secondary) Is investing in space worthwhile? (Secondary 16+)	Space
Should learning about coping with loss & bereavement be included on the curriculum?	Bereavement
Should voting in the UK be made easier? (Secondary) Should voting in the UK be modernised? (Secondary 16+)	Voting
Do punishments work? (Secondary) Should we avoid criminalising young people? (Secondary 16+)	Punishments
Is the internet driving us apart?	Safer Internet Day
Should a question be easy to answer? (Secondary) Are questions more important than answers? (Secondary 16+)	Questions
Is current news affecting how you feel?	News
Have recent films challenged stereotypes of women & girls?	IWD (<i>International Women's Day</i>)
Are neurodiversity labels helpful?	Neurodiversity
Should animals ever be tested on?	Animal welfare
Should the Homes for Ukraine scheme be for more refugees?	Refugees

Got any questions?

Email secondary@votesforschools.com!

A guide to this term's topics: Summer 2022



Which topics met this criteria?	Keyword(s)
Is apathy the biggest threat to the environment?	Earth Day
Is it right that the Prime Minister kept his job after "Partygate"?	Partygate
Is sport the right place for raising awareness?	Sport & awareness
Are young people equipped to deal with loneliness?	Loneliness
Should you go on school trips? (Secondary) Are trips the key to cultural capital in education? (Secondary 16+)	School trips
Should there be more street parties?	Jubilee
Will your generation see the end of LGBTQ+ prejudice?	Pride
Has tackling racism in education improved since the protests of 2020?	Anti-racism legacy
Does the internet normalise toxic support networks?	Support networks
Will a new policing bill end travelling peoples' way of life?	GRT Month
Should transport workers be allowed to strike?	Strikes
Do we know enough about South Asian heritage?	SAH Month
Have young people's priorities been reflected in politics this year?	Young people's priorities

Got any questions?

Email secondary@votesforschools.com!



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



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

*This refers to the Summer Term 2022.



Criteria	Which topics met this criteria?	Term* Total	Year Total
3.1	FSM, religious celebrations, school trips, GRT Month	2	4
3.2	BHM, ABW, Christmas food, Safer Internet Day, SAH Month	1	5
3.3	BHM, phones, refugees, Jubilee	1	4
3.4	VotesforCOP26, protests, animal welfare, Earth Day, support networks	2	5
3.5	FSM, bereavement, IWD, loneliness	1	4
3.6	Exams, ABW, Christmas food, Safer Internet Day, Partygate	1	5
3.7	COP success, bereavement, animal welfare, sport & awareness	1	4
3.8	IDPWD, voting, Jubilee, young people's priorities	2	4
3.9	Afghanistan, new year, news, school trips	1	4
3.10	Punishments	-	1
3.11	Future leaders, space, sport & awareness	1	3
3.12	Protests, space, anti-racism legacy, young people's priorities	2	4
3.13	IDPWD, neurodiversity, Pride	1	3
3.14	Future leaders, new year, Earth Day	1	3
3.15	Political literacy, refugees, Partygate, Pride	2	4
3.16	Political literacy, voting, questions, support networks, SAH Month	2	5
3.17	VotesforCOP26, punishments, neurodiversity, anti-racism legacy, strikes	2	5
3.18	Religious celebrations, IWD, strikes	1	3
3.19	Afghanistan, COP success, news, GRT Month	1	4
3.20	Exams, phones, questions, loneliness	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, school trips, anti-racism legacy, SAH Month	3	6
4.2	Afghanistan, news, neurodiversity, Jubilee	1	4
4.3	Afghanistan, COP success, Safer Internet Day, refugees, Pride, support networks	2	6
4.4	Future leaders, ABW, phones, new year, punishments, questions, strikes	1	7
4.5	Exams, protests, IDPWD, new year, news, Earth Day	1	6
4.6	BHM, religious celebrations, IWD, GRT Month, SAH Month	2	5
4.7	Political literacy, COP success, space, news, sport & awareness, anti-racism legacy	2	6
4.8	VotesforCOP26, bereavement, neurodiversity, loneliness, support networks	2	5
4.9	Political literacy, voting, animal welfare, Partygate, young people's priorities	2	5
4.10	FSM, protests, IWD, refugees, sport & awareness, Pride, GRT Month	3	7
4.11	Phones, bereavement, loneliness, Jubilee	2	4
4.12	Exams, FSM, IDPWD, space, questions, animal welfare, Earth Day	1	7
4.13	Future leaders, ABW, Christmas food, Safer Internet Day, Partygate, strikes	2	6
4.14	VotesforCOP26, voting, punishments, school trips, young people's priorities	2	5



Prevent

Criteria	Which topics met this criteria?	Term* Total	Year Total
5.1	Exams, COP success, space, punishments, loneliness	1	5
5.2	VotesforCOP26, Earth Day, young people's priorities	2	3
5.3	Phones, new year, questions, Earth Day, anti-racism legacy	2	5
5.4	BHM, protests, IDPWD, Safer Internet Day	-	4
5.5	Afghanistan, support networks	1	2
5.6	FSM, political literacy, voting, sport & awareness, SAH Month	2	5
5.7	Refugees, Pride, GRT Month	2	3
5.8	ABW, neurodiversity, Pride	1	3
5.9	Afghanistan, IWD, refugees, anti-racism legacy	1	4
5.10	IDPWD, questions, school trips, GRT Month	2	4
5.11	Future leaders, religious celebrations, new year, news, Jubilee	1	5
5.12	VotesforCOP26, Christmas food, space, animal welfare, strikes	1	5
5.13	BHM, ABW, bereavement, Safer Internet Day, neurodiversity, Partygate, Jubilee	2	7
5.14	Political literacy, voting, school trips, young people's priorities	2	4
5.15	FSM, protests, COP success, sport & awareness, strikes	2	5
5.16	Christmas food, punishments, animal welfare, support networks	1	4
5.17	Future leaders, religious celebrations, bereavement, IWD, loneliness, SAH Month	2	6
5.18	Exams, phones, news, Partygate	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, sport & awareness	1	4
6.2	IDPWD, punishments, Partygate	1	3
6.3	Political literacy, COP success, space, news, Jubilee	1	5
6.4	Afghanistan, anti-racism legacy, GRT Month	2	3
6.5	Religious celebrations, Christmas food, bereavement, animal welfare, SAH Month	1	5
6.6	BHM, ABW, Safer Internet Day, IWD, Pride	1	5
6.7	Protests, strikes	1	2
6.8	Exams, phones, questions, neurodiversity	-	4
6.9	Young people's priorities	1	1
6.10	New year, school trips, support networks	2	3
6.11	VotesforCOP26, future leaders, Earth Day, loneliness	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
Is apathy the biggest threat to the environment?	Environment & climate change
Is it right that the Prime Minister kept his job after "Partygate"?	Crime, justice & extremism
Is sport the right place for raising awareness?	Culture, media & the arts
Are young people equipped to deal with loneliness?	Health & wellbeing
Should you go on school trips? (Secondary) Are trips the key to cultural capital in education? (Secondary 16+)	Economy, jobs & education
Should there be more street parties?	Community & charity
Will your generation see the end of LGBTQ+ prejudice?	Equalities & identity
Has tackling racism in education improved since the protests of 2020?	Global issues & politics
Does the internet normalise toxic support networks?	Crime, justice & extremism
Will a new policing bill end travelling peoples' way of life?	Equalities & identity
Should transport workers be allowed to strike?	Economy, jobs & education
Do we know enough about South Asian heritage?	Community & charity
Have young people's priorities been reflected in politics this year?	Global issues & politics

Appendix: SMSC, British Values & Prevent Criteria



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

Appendix: SMSC, British Values & Prevent Criteria



1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Spiritual: Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where voters can flourish, grow and respect others	Spiritual: Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	Spiritual: Understanding human feelings & emotions	SMSC - Ofsted 2004
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	Spiritual: Using imagination & creativity	SMSC - Ofsted 2014
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	Spiritual: Using imagination & creativity	SMSC - Ofsted 2004
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	Moral: Developing & expressing personal views	SMSC - Ofsted 2014
2.2	Voters are able to express their views on ethical & personal issues	Moral: Developing & expressing personal views	SMSC - Ofsted 2004
2.3	Voters are committed to their own values even if others think they are wrong	Moral: Developing & expressing personal views	SMSC - Ofsted 2004
2.4	Voters enjoy discovering their own and others' views on different topics	Moral: Developing & expressing personal views	SMSC - Ofsted 2004
2.5	Voters can adapt their values in light of experiences	Moral: Developing & expressing personal views	SMSC - Ofsted 2004
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	Moral: Developing & expressing personal views	SMSC - Ofsted 2004
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	Moral: Investigating moral & ethical issues	SMSC - Ofsted 2014

Appendix: SMSC, British Values & Prevent Criteria



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

Appendix: SMSC, British Values & Prevent Criteria



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

Appendix: SMSC, British Values & Prevent Criteria



3.18	Voters understand how society functions and is organised	Social: Understanding how communities function	SMSC - Ofsted 2004
3.19	Voters understand the notion of interdependence in a complex society	Social: Understanding how communities function	SMSC - Ofsted 2004
3.20	Schools identify key values & principles on which school & community life is based	Social: Understanding how communities function	SMSC - Ofsted 2004
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2004
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2004
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Cultural: Participating & responding to culture	SMSC - Ofsted 2004
4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2004
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2004
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	Cultural: Preparing for life in modern Britain	SMSC - Ofsted 2014
4.10	Voters understand how beneficial it is to appreciate a range of different cultures and that this is preparation for them as part of a modern Britain	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014

Appendix: SMSC, British Values & Prevent Criteria



4.11	Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	Cultural: Understanding & appreciating influences	SMSC - Ofsted 2014
4.12	Voters develop an ability to challenge their own cultural assumptions & values	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	Cultural: Understanding & respecting diversity	SMSC - Ofsted 2014
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	Prevent Strategy: HM Government (2007-present)	
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	Prevent Strategy: HM Government (2007-present)	
5.3	Voters can participate in decision-making within their own school environment	Prevent Strategy: HM Government (2007-present)	
5.4	Voters can express their views and appreciate the impact their views can have on others	Prevent Strategy: HM Government (2007-present)	
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	Prevent Strategy: HM Government (2007-present)	
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Prevent Strategy: HM Government (2007-present)	
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	Prevent Strategy: HM Government (2007-present)	
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	Prevent Strategy: HM Government (2007-present)	
5.9	Voters should know how to challenge extremist narratives and promote universal rights	Prevent Strategy: HM Government (2007-present)	

Appendix: SMSC, British Values & Prevent Criteria



5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	Prevent Strategy: HM Government (2007-present)
5.11	Voters should feel confident to discuss honestly a plurality of views	Prevent Strategy: HM Government (2007-present)
5.12	Schools should allow voters to debate fundamental moral & human rights principles	Prevent Strategy: HM Government (2007-present)
5.13	Schools should promote open & respectful dialogue	Prevent Strategy: HM Government (2007-present)
5.14	Model participatory and representative democracy by engaging and examining views expressed	Prevent Strategy: HM Government (2007-present)
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	Prevent Strategy: HM Government (2007-present)
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	Prevent Strategy: HM Government (2007-present)
5.17	Use spaces for voters to discuss openly issues that concern them, including exploring their own identities & how these relate to the diversity of the society in which they live	Prevent Strategy: HM Government (2007-present)
5.18	Give voters a safe place to respond to current events that will challenge their beliefs	Prevent Strategy: HM Government (2007-present)
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	Promoting fundamental British Values: November 2014
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	Promoting fundamental British Values: November 2014
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	Promoting fundamental British Values: November 2014
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	Promoting fundamental British Values: November 2014

Appendix: SMSC, British Values & Prevent Criteria



6.5	Voters should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, not discriminated against	Promoting fundamental British Values: November 2014
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	Promoting fundamental British Values: November 2014
6.7	Understand the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law works in Britain, in contrast to other forms of government in other countries	Promoting fundamental British Values: November 2014
6.8	Ensure that all voters within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by voters	Promoting fundamental British Values: November 2014
6.9	Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view	Promoting fundamental British Values: November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths	Promoting fundamental British Values: November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	Promoting fundamental British Values: November 2014

Appendix: Our 9 Key Themes



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

Health & wellbeing

Equalities & identity

Environment &
climate change

Global issues &
politics

Science &
technology

Community & charity

Crime, justice &
extremism

Jobs, economy &
education

Culture, media & the
arts

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