

Inspection: How does using VotesforSchools support British Values and SMSC?

At the heart of our work is our understanding of the need to be able to demonstrate to external partners how VotesforSchools supports the requirements set by these bodies.

We have outlined clearly how we support delivery on the following Ofsted & Independent Schools Inspectorate outcomes and provided some key responses to questions inspectors may ask when discussing British Values & SMSC.

Effectiveness of Leadership & Management

- ✓ Provide learning programmes or a curriculum that have/has a suitable breadth, depth, and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners, and employers, nationally and in the local community
- ✓ Actively promote equality and diversity, tackle bullying and discrimination, and lessen any gaps in achievement between different groups of voters
- ✓ Actively promote British Values
- ✓ Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other Government requirements, promote their welfare, and prevent radicalisation and extremism.



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Be curious.



Be heard.



Quality of Teaching, Learning & Assessment

- ✔ Equality of opportunity and recognition of diversity are promoted through teaching
- ✔ Where relevant, English, Mathematics, and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Personal Development, Behaviour & Welfare

- ✔ Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation, and extremism, including when using the internet and social media
- ✔ Personal development, so that they are well-prepared to contribute to wider society in Britain, and respect others.

Question/Criteria	VotesforSchools commentary
How do staff engender a fair and unprejudiced approach on the part of the voters?	VotesforSchools resources provide staff with the objective, fact-based arguments to help them debate and discuss current and topical issues. This puts staff in a confident position to present relevant and unbiased facts on a wide range of diverse topics. Use of VotesforSchools ensures there is an inclusive and unprejudiced approach to discussing sensitive subjects.
Is there equality of opportunity and appreciation of diversity taught in the school?	VotesforSchools gives a consistent and quality approach to ensuring that every voter can access and can engage in discussion around British Values and develop their critical thinking.



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How does the school assist voters in combating harassment and bullying? What evidence is there of improvement?	VotesforSchools encourages and empowers voters to have a voice; the resources give them the tools to “be heard” on any personal issues, or when they see others in risky situations.
How do the curriculum and extra-curricular activities promote voters’ British Values? How do you monitor the impact of this? Where would I be most likely to see examples of this being taught?	Using VotesforSchools as a tutor package means active promotion of British Values. The vote centres on (largely British) issues every week, from Brexit to Coronavirus, to the refugee crisis. VotesforSchools actively and explicitly promotes British Values as each week voters have their say on the topic being discussed. The school then receives the results of the vote two weeks later, providing access to the gender and age group votes as well as how many V voters participated. The VoteDiary allows staff to look at how voters are developing the skills associated with British Values such as tolerance, understanding and empathy.
What specific steps have been taken to improve voters’ behaviour and learning with respect to the development of British Values?	VotesforSchools allows staff to facilitate lessons on engaging subject areas about which voters are interested. Using VotesforSchools allows staff to develop voters’ understanding of the world they live in, in an interactive and stimulating way. It also allows voters to participate in democratic practices on a weekly basis. The weekly topics are relevant and voter-centred. As a result, voters are motivated and want to learn about the topics each week.



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How and where does the school monitor and evaluate voters' preparation for life in modern Britain? What does this information tell you about how well voters have developed?	VotesforSchools maps which areas of British Values, SMSC, and Prevent are covered each week by the topic. When young people vote, staff are given the data, showing what the voters think and feel about certain issues. The accompanying VoteDiary also allows voters to reflect on how their British Values skills have developed and how they would like to hone these in future.
How are voters involved in the life of the school?	Using VotesforSchools allows voters to consider how they can be heard within their own school. Throughout the VotesforSchools lessons and assemblies, there are opportunities for voters to find out more about how to make a change nationally, locally, or within the school setting.
Can you show me examples of displays or artwork around the school which promote British Values?	VotesforSchools provides display materials for schools to develop tutor display areas, promote the school's results and encourage development in the skills of being informed, curious and heard.
How and where do voters/staff have the opportunity to discuss different points of view? How do teachers make sure that different viewpoints are valued?	VotesforSchools gives teachers the confidence to present a wide range of topics and actively encourage voters to have differences of opinions. It also models objective and unbiased arguments, demonstrating to voters that any opinion is valid but should be supported with informed evidence.



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Can you give examples of how British Values are promoted in the culture and ethos of the school?	Using VotesforSchools as part of the weekly timetable demonstrates an absolute belief that British Values are at the heart of the school. VotesforSchools is an inclusive package, meaning every voter in every year group can access the weekly debate. As a result, this can bring genuine unity and cohesion to the school community and beyond.
How do teachers plan their lessons to include strategies and resources that reflect the diversity of cultural experiences in modern Britain?	The VotesforSchools lessons are planned and resourced for teachers, but they can also supplement teaching with additional “Cross Curricular” and “Challenge” activities included within the lessons. These demonstrate how other subject areas can use the theme of the VoteTopic to continue the discussion whilst meeting their own curriculum needs. Teachers are also actively encouraged to look at the SMSC, British Values and Prevent map that is downloadable along with their resources every week (also known as the “Curriculum Guide”). This gives the staff a real understanding of how they are contributing to British Values development in voters.
How do you ensure that the Voters in this school learn about what is like to be in different communities, beyond their immediate experience?	VotesforSchools resources expose voters to a diverse range of topics. Within these is an opportunity for voters to make ethical and moral decisions. By looking at the different sides of a wide range of debates, they develop skills of tolerance, empathy and understanding.
How does the school help Voters prepare for the next stage of education, training or employment? How effective is this?	VotesforSchools is giving voters skills that will stay with them for life. These include but are not limited to: <ul style="list-style-type: none"><input checked="" type="checkbox"/> engagement in democracy<input checked="" type="checkbox"/> making your voice heard<input checked="" type="checkbox"/> articulating your opinion<input checked="" type="checkbox"/> listening to others<input checked="" type="checkbox"/> coming to decisions



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	The Secondary 16+ Lesson specifically develops critical thinking and is more focused on work/apprenticeship and university skills. The VoteDiary also allows voters to think about how the skills and learning gained from participating in VotesforSchools can be used in further pathways.
How does the school help Voters to become active citizens, both in school and in wider society? What is participation in these activities like?	Participation in VotesforSchools is expected and required of voters. We believe this platform is educating voters about their world and communities, as well as consistently asking them how they can make a difference.



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