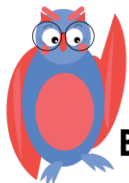




# VOTES FOR SCHOOLS

## Curriculum Criteria Map: Autumn 2021 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? (KS1)   Are tests the best way to show what you have learned? (KS2)	Exams
VotesforCOP26: Will climate change affect children's needs? (KS1)   Will climate change affect children's rights? (KS2)	VotesforCOP26
Should the UK do more to help people in Afghanistan? (KS1)   Should the UK do more for Afghanistan? (KS2)	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? (KS1)   Do you see yourself as a leader? (KS2)	Future leaders
Are protests the best way to be heard? (KS1)   Are protests necessary for change? (KS2)	Protests
<i>UK Parliament Week</i> : Should children learn more about the decisions our leaders make? (KS1)   Should you have to learn about politics in school? (KS2)	Political literacy
Should more people join in with religious celebrations?	Religious celebrations
<i>Anti-Bullying Week</i> : Can joking be bullying? (KS1)   Can banter be bullying? (KS2)	ABW
Do we look after the planet? (KS1)   Was COP26 successful? (KS2)	COP success
<i>IDPWD</i> : Do you know about different disabilities? (KS1)   Has the pandemic made us more aware of disabilities? (KS2)	IDPWD ( <i>International Day of People with Disabilities</i> )
Should children use phones in school?	Phones
Do we have too much food at Christmas? (KS1)   Do people buy too much food at Christmas? (KS2)	Christmas food

**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	2	2
1.2	Exams, phones	2	2
1.3	Future leaders	1	1
1.4	FSM	1	1
1.5	Religious celebrations	1	1
1.6	Political literacy	1	1
1.7	VotesforCOP26, BHM, COP success	3	3
1.8	Future leaders	1	1
1.9	FSM, COP success	2	2
1.10	Protests	1	1
1.11	VotesforCOP26, ABW	2	2
1.12	Afghanistan, Christmas food	2	2
1.13	Political literacy, phones	2	2
1.14	ABW	1	1
1.15	IDPWD	1	1
1.16	Afghanistan, BHM, IDPWD	3	3
1.17	Exams	1	1
1.18	Christmas food	1	1



Criteria	Which topics met this criteria?	Term Total	Year Total
2.1	Religious celebrations, Christmas food	2	2
2.2	FSM	1	1
2.3	Protests	1	1
2.4	Exams, political literacy	2	2
2.5	Future leaders, phones	2	2
2.6	Afghanistan	1	1
2.7	Exams, religious celebrations	2	2
2.8	FSM, IDPWD	2	2
2.9	VotesforCOP26, COP success	2	2
2.10	BHM, Christmas food	2	2
2.11	Afghanistan, ABW, IDPWD	3	3
2.12	Protests	1	1
2.13	ABW	1	1
2.14	Phones	1	1
2.15	BHM, political literacy	2	2
2.16	VotesforCOP26, future leaders, COP success	3	3



Criteria	Which topics met this criteria?	Term Total	Year Total
3.1	FSM, religious celebrations	2	2
3.2	BHM, ABW, Christmas food	3	3
3.3	BHM, phones	2	2
3.4	VotesforCOP26, protests	2	2
3.5	FSM	1	1
3.6	Exams, ABW, Christmas food	3	3
3.7	COP success	1	1
3.8	IDPWD	1	1
3.9	Afghanistan	1	1
3.10		-	-
3.11	Future leaders	1	1
3.12	Protests	1	1
3.13	IDPWD	1	1
3.14	Future leaders	1	1
3.15	Political literacy	1	1
3.16	Political literacy	1	1
3.17	VotesforCOP26	1	1
3.18	Religious celebrations	1	1
3.19	Afghanistan, COP success	2	2
3.20	Exams, phones	2	2



Criteria	Which topics met this criteria?	Term Total	Year Total
4.1	BHM, religious celebrations, Christmas food	3	3
4.2	Afghanistan	1	1
4.3	Afghanistan, COP success	2	2
4.4	Future leaders, ABW, phones	3	3
4.5	Exams, protests, IDPWD	3	3
4.6	BHM, religious celebrations	2	2
4.7	Political literacy, COP success	2	2
4.8	VotesforCOP26	1	1
4.9	Political literacy	1	1
4.10	FSM, protests	2	2
4.11	Phones	1	1
4.12	Exams, FSM, IDPWD	3	3
4.13	Future leaders, ABW, Christmas food	3	3
4.14	VotesforCOP26	1	1



Criteria	Which topics met this criteria?	Term Total	Year Total
5.1	Exams, COP success	2	2
5.2	VotesforCOP26	1	1
5.3	Phones	1	1
5.4	BHM, protests, IDPWD	3	3
5.5	Afghanistan	1	1
5.6	FSM, political literacy	2	2
5.7		-	-
5.8	ABW	1	1
5.9	Afghanistan	1	1
5.10	IDPWD	1	1
5.11	Future leaders, religious celebrations	2	2
5.12	VotesforCOP26, Christmas food	2	2
5.13	BHM, ABW	2	2
5.14	Political literacy	1	1
5.15	FSM, protests, COP success	3	3
5.16	Christmas food	1	1
5.17	Future leaders, religious celebrations	2	2
5.18	Exams, phones	1	1



# British Values



Criteria	Which topics met this criteria?	Term Total	Year Total
6.1	FSM	1	1
6.2	IDPWD	1	1
6.3	Political literacy, COP success	2	2
6.4	Afghanistan	1	1
6.5	Religious celebrations, Christmas food	2	2
6.6	BHM, ABW	2	2
6.7	Protests	1	1
6.8	Exams, phones	1	1
6.9		-	-
6.10		-	-
6.11	VotesforCOP26, future leaders	2	2



# 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
Do you feel ready for the new school year? (KS1)   Are tests the best way to show what you have learned? (KS2)	Jobs, economy & education
VotesforCOP26: Will climate change affect children's needs? (KS1)   Will climate change affect children's rights? (KS2)	Environment & climate change
Should the UK do more to help people in Afghanistan? (KS1)   Should the UK do more for Afghanistan? (KS2)	Global issues & politics
Should more children get free school meals?	Community & charity
Black History Month: Do we celebrate our differences enough?	Equalities & identity
Are you a good leader? (KS1)   Do you see yourself as a leader? (KS2)	Jobs, economy & education
Are protests the best way to be heard? (KS1)   Are protests necessary for change? (KS2)	Global issues & politics
UK Parliament Week: Should children learn more about the decisions our leaders make? (KS1)   Should you have to learn about politics in school? (KS2)	Global issues & politics
Should more people join in with religious celebrations?	Community & charity
Anti-Bullying Week: Can joking be bullying? (KS1)   Can banter be bullying? (KS2)	Equalities & identity
Do we look after the planet? (KS1)   Was COP26 successful? (KS2)	Environment & climate change
IDPWD: Do you know about different disabilities? (KS1)   Has the pandemic made us more aware of disabilities? (KS2)	Equalities & identity
Should children use phones in school?	Science & technology
Do we have too much food at Christmas? (KS1)   Do people buy too much food at Christmas? (KS2)	Culture, media & the arts

# 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)!