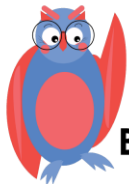




VOTES FOR SCHOOLS

Curriculum Map Criteria Guide



Be informed.



Be curious.



Be heard.

What do the numbers mean?



-  **Criteria 1.1-1.18** correspond to **SMSC: Social**
-  **Criteria 2.1-2.16** correspond to **SMSC: Moral**
-  **Criteria 3.1-3.20** correspond to **SMSC: Spiritual**
-  **Criteria 4.1-4.14** correspond to **SMSC: Cultural**
-  **Criteria 5.1-5.18** correspond to **Prevent**
-  **Criteria 6.1-6.11** correspond to **British Values**

SMSC, British Values & Prevent Criteria



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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |

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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |

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| 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) |

SMSC, British Values & Prevent Criteria



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| 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) |

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| 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 |

SMSC, British Values & Prevent Criteria



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| 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 |



Elsewhere in the curriculum...



We also **map each topic** to an **article from the UN Convention on the Rights of the Child (UNCRC)**. You can find these on your **weekly curriculum guides**. Please click [here](#) 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)**. The purpose of this is to **show the relevance of our weekly resources to global learning and our desire to ensure voters become active citizens**. Click [here](#) to **find out more about the SDGs**.

For **further information** on how we meet SMSC, British Values & Prevent criteria, feel free to **get in touch** with us at primary@votesforschools.com.