

Subjects supported by VotesforSchools



This document summarises how VotesforSchools supports you with different subjects and statutory requirements. If you have any questions, please email primary@votesforschools.com.

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An overview of everything we support

Subject/Topic Area	Does VotesforSchools support or cover this?
SMSC	VfS provides weekly evidence for how we meet all SMSC criteria. See "VfS & SMSC" (pp.3-5)
British Values	VfS provides weekly evidence for how we meet all British Values criteria. See "VfS & British Values" (pp.6-8)
Prevent duty	VfS provides weekly evidence for how we support you in the Prevent duty. See "VfS & Prevent" (pp.9-11)
Citizenship	VfS supports you to deliver Citizenship but does not offer full coverage nor a curriculum.
Careers	VfS supports you to explore careers with voters through references to potential paths or positions within the weekly lessons and assemblies.
PSHE	VfS supports you to deliver PSHE but does not offer full coverage of all PSHE objectives nor a curriculum for each year group. See "VfS & PSHE" (pp.12-16) for more details on how VfS supports you to deliver PSHE.
Relationships Education	VfS supports you to deliver Relationships Education, Sex Education and Health Education but does not offer a full coverage of objectives nor a curriculum for each year group*. See "VfS & Relationships Education" (pp.17-23) and "VfS & Health Education" (pp.24-32) for more details on how VfS supports you to deliver these.
Sex Education	
Health Education	
Rights Respecting Schools Award	VfS supports schools in developing a rights respecting ethos. Each week, we map an article from the United Nations Convention on the Rights of the Child (UNCRC) to the VoteTopic. We have also worked alongside UNICEF UK to create VoteTopics that develop an understanding of rights and responsibilities.
UN Sustainable Development Goals	VfS supports schools in discussing the UN's Sustainable Development Goals (SDGs). All of the weekly VoteTopics are mapped to one of the 17 SDGs to reflect our commitment to supporting voters with their global learning and understanding of the world around them.



The following table highlights how VotesforSchools helps schools to meet the criteria of voters' Spiritual, Moral, Social & Cultural (SMSC) development.

Please Note: VotesforSchools provides weekly evidence for how we meet the SMSC criteria through our Curriculum Guides.



Criteria	Our commentary
<p>The proprietor/school actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Using VotesforSchools as a whole-school package means the active and consistent promotion of British Values. The vote centres on (largely British) issues every week, from Brexit to COVID-19, to our attitudes towards the refugee crisis. VotesforSchools actively and explicitly promotes British Values as each week there is an opportunity for learners to vote on the topic being discussed. The school then receives the results of this two weeks later, providing access to the gender and age group votes as well as how many voters participated. The British Values curriculum as set out in the Government's Guidance on promoting British Values in schools (November 2014) is mapped every week via the Curriculum Guide, demonstrating how that week's topic has directly supported the identified areas.</p>
<p>Enable voters to develop their self-knowledge, self-esteem and self-confidence.</p>	<p>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. VotesforSchools gives a consistent and quality approach to ensuring that every voter has access to and can engage in discussion around British Values and can develop their critical thinking. VotesforSchools is giving voters skills that will stay with them for life: engagement in democracy, how to make your voice heard, how to articulate your opinion, how to listen to others and how to make decisions.</p>
<p>Enable voters to distinguish right from wrong and to respect the civil and criminal law of England.</p>	<p>Through weekly topics, voters are given the skills and tools to be able to identify what is right and wrong. Topics such as county lines, alcohol, and extremism allow voters, through current and relevant issues, to identify how the law plays a part in civil society.</p>
<p>Encourage voters to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.</p>	<p>VotesforSchools exposes our voters to different scenarios both in the UK and beyond that allow them to understand wider community and global issues but also how they can use their democratic right to actively have a voice and make changes. Using VotesforSchools allows voters to also consider how they can enact change within their own school. The lessons and assemblies also provide voters with safe and suitable ways to make a difference nationally, locally, or within a school setting.</p>
<p>Enable voters to acquire a broad general knowledge of and respect for public institutions and services in England.</p>	<p>VotesforSchools regularly works alongside expert organisations to support weekly topics. For example, the resources for COP26 and children's rights (2021) were created in collaboration with UNICEF UK, with support from a number of other organisations in both the environmental and youth voice sectors. Through their participation, voters are impacting on national policy, understanding that their voice is heard, and seeing that voting is how to bring about change in our democratic system.</p>



Criteria	Our commentary
<p>Further tolerance and harmony between different cultural traditions by enabling voters to acquire an appreciation of and respect for their own and other cultures.</p>	<p>VotesforSchools gives teachers the confidence to present 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. VotesforSchools resources expose voters to a diverse range of topics, and within these is an opportunity for them to make ethical and moral decisions. By looking at different sides of any debate, they develop skills of tolerance, empathy and understanding.</p>
<p>Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.</p>	<p>VotesforSchools' purpose is to embed the skills that through debate and discussion provide young people with tolerance, empathy and understanding: these are the skills that they use to respect diversity. Alongside these skills, VotesforSchools specifically covers topics that align with the Equalities Act 2010.</p>
<p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	<p>VotesforSchools is not just teaching voters about democracy, but immersing them in it on a weekly basis. Through voting, children and young people experience democracy and the power that their voice can have in bringing about change. VotesforSchools provides weekly feedback to schools about how the votes every school has submitted have been used to make a difference. In turn, this reinforces good habits of democracy for the future.</p>
<p>Precludes the promotion of partisan political views in the teaching of any subject in the school.</p>	<p>VotesforSchools resources provide staff with 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 diverse range of topics. Use of VotesforSchools ensures there is an inclusive and unprejudiced approach to discussing sensitive subjects.</p>
<p>Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of voters - they are offered a balanced presentation of opposing views.</p>	



The following table highlights how VotesforSchools helps you to promote British Values at your school.

It has been drawn from schools' experiences and common questions inspectors may ask about your school's delivery of fundamental British Values.

Please Note: VotesforSchools provides weekly evidence on how the topic promotes British Values through our Curriculum Guides.



Question?	Our 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.
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. There is also regular reinforcement of the importance of kindness, tolerance, and respect.
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 COVID-19, to our attitudes towards the refugee crisis. VotesforSchools actively and explicitly promotes British Values as each week there is an opportunity for learners to vote on the topic being discussed. The school then receives the results of this two weeks later, providing access to the gender and age group votes as well as how many voters participated. The VoteDiary allows staff to look at how the 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.
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. The lessons and assemblies provide voters with safe and suitable ways to make a difference nationally, locally, or within a school setting.



Question?	Our commentary
Can you show me examples of displays/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/you 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.
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 it 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: engagement in democracy; making your voice heard; articulating your opinion; listening to others, and coming to decisions. 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.



Prevent

VotesforSchools & the Prevent duty

The following table shows how we support your duty to prevent voters being drawn into extremism.

Please Note: VotesforSchools provides weekly evidence for how you are delivering the Prevent strategy through our Curriculum Guides.



Criteria	Our commentary
Voters should develop questioning skills and techniques to open debate in a safe way	VotesforSchools is working to develop these skills in every voter. Through outstanding content with diverse activities, voters are gaining skills of communication and critical thinking. The content also provides the teacher with materials to ensure the topic engages all voters in the discussion in a safe and balanced way.
Voters should feel confident to discuss honestly a plurality of views	The weekly debate allows this to happen within the classroom; alongside the debate itself, voters can vote on how they feel. The content is unbiased and objective – we always ensure that both sides of any debate are clearly laid out and understood.
Schools should allow voters to debate fundamental moral and human rights principles	This is exactly why VotesforSchools was set up: as teachers ourselves, we all agree that voters should be able to engage in moral debates and this should not be governed by whether they have a teacher who believes in that too. The package is whole-school, so every young person gets the opportunity to have these conversations. Our approach to this debate is youth-focused, so while the questions may often seem "light-hearted", this is used to help capture their attention before discussing the topic in more depth. A recent example of this is "Would you pay more for chocolate?", which gave voters the chance to think about the people behind their favourite products, and the benefits of fair trade.
Give voters a safe place to respond to current events that will challenge their beliefs	VotesforSchools works on a weekly basis, which allows us to respond to current events (both national and international). The resources are developed at the beginning of the week and are released on our website on Fridays for teaching the following week. This ensures our schools are equipped to discuss current events as they are unfolding, but also doing so in a calm and thoughtful manner.
Voters can influence and participate in decision making on issues affecting them in their society	VotesforSchools gives children and young people the chance to have a voice on issues that go beyond the classroom. A weekly vote is used to make impact on policy change, institutional reform and to contribute to research, and voters are told every week how their vote is making a difference. The assemblies and lessons also frequently provide ideas about how voters can influence their schools and local communities in a creative and youth-focused way.
Demonstrate that your school can provide a safe place to discuss and debate topical and controversial issues affecting young people	VotesforSchools enables any member of the school community, including support staff, to facilitate a debate on a weekly issue. The topic is aligned to the news agenda or to national events, such as Anti-Bullying Week or Black History Month. The content is unbiased and objective, going through quality assurance checks to guarantee it is appropriate and accurate for voters.
Voters should know how to challenge extremist narratives and promote universal rights	VotesforSchools has worked closely with UNICEF in the past to create topics that promote the UNCRC, and frequently consult other organisations to cover issues that relate to human rights, particularly those of children and young people. The weekly Curriculum Guides map the topics to the UNCRC and to the UN Sustainable Development Goals (SDGs).



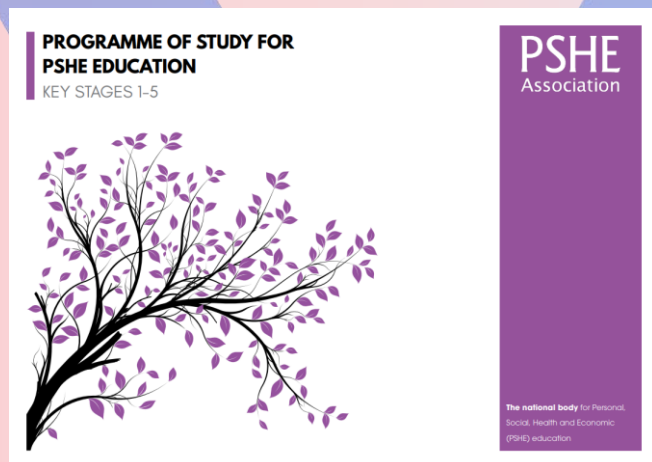
Criteria	Our commentary
Voters can express their views and appreciate the impact their views can have on others	Through well-researched content, the lessons build in various opportunities for voters to express how they feel about the topic. Alongside this, a VoteDiary (which is provided when schools sign up) allows voters to self-assess their development in critical thinking, oracy and listening skills. They can also leave comments when voting, and this platform is particularly valuable for those who are less able to vocalise their views in the classroom. These comments are monitored by the VotesforSchools team and later shared on the feedback slide for voters around the country to see.
Voters can discuss terrorism and the wider use of violence in a considered and informed way	Using VotesforSchools gives any teacher the opportunity to discuss terrorism and extremism (as well as other moral and ethical issues) in a coherent and clear way. It allows teachers to feel confident to discuss the topic without any prior understanding. The most important factor for schools is that VotesforSchools allows for consistent and quality conversation on these topics. The weekly resources ensure the discussions are appropriate and that teachers remain objective on these topics throughout the session.
Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	VotesforSchools allows staff to facilitate discussions on subject areas that are relevant to voters. Using VotesforSchools allows them to develop their understanding of the world they live in as part of an interactive and engaging way. It also allows them to participate in democratic practises on a weekly basis, developing an understanding of the importance of voting and making your voice heard.
Voters should be given the platform to challenge Islamophobia, anti-Semitism and other prejudices	VotesforSchools regularly engages in debate and discussion on all discrimination- and prejudice-based issues. The ability to challenge all types of prejudice in a calm and considered manner allows voters to feel more confident in opening up discussion with those who have differing (or prejudiced) views. The skills developed are transferable to a range of other issues, such as drugs, exploitation, gender-based discrimination and much more. Specific examples include: "Has lockdown made the internet more dangerous?" and "Is it easy to spot the signs of coercion?" (KS2 only).
Voters should use safe-to-learn anti-bullying strategies to minimise hate- and prejudice-based bullying	Specific topics on anti-bullying strategies and hate crime allow voters to openly discuss these issues and develop strategies to combat them, both on a personal and institutional level. Each week, voters are encouraged to challenge prejudice in its various forms or to consider why people hold different views. The modelling of debate and discussion encourages conflict resolution through effective and considered communication.



This document outlines how VotesforSchools supports you with PSHE in Primary Schools.

The three PSHE themes and overarching objectives have been taken from the PSHE Association's 2020/21 Programme of Study (PoS):

- 1) Health & Wellbeing**
- 2) Relationships**
- 3) Living in the Wider World**



**Please Note:
Click the image on the left to view the Programme of Study in full.**



Theme	Health & Wellbeing	Relationships	Living in the Wider World
PSHE Curriculum (Taken from the PSHE Association's 2020/21 Programme of Study)	<ul style="list-style-type: none"> ✔ Healthy Lifestyles: Physical Wellbeing (H1-H10 H1-H14) ✔ Mental Health (H11-H20 H15-24) ✔ Ourselves, Growing & Changing (H21-H27 H25-H36) ✔ Keeping Safe (H28-H36 H37-H45) ✔ Drugs, Alcohol & Tobacco (H37 H46-H50) 	<ul style="list-style-type: none"> ✔ Families & Close Positive Relationships (R1-R5 R1-R9) ✔ Friendships (R6-R9 R10-R18) ✔ Managing Hurtful Behaviour & Bullying (R10-R12 R19-R21) ✔ Safe Relationships (R13-R20 R22-R29) ✔ Respecting Self & Others (R21-R25 R30-R34) 	<ul style="list-style-type: none"> ✔ Shared Responsibilities (L1-L3 L1-L5) ✔ Communities (L4-L6 L6-L10) ✔ Media Literacy & Digital Resilience (L7-L9 L11-L16) ✔ Economic Wellbeing: Money (L10-L13 L17-L24) ✔ Economic Wellbeing: Aspirations, Work & Career (L14-L17 L25-L32)

Please Note:

The numbers in parentheses refer to the criteria covered, as per the PSHE Association's Programme of Study (2020-21). The first range of criteria refers to KS1, and the second is KS2. View the PoS in full by clicking [here](#).



Core Theme Overview: Health & Wellbeing

✔ Healthy Lifestyles: Physical Wellbeing (H1-H10 | H1-H14)

✔ Mental Health (H11-H20 | H15-H24)

✔ Ourselves, Growing & Changing (H21-H27 | H25-H36)

✔ Keeping Safe (H28-H36 | H37-H45)

✔ Drugs, Alcohol & Tobacco (H37 | H46-H50)

View the **PSHE Association's Programme of Study (2020-21)** in full by clicking [here](#).

How VotesforSchools supports this PSHE theme:

- ✔ Throughout the year, our topics cover themes relating to health & wellbeing, both physical and mental. When these topics are explicitly covered, voters are informed of how they can stay safe, healthy and well.
- ✔ Our topics are often based around sensitive and controversial issues. By discussing these in a safe space, voters become used to sharing their feelings and fears with others. This can help them, both now and in the future, to feel comfortable discussing their own challenges and seeking help when needed.
- ✔ VotesforSchools is empowering and encourages our voters to have a voice; this gives them the tools to "be heard" on any personal issues, or when they see others in risky situations.
- ✔ Voters are given regular opportunities to explore the lives of different individuals with different experiences, stories, and circumstances. Through this, voters talk about different emotions and feelings. They also have the opportunity to discuss whether any action needs to be taken to help or protect someone.

During your subscription, you will receive topics that support this PSHE theme. Previous examples include:

- ✔ Do you know what is good for your body? (KS1) | Should vaping be banned? (KS2)
- ✔ Is it hard for germs to spread in your school? (KS1) | Does the modern world make it harder for diseases to spread? (KS2)
- ✔ Do you get enough sleep?
- ✔ Should pupils wear masks in school?
- ✔ Does social media make it easier to talk about disabilities? (KS2)
- ✔ Do you know how to stay safe outside school?
- ✔ Do we need to learn more about how vaccines work?
- ✔ Do we take the benefits of nature for granted?



Core Theme Overview: Relationships

✔ Families & Close Positive Relationships (R1-R5 | R1-R9)

✔ Friendships (R6-R9 | R10-R18)

✔ Managing Hurtful Behaviour & Bullying (R10-R12 | R19-R21)

✔ Safe Relationships (R13-R20 | R22-R29)

✔ Respecting Self & Others (R21-R25 | R30-R34)

View the **PSHE Association's Programme of Study (2020-21)** in full by clicking [here](#).

How VotesforSchools supports this PSHE theme:

- ✔ Throughout the year, our topics give voters the opportunity to explore different types of relationships: what is healthy or risky, safe and unsafe.
- ✔ VotesforSchools directly supports teachers in developing a positive relationship with voters. It does so by supporting them with discussions surrounding moral dilemmas and tricky subjects in a delicate and age-appropriate way.
- ✔ Each lesson is aligned to a criterion from the UNCRC, reinforcing the fact that adults have a responsibility to ensure children's rights are protected, but also empowering voters to speak out if their rights are infringed upon.
- ✔ Lessons invite voters to empathise with others and express their feelings over different situations and on topical issues. This helps voters know that a range of emotions and reactions are valid, and helps them see when to ask for help.
- ✔ By covering topics like discrimination, stereotyping and bullying, voters are able to see the impact this has on others. They can apply this knowledge to their own communities and context which will help them to look out for others.

During your subscription, you will receive topics that support this PSHE theme. Previous examples include:

- ✔ Should teens involved in county lines be classed as criminals?
- ✔ Can sharing stories keep us safe? (KS1) | Can sharing stories prevent extremism? (KS2)
- ✔ Do you know what makes a happy family? (KS1) | Do young people know what an unhealthy relationship looks like? (KS2)
- ✔ Do we appreciate uniqueness?
- ✔ Is it hard to forgive? (KS1) | Is "cancel culture" unfair? (KS2)
- ✔ Is it important to fit in at school?
- ✔ Has lockdown made the internet more dangerous?
- ✔ Do your friends bring out the best in you? (KS1) | Is it easy to spot the signs of coercion? (KS2)



Core Theme Overview: Living in the Wider World

✔ Shared Responsibilities (L1-L3 | L1-L5)

✔ Communities (L4-L6 | L6-L10)

✔ Media Literacy & Digital Resilience (L7-L9 | L11-L16)

✔ Economic Wellbeing: Money (L10-L13 | L17-L24)

✔ Economic Wellbeing: Aspirations, Work & Career (L14-L17 | L25-L32)

View the **PSHE Association's Programme of Study (2020-21)** in full by clicking [here](#).

How VotesforSchools supports this PSHE theme:

- ✔ Throughout the year, voters discuss topical issues that help them develop an understanding of what is going on in the world and what the key issues of their generation are, from climate change, to Brexit, to the COVID-19 pandemic.
- ✔ Voters are given space to think about the impact their actions and choices have on others, in a globalised and interconnected world.
- ✔ Through weekly discussions and debates on sensitive or controversial issues, voters develop the skill of listening to others with different views and developing empathy and tolerance.
- ✔ Our materials promote inclusion and equality by representing a diverse range of people from around the world, such as the LGBTQ+ community, people of different races and religions, or people with disabilities.
- ✔ Our topics expose voters to a range of views and opinions that reinforce their understanding of diversity. This allows them to celebrate diversity within the UK.
- ✔ Voters are also regularly given ideas about how they can start to make changes in their local area, thereby becoming active and engaged citizens.

During your subscription, you will receive topics that support this PSHE theme. Previous examples include:

- ✔ Would you like to be a politician? (KS1) | Are young people interested in politics? (KS2)
- ✔ Is fake news always bad?
- ✔ Do communities become stronger during a crisis?
- ✔ Should young people earn pocket money?
- ✔ Are all lies bad? (KS1) | Are conspiracy theories more dangerous than we realise? (KS2)
- ✔ Should everyone volunteer in their community?
- ✔ Would you pay more for chocolate?
- ✔ Is the end of cash coming?
- ✔ Do we take home for granted? (KS1) | Is the refugee crisis really over? (KS2)



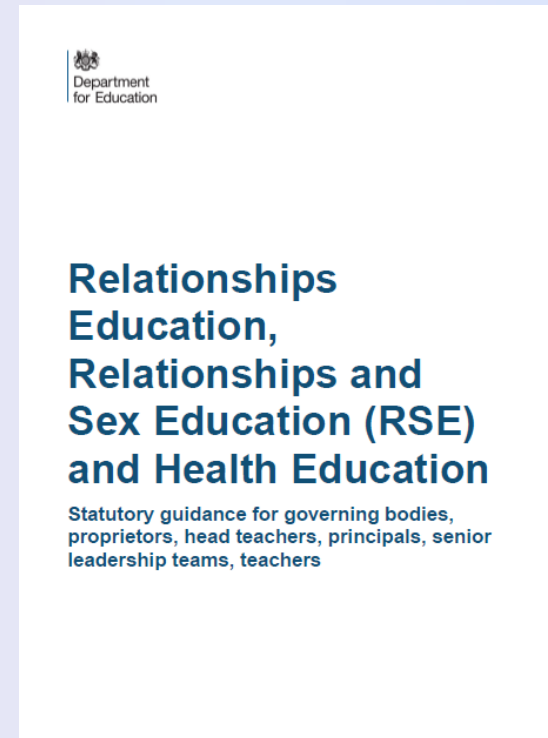
This document outlines how VotesforSchools supports you with the new statutory requirements for Relationships Education in Primary Schools.

Relationships Education:

- 1) Families & People Who Care for Me**
- 2) Caring Friendships**
- 3) Respectful Relationships**
- 4) Online Relationships**
- 5) Being Safe**

Please Note:

Click the image on the right to view the RSE & Health Education curriculum document in full.





Why have we produced this document?

“From September 2020, Relationships Education will become compulsory in all Primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in Primary schools will not be compulsory, the DfE continues to recommend that Primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the voters. All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum: Science.”

**Relationships Education, Relationships and Sex Education (RSE) and Health Education
Draft Guidance, February 2019**

“The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they are to meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.”

**Relationships Education, Relationships and Sex Education (RSE) and Health Education
Guidance, June 2020**



Topic 1) Families & People Who Care for Me

Pupils should know:

- ☑ That families are important for children growing up because they can give love, security and stability.
- ☑ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- ☑ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- ☑ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 - ☑ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- ☑ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

How VotesforSchools supports this topic:

- ☑ Every VotesforSchools lesson is aligned to a criterion from the UNCRC, reinforcing the fact that adults have a responsibility to ensure children's rights are protected, but also empowering voters to speak out if their rights are infringed upon.
- ☑ The lessons give children the opportunity to discuss different relationships in a safe setting, including protection vs agency in a parent-child relationship.
- ☑ When sensitive issues are covered, our lessons signpost children to places they can go and people they can talk to if they are worried about anything, such as Childline, Mind, or the Police.
- ☑ Our lessons are carefully created to ensure a wide variety of families, such as single parent families, families with LGBTQ+ parents, families of different races and religions, are represented.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ Do electronic devices harm family life?
- ☑ Should smacking your child be illegal?
- ☑ Would you 'sharent'?
- ☑ Should you have to be an adult to get married?
- ☑ Has technology improved Christmas?
- ☑ Do you know what makes a happy family? (KS1) | Do young people know what an unhealthy relationship looks like? (KS2)
- ☑ Do we take home for granted? (KS1 only)

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).



Topic 2) Caring Friendships

Pupils should know:

- ✔ How important friendships are in making us feel happy and secure, and how people choose and make friends.
- ✔ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ✔ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ✔ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ✔ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

How VotesforSchools supports this topic:

- ✔ VotesforSchools promotes the qualities of a good friend through lessons that encourage listening to those with different opinions, empathising with others, and respecting differences.
- ✔ By discussing different factors that make someone vulnerable, voters are encouraged to look out for others in their community.
- ✔ Our lessons use scenario-based activities to help voters discuss when and why things make them feel unhappy, uncomfortable or unsafe. Voters are also encouraged to put themselves in others' shoes and develop empathy.
- ✔ Through VfS lessons, voters are encouraged to speak up and have a voice both on issues that are important to them, but also when something is worrying or negatively affecting them.
- ✔ Our lessons are often focused on a protected characteristic (from the Equality Act 2010), and emphasise that the law is there to protect people. Through this, we are modelling inclusion and equality.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ✔ Should you always put your friends first? (KS1) | Could you support a friend struggling with their mental health? (KS2)
- ✔ Is it important to fit in at school?
- ✔ Should you stand up for other people? (KS1 only)
- ✔ Do you know what makes a good teammate? (KS1 only)
- ✔ Do we need to learn more about boundaries?
- ✔ Do school uniforms make it harder to be ourselves? (KS1) | Do school uniforms make it harder to show our true selves? (KS2)
- ✔ Do your friends bring out the best in you? (KS1) | Is it easy to spot the signs of coercion? (KS2)

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).



Topic 3) Respectful Relationships

Pupils should know:

- ☑ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ☑ Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - ☑ The conventions of courtesy and manners.
- ☑ The importance of self-respect and how this links to their own happiness.
- ☑ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 - ☑ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- ☑ What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ☑ The importance of permission-seeking and giving in relationships with friends, peers and adults.

How VotesforSchools supports this topic:

- ☑ VotesforSchools and the skills it develops are designed with the empowerment of children and young people in mind, with them beginning to self-safeguard and use their voice as a means of speaking out if they feel hurt, threatened or worried.
- ☑ Debating topical issues each week helps voters develop respect for each others' views, even when these are different from their own.
- ☑ Our resources promote inclusion by exploring topics such as discrimination, stereotyping and hate crime. By directly addressing topics around equality, such as racism, homophobia and sexism, as well as topics directly linked to extremism, voters learn to respectfully challenge views held by other influences in their lives.
- ☑ Our lessons give voters a safe space to discuss the implications of hurtful language and actions, encouraging them to empathise with others and look at life from different perspectives.
- ☑ Through a weekly vote, voters learn that others (including their friends) may not share the same opinion, but that this difference is okay.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ If you could live anywhere, would you choose Britain? (KS1) | Is the UK a tolerant place to live? (KS2)
- ☑ Do you think it is possible to reduce bullying in your school?
- ☑ Are disabilities still misunderstood?
- ☑ Do we appreciate uniqueness?
- ☑ Is it hard to forgive? | Is "cancel culture" unfair?
- ☑ Is it important to fit in at school?
- ☑ Is it important to play with a variety of toys? (KS1) | Will gender stereotypes affect your future? (KS2)
- ☑ Do we need to learn more about boundaries?

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).



Topic 4) Online Relationships

Pupils should know:

- ☑ That people sometimes behave differently online, including by pretending to be someone they are not.
- ☑ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- ☑ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ☑ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ☑ How information and data is shared and used online.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ☑ VotesforSchools encourages voters to be critical of what they see and to take a cautious approach to information that is not from a reputable or reliable source, whether online or in real life.
- ☑ By looking at both sides of a debate, voters learn to be critical thinkers and challenge their own opinions. They can apply this skill to the online world.
- ☑ Our lessons follow the news and focus on issues related to the internet and social media that we see as relevant to young people. In discussing these issues, voters are offered a safe space to discuss emerging and current questions and situations that (could) impact their lives.
- ☑ Wherever relevant, our resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for voters and relevant to their lives.
- ☑ Through scenario-based activities, voters are encouraged to explore the impact of risky behaviour, both in real life and online.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ Have you ever read the 'terms and conditions?'
- ☑ Would you like to be a YouTuber? (KS1) | Do you want to be internet famous? (KS2)
- ☑ Do celebrities help us talk about disabilities? (KS1) | Does social media make it easier to talk about disabilities? (KS2)
- ☑ Does cyber security matter to you?
- ☑ Has lockdown made the internet more dangerous?
- ☑ Do we hear about enough world news? (KS1) | Do we decide what news we see? (KS2)
- ☑ Should under-13s have Instagram?



Topic 5) Being Safe

Pupils should know:

- ✔ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ✔ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ✔ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ✔ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ✔ How to recognise and report feelings of being unsafe or feeling bad about any adult.
- ✔ How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- ✔ How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ✔ Where to get advice e.g. family, school and/or other sources.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ✔ Through discussing topical issues that are pertinent to young people in an age-appropriate and sensitive way – such as knife crime, radicalisation and county lines – voters are given a safe space to talk about how they can keep each other and themselves safe.
- ✔ Our weekly voting platform gives voters a chance to be heard beyond the school gates; this is a powerful self-safeguarding tool that can help them remain safe both now and in the future.
- ✔ When sensitive issues are covered, our lessons signpost children to places they can go or people they can talk to if they are worried about anything, such as Childline, Mind, or the Police.
- ✔ Our lessons encourage voters to be critical thinkers, a skill which can help keep them safe by ensuring they question what they see.
- ✔ Our lessons equip voters with knowledge of local, national and global issues, as well as with the technical vocabulary needed to be able to have informed discussions and report concerns they may have with confidence.

During your subscription, you will receive topics that support this topic. Previous examples include:

- ✔ Should teens involved in county lines be classed as criminals?
- ✔ Can sharing stories keep us safe? (KS1) | Can sharing stories prevent extremism? (KS2)
- ✔ Would you break a rule if you knew you wouldn't get caught? (KS1) | Should under-18s be given criminal records? (KS2)
- ✔ Do you know what makes a happy family? (KS1) | Do young people know what an unhealthy relationship looks like? (KS2)
- ✔ Do you know how to stay safe outside school?
- ✔ Do we need to learn more about boundaries?
- ✔ Do your friends bring out the best in you? (KS1) | Is it easy to spot the signs of coercion? (KS2)



This document outlines how VotesforSchools supports you with the new statutory requirements for Health Education in Primary Schools.



**Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education**

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

Physical Health & Wellbeing:

- 1) Mental Wellbeing**
- 2) Internet Safety & Harms**
- 3) Physical Health & Fitness**
- 4) Healthy Eating**
- 5) Drugs, Alcohol & Tobacco**
- 6) Health & Prevention**
- 7) Basic First Aid**
- 8) Changing Adolescent Body**

Please Note:

Click the image on the left to view the RSE & Health Education curriculum document in full.



Topic 1) Mental Wellbeing

Pupils should know:

- ☑ That mental wellbeing is a normal part of daily life, in the same way as physical health.
- ☑ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ☑ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- ☑ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ☑ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ☑ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ☑ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- ☑ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- ☑ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- ☑ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

How VotesforSchools supports this topic:

- ☑ Through relevant topics spread over the year, voters explore the contributing factors in society that impact their holistic health, both physical and mental.
- ☑ Through regular discussions about sensitive topics, voters develop empathy, communication skills, knowledge, open-mindedness and critical thinking, all of which support positive mental wellbeing.
- ☑ During lessons, voters are regularly asked to express their feelings over an issue. This habitual expression of views supports voters to speak out when they are (or someone else is) worried, threatened, or hurt.
- ☑ Through exploring sensitive and moral issues, voters regularly have the opportunity to explore how things make them feel and become aware that a diverse range of emotions and responses exist.
- ☑ Over the course of the year, voters are given the opportunity to learn vocabulary specific to mental health that will help them describe their feelings, reactions and emotions as well as spot the signs that someone might need support.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ Is social media bad for your mental health?
- ☑ Should we have a three-day weekend?
- ☑ Should schools have animals to help with exam stress?
- ☑ Are we able to talk openly about mental health?
- ☑ Is being a sportsperson stressful? | Do we expect too much of sportspeople?
- ☑ Do you get enough sleep?
- ☑ Could you break a record?
- ☑ Do we take the benefits of nature for granted?

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).



Topic 2) Internet Safety & Harms

Pupils should know:

- ☑ That for most people the internet is an integral part of life and has many benefits.
- ☑ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- ☑ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- ☑ Why social media, some computer games and online gaming, for example, are age restricted.
- ☑ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- ☑ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- ☑ Where and how to report concerns and get support with issues online.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ☑ VotesforSchools lessons encourage voters to think critically about the role the law plays in protecting children from harm.
- ☑ Where relevant, voters are signposted to places from which they can seek help.
- ☑ Our platform actively seeks the views of young people on the internet and how to stay safe online. Seeking their opinion empowers them to share the benefits and highlight where they may need protection.
- ☑ VfS lessons follow the news and focus on issues related to the internet and social media that we see as relevant to young people. In discussing these issues, voters are offered a safe space to discuss emerging and current questions and situations that (could) impact their lives.
- ☑ Wherever relevant, our resources draw examples from apps and online tools that we know are popular with young people, to make lessons engaging for voters and relevant to their lives.
- ☑ Voters are encouraged to talk about the impact that the internet and social media has on their mental health and relationships.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ Do we treat strangers differently online than in real life?
- ☑ Have you ever read the 'terms and conditions'?
- ☑ Is screen time bad for your mental health?
- ☑ Is gaming good for you?
- ☑ Is fake news always bad?
- ☑ Are all lies bad? (KS1) | Are conspiracy theories more dangerous than we realise? (KS2)
- ☑ Has lockdown made the internet more dangerous?
- ☑ Should under-13s have Instagram?



Topic 3) Physical Health & Fitness

Pupils should know:

- ☑ The characteristics and mental and physical benefits of an active lifestyle.
- ☑ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- ☑ The risks associated with an inactive lifestyle (including obesity).
- ☑ How and when to seek support including which adults to speak to in school if they are worried about their health.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ☑ Through relevant topics spread over the course of the year, voters cover a range of subjects that support their understanding of physical health. They also explore the contributing factors in society that impact their holistic health.
- ☑ By debating issues surrounding sport and its role in society, voters develop a more holistic understanding of its benefits; not just for physical health, but on wellbeing, its power to bring people together, and in developing skills like teamwork and leadership.

Alternative resources:

For more resources on health & fitness, visit the PSHE Association's website, where you can search for resources (www.pshe-association.org.uk/).

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ☑ Will what you learn in PE help you to get a job?
- ☑ Is being a sportsperson stressful? (KS1) | Do we expect too much of sportspeople? (KS2)
- ☑ Is gaming good for you?
- ☑ Do the Olympics need updating?
- ☑ Do you get enough sleep?
- ☑ Could you break a record?
- ☑ Should professional sport events be free from Coronavirus rules?



Topic 4) Healthy Eating

Pupils should know:

- ✔ What constitutes a healthy diet (including understanding calories and other nutritional content).
- ✔ The principles of planning and preparing a range of healthy meals.
- ✔ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ✔ Over the course of the academic year, topics related to food and healthy eating equip voters with knowledge of some of the national and global issues we face when it comes to food and nutrition.
- ✔ By debating topics related to food, voters have space to discuss the influences behind what they eat as well as develop an awareness of what health information to trust and not trust.
- ✔ In lessons based around food, voters will have the opportunity to learn about what constitutes a healthy and unhealthy diet.

Alternative resources:

For more resources on health & fitness, visit the PSHE Association's website, where you can search for resources (www.pshe-association.org.uk/).

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ✔ Do young people understand what foods and nutrients our bodies need?
- ✔ Should junk food ads be banned?
- ✔ Will you add bugs to your diet in 2019?
- ✔ Would you go vegetarian for a month? (KS1) | Would you go vegan for a month? (KS2)
- ✔ Would you pay more for chocolate?



Topic 5) Drugs, Tobacco & Alcohol

Pupils should know:

- ✔ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ✔ Throughout the year, voters are given a safe space to talk about drugs, alcohol and substances in an age-appropriate way. Our lessons ensure they are equipped with the appropriate vocabulary to have informed discussions on this topic.
- ✔ During our lessons on this topic area, voters are signposted to where they can go to for help if they are worried about someone or need someone to talk to.
- ✔ When the risks or dangers are discussed, voters are shown only robust facts and research from reputable organisations.

Alternative resources:

For more resources on drugs, alcohol and tobacco, visit the PSHE association's website, where you can search for resources.
(www.pshe-association.org.uk/)

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ✔ Does the UK have a drug problem?
- ✔ Can you spot dangers in your home? (KS1) | Do British adults drink too much? (KS2)
- ✔ Should teens involved in county lines be classed as criminals?
- ✔ Do you know what is good for your body? (KS1) | Should vaping be banned? (KS2)



Topic 6) Health & Prevention

Pupils should know:

- ✔ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- ✔ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
 - ✔ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- ✔ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- ✔ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- ✔ The facts and science relating to allergies, immunisation and vaccination.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

How VotesforSchools supports this topic:

- ✔ Throughout the year, lessons relating to health equip voters with age-appropriate vocabulary to have informed discussions.
- ✔ During lessons on this topic, voters are signposted to where they can go to for help if they are worried about someone or themselves.
- ✔ Our lessons help voters look for a reliable source when it comes to information about their health.

Alternative resources:

- ✔ **Dental Health:** [The Oral Health Foundation](#) have free resources to help KS1 and KS2 learn about importance of dental health.
- ✔ **Sun Exposure:** [Sun Safe Schools](#) offer a four step accreditation programme as well as free resources.
- ✔ **Health & Prevention:** visit the [PSHE Association's](#) website.

During your subscription, you will receive topics that support these objectives. Previous examples include:

- ✔ Are you responsible for other people's health? (KS1) | Should parents decide whether to vaccinate their children? (KS2)
- ✔ Is it hard for germs to spread in your school? (KS1) | Does the modern world make it harder for diseases to spread? (KS2)
- ✔ Should every country follow the same Coronavirus advice?
- ✔ Would you donate your organs? (KS2 only)
- ✔ Should pupils wear masks in school?
- ✔ Do we need to learn more about how vaccines work?
- ✔ Should we be allowed to travel this year?
- ✔ Should professional sport events be free from Coronavirus rules?



Topic 7) Basic First Aid

Pupils should know:

- ✔ How to make a clear and efficient call to emergency services if necessary.
- ✔ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).

Our resources do not support you with this topic area.

Alternative resources:

- ✔ **Basic First Aid:** [St John's Ambulance](#) have lots of free resources available to help teachers bring first aid into the classroom, and [The British Red Cross](#) has its own interactive website to help children learn basic first aid through a range of videos, quizzes and worksheets.
- ✔ **First Aid/Calling the Emergency Services:** visit the [PSHE Association's](#) website.

There are currently no topics in our archive that link directly to these objectives.

It is unlikely we will cover them in the future through our weekly subscription.



Topic 8) Changing Adolescent Body

Pupils should know:

- ✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- ✓ About menstrual wellbeing including the key facts about the menstrual cycle.

Our resources do not support you with this topic area.

Alternative resources:

- ✓ **Periods & Menstrual Wellbeing:** [Betty for Schools](#) offers free resources and videos for 8-12 year olds.
- ✓ **Puberty & the Changing Body:** [Growing Up with Yasmine and Tom](#) has interactive lessons on puberty and other RSE topics for £299 a year.
- ✓ **Changing Body & Menstrual Wellbeing:** visit the [Sex Education Forum](#) or the [PSHE Association's](#) website.

There are currently no topics in our archive that link directly to these objectives.

It is unlikely we will cover them in the future through our weekly subscription.

View the **DfE RSE & Health Education Guidance** in full by clicking [here](#).



VOTESFORSCHOOLS

Remember: we also have other documents to help you with planning and inspections! Please email primary@votesforschools.com for a copy of the following:

VotesforSchools & Ofsted Inspection Framework

SMSC, British Values & Prevent Curriculum Maps for the academic years 2019-20 & 2020-21



Be informed.



Be curious.



Be heard.