

AUTUMN TERM 2024

VOTESFORSCHOOLS CURRICULUM OVERVIEW



Be informed.



Be curious.



Be heard.

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Be informed.



Be curious.



Be heard.

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Revisit the VoteTopic questions from this term.

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Find out which SMSC criteria have been supported this term.

[British Values coverage | England](#)

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[SHANARRI Wellbeing Indicator coverage | Scotland](#)

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[Skills Integral to the Four Purposes coverage | Wales](#)

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Find out which of the UN SDGs have been supported this term.

AUTUMN 2024 | VOTETOPIC OVERVIEW

Below is a list of all 15 VoteTopics issued this term. Unless otherwise stated, they are split by 5-7 & 7-11.

VoteTopic numbers, questions & keywords

VT1	Are you proud of your community? (5-9) Were you proud of your community this summer? (9-11)	Summer riots
VT2	Should you do more cooking at school? Should cooking get more time in the curriculum?	Food access
VT3	Does autoplay make you watch too much TV? Should autoplay be switched off?	Autoplay
VT4	Would you give away your belongings? Could pre-loved clothes become more popular than buying new?	Pre-loved fashion
VT5	Can you learn from other people's life stories? Do we know how to appreciate other people's heritage?	Cultural appreciation
VT6	Do you know how to be safe on your streets? (5-9) Should there be stricter rules on knife crime? (9-11)	Knife amnesty
VT7	Do we know how to talk about our bodies? (5-9) Are we getting better at talking about periods? (9-11)	Period awareness
VT8	Is it easy to choose a leader? Should we choose our leaders based on their personality?	Popularity & elections

VT9 Do you know how to help someone with a food allergy? | Do you know how to help someone with a food allergy?

Allergies

VT10 Can you disagree with someone respectfully? | Do you know how to handle disagreements respectfully?

Disagreeing respectfully

VT11 Should we all learn more about the UK? | Should UK Parliament move around the country?

Moving Parliament

VT12 Should you know how to prepare for the weather? | Should we learn more about coping with extreme weather?

Extreme weather

VT13 Should we be more careful about assumptions? | Do assumptions do more harm than good?

Assumptions

VT14 Do emojis help you to communicate? | Do emojis make communicating easier?

Emojis

VT15 Is winter the best time to think about what is important to you? | Is winter the best time to reflect on what is important to you?

Winter reflection

AUTUMN 2024 | SMSC CRITERIA OVERVIEW: SPIRITUAL

Below is a list of the SMSC - Spiritual criteria supported by the 15 VoteTopics issued this term.

Spiritual: Personal values & beliefs SMSC, Ofsted (2004/2014-)		VoteTopic
1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	Summer riots, winter reflection
1.2	Voters use personal experiences to reflect on their lives	Food access
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	Pre-loved fashion, extreme weather
1.4	Voters can be holistic in their approach to discussing topics	Period awareness, allergies
1.5	Schools support voters with their religious beliefs in a personalised way	Winter reflection
1.6	Schools facilitate discussions to support reflection	Cultural appreciation, assumptions
Spiritual: Experiencing wonder & fascination SMSC, Ofsted (2004/2014-)		VoteTopic
1.7	Voters learn about themselves, others & the world around them	Food access, extreme weather
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	Autoplay, allergies

[Cont'd] Spiritual: Experiencing wonder & fascination | SMSC, Ofsted (2004/2014-)

VoteTopic

1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	Summer riots, Moving Parliament
1.10	Voters show interest and respect for others' faiths, feelings and beliefs	Popularity & elections
1.11	Voters develop empathy, compassion & concern with others	Popularity & elections
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	Cultural appreciation, assumptions
1.13	Voters develop a respect for insight as well as for knowledge & reason	Autoplay, emojis
1.14	Voters develop an understanding of feelings & emotions and the impact of them	Disagreeing respectfully
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Period awareness
1.16	Schools develop a culture where voters can flourish, grow and respect others	Disagreeing respectfully
1.16	Schools accommodate difference and respect the integrity of individuals	Popularity & elections

Spiritual: Using imagination & creativity | SMSC, Ofsted (2004/2014-)

VoteTopic

- 1.17 Voters are encouraged to think and use their imaginations & sense of creativity
- 1.18 Staff value voters' questions and give them space for their own thoughts, ideas & concerns

**Pre-loved fashion,
emojis**

**Knife amnesty,
Moving Parliament**

AUTUMN 2024 | SMSC CRITERIA OVERVIEW: MORAL

Below is a list of the SMSC - Moral criteria supported by the 15 VoteTopics issued this term.

Moral: Developing & expressing personal views | SMSC, Ofsted (2004/2014-)

VoteTopic

- | | | |
|-----|---|--|
| 2.1 | Voters are interested in investigating and adding their own views on moral & ethical issues | Pre-loved fashion |
| 2.2 | Voters are able to express their views on ethical & personal issues | Food access, allergies, winter reflection |
| 2.3 | Voters are committed to their own values even if others think they are wrong | Disagreeing respectfully |
| 2.4 | Voters enjoy discovering their own and others' views on different topics | Period awareness, moving Parliament |
| 2.5 | Voters can adapt their values in light of experiences | Pre-loved fashion, extreme weather |
| 2.6 | Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making | Knife amnesty, emojis |

Moral: Investigating moral & ethical issues | SMSC, Ofsted (2004/2014-)

VoteTopic

- | | | |
|-----|--|--|
| 2.7 | Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues | Cultural appreciation, popularity & elections |
| 2.8 | Schools use learning to prevent discrimination | Period awareness, assumptions |

[Cont'd] Moral: Developing & expressing personal views | SMSC, Ofsted (2004/2014-)

VoteTopic

2.9 Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong

**Autoplay,
allergies, moving
Parliament**

2.10 Voters respect there are different cultures in society and within their school

**Cultural
appreciation,
emojis, winter
reflection**

Moral: Moral codes & models of moral virtue | SMSC, Ofsted (2004/2014-)

VoteTopic

2.11 Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict

**Summer riots,
disagreeing
respectfully**

Moral: Recognising right & wrong and apply | SMSC, Ofsted (2004/2014-)

VoteTopic

2.12 Voters know right from wrong and apply this, respecting civil & criminal law

Summer riots

2.13 Voters know right from wrong based on their own moral code & other cultures

Knife amnesty

2.14 Voters make reasoned & responsible judgements on moral dilemmas

**Popularity &
elections**

Moral: Understanding consequences of actions | SMSC, Ofsted (2004/2014-)

VoteTopic

- 2.15 Voters understand the consequences both positive & negative of their actions (cause and effect)
- 2.16 Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)

**Autoplay,
assumptions**

**Food access,
extreme weather**

AUTUMN 2024 | SMSC CRITERIA OVERVIEW: SOCIAL

Below is a list of the SMSC - Social criteria supported by the 15 VoteTopics issued this term.

Social: Developing qualities & social skills SMSC, Ofsted (2004/2014-)		VoteTopic
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	Assumptions, winter reflection
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Food access, emojis
3.3	Voters reflect on their own contribution to school & their communities	Summer riots
3.4	Voters show respect for people, living things, property & their environment	Pre-loved fashion, extreme weather
3.5	Schools encourage voters to recognise and respect social differences & similarities	Food access, winter reflection
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Cultural appreciation, disagreeing respectfully
3.7	Schools provide a platform for understanding and debating social issues	Period awareness
3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	Popularity & elections, moving Parliament

[Cont'd] Social: Developing qualities & social skills | SMSC, Ofsted (2004/2014-)

VoteTopic

3.9 Schools provide appropriate links to the wider world & the community

Period awareness

Social: Participating & resolving conflict | SMSC, Ofsted (2004/2014-)

VoteTopic

3.10 Voters co-operate well and are able to resolve their conflicts

Disagreeing respectfully, emojis

3.11 Voters work well together as members of groups or teams; they relate well to each other

Allergies

3.12 Voters are given the platform to challenge appropriately the views of a group or the wider community

Summer riots

3.13 Voters resolve conflicts and counter forces which militate against inclusion & unity

Cultural appreciation, assumptions

3.14 Schools provide voters with the chance to exercise leadership & responsibility

Autoplay

Social: Understanding how communities function | SMSC, Ofsted (2004/2014-)

VoteTopic

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

Knife amnesty, moving Parliament

3.16 Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society

Popularity & elections

[Cont'd] Social: Understanding how communities function | SMSC, Ofsted (2004/2014-)

VoteTopic

- | | | |
|------|---|----------------------------------|
| 3.17 | Voters appreciate the rights & responsibilities of individuals within the wider setting | Autoplay, extreme weather |
| 3.18 | Voters understand how society functions and is organised | Allergies |
| 3.19 | Voters understand the notion of interdependence in a complex society | Pre-loved fashion |
| 3.20 | Schools identify key values & principles on which school & community life is based | Knife amnesty |

AUTUMN 2024 | SMSC CRITERIA OVERVIEW: CULTURAL

Below is a list of the SMSC - Cultural criteria supported by the 15 VoteTopics issued this term.

Cultural: Understanding & respecting diversity SMSC, Ofsted (2004/2014-)		VoteTopic
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	Summer riots, winter reflection
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	Summer riots
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	Cultural appreciation, disagreeing respectfully, assumptions
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	Food access, period awareness, disagreeing respectfully
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Autoplay, moving Parliament, extreme weather
4.6	Voters develop personal enrichment through encounters with cultural media & traditions from a range of cultures	Popularity & elections
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	Knife amnesty, winter reflection
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	Food access, allergies

Cultural: Preparing for life in modern Britain | SMSC, Ofsted (2004/2014-)

VoteTopic

- 4.9 Voters know about Britain's democratic parliamentary system and how it shapes our history & values

Popularity & elections, moving Parliament

Cultural: Understanding & appreciating influences | SMSC, Ofsted (2004/2014-)

VoteTopic

- 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
- 4.11 Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage
- 4.12 Voters develop an ability to challenge their own cultural assumptions & values
- 4.13 Voters can identify the cultural influences that have helped shape their own heritage & behaviours
- 4.14 Schools audit the quality & nature of opportunities for voters to extend their cultural development

Cultural appreciation

Pre-loved fashion, emojis

Pre-loved fashion, period awareness, extreme weather

Autoplay, emojis

Knife amnesty, allergies, assumptions

AUTUMN 2024 | PREVENT CRITERIA OVERVIEW

Below is a list of the Prevent criteria supported by the 15 VoteTopics issued this term.

Prevent Strategy: HM Government (2007-)		VoteTopic
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	Autoplay
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	Food access, allergies
5.3	Voters can participate in decision-making within their own school environment	Food access, allergies
5.4	Voters can express their views and appreciate the impact their views can have on others	Period awareness, assumptions
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	Summer riots
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Pre-loved fashion, popularity & elections
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	Summer riots
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	Disagreeing respectfully
5.9	Voters should know how to challenge extremist narratives and promote universal rights	Assumptions

[Cont'd] Prevent Strategy: HM Government (2007-)

VoteTopic

5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	Popularity & elections, extreme weather
5.11	Voters should feel confident to discuss honestly a plurality of views	Pre-loved fashion, winter reflection
5.12	Schools should allow voters to debate fundamental moral & human rights principles	Period awareness
5.13	Schools should promote open & respectful dialogue	Cultural appreciation, disagreeing respectfully, emojis, winter reflection
5.14	Model participatory and representative democracy by engaging and examining views expressed	Autoplay, moving Parliament
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	N/A
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	Knife amnesty

[Cont'd] Prevent Strategy: HM Government (2007-)

VoteTopic

- 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
- 5.18 Give voters a safe place to respond to current events that will challenge their beliefs

Cultural appreciation, moving Parliament, emojis

Knife amnesty, extreme weather

AUTUMN 2024 | BRITISH VALUES CRITERIA OVERVIEW

Below is a list of the fundamental British Values criteria supported by the 15 VoteTopics issued this term.

Promoting Fundamental British Values: Department for Education (2014-)		VoteTopic
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	Food access
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	Knife amnesty, assumptions
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	Autoplay, extreme weather
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	N/A
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	Winter reflection
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	Summer riots, cultural appreciation
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	Popularity & elections, moving Parliament
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	Allergies, emojis

Promoting Fundamental British Values: Department for Education (2014-)

VoteTopic

- 6.9 Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view
- 6.10 Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths
- 6.11 Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values

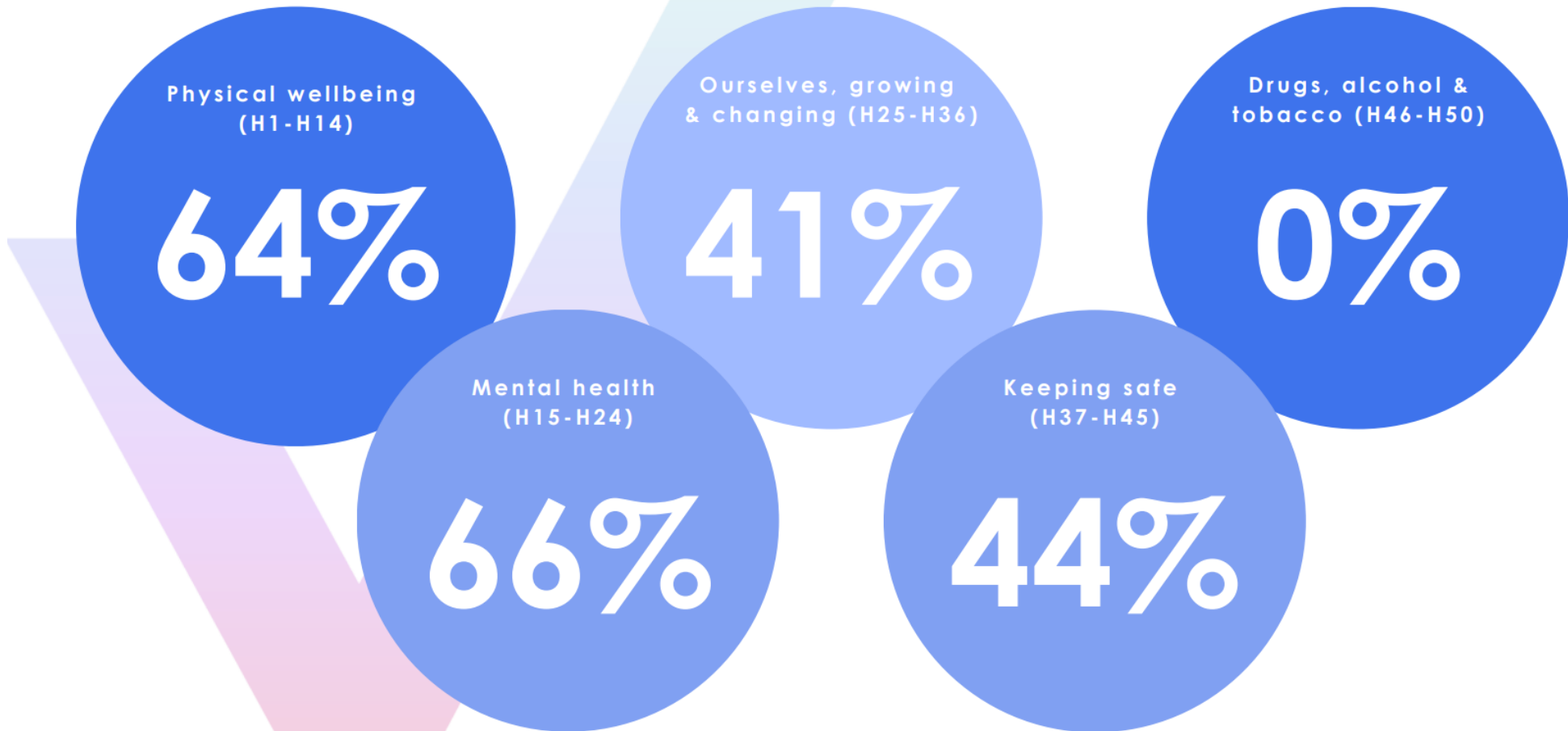
Disagreeing respectfully

Period awareness

Pre-loved fashion

AUTUMN 2024 | PSHE OBJECTIVES OVERVIEW

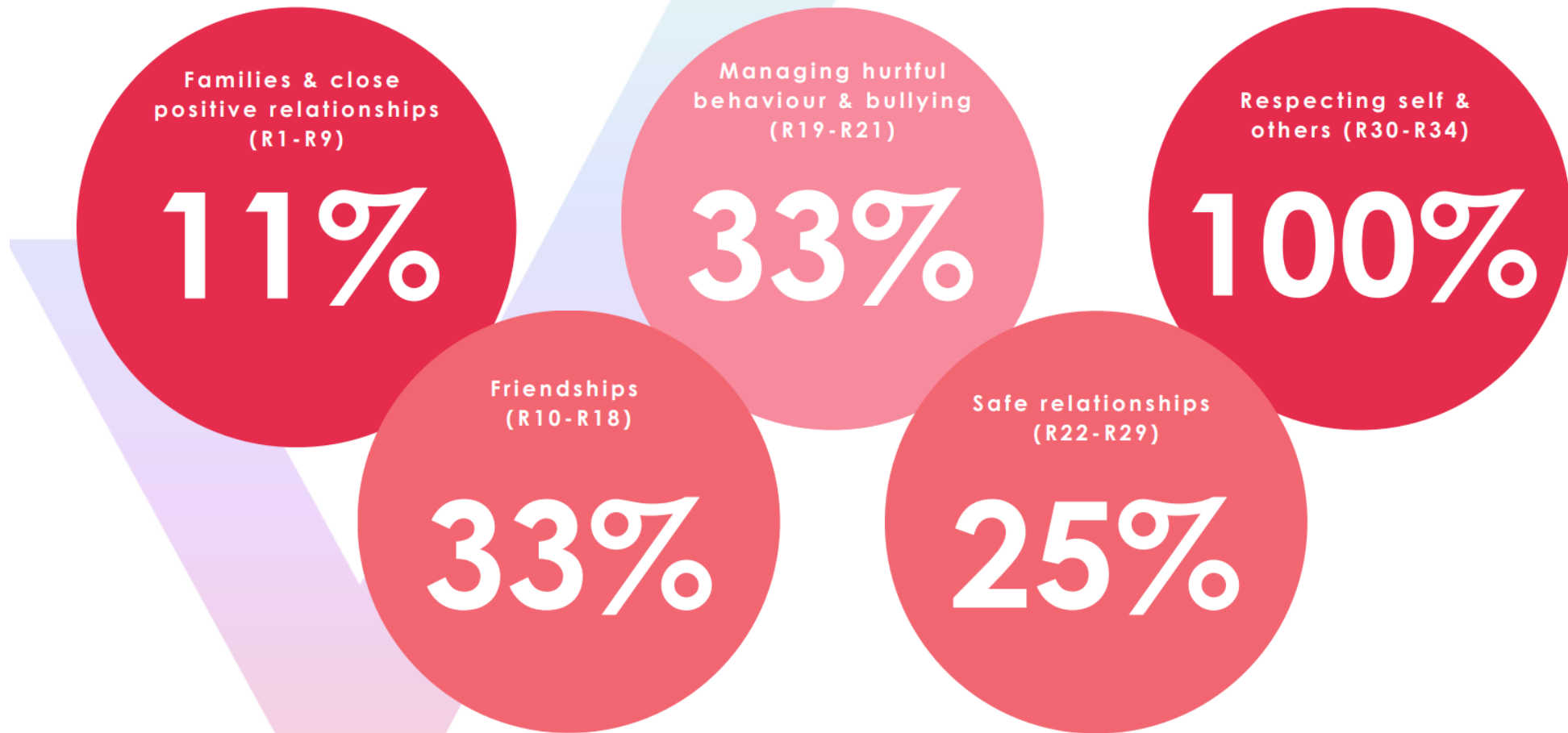
Below is a list of the percentage of **Health & wellbeing PSHE** objectives supported by the 15 VoteTopics issued this term (7-11 only).



Please note that some of these objectives will also have been supported by more than one VoteTopic. For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document.

AUTUMN 2024 | PSHE OBJECTIVES OVERVIEW

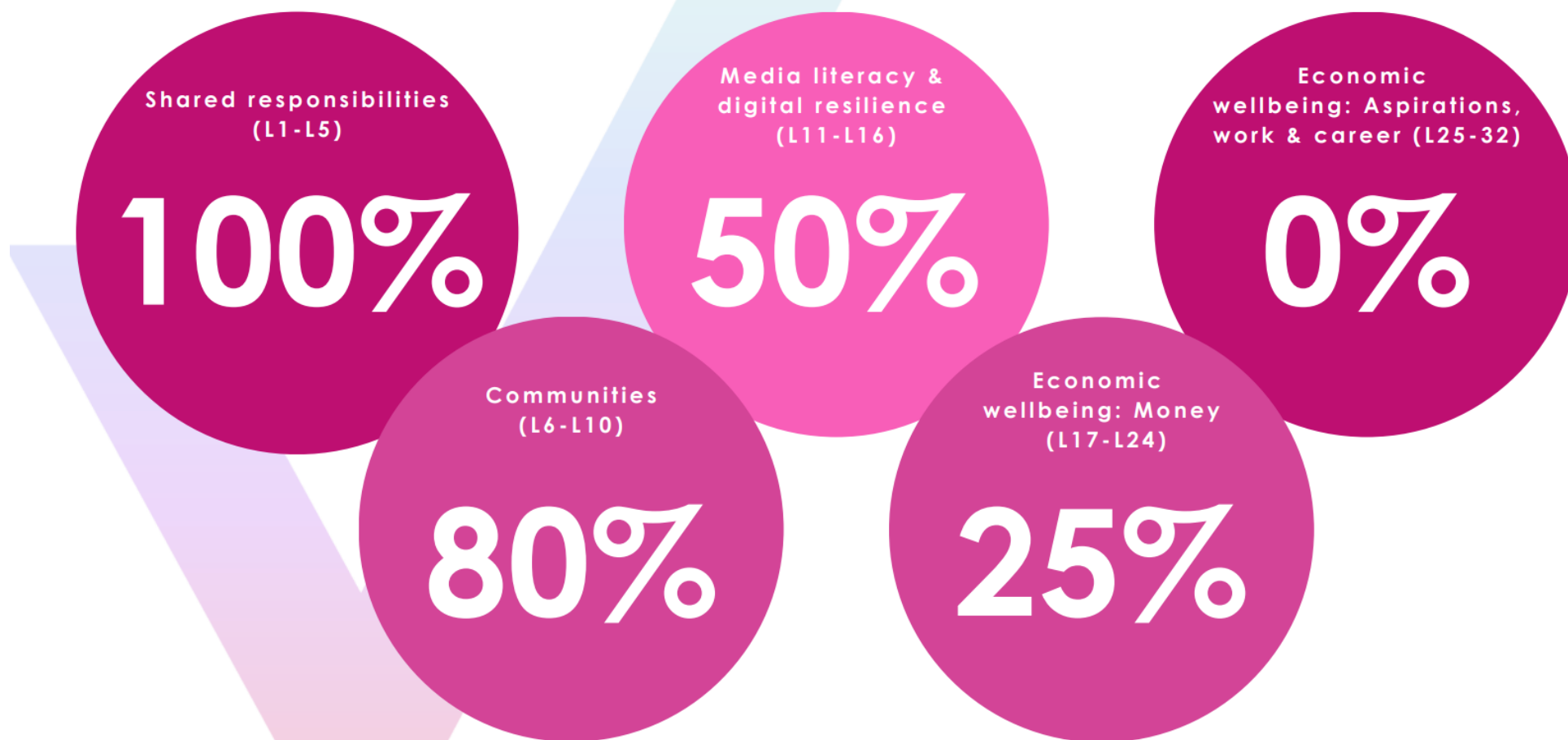
Below is a list of the percentage of Relationships PSHE objectives supported by the 15 VoteTopics issued this term (7-11 only).



Please note that some of these objectives will also have been supported by more than one VoteTopic. For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document.

AUTUMN 2024 | PSHE OBJECTIVES OVERVIEW

Below is a list of the percentage of **Living in the wider world** PSHE objectives supported by the 15 VoteTopics issued this term (7-11 only).



Please note that some of these objectives will also have been supported by more than one VoteTopic. For further details on which objectives correspond to which VoteTopic, please refer to your weekly curriculum guides or to our PSHE curriculum document.