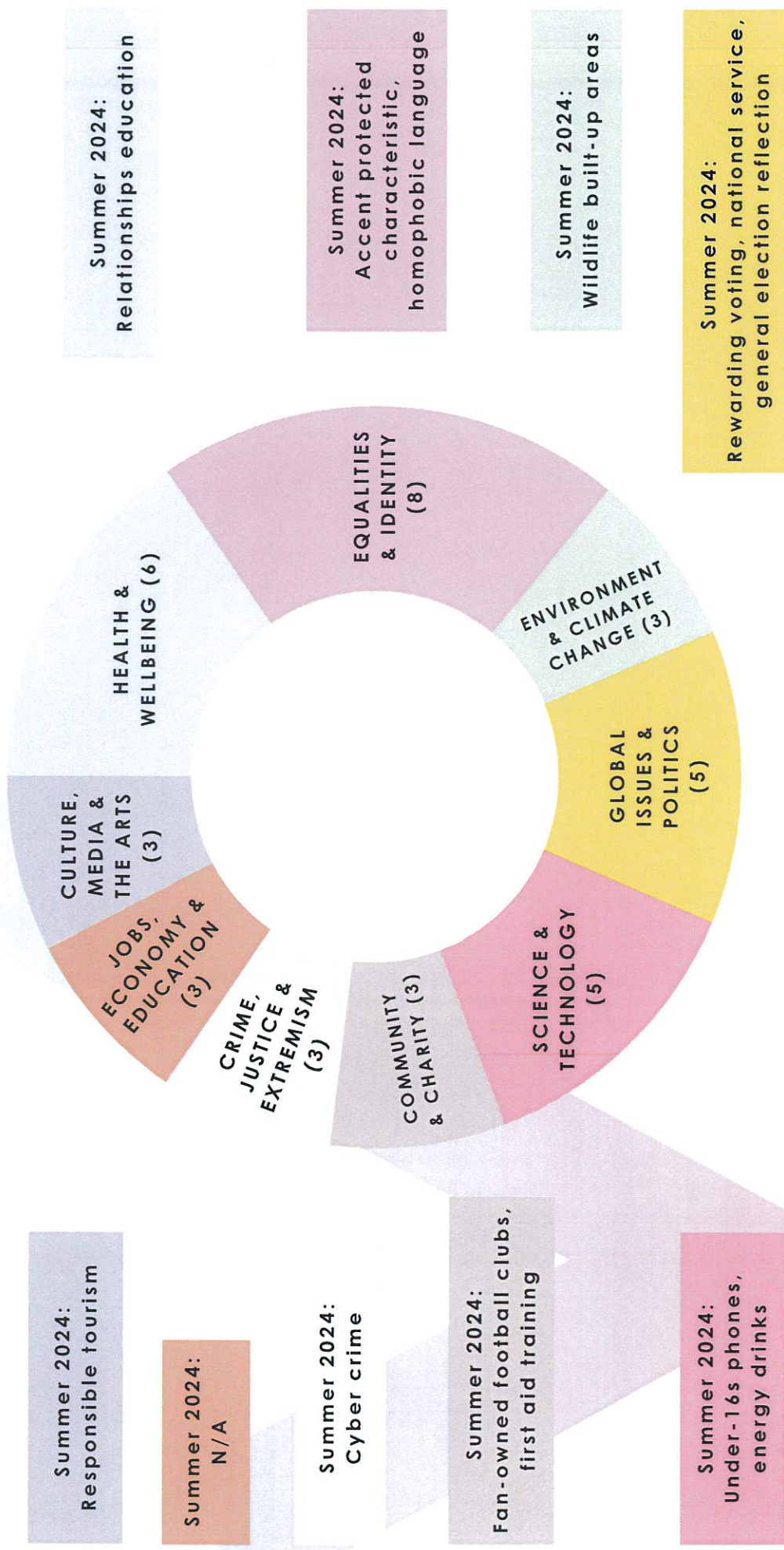


SUMMER TERM 2024: CURRICULUM OVERVIEW

The following VotesforSchools Key Themes have been covered during 2023-24 (incl. this term):

VotesforSchools 9 Key Themes



For more on our 9 Key Themes, visit www.votesforschools.com.

SUMMER TERM 2024: CURRICULUM OVERVIEW

Below is an overview of the number of times SMSC criteria have been covered in 2023-24.

Spiritual | SMSC: Ofsted (2004/2014-present)

1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18
5	5	3	4	3	5	5	5	5	4	5	4	4	3	4	7	3	4

Moral | SMSC: Ofsted (2004/2014-present)

2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14	2.15	2.16
5	6	5	5	5	5	7	5	4	5	5	3	4	4	5	5

Social | SMSC: Ofsted (2004/2014-present)

3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18	3.19	3.20
4	4	5	4	4	4	5	4	3	3	4	3	3	5	4	4	4	4	4	3

Cultural | SMSC: Ofsted (2004/2014-present)

4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.12	4.13	4.14
5	4	5	6	7	4	6	5	6	5	5	7	7	6

SUMMER TERM 2024: CURRICULUM OVERVIEW

Below is an overview of the number of times Prevent criteria have been covered in 2023-24.

Prevent Strategy: HM Government (2007-present)

5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11	5.12	5.13	5.14	5.15	5.16	5.17	5.18
6	6	5	5	2	5	3	4	3	3	4	4	6	4	3	5	5	5

Below is an overview of the number of times British Values criteria have been met in 2023-24 so far.

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

6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	6.10	6.11
4	4	2	4	3	5	3	4	3	3	4

The following pages provide more detail on each of these criteria and the VoteTopics that supported them. Alternatively, visit www.votesforschools.com for more information about the criteria used here and in our weekly Curriculum Guides.

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	Spiritual: Personal values & beliefs
Fan-owned football clubs, general election reflection		
1.2	Voters use personal experiences to reflect on their lives	Spiritual: Personal values & beliefs
Wildlife built-up areas, homophobic language		
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	Spiritual: Personal values & beliefs
Responsible tourism		
1.4	Voters can be holistic in their approach to discussing topics	Spiritual: Personal values & beliefs
Relationships education		
1.5	Schools support voters with their religious beliefs in a personalised way	Spiritual: Personal values & beliefs
N/A		
1.6	Schools facilitate discussions to support reflection	Spiritual: Personal values & beliefs
Cyber crime, energy drinks		

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

1.7 Voters learn about themselves, others & the world around them
Spiritual: Experiencing wonder & fascination

Wildlife built-up areas, national service

1.8 Voters develop an appreciation of the intangible (e.g. love, ambiguity)
Spiritual: Experiencing wonder & fascination

Relationships education, energy drinks

1.9 Schools allow voters to ask questions: why? How? Who? Where? What?
Spiritual: Experiencing wonder & fascination

Rewarding voting, national service

1.10 Voters show interest and respect for others' faiths, feelings and beliefs
Spiritual: Experiencing wonder & fascination

Responsible tourism, general election reflection

1.11 Voters develop empathy, compassion & concern with others
Spiritual: Experiencing wonder & fascination

Homophobic language, first aid training

1.12 Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)
Spiritual: Experiencing wonder & fascination

Accent protected characteristic

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

1.13	Voters develop a respect for insight as well as for knowledge & reason	Spiritual: Experiencing wonder & fascination
Under-16s phones. fan-owned football clubs		
1.14	Voters develop an understanding of feelings & emotions and the impact of them	Spiritual: Experiencing wonder & fascination
N/A		
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Spiritual: Experiencing wonder & fascination
N/A		
1.16	Schools develop a culture where voters can flourish, grow and respect others	Spiritual: Experiencing wonder & fascination
1.16	Schools accommodate difference and respect the integrity of individuals	Spiritual: Experiencing wonder & fascination
Under-16s phones / Accent protected characteristic		
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	Spiritual: Using imagination & creativity
Rewarding voting		
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	Spiritual: Using imagination & creativity
Cyber crime, first aid training		

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

- | | | |
|------------|--|--|
| 2.1 | Voters are interested in investigating and adding their own views on moral & ethical issues | Moral: Developing & expressing personal views |
| 2.2 | Fan-owned football clubs
Voters are able to express their views on ethical & personal issues | Moral: Developing & expressing personal views |
| 2.3 | Responsible tourism, relationships education
Voters are committed to their own values even if others think they are wrong | Moral: Developing & expressing personal views |
| 2.4 | National service, general election reflection
Voters enjoy discovering their own and others' views on different topics | Moral: Developing & expressing personal views |
| 2.5 | Rewarding voting, energy drinks
Voters can adapt their values in light of experiences | Moral: Developing & expressing personal views |
| 2.6 | Wildlife built-up areas, homophobic language
Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making | Moral: Developing & expressing personal views |
- Under-16s phones, first aid training**

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

- | | | |
|-------------|--|--|
| 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 |
| | Fan-owned football clubs, national service, general election reflection | |
| 2.8 | Schools use learning to prevent discrimination | Moral: Investigating moral & ethical issues |
| | Accent protected characteristic | |
| 2.9 | Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong | Moral: Investigating moral & ethical issues |
| | Under-16s phones, homophobic language | |
| 2.10 | Voters respect there are different cultures in society and within their school | Moral: Investigating moral & ethical issues |
| | Accent protected characteristic | |
| 2.11 | Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict | Moral: Moral codes & models of moral virtue |
| | Relationships education | |

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

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

Cyber crime

2.13 Voters know right from wrong based on their own moral code & other cultures
Moral: Recognising right & wrong and apply

Cyber crime

2.14 Voters make reasoned & responsible judgements on moral dilemmas
Moral: Recognising right & wrong and apply

Rewarding voting

2.15 Voters understand the consequences both positive & negative of their actions (cause and effect)
Moral: Understanding consequences of actions

Responsible tourism, first aid training

2.16 Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)
Moral: Understanding consequences of actions

Wildlife built-up areas, energy drinks

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

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
Homophobic language		
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Social: Developing qualities & social skills
Responsible tourism		
3.3	Voters reflect on their own contribution to school & their communities	Social: Developing qualities & social skills
Accent protected characteristic, national service		
3.4	Voters show respect for people, living things, property & their environment	Social: Developing qualities & social skills
Wildlife built-up areas		
3.5	Schools encourage voters to recognise and respect social differences & similarities	Social: Developing qualities & social skills
Accent protected characteristic		
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Social: Developing qualities & social skills
General election reflection		

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

3.7 Schools provide a platform for understanding and debating social issues
Social: Developing qualities & social skills

Relationships education

3.8 Schools provide opportunities for voters to engage in a democratic process and participate in community life
Social: Developing qualities & social skills

Rewarding voting

3.9 Schools provide appropriate links to the wider world & the community
Social: Developing qualities & social skills

Wildlife built-up areas, energy drinks

3.10 Voters co-operate well and are able to resolve their conflicts
Social: Participating & resolving conflict

National service

3.11 Voters work well together as members of groups or teams; they relate well to each other
Social: Participating & resolving conflict

Fan-owned football clubs, first aid training

3.12 Voters are given the platform to challenge appropriately the views of a group or the wider community
Social: Participating & resolving conflict

Under-16s phones

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

3.13 Voters resolve conflicts and counter forces which militate against inclusion & unity
Social: Participating & resolving conflict

Homophobic language

3.14 Schools provide voters with the chance to exercise leadership & responsibility
Social: Participating & resolving conflict

Relationships education, first aid training

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

Cyber crime

3.16 Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society
Social: Understanding how communities function

Rewarding voting, general election reflection

3.17 Voters appreciate the rights & responsibilities of individuals within the wider setting
Social: Understanding how communities function

Responsible tourism

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

Social: Understanding how communities function

3.18 Voters understand how society functions and is organised

Under-16s phones, energy drinks

Social: Understanding how communities function

3.19 Voters understand the notion of interdependence in a complex society

Fan-owned football clubs

Social: Understanding how communities function

3.20 Schools identify key values & principles on which school & community life is based

Cyber crime

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

4.1 Voters explore and show understanding and respect for different faiths & cultural diversity
Cultural: Understanding & respecting diversity

Accent protected characteristic

4.2 Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities
Cultural: Understanding & respecting diversity

Responsible tourism, homophobic language

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

Accent protected characteristic

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

National service

4.5 Voters are given the opportunity to engage positively in cultural debates & opportunities
Cultural: Participating & responding to culture

Wildlife built-up areas, relationships education, energy drinks

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

4.6 Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures
Cultural: Understanding & respecting diversity

Responsible tourism, general election reflection

4.7 Schools provide opportunities for voters to engage in cultural events and to reflect on their significance
Cultural: Understanding & respecting diversity

Rewarding voting, fan-owned football clubs

4.8 Schools develop partnerships with outside agencies to extend voters' cultural awareness
Cultural: Understanding & respecting diversity

Under-16s phones, first aid training

4.9 Voters know about Britain's democratic parliamentary system and how it shapes our history & values
Cultural: Preparing for life in modern Britain

Rewarding voting, national service, energy drinks

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

Fan-owned football clubs, general election reflection

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following SMSC criteria have been covered over the course of this term:

SMSC: Ofsted (2004/2014-present)

4.11 Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage
Cultural: Understanding & appreciating influences

Under-16s phones

4.12 Voters develop an ability to challenge their own cultural assumptions & values
Cultural: Understanding & respecting diversity

Cyber crime, homophobic language

4.13 Voters can identify the cultural influences that have helped shape their own heritage & behaviours
Cultural: Understanding & respecting diversity

Cyber crime, relationships education

4.14 Schools audit the quality & nature of opportunities for voters to extend their cultural development
Cultural: Understanding & respecting diversity

Wildlife built-up areas, first aid training

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following Prevent criteria have been covered over the course of this term:

Prevent Strategy: HM Government (2007-present)

5.1 Schools provide a safe place to discuss and debate topical & controversial issues affecting young people

Cyber crime

5.2 Voters can influence and participate in decision-making on issues affecting them in their society

Wildlife built-up areas, energy drinks, first aid training

5.3 Voters can participate in decision-making within their own school environment

Relationships education, first aid training

5.4 Voters can express their views and appreciate the impact their views can have on others

Responsible tourism, general election reflection

5.5 Voters can discuss terrorism and the wider use of violence in a considered & informed way

N/A

5.6 Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change

Rewarding voting, energy drinks

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following Prevent criteria have been covered over the course of this term:

Prevent Strategy: HM Government (2007 -present)

5.7 Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices

N/A

5.8 Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying

Accent protected characteristic, homophobic language

5.9 Voters should know how to challenge extremist narratives and promote universal rights

National service

5.10 Voters should develop questioning skills & techniques to open up debate in a safe way

Under-16s phones

5.11 Voters should feel confident to discuss honestly a plurality of views

Fan-owned football clubs

5.12 Schools should allow voters to debate fundamental moral & human rights principles

Responsible tourism

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following Prevent criteria have been covered over the course of this term:

Prevent Strategy: HM Government (2007 - present)

5.13 Schools should promote open & respectful dialogue

Fan-owned football clubs, homophobic language

5.14 Model participatory and representative democracy by engaging and examining views expressed

Wildlife built-up areas, general election reflection

5.15 Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest

Rewarding voting

5.16 Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues

Cyber crime, national service

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

Accent protected characteristic

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

Under-16s phones, relationships education

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following British Values criteria have been covered over the course of this term:

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

6.1 Voters should gain an understanding of how citizens can influence decision-making through the democratic process

Wildlife built-up areas

6.2 Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety

Under-16s phones, first aid training

6.3 Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)

Cyber crime

6.4 Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law

Relationships education

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

General election reflection

6.6 Voters should have an understanding of the importance of identifying and combatting discrimination

Accent protected characteristic, homophobic language

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following British Values criteria have been covered over the course of this term:

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

- 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
- 6.7**

National service

- 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
- 6.8**

Relationships education

- Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view
- 6.9**

Rewarding voting, energy drinks

- Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths
- 6.10**

Responsible tourism

- Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values
- 6.11**

Fan-owned football clubs

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

1 Definition of a Child

National service

2 No Discrimination

Homophobic language

3 Best Interests of the Child

Relationships education

4 Making Rights Real

N/A

5 Family Guidance as Children Develop

N/A

6 Life, Survival & Development

N/A

7 Name & Nationality

N/A

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

8 Identity

Cyber crime

9 Keeping Families Together

N/A

10 Contact with Parents Across Countries

N/A

11 Protection from Kidnapping

N/A

12 Respect for Children's Views

Rewarding voting

13 Sharing Thoughts Freely

N/A

14 Freedom of Thought & Religion

N/A

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

15 Setting Up or Joining Groups

Fan-owned football clubs

16 Protection of Privacy

N/A

17 Access to Information

N/A

18 Responsibility of Parents

Under-16s phones

19 Protection from Violence

N/A

20 Children without Families

N/A

21 Children Who are Adopted

N/A

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

- | | |
|-----|---|
| 22 | Refugee Children |
| N/A | |
| 23 | Children with Disabilities |
| N/A | |
| 24 | Health, Water, Food, Environment
Wildlife built-up areas, energy drinks |
| 25 | Review of a Child's Placement |
| N/A | |
| 26 | Social & Economic Help |
| N/A | |
| 27 | Food, Clothing, a Safe Home |
| N/A | |
| 28 | Access to Education |
| N/A | |

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

29 Aims of Education

Responsible tourism, first aid training

30 Minority Culture, Language & Religion

Accent protected characteristic

31 Rest, Play, Culture, Arts

N/A

32 Protection from Harmful Work

N/A

33 Protection from Harmful Drugs

N/A

34 Protection from Sexual Abuse

N/A

35 Prevention of Sale & Trafficking

N/A

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UNCRC criteria have been supported over the course of this term:

UN Convention on the Rights of the Child (UNCRC): Unicef

- 36 Protection from Exploitation
N/A
- 37 Children in Detention
N/A
- 38 Protection in War
N/A
- 39 Recovery & Integration
N/A
- 40 Children Who Break the Law
N/A
- 41 Best Law for Children Applies
N/A
- 42 Everyone Must Know Children's Rights

General election reflection

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UN SDGs have been supported over the course of this term:

UN Sustainable Development Goals (UN SDGs): United Nations

- 1** No Poverty: "End poverty in all its forms, everywhere."
N/A
- 2** Zero Hunger: "End hunger, achieve food security and improved nutrition and promote sustainable agriculture."
Energy drinks
- 3** Good Health & Wellbeing: "Ensure healthy lives and promote well-being for all at all ages."
N/A
- 4** Quality Education: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."
Relationships education
- 5** Gender Equality: "Achieve gender equality and empower all women and girls."
N/A
- 6** Clean Water & Sanitation: "Ensure availability and sustainable management of water & sanitation for all."
N/A

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UN SDGs have been supported over the course of this term:

UN Sustainable Development Goals (UN SDGs): United Nations

- 7 Affordable & Clean Energy: "Ensure access to affordable, reliable, sustainable and modern energy for all."
N/A
- 8 Decent Work & Economic Growth: "Promote sustained, inclusive and sustainable economic growth, full productive employment and decent work for all."
N/A
- 9 Industry, Innovation & Infrastructure: "Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation."
N/A
- 10 Reduced Inequalities: "Reduce inequality within and among countries."
Accent protected characteristic, homophobic language
- 11 Sustainable Cities & Communities: "Make cities and human settlements inclusive, safe, resilient and sustainable."
Responsible tourism, first aid training
- 12 Responsible Consumption & Production: "Ensure sustainable consumption and production patterns."
Under-16s phones

SUMMER TERM 2024: CURRICULUM OVERVIEW

The following UN SDGs have been supported over the course of this term:

UN Sustainable Development Goals (UN SDGs): United Nations

- 13** Climate Action: "Take urgent action to combat climate change and its impacts."
N/A
- 14** Life Below Water: "Conserve and sustainably use the oceans, seas and marine resources for sustainable development."
N/A
- 15** Life On Land: "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss."
Wildlife built-up areas
- 16** Peace, Justice & Strong Institutions: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."
Cyber crime, national service, general election reflection

- 17** Partnerships for the Goals: "Strengthen the means of implementation and revitalize the global partnership for sustainable development."
Rewarding voting, fan-owned football clubs