

AUTUMN 2022 CURRICULUM CRITERIA OVERVIEW: ENGLAND & WALES | PRIMARY

Below is an overview of the VoteTopics covered this term. The subsequent pages outline the SMSC, British Values, Prevent & UNCRC criteria, UN SDGs and VotesforSchools 9 Key Themes that have been met by these topics.

VoteTopic Question		Keyword(s)
Autumn Term 1: 220901-221013		
5-7: Will the Lionesses' win get more girls playing football?	7-11: Will the Lionesses' win create long-lasting change?	Women's football
5-7: Would you want to be Prime Minister?	7-11: Is it a good time to become Prime Minister?	Prime Minister
Do you feel comfortable with change?		Comfortable with change
5-7: Would you buy second hand clothes to help the environment?	7-11: Can the fashion industry slow down its impact on the environment?	Fast fashion
Are actions more important than words?		Actions & words
Does the internet change how we feel about ourselves?		Body image
Should we stop paying for the BBC?		BBC centenary

Autumn Term 2: 220901-221013

5-7: Are playground trends a good thing?	7-11: Do we know enough about how vaping affects us?	Vaping
Should everyone be able to vote at 16?		Votes at 16
5-7: Is it difficult to stand up against bullying?	7-11: Do fandoms encourage bullying?	Fandoms
5-7: Will the World Cup bring people together?	7-11: Was awarding the World Cup to Qatar a mistake?	World Cup
5-7: Should everyone learn sign language?	7-11: Will increased awareness get more people learning BSL?	BSL
Are people more generous in times of need?		Food banks
Should there be strikes in December?		Festive strikes

SMSC: Spiritual (SMSC – Ofsted 2004/2014)

Criteria	Description	VoteTopic	Term Total	Year Total
1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	Vaping	1	1
1.2	Voters use personal experiences to reflect on their lives	Actions & words, food banks	2	2
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	Comfortable with change	1	1
1.4	Voters can be holistic in their approach to discussing topics	Women's football, BBC centenary	2	2
1.5	Schools support voters with their religious beliefs in a personalised way	Festive strikes	1	1
1.6	Schools facilitate discussions to support reflection	Comfortable with change, BSL	2	2
1.7	Voters learn about themselves, others & the world around them	Fast fashion, World Cup	2	2
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	Prime Minister, votes at 16	2	2

1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	Fast fashion, festive strikes	2	2
1.10	Voters show interest and respect for others' faiths, feelings, and beliefs	Fandoms	1	1
1.11	Voters develop empathy, compassion & concern with others	Fandoms, food banks	2	2
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	Women's football, World Cup	2	2
1.13	Voters develop a respect for insight as well as for knowledge & reason	Prime Minister, votes at 16	2	2
1.14	Voters develop an understanding of feelings & emotions and the impact of them	Body image	1	1
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	Vaping	1	1
1.16	Schools develop a culture where voters can flourish, grow, and respect others	Actions & words, BSL	2	2
	Schools accommodate difference and respect the integrity of individuals			

1.17	Voters are encouraged to think and use their imaginations & sense of creativity	BBC centenary	1	1
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	Body image	1	1

SMSC: Moral (SMSC – Ofsted 2004/2014)

Criteria	Description	VoteTopic	Term Total	Year Total
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	Fast fashion, World Cup	2	2
2.2	Voters are able to express their views on ethical & personal issues	Body image	1	1
2.3	Voters are committed to their own values even if others think they are wrong	BBC centenary	1	1
2.4	Voters enjoy discovering their own and others' views on different topics	Prime Minister	1	1
2.5	Voters can adapt their values in light of experiences	Women's football	1	1
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	Actions & words, festive strikes	2	2
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	Prime Minister, vaping	2	2

2.8	Schools use learning to prevent discrimination	Fandoms, BSL	2	2
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	Women's football, votes at 16	2	2
2.10	Voters respect there are different cultures in society and within their school	Comfortable with change, World Cup	2	2
2.11	Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict	Comfortable with change, BSL	2	2
2.12	Voters know right from wrong and apply this, respecting civil & criminal law	Body image, festive strikes	2	2
2.13	Voters know right from wrong based on their own moral code & other cultures	Vaping	1	1
2.14	Voters make reasoned & responsible judgements on moral dilemmas	Actions & words, fandoms	2	2
2.15	Voters understand the consequences both positive & negative of their actions (cause and effect)	BBC centenary, votes at 16, food banks	3	3
2.16	Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)	Fast fashion, food banks	2	2

SMSC: Social (SMSC – Ofsted 2004/2014)

Criteria	Description	VoteTopic	Term Total	Year Total
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	World Cup	1	1
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	Women's football, food banks	2	2
3.3	Voters reflect on their own contribution to school & their communities	Actions & words	1	1
3.4	Voters show respect for people, living things, property & their environment	Fast fashion	1	1
3.5	Schools encourage voters to recognise and respect social differences & similarities	BBC centenary, BSL	2	2
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	Comfortable with change	1	1
3.7	Schools provide a platform for understanding and debating social issues	Actions & words, food banks	2	2

3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	Prime Minister	1	1
3.9	Schools provide appropriate links to the wider world & the community	Comfortable with change	1	1
3.10	Voters co-operate well and are able to resolve their conflicts	Fandoms, festive strikes	2	2
3.11	Voters work well together as members of groups or teams; they relate well to each other	Women's football, World Cup	2	2
3.12	Voters are given the platform to challenge appropriately the views of a group or the wider community	BBC centenary	1	1
3.13	Voters resolve conflicts and counter forces which militate against inclusion & unity	Fandoms	1	1
3.14	Schools provide voters with the chance to exercise leadership & responsibility	Prime Minister	1	1
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	Vaping	1	1

3.16	Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	Body image, votes at 16	2	2
3.17	Voters appreciate the rights & responsibilities of individuals within the wider setting	Body image, festive strikes	2	2
3.18	Voters understand how society functions and is organised	Votes at 16	1	1
3.19	Voters understand the notion of interdependence in a complex society	Fast fashion, BSL	2	2
3.20	Schools identify key values & principles on which school & community life is based	Vaping	1	1

SMSC: Cultural (SMSC – Ofsted 2004/2014)

Criteria	Description	VoteTopic	Term Total	Year Total
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	Actions & words, festive strikes	2	2
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	World Cup, food banks	2	2
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	Actions & words	1	1
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	Fast fashion, vaping	2	2
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	Women's football, votes at 16	2	2

4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	Fandoms	1	1
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	Women's football, World Cup	2	2
4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	Fast fashion, body image	2	2
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	Prime Minister, votes at 16	2	2
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	BBC centenary, BSL	2	2
4.11	Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	Comfortable with change	1	1
4.12	Voters develop an ability to challenge their own cultural assumptions & values	Prime Minister, body image, vaping, food banks	4	4

4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	Comfortable with change, fandoms	2	2
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	BBC centenary, festive strikes	2	2

Prevent Strategy (HM Government 2007-present)

Criteria	Description	VoteTopic	Term Total	Year Total
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	Prime Minister, vaping, food banks	3	3
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	Body image	1	1
5.3	Voters can participate in decision-making within their own school environment	BBC centenary	1	1
5.4	Voters can express their views and appreciate the impact their views can have on others	Comfortable with change, BSL	2	2
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way			
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	Women's football, votes at 16, festive strikes	3	3

5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices			
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	Actions & words	1	1
5.9	Voters should know how to challenge extremist narratives and promote universal rights	Fandoms	1	1
5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	Vaping	1	1
5.11	Voters should feel confident to discuss honestly a plurality of views	BBC centenary, World Cup	2	2
5.12	Schools should allow voters to debate fundamental moral & human rights principles	Fast fashion, World Cup	2	2
5.13	Schools should promote open & respectful dialogue	Women's football, fandoms	2	2
5.14	Model participatory and representative democracy by engaging and examining views expressed	Prime Minister, votes at 16	2	2

5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	Fast fashion, festive strikes	2	2
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	Body image, food banks	2	2
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	Actions & words, BSL	2	2
5.18	Give voters a safe place to respond to current events that will challenge their beliefs	Comfortable with change	1	1

Promoting Fundamental British Values (November 2014)

Criteria	Description	VoteTopic	Term Total	Year Total
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process	Votes at 16	1	1
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	Fast fashion, body image, vaping	3	3
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	Comfortable with change	1	1
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	Festive strikes	1	1
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	Fandoms	1	1

6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	Women's football, actions & words	2	2
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	Prime Minister	1	1
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	BSL	1	1
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	World Cup	1	1
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	BBC centenary, food banks	2	2

UN Convention on the Rights of the Child (UNCRC)

Article	Description	VoteTopic	Term Total	Year Total
Art 1	“Everyone under 18 has these rights.”			
Art 2	“All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.”	Women's football	1	1
Art 3	“All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.”			
Art 4	“The Government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.”			

Art 5	“Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.”			
Art 6	“You have the right to be alive.”			
Art 7	“You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).”			
Art 8	“You have the right to an identity – an official record of who you are. No one should take this away from you.”			
Art 9	“You have the right to live with your parent(s) unless it is bad for you. You have the right to live with a family who cares for you.”			
Art 10	“If you live in a different country than your parents do, you have the right to be together in the same place.”			
Art 11	“You have the right to be protected from kidnapping.”			
Art 12	“You have the right to give your opinion, and for adults to listen and take it seriously.”	Comfortable with change, votes at 16	2	2

Art 13	“You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.”			
Art 14	“You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.”			
Art 15	“You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others.”			
Art 16	“You have the right to privacy.”			
Art 17	“You have the right to get information that is important to your well-being, from radio, newspapers, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.”	BBC centenary	1	1
Art 18	“You have the right to be raised by your parent(s) if possible.”			

Art 19	“You have the right to be protected from being hurt and mistreated, in body or mind.”			
Art 20	“You have the right to special care and help if you cannot live with your parents.”			
Art 21	“You have the right to care and protection if you are adopted or in foster care.”			
Art 22	“You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.”			
Art 23	“You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.”			
Art 24	“You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.”			
Art 25	“If you live in care or in other situations away from home, you have the right to have these living arrangements looked at			

	regularly to see if they are the most appropriate."			
Art 26	"You have the right to help from the Government if you are poor or in need."	Prime Minister	1	1
Art 27	"You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do."	Fast fashion, food banks	2	2
Art 28	"You have the right to a good quality education. You should be encouraged to go to school to the highest level you can."			
Art 29	"Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people."	BSL	1	1
Art 30	"You have the right to practice your own culture, language, and religion - or any you choose. Minority and indigenous groups need special protection of this right."	Actions & words, World Cup	2	2
Art 31	"You have the right to play and rest."			

Art 32	“You have the right to protection from work that harms you and is bad for your health and education. If you work, you have the right to be safe and paid fairly.”			
Art 33	“You have the right to protection from harmful drugs and from the drug trade.”	Vaping	1	1
Art 34	“You have the right to be free from sexual abuse.”			
Art 35	“No one is allowed to kidnap or sell you.”			
Art 36	“You have the right to protection from any kind of exploitation (being taken advantage of).”	Body image	1	1
Art 37	“No one is allowed to punish you in a cruel or harmful way.”			
Art 38	“You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.”			
Art 39	“You have the right to help if you've been hurt, neglected or badly treated.”			

Art 40	“You have the right to legal help and fair treatment in the justice system that respects your rights.”			
Art 41	“If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.”			
Art 42	“You have the right to know your rights! Adults should know about these rights and help you learn about them.”			

UN Sustainable Development Goals (UN SDGs)

SDG	Description	VoteTopic	Term Total	Year Total
1	No Poverty: “End poverty in all its forms, everywhere.”			
2	Zero Hunger: “End hunger, achieve food security and improved nutrition and promote sustainable agriculture.”	Food banks	1	1
3	Good Health & Wellbeing: “Ensure healthy lives and promote well-being for all at all ages.”	Body image, vaping	2	2
4	Quality Education: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”			
5	Gender Equality: “Achieve gender equality and empower all women and girls.”	Women's football	1	1
6	Clean Water & Sanitation: “Achieve gender equality and empower all women and girls.”			

7	Affordable & Clean Energy: “Ensure access to affordable, reliable, sustainable and modern energy for all.”			
8	Decent Work & Economic Growth: “Promote sustained, inclusive and sustainable economic growth, full productive employment and decent work for all.”	Prime Minister	1	1
9	Industry, Innovation & Infrastructure: “Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.”	BBC centenary, World Cup	2	2
10	Reduced Inequalities: “Reduce inequality within and among countries.”	Actions & words	1	1
11	Sustainable Cities & Communities: “Make cities and human settlements inclusive, safe, resilient and sustainable.”			
12	Responsible Consumption & Production: “Ensure sustainable consumption and production patterns.”	Fast fashion	1	1
13	Climate Action: “Take urgent action to combat climate change and its impacts.”			

14	Life Below Water: “Conserve and sustainably use the oceans, seas and marine resources for sustainable development.”			
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.”			
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.”	Comfortable with change, votes at 16	2	2
17	Partnerships for the Goals: “Strengthen the means of implementation and revitalize the global partnership for sustainable development.”			

VotesforSchools' 9 Key Themes

#	Description	VoteTopic	Term Total	Year Total
1	Health & wellbeing	Body image, vaping	2	2
2	Equalities & identity	Actions & words, fandoms, BSL	3	3
3	Environment & climate change	Fast fashion	1	1
4	Global issues & politics	Prime Minister, votes at 16	2	2
5	Science & technology			
6	Community & charity	World Cup, food banks	2	2
7	Crime, justice & extremism			
8	Economy, jobs & education	Festive strikes	1	1
9	Culture, media & the arts	Women's football, comfortable with change, BBC centenary	3	3

For more information on our 9 Key Themes, please check out the *VotesforSchools' 9 Key Themes* document on our website.