



**VotesforSchools** provides effective delivery of SMSC (including British values) and Prevent. It supports PSHE and Citizenship. Debating a weekly **VoteTopic** provides the opportunity for discussion of topical, sometimes controversial, issues. It allows pupils to live and experience British values in an engaging way.

Criteria ref	Description	Overarching concept:	Strategy
1.1	Pupils have the opportunity to be reflective about their own beliefs (religious or otherwise)	<b>Spiritual:</b> Personal values& beliefs	SMSC – Ofsted 2014
1.2	Pupils use personal experiences to reflect on their lives	<b>Spiritual:</b> Personal values& beliefs	SMSC Ofsted 2014
1.3	Pupils demonstrate defence in their aims, values, principles and beliefs	<b>Spiritual:</b> Personal values& beliefs	SMSC – Ofsted 2004
1.4	Pupils can be holistic in their approach to discussing topics	<b>Spiritual:</b> Personal values& beliefs	SMSC – Ofsted 2004
1.5	Schools support pupils with their religious beliefs in a personalised way	<b>Spiritual:</b> Personal values& beliefs	SMSC – Ofsted 2004
1.6	Schools facilitate discussions to support reflection	<b>Spiritual:</b> Personal values& beliefs	SMSC – Ofsted 2004
1.7	Pupils learn about themselves, others and the world around them	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC – Ofsted 2014
1.8	Pupils develop an appreciation of the intangible e.g. love, ambiguity	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC – Ofsted 2004
1.9	Schools allow pupils to ask questions; why? How? Who? Where? What?	<b>Spiritual:</b> Experiencing wonder & fascination	SMSC – Ofsted 2004
1.10	Pupils show interest and respect for others faiths, feelings and beliefs	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2014
1.11	Pupils develop empathy, compassion & concern with others	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004

1.12	Pupils challenge the barriers, constraints to the human spirit e.g. injustice, greed, poverty, discrimination	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.13	Pupils develop a respect for insight as well as for knowledge and reason	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.14	Pupils develop understanding of feelings and emotions & the impact of them	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.15	Schools allow opportunities for pupils to understand human feelings and how these affect us	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.16	Schools develop a culture where students can flourish and grow and respect others	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	<b>Spiritual:</b> Understanding human feelings/ emotions	SMSC – Ofsted 2004
1.17	Pupils are encouraged to think and use their imaginations and sense of creativity	<b>Spiritual</b> – Using imagination and creativity	SMSC – Ofsted 2014
1.18	Staff value pupils’ questions and give them space for their own thought, ideas and concerns	<b>Spiritual</b> – Using imagination and creativity	SMSC – Ofsted 2004
2.1	Pupils are interested in investigating and adding their own views on moral & ethical issues	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2014
2.2	Pupils are able to express their views on ethical & personal issues	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2004
2.3	Pupils are committed to their own values even if others think they are wrong	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2004
2.4	Pupils enjoy discovering their own and others views on different topics	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2004

2.5	Pupils can adapt their values in light of experiences	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2004
2.6	Schools create platforms for pupils which are safe for them to explore their views and practice moral decision making	<b>Moral</b> – Developing, expressing personal views	SMSC – Ofsted 2004
2.7	Pupils are interested in investigating others viewpoints and are able to understand others may hold different views on these issues	<b>Moral</b> – Investigating moral/ethical issues	SMSC – Ofsted 2014
2.8	Schools use learning to prevent discrimination	<b>Moral</b> – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality & right & wrong	<b>Moral</b> – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.10	Schools respect there are different cultures in society and within their school	<b>Moral</b> – Investigating moral/ethical issues	SMSC – Ofsted 2004
2.11	Schools model fairness, integrity, respect for people, pupils' welfare, minority groups, resolution of conflict	<b>Moral</b> – Moral codes/ models of moral virtue	SMSC – Ofsted 2014
2.12	Pupils know right from wrong and apply this – respecting civil and criminal law	<b>Moral</b> – Recognising right/wrong & apply	SMSC – Ofsted 2014
2.13	Pupils know right from wrong based on their own moral code and other cultures	<b>Moral</b> – Recognising right/wrong & apply	SMSC – Ofsted 2004
2.14	Pupils make reasoned & responsible judgements on moral dilemmas	<b>Moral</b> – Recognising right/wrong & apply	SMSC – Ofsted 2004
2.15	Pupils understand consequences both positive and negative of their actions – cause and effect	<b>Moral</b> – Understanding consequences of actions	SMSC – Ofsted 2014
2.16	Schools encourage pupils to take responsibility e.g. taking care of their environment, respect	<b>Moral</b> – Understanding consequences of actions	SMSC – Ofsted 2004
3.1	Pupils use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2014
3.2	Pupils are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.3	Pupils reflect on their own contribution to school and their communities	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.4	Pupils show respect for people, living things, property and their environment	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.5	Schools encourage pupils to recognise and respect social differences and similarities	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004

3.6	Schools help Pupils develop their personal qualities such as thoughtfulness, respect for difference, moral principles	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.8	Schools provide opportunities for pupils to engage in a democratic process and participate in community life	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.9	Schools provide appropriate links to the wider world and the community	<b>Social</b> – developing qualities & social skills	SMSC – Ofsted 2004
3.10	Pupils co-operate well and are able to resolve their conflicts	<b>Social</b> – Participating, resolving conflict	SMSC – Ofsted 2014
3.11	Pupils work well together as members of groups or teams; they relate well to each other	<b>Social</b> – Participating, resolving conflict	SMSC – Ofsted 2004
3.12	Pupils are given the platform to challenge appropriately the views of a group or the wider community	<b>Social</b> – Participating, resolving conflict	SMSC – Ofsted 2004
3.13	Pupils resolve conflicts and counter forces which militate against inclusion and unity	<b>Social</b> – Participating, resolving conflict	SMSC – Ofsted 2004
3.14	Schools provide pupils with the chance to exercise leadership and responsibility	<b>Social</b> – Participating, resolving conflict	SMSC – Ofsted 2004
3.15	Pupils engage and accept the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with differing beliefs & faiths	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2014
3.16	Pupils develop skills and attitudes that will allow them to participate fully in democracy & contribute to society	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2014
3.17	Pupils appreciate the rights and responsibilities of individuals within the wider setting	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2004
3.18	Pupils understand how society functions and is organised	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2004
3.19	Pupils understand the notion of interdependence in a complex society	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2004
3.20	Schools identify key values and principles on which school and community life is based	<b>Social</b> – Understanding how communities function	SMSC – Ofsted 2004

4.1	Pupils explore and show understanding/ respect for different faiths and cultural diversity	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2014
4.2	Pupils are given the platform to demonstrate their tolerance and positive attitude to local, national and international communities	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2014
4.3	Pupils develop an ability to appreciate different cultures and demonstrate dignity and respect to others views, they challenge discriminatory behaviour	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2004
4.4	Pupils develop an openness to new ideas and are willing to change their views in light of new experiences	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2004
4.5	Pupils are given the opportunity to engage positively to cultural debates and opportunities	<b>Cultural</b> – Participating & responding to culture	SMSC – Ofsted 2004
4.6	Pupils develop personal enrichment through encounter with cultural media and traditions from a range of cultures	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2004
4.7	Schools provide opportunities for pupils to engage in cultural events and to reflect on their significance	<b>Cultural</b> – Understanding, respecting diversity	SMSC –Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend pupils cultural awareness	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2004
4.9	Pupils know about Britain’s democratic parliamentary system and how it shapes our history and values	<b>Cultural</b> – Preparing for life in modern Britain	SMSC – Ofsted 2014
4.10	Pupils understand how beneficial it is to appreciate a range of different cultures and its preparation for them as part of a modern Britain	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2014
4.11	Pupils are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	<b>Cultural</b> – Understanding & appreciating influences	SMSC – Ofsted 2014
4.12	Pupils develop an ability to challenge their own cultural assumptions and values	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2014
4.13	Pupils can identify the cultural influences that have helped shape their own heritage and behaviours	<b>Cultural</b> – Understanding, respecting diversity	SMSC – Ofsted 2014

4.14	Schools audit the quality and nature of opportunities for pupils to extend their cultural development	<b>Cultural – Understanding, respecting diversity</b>	SMSC – Ofsted 2014
5.1	Schools provide a safe place to discuss and debate topical and controversial issues affecting young people	<b>Prevent strategy – HM Government 2007–Current</b>	
5.2	Pupils can influence and participate in decision making on issues affecting them in their society	<b>Prevent strategy– HM Government 2007–Current</b>	
5.3	Pupils can participate in decision making within their own school environment	<b>Prevent strategy– HM Government 2007–Current</b>	
5.4	Pupils can express their views and appreciate the impact their views can have on others	<b>Prevent strategy– HM Government 2007–Current</b>	
5.5	Pupils can discuss terrorism and the wider use of violence in a considered and informed way	<b>Prevent strategy– HM Government 2007–Current</b>	
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	<b>Prevent strategy– HM Government 2007–Current</b>	
5.7	Pupils should be given the platform to challenge islamophobia, anti-Semitism and other prejudices	<b>Prevent strategy– HM Government 2007–Current</b>	
5.8	Pupils should use safe to learn anti bullying strategies to minimise hate and prejudice based bullying	<b>Prevent strategy– HM Government 2007–Current</b>	
5.9	Pupils should know how to challenge extremist narratives and promote universal rights	<b>Prevent strategy– HM Government 2007–Current</b>	
5.10	Pupils should develop questioning skills and techniques to open up debate in a safe way	<b>Prevent strategy– HM Government 2007–Current</b>	
5.11	Pupils should feel confident to discuss honestly a plurality of views	<b>Prevent strategy– HM Government 2007–Current</b>	
5.12	Schools should allow pupils to debate fundamental moral and human rights principles	<b>Prevent strategy– HM Government 2007–Current</b>	
5.13	Schools should promote open and respectful dialogue	<b>Prevent strategy– HM Government 2007–Current</b>	
5.14	Model participatory and representative democracy by engaging and examining views expressed	<b>Prevent strategy– HM Government 2007–Current</b>	
5.15	Encourage pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest	<b>Prevent strategy– HM Government 2007–Current</b>	

5.16	Help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues	<b>Prevent strategy-</b> HM Government 2007-Current
5.17	Use spaces for pupils to discuss openly issues that concern them, including exploring their own identities and how these relate to the diversity of the society in which they live	<b>Prevent strategy-</b> HM Government 2007-Current
5.18	Give pupils a safe place to respond to current events that will challenge their beliefs	<b>Prevent strategy-</b> HM Government 2007-Current
6.1	Pupils should gain an understanding of how citizens can influence decision-making through the democratic process	<b>Promoting fundamental British values</b> - November 2014
6.2	Pupils should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	<b>Promoting fundamental British values</b> - November 2014
6.3	Pupils should understand that there is a separation of power between the executive and the judiciary - e.g police answerable to Parliament	<b>Promoting fundamental British values</b> - November 2014
6.4	Pupils should understand that the freedom to choose and hold other faiths and beliefs is protected in law;	<b>Promoting fundamental British values</b> - November 2014
6.5	Pupils should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. Not discriminated against	<b>Promoting fundamental British values</b> - November 2014
6.6	Pupils should have an understanding of the importance of identifying and combatting discrimination.	<b>Promoting fundamental British values</b> - November 2014
6.7	Understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;	<b>Promoting fundamental British values</b> - November 2014
6.8	Ensure that all pupils 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 the pupils;	<b>Promoting fundamental British values</b> - November 2014
6.9	Pupils should experience elections that provide them with the opportunity to learn how to argue and defend points of view;	<b>Promoting fundamental British values</b> - November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help pupils understand a range of faiths.	<b>Promoting fundamental British values</b> - November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.	<b>Promoting fundamental British values</b> - November 2014

 **VOTES FOR SCHOOLS**