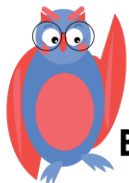# VOTESFORSCHOOLS

SMSC, Prevent & British Values Map: 2020-2021 Overview

Be informed.

Be curious.

Be heard.

Please Note:
You can find the criteria in full at the end of this document.

A guide to this year's topics: Autumn 2020

Which topics met this criteria?	Keyword(s)
Are staycations the future?	Staycations
Does giving make you happy? **(Years 1-3)** | Would you donate your organs? **(Years 4-6)**	Organ donation
Should pupils wear masks in school?	Face masks
Should everyone volunteer in their community?	Volunteering
Is it hard to forgive? **(KS1)** | Is "cancel culture" unfair? **(KS2)**	Cancel culture
Do you know your history? **(KS1)** | Does the curriculum represent you? **(KS2)**	BHM *(Black History Month)*
Have we forgotten about the environment this year?	Environment
Will cinemas disappear in your lifetime?	Cinemas
Would you want to be a politician right now?	Parliament Week
Could you break a record?	Record
Is it important to fit in at school?	ABW *(Anti-Bullying Week)*
Is it important to vote?	America
Do celebrities help us talk about disabilities? **(KS1)** | Does social media make it easier to talk about disabilities? **(KS2)**	IDPWD *(International Day of People with Disabilities)*
Do you know how to stay safe outside school?	Safety
Is Christmas different this year? **(KS1)** | Has the Christmas message changed this year? **(KS2)**	Christmas

Got any questions?
Email primary@votesforschools.com!

A guide to this year's topics: Spring 2021

Which topics met this criteria?	Keyword(s)
Did we miss a lot of good news in 2020? **(KS1)** | Was good news overlooked in 2020? **(KS2)**	Good news
Will Brexit stop you from going on holiday? **(KS1)** | Will Brexit affect you? **(KS2)**	Brexit
Do we need to learn more about how vaccines work?	Vaccines
Do you know what makes a good teammate? **(KS1)** | Is Donald Trump guilty of encouraging violence at the Capitol? **(KS2)**	Trump
Will learning ever be the same again?	Learning
Does cyber security matter to you?	Cyber security *(Safer Internet Day)*
Would you pay more for chocolate?	Fair trade *(Fairtrade Fortnight)*
Has lockdown made the internet more dangerous?	Online platforms
Is it important to play with a variety of toys? **(KS1)** | Will gender stereotypes affect your future? **(KS2)**	IWD *(International Women's Day)*
Do we hear about enough world news? **(KS1)** | Do we decide what news we see? **(KS2)** + **2021 Census assembly**	Press/Census *(2021 Census)*
Is the end of cash coming?	Cash
Should the public decide which films win awards?	Awards

Got any questions?
Email primary@votesforschools.com!

A guide to this year's topics: Summer 2021

Which topics met this criteria?	Keyword(s)
Do we need to learn more about boundaries?	Consent
Should under-13s have Instagram?	Social media
Do we take local elections seriously?	Local elections
Do we take the benefits of nature for granted?	Benefits of nature *(Mental Health Awareness Week)*
Will the high street bounce back after the pandemic?	High street
Should we be allowed to travel this year?	Foreign travel
Is streaming good for the music industry?	Music
Do we take home for granted? **(Years 1-3)** | Is the refugee crisis really over? **(Years 4-6)**	Refugee crisis *(Refugee Week)*
Do school uniforms make it harder to be ourselves? **(KS1)** | Do school uniforms make it harder to show our true selves? **(KS2)**	Uniform *(School Diversity Week)*
Should we share our medical data?	Medical data
Do your friends bring out the best in you? **(Years 1-3)** | Is it easy to spot the signs of coercion? **(Years 4-6)**	Gangs
Should professional sport events be free from Coronavirus rules?	Sport
Do you remember what you learned this year?	Lessons learned

Got any questions?
Email primary@votesforschools.com!

SMSC: Social

Criteria	Which topics met this criteria?	Term Total*	Year Total
1.1	Organ donation, Christmas, vaccines, **local elections**	1	4
1.2	Face masks, cinemas, good news, cash, **social media, high street**	2	6
1.3	Environment, Brexit, fair trade, **foreign travel, medical data**	2	5
1.4	BHM, record, cyber security, press/census, **music**	1	5
1.5	Organ donation	-	1
1.6	BHM, safety, Trump, awards, **lessons learned**	1	5
1.7	Volunteering, environment, America, IWD, **refugee crisis, lessons learned**	2	6
1.8	Cancel culture, IDPWD, learning, cash, **uniform**	1	5
1.9	Staycations, good news, press/census, **local elections**	1	4
1.10	Parliament Week, Christmas, **medical data, sport**	2	4
1.11	Volunteering, learning, **consent, refugee crisis, gangs**	3	5
1.12	Record, Trump, fair trade, IWD, **uniform**	1	5
1.13	Face masks, America, vaccines, awards, **foreign travel**	1	5
1.14	ABW, online platforms, **benefits of nature**	1	3
1.15	Parliament Week, online platforms, **benefits of nature**	1	3
1.16	Cancel culture, IDPWD, Brexit, **consent**	1	4
1.17	Staycations, cinemas, cyber security, **social media, music**	2	5
1.18	ABW, safety, **high street, gangs, sport**	3	5

*This refers to the Summer Term 2021

©VotesforSchools2021

SMSC: Moral

Criteria	Which topics met this criteria?	Term* Total	Year Total
2.1	Organ donation, Trump, IWD, **social media, refugee crisis**	**2**	5
2.2	Cancel culture, safety, fair trade, **foreign travel, medical data**	**2**	5
2.3	America, Brexit, **music, medical data**	**2**	4
2.4	Staycations, Christmas, good news, press/census, **local elections, lessons learned**	**2**	6
2.5	Staycations, environment, good news, cyber security, cash, **high street**	**1**	6
2.6	IDPWD, vaccines, online platforms, **social media**	**1**	4
2.7	Organ donation, cinemas, Christmas, Brexit, press/census, **sport**	**1**	6
2.8	BHM, ABW, IWD, **benefits of nature, refugee crisis**	**2**	5
2.9	Face masks, Parliament Week, learning, **foreign travel, uniform**	**2**	5
2.10	Volunteering, cinemas, record, America, awards, **local elections, lessons learned**	**2**	7
2.11	BHM, IDPWD, online platforms, **consent, uniform**	**2**	5
2.12	ABW, safety, cyber security, **gangs**	**1**	4
2.13	Parliament Week, Trump, **gangs**	**1**	3
2.14	Cancel culture, awards, **consent**	**1**	3
2.15	Face masks, record, vaccines, learning, cash, **high street, music**	**2**	7
2.16	Volunteering, environment, fair trade, **benefits of nature, sport**	**2**	5

This refers to the Summer Term 2021

©VotesforSchools2021

SMSC: Spiritual

Criteria	Which topics met this criteria?	Term* Total	Year Total
3.1	Staycations, Christmas, cash, **foreign travel**	1	4
3.2	Organ donation, IDPWD, **social media**	1	3
3.3	Face masks, record, press/census, **high street**	1	4
3.4	Environment, fair trade, **benefits of nature, sport**	2	4
3.5	Staycations, America, IWD, **benefits of nature, uniform**	2	5
3.6	Volunteering, IDPWD, good news, **consent**	1	4
3.7	Cancel culture, Brexit, online platforms, **social media**	1	4
3.8	Volunteering, local elections, **uniform**	2	3
3.9	Cancel culture, Parliament Week, good news, cyber security, awards	-	5
3.10	ABW, **foreign travel, gangs**	2	3
3.11	Record, learning, **gangs, lessons learned**	2	4
3.12	Cinemas, vaccines, **medical data**	1	3
3.13	ABW, online platforms, **refugee crisis**	1	3
3.14	Environment, safety, cyber security, **lessons learned**	1	4
3.15	Organ donation, America, Brexit, **refugee crisis**	1	4
3.16	BHM, Trump, **local elections, music**	2	4
3.17	Face masks, safety, vaccines, **consent, music**	2	5
3.18	BHM, Trump, IWD, **medical data**	1	4
3.19	Cinemas, fair trade, cash, awards, **high street, sport**	2	6
3.20	Parliament Week, Christmas, learning, press/census	-	4

*This refers to the Summer Term 2021

©VotesforSchools2021

SMSC: Cultural

Criteria	Which topics met this criteria?	Term* Total	Year Total
4.1	BHM, awards, **foreign travel, refugee crisis**	2	4
4.2	Volunteering, safety, fair trade, press/census, **refugee crisis**	1	5
4.3	Cancel culture, ABW, online platforms, **benefits of nature, uniform**	2	5
4.4	Staycations, environment, record, learning, cash, **medical data**	1	6
4.5	Organ donation, cancel culture, IDPWD, Brexit, cyber security, **uniform, medical data**	2	7
4.6	Cinemas, America, fair trade, IWD, **social media, lessons learned**	2	6
4.7	Face masks, record, good news, IWD, awards, **music, sport**	2	7
4.8	Face masks, environment, IDPWD, Trump, **consent, music**	2	6
4.9	Parliament Week, Trump, **local elections**	1	3
4.10	BHM, Christmas, learning, online platforms, cash, **high street**	1	6
4.11	Cinemas, Brexit, press/census, **social media, high street, gangs**	3	6
4.12	Organ donation, Parliament Week, safety, vaccines, cyber security, **consent, gangs**	2	7
4.13	Volunteering, America, Christmas, vaccines, **benefits of nature, sport**	2	6
4.14	Staycations, ABW, good news, **local elections, foreign travel, lessons learned**	3	6

*This refers to the Summer Term 2021

©VotesforSchools2021

Prevent

Criteria	Which topics met this criteria?	Term* Total	Year Total
5.1	BHM, America, safety, **consent, gangs**	**2**	5
5.2	Face masks, cinemas, IWD, **social media, high street**	**2**	5
5.3	Face masks, environment, cyber security, **uniform**	**1**	4
5.4	Staycations, cancel culture, Christmas, vaccines, awards, **refugee crisis**	**1**	6
5.5	Trump, **gangs**	**1**	2
5.6	Parliament Week, good news, fair trade, **local elections, uniform, lessons learned**	**3**	6
5.7	BHM, online platforms	**-**	2
5.8	ABW	**-**	1
5.9	ABW, Trump, online platforms, **refugee crisis**	**1**	4
5.10	IDPWD, vaccines, **consent, foreign travel**	**2**	4
5.11	Cancel culture, record, Christmas , learning, fair trade, cash, **music, sport**	**2**	8
5.12	Organ donation, cyber security, **medical data**	**1**	3
5.13	Volunteering, record, Brexit, awards, **benefits of nature, foreign travel**	**2**	6
5.14	Parliament Week, Brexit, cash, **local elections**	**1**	4
5.15	Cinemas, press/census	**-**	2
5.16	Organ donation, safety, IWD, **medical data, lessons learned**	**2**	5
5.17	Volunteering, IDPWD, good news, **social media, benefits of nature**	**2**	5
5.18	Staycations, environment, America, learning, press/census, **high street, music, sport**	**3**	8

British Values

Criteria	Which topics met this criteria?	Term* Total	Year Total
6.1	Brexit, press/census, awards, **social media, music**	**2**	5
6.2	Staycations, safety, vaccines, cyber security, **foreign travel, gangs**	**2**	6
6.3	Cinemas, cash, **medical data**	**1**	3
6.4	Cancel culture	**-**	1
6.5	Organ donation, online platforms	**-**	2
6.6	BHM, ABW, IWD, **consent, uniform**	**2**	5
6.7	Environment, America, Trump, **sport**	**1**	4
6.8	Face masks, IDPWD, fair trade, **high street, lessons learned**	**2**	5
6.9	Parliament Week, **local elections**	**1**	2
6.10	Christmas, **refugee crisis**	**1**	2
6.11	Volunteering, record, good news, learning, **benefits of nature**	**1**	5

*This refers to the Summer Term 2021

UN Convention on the Rights of the Child In Child Friendly Language

We also **map each topic** to an **article from the UN Convention on the Rights of the Child** (UNCRC). You can find these on your **weekly curriculum guides**. Please click the image if you would like a **copy of the document** for your school.

SUSTAINABLE DEVELOPMENT GOALS

We now also map the topics to one of the **Sustainable Development Goals** (SDGs) each week. The purpose of this is to **show the relevance of our resources to global learning** and our desire to **ensure voters become active citizens**. Click the image above to **find out more** about the **SDGs**.

Please Note:
You can find the criteria in full on the following 8 slides.

SMSC, British Values & Prevent Criteria

1.1	Pupils have the opportunity to be reflective about their own beliefs (religious or otherwise)	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.2	Pupils use personal experiences to reflect on their lives	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.3	Pupils demonstrate defence in their aims, values, principles & beliefs	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.4	Pupils can be holistic in their approach to discussing topics	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.5	Schools support pupils with their religious beliefs in a personalised way	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.6	Schools facilitate discussions to support reflection	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.7	Pupils learn about themselves, others & the world around them	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2014
1.8	Pupils develop an appreciation of the intangible (e.g. love, ambiguity)	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004
1.9	Schools allow pupils to ask questions: why? How? Who? Where? What?	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004
1.10	Pupils show interest and respect for others' faiths, feelings and beliefs	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2014
1.11	Pupils develop empathy, compassion & concern with others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.12	Pupils challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.13	Pupils develop a respect for insight as well as for knowledge & reason	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.14	Pupils develop an understanding of feelings & emotions and the impact of them	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004

SMSC, British Values & Prevent Criteria

1.15	Schools allow opportunities for pupils to understand human feelings and how these affect us	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where pupils can flourish, grow and respect others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools accommodate difference and respect the integrity of individuals	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.17	Pupils are encouraged to think and use their imaginations & sense of creativity	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2014
1.18	Staff value pupils' questions and give them space for their own thoughts, ideas & concerns	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2004

2.1	Pupils are interested in investigating and adding their own views on moral & ethical issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2014
2.2	Pupils are able to express their views on ethical & personal issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.3	Pupils are committed to their own values even if others think they are wrong	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.4	Pupils enjoy discovering their own and others' views on different topics	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.5	Pupils can adapt their values in light of experiences	**Moral:** 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	**Moral:** 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	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2014

SMSC, British Values & Prevent Criteria

2.8	Schools use learning to prevent discrimination	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.10	Pupils respect there are different cultures in society and within their school	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.11	Schools model fairness, integrity, respect for people, pupils' welfare, minority groups and resolution of conflict	**Moral:** Moral codes & models of moral virtue	SMSC - Ofsted 2014
2.12	Pupils know right from wrong and apply this, respecting civil & criminal law	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2014
2.13	Pupils know right from wrong based on their own moral code & other cultures	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.14	Pupils make reasoned & responsible judgements on moral dilemmas	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.15	Pupils understand the consequences both positive & negative of their actions (cause and effect)	**Moral:** Understanding consequences of actions	SMSC - Ofsted 2014
2.16	Schools encourage pupils to take responsibility (e.g. taking care of their environment, respect)	**Moral:** 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	**Social:** 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	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.3	Pupils reflect on their own contribution to school & their communities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.4	Pupils show respect for people, living things, property & their environment	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004

SMSC, British Values & Prevent Criteria

3.5	Schools encourage pupils to recognise and respect social differences & similarities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.6	Schools help pupils develop their personal qualities such as thoughtfulness, respect for difference, moral principles	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	**Social:** 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	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.9	Schools provide appropriate links to the wider world & the community	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.10	Pupils co-operate well and are able to resolve their conflicts	**Social:** Participating & resolving conflict	SMSC - Ofsted 2014
3.11	Pupils work well together as members of groups or teams; they relate well to each other	**Social:** 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	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.13	Pupils resolve conflicts and counter forces which militate against inclusion & unity	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.14	Schools provide pupils with the chance to exercise leadership & responsibility	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.15	Pupils 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	SMSC - Ofsted 2014
3.16	Pupils develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	**Social:** Understanding how communities function	SMSC - Ofsted 2014
3.17	Pupils appreciate the rights & responsibilities of individuals within the wider setting	**Social:** Understanding how communities function	SMSC - Ofsted 2004

SMSC, British Values & Prevent Criteria

3.18	Pupils understand how society functions and is organised	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.19	Pupils understand the notion of interdependence in a complex society	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.20	Schools identify key values & principles on which school & community life is based	**Social:** Understanding how communities function	SMSC - Ofsted 2004

4.1	Pupils explore and show understanding and respect for different faiths & cultural diversity	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.2	Pupils are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.3	Pupils develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	**Cultural:** 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	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.5	Pupils are given the opportunity to engage positively in cultural debates & opportunities	**Cultural:** Participating & responding to culture	SMSC - Ofsted 2004
4.6	Pupils develop personal enrichment through encounter with cultural media & traditions from a range of cultures	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.7	Schools provide opportunities for pupils to engage in cultural events and to reflect on their significance	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend pupils' cultural awareness	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.9	Pupils know about Britain's democratic parliamentary system and how it shapes our history & values	**Cultural:** 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 that this is preparation for them as part of a modern Britain	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014

SMSC, British Values & Prevent Criteria

4.11	Pupils are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	**Cultural:** Understanding & appreciating influences	SMSC - Ofsted 2014
4.12	Pupils develop an ability to challenge their own cultural assumptions & values	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.13	Pupils can identify the cultural influences that have helped shape their own heritage & behaviours	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.14	Schools audit the quality & nature of opportunities for pupils to extend their cultural development	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014

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

SMSC, British Values & Prevent Criteria

5.10	Pupils should develop questioning skills & techniques to open up debate in a safe way	**Prevent Strategy:** HM Government (2007-present)
5.11	Pupils should feel confident to discuss honestly a plurality of views	**Prevent Strategy:** HM Government (2007-present)
5.12	Schools should allow pupils to debate fundamental moral & human rights principles	**Prevent Strategy:** HM Government (2007-present)
5.13	Schools should promote open & respectful dialogue	**Prevent Strategy:** HM Government (2007-present)
5.14	Model participatory and representative democracy by engaging and examining views expressed	**Prevent Strategy:** HM Government (2007-present)
5.15	Encourage pupils as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	**Prevent Strategy:** HM Government (2007-present)
5.16	Help pupils to develop the skills needed to evaluate effectively and discuss potentially controversial issues	**Prevent Strategy:** HM Government (2007-present)
5.17	Use spaces for pupils 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	**Prevent Strategy:** HM Government (2007-present)
5.18	Give pupils a safe place to respond to current events that will challenge their beliefs	**Prevent Strategy:** HM Government (2007-present)

6.1	Pupils should gain an understanding of how citizens can influence decision-making through the democratic process	**Promoting fundamental British Values:** 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 & safety	**Promoting fundamental British Values:** November 2014
6.3	Pupils should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	**Promoting fundamental British Values:** November 2014
6.4	Pupils should understand that the freedom to choose and hold other faiths & beliefs is protected in law	**Promoting fundamental British Values:** November 2014

SMSC, British Values & Prevent Criteria

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	**Promoting fundamental British Values:** November 2014
6.6	Pupils should have an understanding of the importance of identifying and combatting discrimination	**Promoting fundamental British Values:** November 2014
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	**Promoting fundamental British Values:** 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 pupils	**Promoting fundamental British Values:** November 2014
6.9	Pupils should experience elections that provide them with the opportunity to learn how to argue and defend points of view	**Promoting fundamental British Values:** November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help pupils understand a range of faiths	**Promoting fundamental British Values:** November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British Values	**Promoting fundamental British Values:** November 2014