



VOTESFORSCHOOLS



Be informed.



Be curious.



Be heard.

Who are VotesforSchools?



VotesforSchools is a **voting platform for young people** that strives to make a difference in your school, local community, and the wider world, and to highlight the importance of **being informed, curious, and heard**.



We support **outstanding SMSC, British Values, and Prevent delivery**.



And, to top it off, we're even **award winners!**



Why choose VotesforSchools?



We talk about topics that really matter

From **extremism and knife crime**, to the **effects of Coronavirus**, we get our voters talking about topics that **matter to them** and impact the world in which they live.

“As a result of following the PPTS, **attendance at tutor periods has increased** and the feedback from staff and students is positive. They are **enjoying discussing topical issues with excellent up-to-date resources.**”

Assistant Principal, Reigate College



Why choose VotesforSchools?



We empower young people

- ✓ We give voters **the information and opportunity to voice their opinions** on relevant and challenging issues.
- ✓ Our resources help them to **develop skills and confidence** in oracy, political literacy and participation.

We support teachers

Each week, we provide **quality-assured, ready-to-use** resources that **help teachers tackle difficult topics with ease.**

The screenshot displays the VotesforSchools website interface. At the top, a banner reads "2 Who's in the firing line?" with a checkmark icon. Below this, there are several resource cards. One card features a "Netflix" logo and a "GOLDEN RE" logo. Another card shows a "World Health Organization" logo and a "J.K. Rowling" logo. A third card shows a "Wiley" logo. There are also several circular profile pictures of people. A section titled "Ext: Go viral!" contains a text box with the text: "One thing you can do to persuade people is to ask rhetorical questions. These are questions that don't really need an answer - they're used to be dramatic or to make a point, not really to ask a question. Here are some examples:". Below this, there are several speech bubbles with questions: "Do you enjoy living on planet earth? ...then you should need to start listening.", "Did you know that throwing rubbish on the floor is hurting animals all over the world?", "Are you bored of talking about climate change? Perhaps you should do something about it then.", "Have you ever thought about what our world would be like without wildlife?", "Make your own! In your pairs, can you think of your own rhetorical question to start your viral video?", and "Not in class? You can still do this activity without a partner." The bottom right corner of the screenshot shows the text "©VotesforSchools2020".

Why choose VotesforSchools?



We help schools meet curriculum requirements

- ✓ We provide **weekly Curriculum Guides**, which outline how **SMSC, PSHE, British Values and Prevent requirements** are met by our topics.
- ✓ We provide **additional documents** to help **support you with** inspections.

SMSC, British Values & Prevent Evidence Have we forgotten about the environment this year?			
The following criteria are supported by this topic:			
1.3	Pupils demonstrate defiance in their aims, values, principles & beliefs	Spiritual: Personal values & beliefs	SMSC - Cited 2004
1.7	Pupils learn about themselves, others & the world around them	Spiritual: Experiencing wonder & fascination	SMSC - Cited 2014
2.8	Pupils can adapt their values in light of experiences	Moral: Developing & examining personal views	SMSC - Cited 2004
2.14	Schools encourage pupils to take responsibility (e.g. taking care of their environment, respect)	Moral: Understanding consequences of actions	SMSC - Cited 2004
3.4	Pupils show respect for people, living things, property & their environment	Social: Developing qualities & social skills	SMSC - Cited 2004
3.14	Schools provide pupils with the chance to exercise leadership & responsibility	Social: Participating & resolving conflict	SMSC - Cited 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 - Cited 2004
4.6	Schools develop partnerships with outside agencies to extend pupils' cultural awareness	Cultural: Understanding & respecting diversity	SMSC - Cited 2004
5.3	Pupils can participate in decision-making within their own school environment	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)	
6.7	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	

Subjects supported by VotesforSchools

This document summarises how VotesforSchools supports you with different subjects and statutory requirements. If you have any questions, please email info@votesforschools.com

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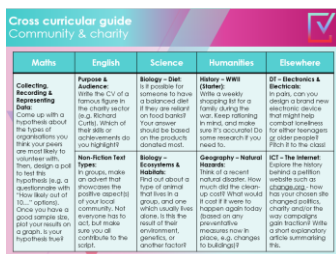
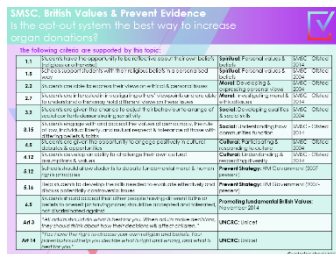
©votesforschools2020

"We had only had VotesforSchools for four weeks when we were inspected. The children **spoke very enthusiastically about the topics** they had been debating. **No further evidence of SMSC, Prevent or British Values was needed.**"



Headteacher, Delves Primary School

What's in a VotePack?



1 Weekly zero-prep lessons with lesson plans,
differentiated for KS1, KS2, Secondary & Colleges.

2 Assemblies linked to each week's VoteTopic that
help voters see the topic in a different way.

3 Evidence of how SMSC, PSHE, British Values and
Prevent requirements are met each week.

4 A cross curricular guide with ideas of how to take
the VoteTopic further.

What's in a VotePack?

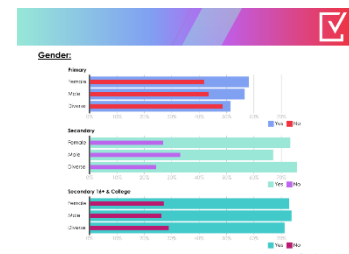
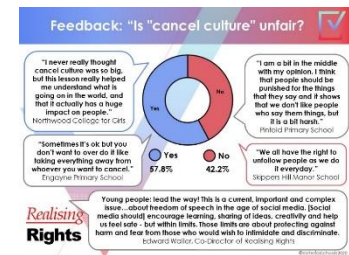
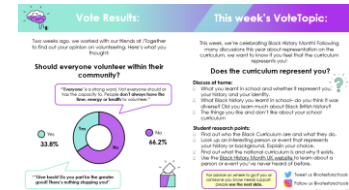


A home information sheet for parents, carers or independent learning.

A voting platform for young people to make their voices heard.

Feedback from Government, professional bodies & expert organisations.

National data reports with class, school, age, gender and regional breakdowns.



How does it work?



Learning about online consent

Class Activity (5 mins)
Let's imagine you were unhappy about a picture posted on social media. Using **speech bubbles** on **Recall paper**, write some sentences you could use to tell them you are unhappy about it.

Could you please make sure that only our family can see that picture?

Could we choose a different picture instead?

Consent
When you give your permission for something to happen or for somebody to do something.

I'd much rather only you get to see this picture... it's personal.

Ext. Innovating donating

One of the **alternatives** how helped about in the previous activity was **simply getting people to talk more openly about their decision** when it comes to organ donation. But **how could this be done?**

Sign-up sessions at universities and workplaces

A **specific phone-line** where people can talk to **experts**

More publicity and discussion about it in **TV, radio, schools**

Local "donor drives" in areas with a high number of people who need it

Edmund
I've got my hand up! I'd like to see this picture. You could just have a look at it and then I'll be back to it in a minute.

1. What is cancel culture?

In recent times, the internet has introduced us to two new forms of online protest and public shaming: **"call-out culture"** and **"cancel culture"**.

"Call-out culture" is when users online will speak up against opinions or actions they don't like or deem offensive. The aim is to hold the offender accountable.

"Cancel culture" is the next step: it's a call to have the offender banned, fired and their reputation destroyed. In short, it's the call for them, as people, to be "cancelled".

Video task (3-4 mins)
Click the image to watch a summary of "cancel culture". What are your first impressions? Is it a positive thing? Why or why not?

Warning
This video references sexually transmitted content. Skip if not appropriate.

Be curious: Introducing...

On the next three slides you are going to meet some of **Vote4Schools'** favourite **Black British** role models. Let's see how many of them you can recognise any of them!

Hands up!
Put your hand up if you think you recognise one or more of the role models below.

Leviya Stewart **Marousi Kallitri** **Deborah Akpan**

Flexible timing

For Secondary schools and Colleges, we also offer a **15 minute lesson for teachers who are short on time**. Perfect for tutor time, these still **cover all the main points of the topic**.

Zero-prep lessons

Each week, **teachers across the country use our zero-prep lessons and assemblies** to explore a topic with voters in an **in-depth and age-appropriate way**.

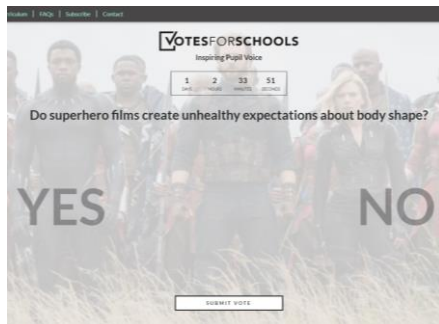
"I'd just like to say, although we are **often stretched for time**, these resources are fantastic. They are **topical and meaningful** as a form time discussion."

Head of Science,
Hazel Grove High School

How does it work?



Young people then **vote “Yes” or “No”** in response to our VoteTopic question, and **send comments or feedback**.

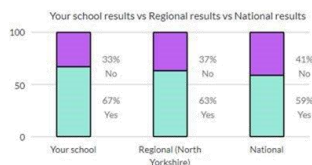


They can do this **via their personal logins**, or teachers can **enter their votes manually**.

Results in your school

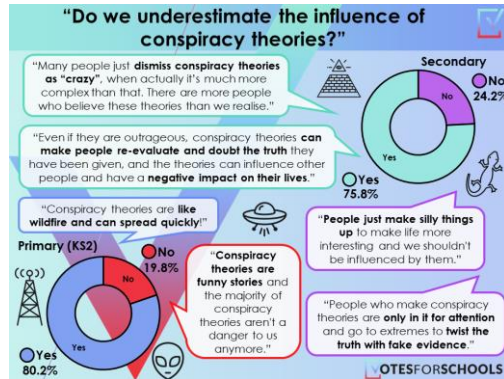


How your results compare...



After that, **schools can see their vote results** and how they **compare to other schools in their area**, as well as in the **UK as a whole!**

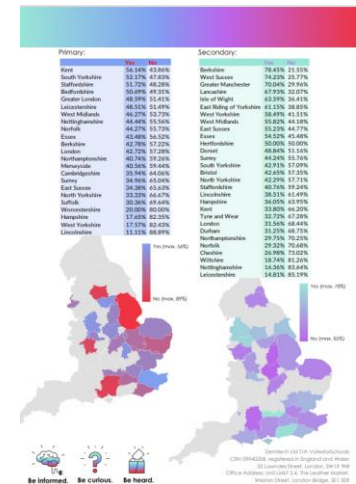
How does it work?



At the end of each week, we **collect the data from our vote to work out the results.**

We also collate some of our **voters' most insightful comments.**

We then **break the data down**, looking at the key differences in **gender, age groups and locations.**



We use this information to **create reports and infographics**, to make voters' **voices heard** loud and clear!

How are their voices heard?



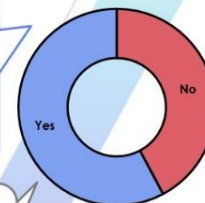
Each week, **500,000** young people discuss our VoteTopics, with **30,000+** voting. We are very passionate about their voices **being heard!**

Feedback: "Is 'cancel culture' unfair?"



"I never really thought cancel culture was so big, but this lesson really helped me understand what is going on in the world, and that it actually has a huge impact on people."
Northwood College for Girls

"Sometimes it's ok but you don't want to over do it like taking everything away from whoever you want to cancel."
Engayne Primary School



"I am a bit in the middle with my opinion. I think that people should be punished for the things that they say and it shows that we don't like people who say them things, but it is a bit harsh."
Pinfold Primary School

"We all have the right to unfollow people as we do it everyday."
Skiippers Hill Manor School

Realising Rights

Young people: lead the way! This is a current, important and complex issue...about freedom of speech in the age of social media. [Social media should] encourage learning, sharing of ideas, creativity and help us feel safe - but within limits. Those limits are about protecting against harm and fear from those who would wish to intimidate and discriminate.
Edward Waller, Co-Director of Realising Rights

@VotesforSchools2020

Feedback: "Should students wear masks in schools?"



It's very impressive that almost half of you voted in favour of masks in school! **Many of us in the NHS struggle to wear masks all day, despite the obvious benefit to our older sicker patients.** But a large portion of infection is in younger healthy people. So should we expect you to wear masks to prevent deaths beyond the school gates? Is this necessary if we follow the rules of social bubbles and self-isolation? **Only if this would significantly reduce transmission to older, more vulnerable people.**

The evidence for this strategy is limited so far, but this might be because **it's very hard to put into practice and prove its worth.** This leaves us uncertain about **how** to reduce infections, even if the **'why'** is clear.

So whilst we wait a more scientific strategy, or a vaccine, **the NHS thanks for your co-operation. We will beat this together!**



Alex Bunn, GP at HMP Wandsworth and Associate Clinical Director at Oxleas NHS Trust

@VotesforSchools2020

As well as **sharing the results** and voters' comments with our schools and colleges, we also **inform the Government, professional bodies, and expert organisations** of what young people think.

How are their voices heard?



Think twice before you share our faces online, say children

Study reveals parents are less savvy than their offspring about the perils of posting family photos



▲ Advice is to check privacy settings before 'sharenting' pictures. Photograph: PhotoAlto/Rea/Shutterstock

It's become an accepted part of keeping up to date with extended family and friends, but if schoolchildren were in their parents' shoes, the majority wouldn't share posts of their sons and daughters online.

Over 55% said they would not upload news about, or images of, their children to their social media feeds, according to survey of over 16,000 pupils by VotesforSchools.



THE TIMES

GANGS IN CLASS

Gangs in class: this is our normal life, say children



Many pupils said that private security guards helped them to feel safe in school

Share Save

"Knife crime has been normalised: it happens so often, no one is really alarmed by it any more. But if we spend every moment fearing for our lives, not taking risks, is that even living?"

The results of our votes have **made it into newspapers** and have even been **used to influence legislation in Parliament!**

"In education, **a survey of just under 18,000 Secondary school pupils** in February of this year found that 51% said that they could **spot the signs of an abusive relationship**. I find it quite scary that 51% of teenagers said that."



Christine Jardine,
MP for Edinburgh West

Who do we work with?



We **work closely** with those who are experts in their field. As a result, we are quickly becoming the **go-to place** for youth voice...



Who do we work with?



OAK
NATIONAL
ACADEMY



On top of this, we have also **worked hand-in-hand** with some amazing organisations to **create bespoke resources** and **collect relevant data...**



Senedd Cymru
Welsh Parliament



Volunteer
Police
Cadets



Youth Justice Board
Bwrdd Cyfiawnder Ieuencid



COUNTER
TERRORISM
POLICING



Yes I donate
ORGAN DONATION

THE TIMES
THE SUNDAY TIMES

educate.against.
~~hate~~

/together

Who do we work with?



LONDON
VOTER **REGISTRATION** WEEK

SAPERE P4C
Philosophy for Children,
Colleges and Communities

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

SHOUT OUT UK
OPENING THE MINDS OF A VOICELESS GENERATION

UNESCO Building peace in the minds of men and women



PiXL
partners in excellence

VbE
Values-based Education
nurturing wellbeing and resilience

And we are proud to support **groups, councils and school organisations** to make sure all young people have the chance to **make their voices heard!**

Waltham Forest

Birmingham
City Council

Leading
Independent
Schools

HMC

London Borough of
Barking & Dagenham

ISA | INDEPENDENT
SCHOOLS
ASSOCIATION

gsa | Girls'
Schools
Association

**The Linking
Network**

aps

**Walsall
Council**

Subscriptions & pricing



An annual subscription includes...

- ✓ **39 lesson packs** per year
- ✓ Access for **all teachers** in school
- ✓ An **archive of resources** to revisit
- ✓ Our unique **voting platform**
- ✓ **Data breakdown** of weekly votes
- ✓ **Curriculum maps** for SMSC, PSHE, Prevent & British Values
- ✓ On-hand **help from our team** with embedding VotesforSchools

Pricing

School Type*	Subscription	Price
Primary	1 year	£525
	2 years	£966
	3 years	£1,386
Secondary & Colleges	1 year	£1,050
	2 years	£1,943
	3 years	£2,788

All prices exclude VAT

*If you are a very small school or a PRU, please [contact us](#) directly.

What's the next step?



www.votesforschools.com

Get involved

- ✓ Visit our **website** to check out some of our **free resources**.
- ✓ **Invite one of our team** to present to your MAT, school cluster or conference.
- ✓ Email **info@votesforschools.com** or call **07754 862979** to find out more about us or **book a demo here!**



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