



Schools Programme
2019/2020

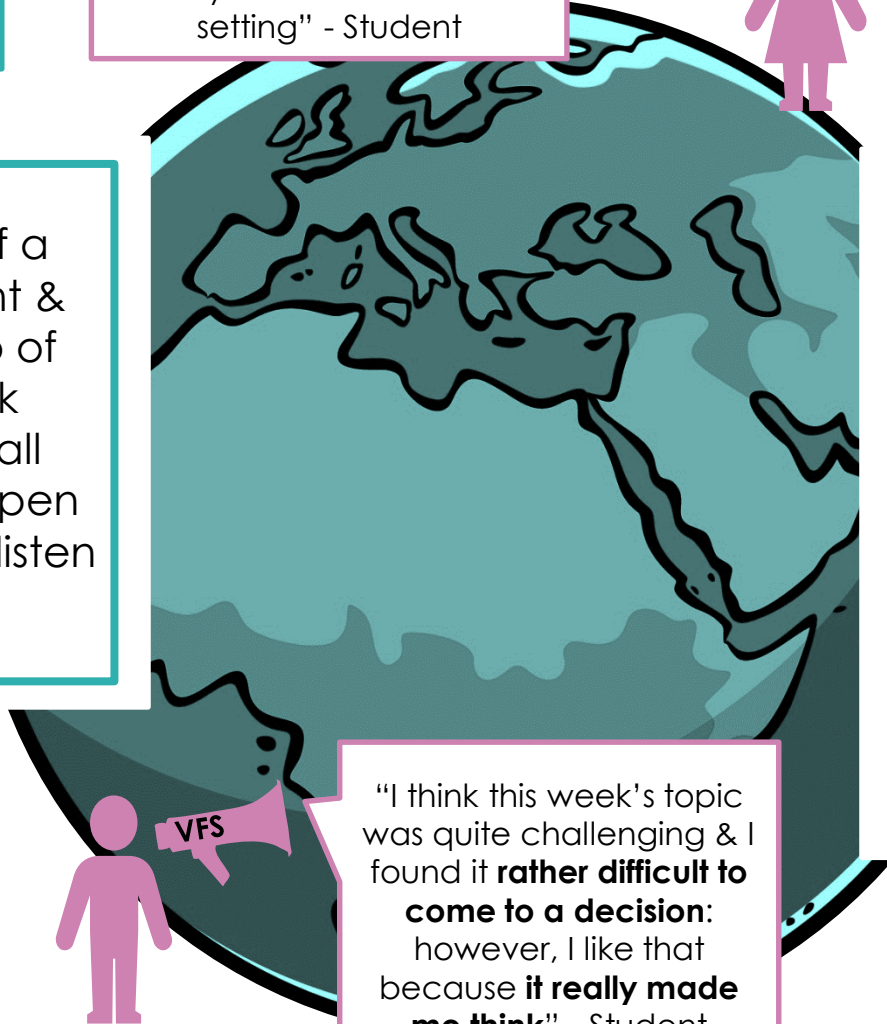
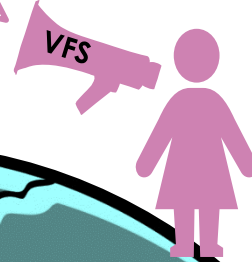
How **it works** and how
it makes a difference



Vision

VotesforSchools' vision is of a politically engaged, tolerant & cohesive society, made up of informed citizens. We look forward to a world where all young people are able to open up about difficult subjects & listen to each other's views.

"**Standing up for yourself is sometimes tough** whether you're at school or in the workplace. Chatting about these issues whilst we are young **helps prepare us** for life beyond our educational setting" - Student



"I think this week's topic was quite challenging & I found it **rather difficult to come to a decision:** however, I like that because **it really made me think**" - Student



Mission

VotesforSchools exists to give young people the knowledge they need & tools required to change the world around them. The programme helps teachers to address current affairs & sensitive topics while lighting up the classroom & sparking student interest in new areas. The voting platform gives young people a respected & influential voice.

The OTESFORSCHOOLS story

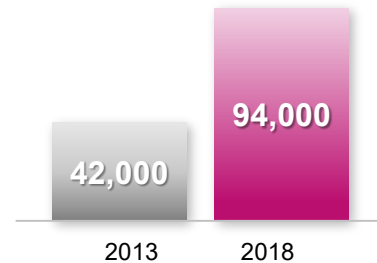


43%
Of 18-24
year olds
voted in
the 2015
election



In 2015, the youth turnout in UK elections reached an all-time low. Fewer & fewer young people were casting votes or campaigning during the election. This was not because they didn't care, but was because they a) didn't feel represented by current politicians, & b) didn't feel that the political system had been built with them in mind¹. The two founders of VotesforSchools saw this problem in both the wider world & their own families.

Since then, the UK has witnessed an increase in societal issues. Communities have been deeply affected by hate crime, with adults expressing themselves through violence rather than discussion. Many young people have fallen into gangs or been groomed by extremists, while others have lived in fear of them. Some of these issues are encouraging young people to become more active in their communities for the right or wrong reasons. We find ourselves, in 2019, at a critical juncture for empowering young people, educating them about what is happening in the world around them & enabling them to speak to one another.

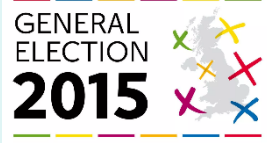


Double
Between 2013 &
2018 hate crime
more than
doubled



May 2015

Youth turnout reaches an all-time low at the UK General Election



June 2016

The UK holds a referendum on EU membership



Mar 2018

Figures reveal incidents of hate crime have doubled since 2013



Feb 2019

Some students in the UK participate in a climate strike



Present day

Hate crime, gang violence & extremism are all still on the rise, but with it, many young people are becoming active & speaking out

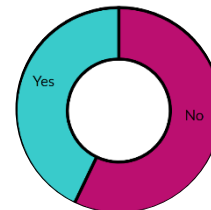
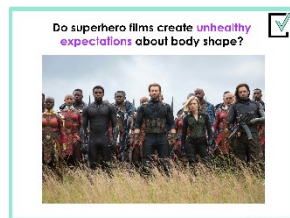
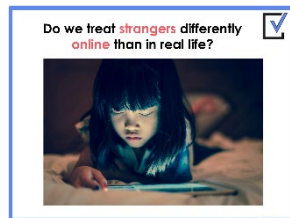
The OTESFORSCHOOLS story

Following the election in May 2015, Kate & Vivienne discussed the idea of helping schools to encourage young people to vote & learn about current affairs. They decided to try out a small Secondary school pilot to see if they could do anything to help teachers. They made a few sets of materials & set up a simple online voting process.



As it turned out, teachers loved it! The schools that tested the idea immediately asked whether they could be part of a full programme. Soon after Kate & Vivienne pulled together a team to provide lessons about current affairs every week to schools around the country.

Since then, VotesforSchools has continued to grow. It now works with infant schools through to Colleges, with special schools, young offender institutes & free schools. The team not only remove some of the burden placed on teachers to cover extra areas of the curriculum, but also work tirelessly to give young people a voice on the issues they care about.



Jan 2016

Kate Harris & Vivienne Creevey co-found VotesforSchools



May 2016

The first ever school joins the VfS programme

Mar 2017

The College, Primary & Prisons schemes are launched

 **VOTESFORCOLLEGES**



Oct 2018

The team join with a council to help all schools in the area

Present day

VotesforSchools works with over 500 schools in all different contexts & works with charities & the Government to share pupils' opinions

The VOTES FOR SCHOOLS programme

VotesforSchools is a two-part programme that provides resources for Secondary schools on a weekly basis & allows them to vote. It covers SMSC, British Values, the Prevent strategy & the new Personal Development criteria.

It is a yearly subscription, which covers schools for all 40 weeks of the academic year. Throughout the year it covers nine key themes & major news events.


Secondary schools receive 15 minute, 45 minute and Advanced resources. All materials can be delivered immediately. The idea is to free up all prep time for teachers. The lessons can be delivered by teachers, teaching assistants and even students themselves.

How it works

- 1 Lead staff receive materials each week via email or through the website
- 2 Teachers can use the resources to deliver a lesson/assembly each week
- 3 Students vote Yes or No & they or the teacher log in & cast their vote online
- 4 Schools can look at their results on the website instantly

[illegible]

A 15 minute tutor time lesson or assembly to introduce students to the topic & an in-depth 45 minute lesson which can be split up across a week (both in PowerPoint format). Schools also receive a weekly assembly and a parental engagement sheet.



Advanced Strategic

Each week students receive feedback from charities, politicians, and many others

[illegible]

Evidence sheets are provided so teachers can show the curriculum areas covered

Vetologic
Has Breath-Born Pathogens?

The following table supports the topic:

01	1. <i>Streptococcus</i> spp. (including <i>Streptococcus pneumoniae</i>)	Streptococcal (Pneumonia)	Streptococcal
02	2. <i>Staphylococcus aureus</i> (including <i>Staphylococcus aureus</i>)	Staphylococcal (Pneumonia)	Staphylococcal
03	3. <i>Escherichia coli</i> (including <i>Escherichia coli</i>)	Escherichia coli (Pneumonia)	Escherichia coli
04	4. <i>Legionella pneumophila</i> (including <i>Legionella pneumophila</i>)	Legionella pneumophila (Pneumonia)	Legionella pneumophila
05	5. <i>Mycoplasma pneumoniae</i> (including <i>Mycoplasma pneumoniae</i>)	Mycoplasma pneumoniae (Pneumonia)	Mycoplasma pneumoniae
06	6. <i>Coccidioides immitis</i> (including <i>Coccidioides immitis</i>)	Coccidioides immitis (Pneumonia)	Coccidioides immitis
07	7. <i>Histoplasma capsulatum</i> (including <i>Histoplasma capsulatum</i>)	Histoplasma capsulatum (Pneumonia)	Histoplasma capsulatum
08	8. <i>Cryptosporidium parvum</i> (including <i>Cryptosporidium parvum</i>)	Cryptosporidium parvum (Pneumonia)	Cryptosporidium parvum
09	9. <i>Parasitosis</i> (including <i>Parasitosis</i>)	Parasitosis (Pneumonia)	Parasitosis
10	10. <i>Parasitosis</i> (including <i>Parasitosis</i>)	Parasitosis (Pneumonia)	Parasitosis

BREATH-ORIGIN

[illegible]

The  **VOTESFORCOLLEGES** programme


VotesforColleges is a two-part programme that provides resources for further education providers on a weekly basis & allows them to vote. It covers SMSC, British Values, the Prevent strategy & the new Personal Development criteria.

It is a yearly subscription, which covers colleges for all 40 weeks of the academic year. Throughout the year it covers nine key themes & major news events.

Education institutions receive 15 minute and 45+ minute resources. All materials can be delivered immediately. The idea is to free up all prep time for teachers. The lessons can be delivered by teachers, teaching assistants and even students themselves.

How it works


- 1 Lead staff receive materials each week via email or through the website
- 2 Teachers can use the resources to deliver a lesson/assembly each week
- 3 Students vote Yes or No & they or the teacher log in & cast their vote online
- 4 Colleges can look at their results on the website instantly




College 15

1 Why are we talking about this?

Rachel Huffman has pleaded guilty to using bribery to get her son a job at a college. She paid \$15,000 (\$12,000) to have her son get a summer assistant secretary position. She could face time in prison.





Rachel Huffman and her son, Ryan Huffman

Some may argue that while her actions were bad (and subjecting her relatives were being paid to get the job) it's not that big of a deal. Her son got a great education for free.

Pink Task (3-5 min)

Discuss the James City and how will your partner be ready to face it back your answers.


Green Task (3-5 min)


Discuss the James City and how will your partner be ready to face it back your answers.

Do you think "bribery" or "merit" brought her in?

How do you think merit or bribe related to this?

What would our city opportunity challenge if we were called?





Advanced

Activity 1) Can signing up to something cost you?

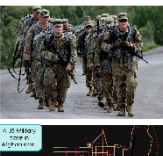
Scenario 1

You are a student who has just started at a new school. You have been asked to join the school sports team. The sports teacher says that if you don't join the team, you won't be able to take part in any of the school's sports events. You are thinking about whether or not to join the team.

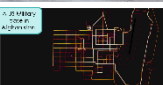
Activity

You might have noticed that the word *cost* can be used in lots of different ways. It can mean to spend money, but it can also mean to give up something. For example, you might say 'It cost me a lot of time to finish this project.' In this case, 'cost' means 'to give up' or 'to sacrifice'.

Now, think about the word *cost* in the context of the scenario. What does it mean? Is it about money, or is it about giving up something?



Scenario 2
 You are a soldier in the British Army. You have been asked to join the Army's Special Forces. The Special Forces are a highly trained and elite unit of the British Army. They are responsible for carrying out special operations, such as reconnaissance, sabotage, and counter-terrorism.



Every week
students receive
feedback from
politicians, charities
& many others

Feedback: "Do superheroes films create unhealthy expectations about body shape?"

They have realistic and fierce bodies and we want to be like them. I think we have a distorted idea of how healthy is the film. We love the Iron Man, Hulk, Captain America, Thor, Spider Man, etc.

"Most people don't focus on the heavy square like all of the things cause the stop but they appreciate people would have on that figure."

Rebecca Acquaviva

"I think the superheroes is that create the fantasy. It is unrealistic." Selena Collins, Greenwood School for Girls

Mental Health Foundation

42.1% No 57.9% Yes

"The Mental Health Foundation welcomes the decision of Varsity for Schools to discuss the issue of unhealthy expectations about Body Shape. The comment that 57% of the pupils that we consulted with the feedback we received from Varsity for Schools had wanted about Body Shape as a result of comparing themselves with celebrities. We are pleased that the Varsity for Schools survey has highlighted the need for schools to have an ongoing commitment to tackle this issue and get a wider range of input to the Real Campaigns for Real People campaign to reduce the distorted image of celebrities and the unrealistic body image."

Julia Crane, CEO of Mental Health Foundation, Public Affairs & Media

[illegible]

Lessons come with either a careers section or a community action section to take the topic further

Evidence sheets are provided so teachers can show the curriculum areas covered

[illegible]

Terms and conditions across the curriculum					
Maths	English	Biology / Chemistry	History / Geography	ICT / Art	
Open (Open-Ended) There is no single correct answer to the question. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Genre (Genre) Have a range of different genres to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Biological (Biological) Have a range of different biological terms to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Historical (Historical) Have a range of different historical terms to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	ICT (ICT) Have a range of different ICT terms to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	
Task (Task) Have a range of different tasks to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Style (Style) Have a range of different styles to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Reaction (Reaction) Have a range of different reactions to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Reaction (Reaction) Have a range of different reactions to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	Reaction (Reaction) Have a range of different reactions to choose from. The terms and conditions of the question are designed to allow the student to demonstrate their understanding of the concept in a variety of ways.	

There are also cross-curricular ideas providing ways to continue the debate in other lessons

A 15 minute registration time or assembly lesson to introduce the topic & an Advanced 30-45 minute lesson to prepare students for higher education

The  **VOTESFORPRISONS** programme


VotesforPrisons is a bespoke two-part Prison programme that provides resources on a weekly basis & allows learners to vote. It covers SMSC, British Values, the Prevent strategy & the new Personal Development criteria.

It is a yearly subscription, which covers prisons for all 40 weeks of the academic year (or more if necessary). Throughout the year it covers nine key themes & major news events.


Prison education providers receive 15 minute & 45 minute resources. All materials can be delivered immediately. The idea is to free up all prep time for staff. The lessons can be delivered by teachers, teaching assistants and even learners themselves.

How it works

- 1 Lead staff receive materials each week via an email zip file or can use the website
- 2 Staff can use the resources to deliver a lesson/assembly each week
- 3 Learners vote Yes or No in the lesson. Staff then add votes online later
- 4 Staff can view the results online & share them with the learners



Prisons 15



Prisons 45

3 Facts and myths


Fast facts: 3-5 minutes

Myth: A vaccine will be followed out to sea?

All ingredients in vaccines are safe.

You don't need a vaccine - everyone around you is vaccinated.

Vaccination cause children to develop autism.

FACT! 

Myth: There are a lot of myths, however, it could be dangerous to ignore your child's health. It's important that you know what's in your everyday diet.

Myth: A disease is unlikely to spread. The majority of people are vaccinated, because some people can't be vaccinated due to illness that prevents vaccine. It's important that the people around their sick.

Myth: The 1998 study that linked the MMR vaccine and autism has since been debunked. There is no evidence to suggest vaccines are the cause of autism.

Autism: A rising number of children have been diagnosed with autism.

Debate: Some think that autism is not linked to vaccine.

4 Should governments take away citizenship?

Speed debate (10-15 min)
Before the instructions below for a speed debate.

Before you start split the class into either (who is in their first class years) (who are already citizens)

Questions to choose from:

Do people involved in terrorism deserve a second chance?


Is citizenship a right or a privilege?

Is it fair to remove citizenship based on poor behaviour?

Should Shamma Begum be allowed to return to the UK?

Is the UK responsible for all its citizens, no matter their actions?


A 15 minute tutor time lesson or assembly to introduce students to the topic & an in-depth 45 minute lesson which can be split up across a week (both in PowerPoint format)




Career Launchpad

Learn more: [VACC.net for the Future](#)

VACC has a been a part of the summer job search process for more than 20 years. The worldwide career center has provided numerous and memorable job opportunities for students from nearly 50 countries. Students have been placed in the VARS, and managed among other international roles in multi-nationals. The program has been successful in providing students with the opportunity to gain valuable work experience.



[Read to Success Day](#)



Career spotlight: Life Sciences

Summary

Life Sciences are those in which the study of life, the characteristics of organisms, and the interactions between organisms and their environment. Life scientists usually focus on the study of organisms, and the interactions between organisms and their environment. Life scientists study the structure, function, and behavior of organisms, and the interactions between organisms and their environment.

Responsibilities:

- Support research in life sciences
- Conduct research in life sciences
- Analyze and interpret research data
- Prepare reports and presentations
- Maintain laboratory equipment
- Manage laboratory inventory

Requirements:

- Bachelor's degree in life sciences
- Good communication skills
- Good analytical skills
- Good organizational skills
- Strong team player

Each week
learners receive
feedback from
charities, politicians
& many others

Feedback: "Should we have a three-day weekend?"

Yes

No

49.1%

50.9%

"I'm in two minds about this, while I think a three-day weekend would be beneficial for struggling business and allow the time for employees to deal with their stress and other problems."

Work

"Work those guys so much giving them important tasks you time, and efficiency. (I'm forced to use so many of you are wasting the importance or quality of the time, the more I read about for the future that time also will be lost as it will be some time that you will already understand that taking time to take care of you and for our loved ones is valuable work... and that we need the time to do it. I hope those of you that voted for the three day weekend are able to benefit!"

Work

THANK YOU, MANAGER, ANDER & GARY, A COMPANY WHERE YOU CAN FIND YOURSELF

Lessons come with either a careers section or a community action section to take the topic further

Evidence sheets are provided so teachers can show the curriculum areas covered

Citizenship across the curriculum					
Maths	English	Chemistry	History	Food/Tech/Art	
Operations Addition, subtraction, multiplication, division The number line The four basic operations Fractions, percentages, decimals The use of money The use of time The use of length and mass The use of temperature The use of area and volume	Personal Researche Reading and writing Spelling Punctuation Grammar The use of language The use of punctuation The use of grammar The use of vocabulary The use of idioms The use of metaphors The use of similes The use of personification The use of hyperbole The use of irony The use of sarcasm The use of alliteration The use of onomatopoeia The use of personification The use of hyperbole The use of irony The use of sarcasm The use of alliteration The use of onomatopoeia	Chemical Elements Compounds Mixtures Solutions Acids Bases Salts Gases Liquids Solids Crystals Polymers Fibres Plastics Metals Non-metals Alloys Compounds Mixtures Solutions Acids Bases Salts Gases Liquids Solids Crystals Polymers Fibres Plastics Metals Non-metals Alloys	History – Medieval The Middle Ages The Crusades The Black Death The Hundred Years War The Reformation The Renaissance The Enlightenment The Industrial Revolution The Victorian Era The Edwardian Era The Interwar Period The Second World War The Cold War The Space Age The Information Age The Digital Age The Global Village The World Wide Web The Internet The Mobile Phone The Computer The Television The Radio The Newspaper The Magazine The Book The Film The Music The Sport The Fashion The Art The Literature The Science The Technology The Environment The Health The Education The Religion The Culture The Society The Politics The Economics The Law The Medicine The Agriculture The Industry The Commerce The Transport The Communication The Entertainment The Leisure The Housing The Food The Drink The Travel The Tourism The Hospitality The Retail The Finance The Insurance The Banking The Investment The Savings The Pension The Retirement The Death The Burial The Cremation The Funeral The Wedding The Marriage The Divorce The Separation The Single The Widowed The Divorced The Separated The Single The Widowed The Divorced The Separated	Food Tech Food Nutrition Diet Food Safety Food Hygiene Food Preservation Food Processing Food Packaging Food Marketing Food Distribution Food Retail Food Service Food Waste Food Recycling Food Innovation Food Research Food Development Food Production Food Distribution Food Retail Food Service Food Waste Food Recycling Food Innovation Food Research Food Development Food Production	
Representing The use of numbers The use of symbols The use of diagrams The use of tables The use of graphs The use of charts The use of maps The use of globes The use of atlases The use of encyclopedias The use of dictionaries The use of thesauruses The use of glossaries The use of indexes The use of footnotes The use of endnotes The use of appendices The use of references The use of citations The use of bibliographies The use of discographies The use of filmographies The use of videographies The use of audiographies The use of imageographies The use of cartographies The use of topographies The use of hydrographs The use of climatographs The use of biogeographies The use of sociogeographies The use of anthropogeographies The use of ethnogeographies The use of linguogeographies The use of toponyms The use of place names The use of street names The use of road names The use of railway names The use of airport names The use of port names The use of ship names The use of airline names The 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similes The use of personification The use of hyperbole The use of irony The use of sarcasm The use of alliteration The use of onomatopoeia The use of personification The use of hyperbole The use of irony The use of sarcasm The use of alliteration The use of onomatopoeia	Substances Elements Compounds Mixtures Solutions Acids Bases Salts Gases Liquids Solids Crystals Polymers Fibres Plastics Metals Non-metals Alloys Compounds Mixtures Solutions Acids Bases Salts Gases Liquids Solids Crystals Polymers Fibres Plastics Metals Non-metals Alloys	Assessment & Evaluation The use of numbers The use of symbols The use of diagrams The use of tables The use of graphs The use of charts The use of maps The use of globes The use of atlases The use of encyclopedias The use of dictionaries The use of thesauruses The use of glossaries The use of indexes The use of footnotes The use of endnotes The use of appendices The use of references The use of citations The use of bibliographies The use of 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desire The use of will The use of power The use of strength The use of force The use of energy The use of life The use of death The use of birth The use of growth The use of change The use of development The use of evolution The use of progress The use of improvement The use of perfection The use of excellence The use of quality The use of beauty The use of art The use of culture The use of civilization The use of society The use of community The use of nation The use of world The use of universe The use of everything	

There are also cross-curricular ideas providing ways to continue the debate in other lessons

[illegible]

Primary case study: St Chad's & Ramshaw schools

St Chad's RCVA and Ramshaw are two small primary schools in Durham. When they came on board in 2016, both schools were rated as 'Good' by Ofsted. The Head of both schools, Dominic Brown, was eager to teach pupils about global issues but was finding it hard to cover them with the pressures on the core curriculum.

Dom and his staff now use the VotesforSchools materials both for weekly assemblies and short circle time sessions. Teachers dive into the detail of topics in circle time and then pupils vote together as a whole school in assemblies. Dom asserts that VotesforSchools has been a brilliant tool and has enabled him to educate pupils about really difficult subjects. This was reflected in St Chad's 2018 Ofsted report.

"Your team provides extensive experiences to widen the perspectives of pupils ... You do not shy away from topical issues in your 'pupil vote' activities and show courage in enabling pupils to talk about challenging topics, such as acts of terrorism or the ethics of conflict." – **2018 Ofsted Short Inspection Report for St Chad's School**

"I love this scheme. I love how the subject matter appeals to all ages, allows the children informed choices and how quickly it gets the children debating. The video content is pitched beautifully and the curricular coverage is there for all to see. Children punch the air when they find out it's a VfS assembly. It is perfect for small schools like ours."

– **Dom Brown, Headteacher**





Secondary case study: Lingfield Notre Dame

Lingfield Notre Dame is based in Surrey & came on board with VotesforSchools in 2016. With an inspection long overdue, Julia Richardson (Deputy Head) jumped at the chance to become one of our pilot schools. She was immediately enthusiastic: *"We have SMSC and British Values already in place, but this is such an innovative, fantastic way to approach it."*



VotesforSchools is now firmly embedded into the structure and ethos of the school. They have tutor time every day, with an extended session on Friday. Voting is done manually, with children putting their heads on the table, and raising their arms. Sophie Brack, a Year 9 tutor, simply counts the hands and inputs the data there and then. It is fast and easy and doesn't rely on children accessing the internet: *"It's so easy, the lessons are just there ready to go."*

"VotesforSchools has transformed tutor time at Lingfield Notre Dame. Pupils are enjoying having topical debates and are gaining a much better understanding of current affairs. As well as inspiring young people to have a voice on many issues it also means that we have confidently covered the Prevent Strategy, SMSC & FBV. The resources are varied & interactive. Each week the vote topic is hotly debated around the school and has a real buzz about it." – **Angela Brown, Head of Year 10**

The Head, Richard Bool, tells us that VotesforSchools is a great selling point for the school: it is mentioned in end of term letters and explained to parents at Head of Year evening groups. Most importantly, students love the lessons.

"It doesn't feel like school. Me and my friends keep on talking about it even at lunch time and sometimes I end up debating with my Dad about it. Especially about whether there should be a law that makes us speak up if we see someone doing wrong." – **Year 9 student**

catch 22

Alternative provision case study: Catch 22

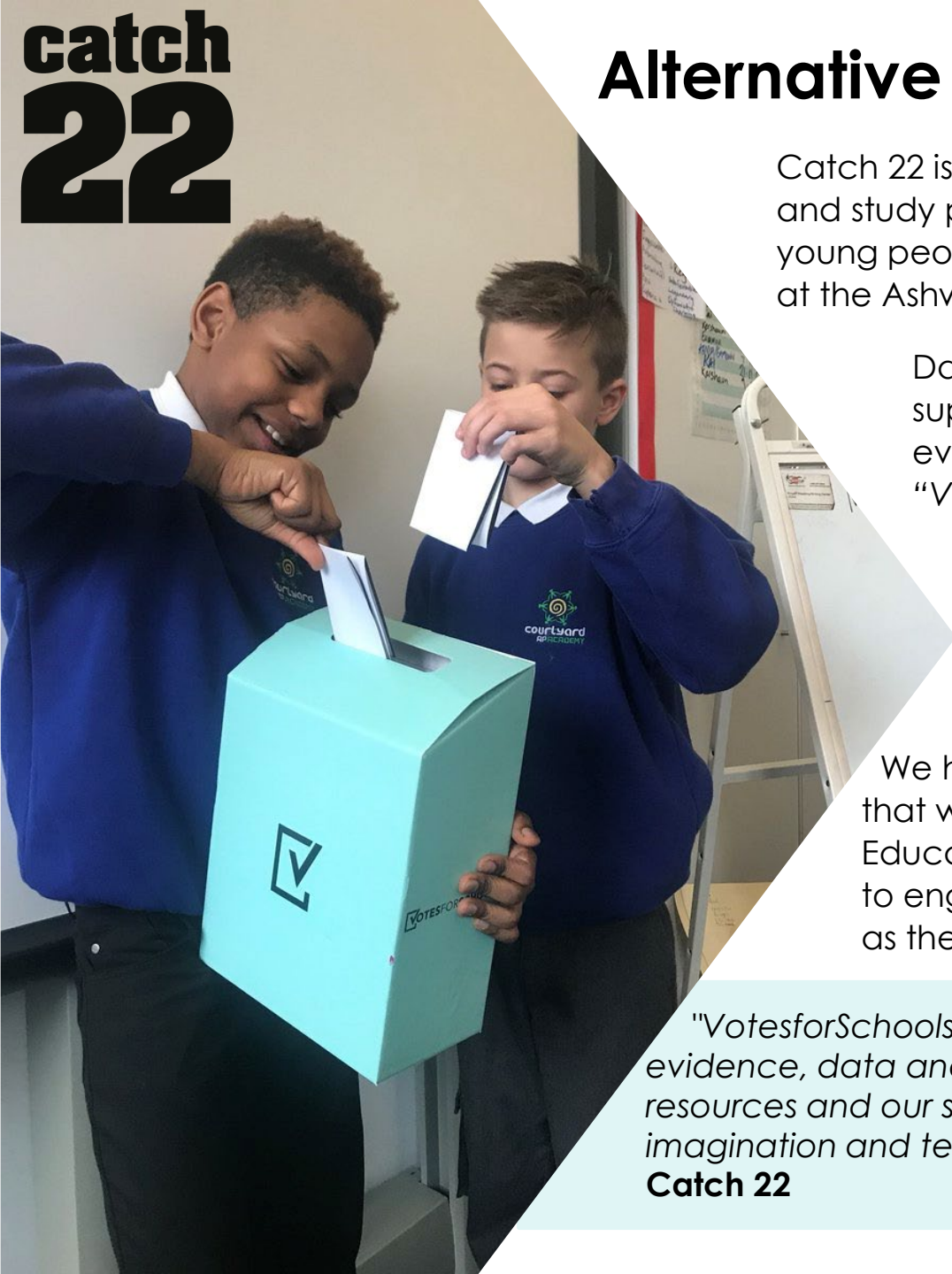
Catch 22 is an alternative education provider directly in charge of 25 schools, academies and study programmes. It provides inclusive education for some of the most vulnerable young people. In 2016, the organisation decided to trial the VotesforSchools programme at the Ashwood Academy and assess whether it was a good fit.

Dave Moran, Headteacher at The Ashwood Academy, has been a huge supporter of the platform from the beginning, seeing the value of the data and evidence in a curriculum area notorious for being hard to reach. He told us: *"VotesforSchools is an excellent way to evidence hard-to-reach areas."*

The Ashwood Academy then introduced the idea to the Board of Directors and, following VotesforSchools presentation at a meeting, the whole education directorate decided they wanted it in all their schools (eight independent schools, four MATs & post 16 study programmes)

We have worked with Catch 22 to have VotesforSchools written into a blueprint that will form the 'ideal' curriculum for AP schools for use by the Department for Education. They believe that VotesforSchools is giving their young people a chance to engage in current affairs, whilst embedding some key skills that will support them as they move into adult life.

"VotesforSchools is a package that gives everyone exactly what they need; SLT have the evidence, data and quality assurance of delivery, our teachers have outstanding lessons and resources and our students have engaging and topical relevant issues that capture their imagination and teach them a diverse range of subjects" – **Head of Quality, Curriculum & People, Catch 22**



Area case study: Barking & Dagenham



Barking & Dagenham has one of the highest rates of unemployment and child poverty of all the London boroughs & has struggled with gang & knife crime in the past couple of years. The Council Chief Executive told us they were looking for a cost-effective way of engaging young people in borough issues & for a way of finding out what young people thought.

Launching in all 61 schools in the Schools Improvement Partnership, we set up the voting system so the council could also find out what their young people thought about issues in the area. Since doing so, we have empowered the council to make decisions for young people as a direct result of their feedback.

We have also brought schools in the area together through joint debates & community action ideas. In June 2018, we hosted a borough debating competition focused on getting more young women involved in politics.

"I think VotesforSchools is very important in Barking and Dagenham. For the first time Primary and Secondary schools can come together and listen to each other. Pupils of all abilities hear each other speak." – **Evelyn Carpenter, Councillor for Barking & Dagenham**

We are now into our second year of working with the council who have extended their subscription for another 18 months.

"VotesforSchools is a brilliant programme, which is engaging young people across Barking & Dagenham in politics and building a strong community where schools communicate with one another and tackle difficult issues." – **Ben Spinks, CEO of Barking & Dagenham Schools Improvement Partnership**



What schools say about us

"I would like to take this moment to say what a fantastic resource VotesforSchools is - it's so invaluable for teaching and informing the children about current affairs."

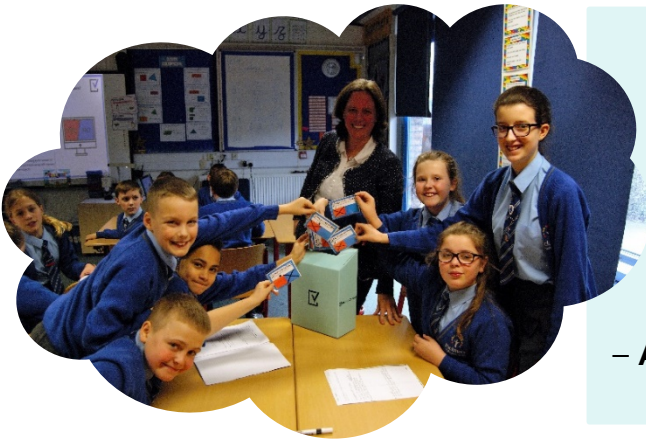
– **Senior Leader, Thomas's Clapham Secondary School**

"Our Year 6 teacher told me they are having the best ever lesson using your anti-bullying resource & that she absolutely loves VotesforSchools. Our drama teacher also emailed me last week saying: 'I am not sure I have ever said it but I literally love this website. It is brilliant & such a useful tool.'"

– **Deputy Head, Parkgate Primary School**

"...thanks for yesterday. It was a real highlight of my career to have you all in and the outcomes were educational gold."

– **Deputy Head, Turing House School, feedback from a debating event**

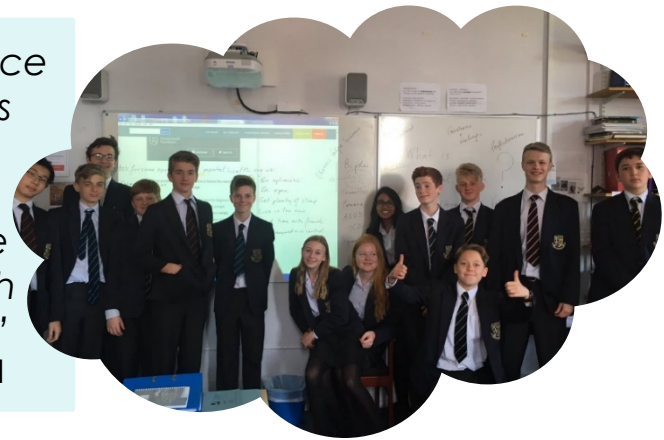


"I am delighted that VfS is encouraging debate on thought-provoking topics that can encourage more young people to participate. The future of democracy is in their hands."

– **Andrea Leadsom MP, former Leader of the House of Commons**

"Learners are given the chance to discuss and debate various topics, both of which can be fun & more challenging. The lesson packs that are sent are bright, interactive & clear with varied & differentiated tasks."

– **Head of Prison, HMP Buckley Hall**



"We love VotesforSchools here, it's a great platform for discussion & debating. We've had Primary schools in, Heads of other schools and UTCs and I've been plugging VotesforSchools to all of them and they're really impressed with how it works."

– **Head of SMSC, UTC Plymouth (college)**

Inspections

"Leaders ensure that pupils develop an understanding of democracy, respect & other modern British values. Pupils regularly vote on different themes to express an opinion. Such debate enables pupils to express their views respectfully and have their voices heard."

– **OFSTED Report, The Ashwood Academy**

"I wanted to let you know that we had a full Ofsted inspection and I showed the lessons that you make. The inspector was really impressed with it all. I wanted to thank you for such an excellent resource that you have made."

– **Head of SMSC, Al Sadiq and Al Zahra Schools**

The curriculum

VotesforSchools was designed to cover areas that schools find difficult to evidence. As a result, every lesson comes with clear evidence for how teaching covers SMSC, British Values and Prevent criteria.

This evidence can be collected & used for inspections without any additional prep. The programme also comes with an inspection pack which splits out all areas covered over a year and provides guidance for inspection days.

The VfS programme is constantly adapting to changes in the curriculum and we are already providing guidance on how the materials meet the criteria for the new Personal Development curriculum which will be monitored from September.

We also provide bespoke guidance for alternative education providers.

How does using VotesforSchools support your duty to prevent students being drawn into extremism?

From 1 July 2015 all schools, registered early years childcare providers and registered after school clubs are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015. In the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting **fundamental British values** and enabling them to challenge extremist views. It is important to emphasise that the **intent** of this duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the issues associated with terrorism and develop the knowledge and skills to be able to challenge extremist organisations. **Department for Education guidance**

All the heart of our work is our understanding of the need to be able to demonstrate to external partners how **VotesforSchools** supports the requirements set by The Prevent Duty. The detailed table below gives examples of how we support our schools.

Students should develop questioning skills and techniques to open debate in a safe way.

VotesforSchools is working to develop these skills in every student. Through outstanding content with diverse activities students are gaining skills of communication and critical thinking. The content gives the teacher the right balance and safe materials to ensure it engages all students in a safe and balanced way.

Students should feel confident to discuss honestly a variety of views.

The weekly debate allows this to happen within the classroom, alongside the debate tool students can have the chance to vote on how they feel.

Schools should also strive to debate fundamental moral and human rights principles

This is exactly what VotesforSchools was set up as. As teachers consider all of your staff students should be able to engage in these debates and this shouldn't be governed by whether they have a teacher that believes in that too. The package is where every child gets the opportunity. Our approach to these debates is youth focused and questions now often come "left handed" to capture their attention before exploring them in more depth. A good example of this is "Would you leave the world alone" which explores child rights.

Give pupils a safe place to respond to current events that will challenge their beliefs.

VotesforSchools works on a weekly basis, which allows us to respond to national events. The resources are developed during the week and get released on the Friday for teaching the following week. This ensures our schools are equipped to discuss current events in a safe and thoughtful manner.

Students can influence and participate in decision making on issues affecting them in their society.

VotesforSchools gives young people the chance to have a voice on issues that go beyond the school gates. A weekly vote is used to make impact on policy change, institutional change and to contribute to research. Students are told every week how their votes are making a difference. A call to action at the end of every fortnight gives ideas on how students can influence their schools and local communities in a creative and youth focused way.

Inspection: How using VotesforSchools supports the new draft Ofsted inspection framework 2019

All the heart of our work is our understanding of the need to be able to demonstrate to external partners how **VotesforSchools** supports the requirements set by these bodies.

Areas of inspection framework

Personal Development

The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their strengths and talents.

The curriculum and the provider's wider work supports learners to develop their character – including their resilience, confidence and independence – and help them understand how to keep physically and mentally healthy.

The provider promotes learners for the 10 minutes before the beginning of the lesson with the skills needed to be responsible, successful, active citizens who contribute positively to society, developing their understanding of fundamental British values.

School self-evaluation/ VotesforSchools commentary

VotesforSchools' weekly content offers and topical content allows all students to engage in learning that goes beyond the syllabus. The platform gives children and youth focused topics to explore the breadth of subjects across the school. The diversity of topics across all subjects have single responsibility to discuss and debate or subject that they may not have access to personally. For example a case "Call to Action" and "Career Launchpad". VotesforSchools encourages students to consider how they can develop emerging talents and interests as well as to seek out careers and roles that they may not initially explore.

Before facing a learning target through a SPAG test you have a job to do in your school yard. Would you want your school? Should all schools be gender neutral?

Students have the opportunity to discuss a wide range of subjects that contribute to character development in schools. These include tolerance, empathy, equity, confidence and resilience. Through weekly debates and discussions, students are given a safe space to explore social and political issues.

As they work on tolerance, respect, compassion, listening to others, and finding ways that are open to all, they are also learning to keep their own and others' health.

Through current topics and news, the content of the curriculum gives students access to a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors to mental health and the impact that mental health has.

Through topics like social media and how to protect yourself, students have to work to make sure that their personal data is safe and that they are able to take control of their own data.

VotesforSchools' mission is to develop responsible citizens who are able to take action on issues, regardless of age or social background. The curriculum gives students the opportunity to develop their understanding of British values for every student. The topics explore how to be a responsible citizen and how to be a responsible citizen. The topics explore how to be a responsible citizen and how to be a responsible citizen.

Social, Moral, Spiritual & Cultural values, British Values, and Prevent	
Secondary	Primary
All of the above are covered by the VotesforSchools programme with weekly evidence of the criteria met.	All of the above are covered by the VotesforSchools programme with weekly evidence of the criteria met.

Personal, Social, Health and Economic education (PSHE)	
Secondary	Primary
The VfS programme can be used to support the delivery of a PSHE curriculum.	The VfS programme can be used to support the delivery of a PSHE curriculum.

Careers	
Secondary	Primary
Every fortnight, through the 'Career Launchpad', students are exposed to a range of careers and shown the requirements and journey needed to get there. VfS can help your school to meet <u>three of the eight Gatsby Benchmarks</u> .	VfS supports you to explore careers with pupils. Every fortnight, through the 'Career Launchpad', pupils are exposed to a specific career or job and shown the requirements and journey needed to get there.

Relationship education, health education & sex education	
Secondary	Primary
At secondary, VfS will offer weekly lessons that directly link to the RSE curriculum & health education.	The VfS programme will provide some content that covers relationships, health & sex education.

Citizenship	
Secondary	Primary
The VfS programme can be used to support citizenship lessons.	The VfS programme can be used to support citizenship lessons.

Voting

Voting is a vital part of the VotesforSchools programme. It gives young people a voice & helps to educate organisations, charities & people in Government about what the next generation of voters care about. We have already had Ministers, global charities & celebrities respond to our votes. Our young people can see therefore see the value of making their voices heard.

Voting is straightforward. It can either be done offline, by staff on the website, or by young people themselves through their own voting accounts.

Teacher voting

- 1) We set staff up with online accounts & their email is their username.
- 2) On our website, staff click 'Teacher login' on any device & type in their details.
- 3) They then click 'Manually enter votes' for any topic & enter the Yes & No votes.
- 4) Once done, they can view the results.

Pupil/Student voting

- 1) We set pupils/students up with simple anonymous online accounts.
- 2) They go to our website, click 'Pupil login' on any device & enter their details.
- 3) They then click Yes or No for the vote & enter any comments they have.
- 4) Their vote is added to the school results.

Previous topics*

Do we treat strangers differently online than in real life?

Do your friends use homophobic language?*

Should the public have a vote on who becomes the next Prime Minister?

Should we give half of Earth to wildlife?

Should Eid be a public holiday?

Should all toilets be gender neutral?*

Do social media companies listen to young people?*

Do superhero films create unhealthy expectations about body shape?*

Should borders exist?

Is it fair to shut down a city over climate change?*

*These topics were edited for KS2 or KS1

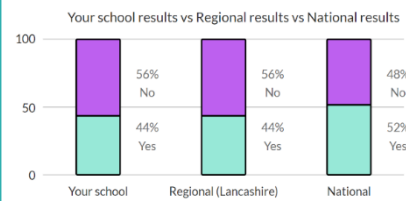


Can you understand why someone would become an extremist?

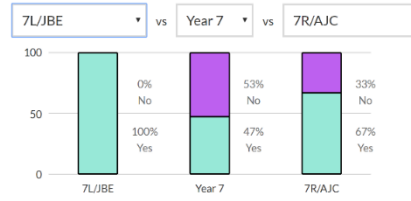
Results in your school



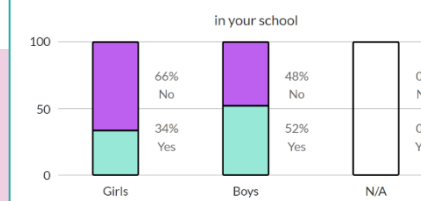
How your results compare...



Results by Tutor Group/School Year



Results by gender



Participation

Year 7	Yes	No	Total
Group 7L/JBE	2	0	2
Group 7R/AJC	2	1	3
Group 7L/DBU	6	2	8
Group 7T/NL	0	2	2

Once the votes are in, teachers can immediately look at the results and compare them in all sorts of different ways. You can compare your school to your region & the rest of the UK; you can compare tutor groups to each other, & you can even use participation tables to see who hasn't voted yet.

Signing up

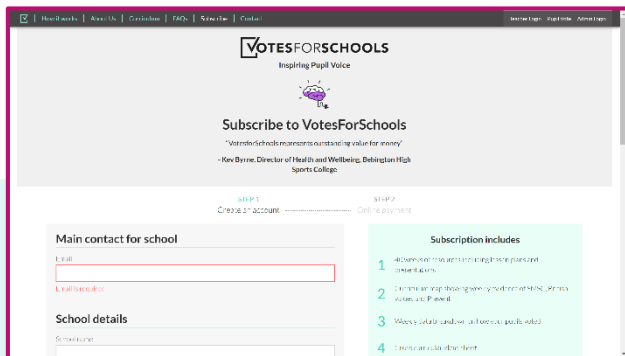
We have done our best to make sure that VotesforSchools is as simple & easy to sign up to as possible.

To get started, all you have to do is go to our website (votesforschools.com), click on 'Subscribe' & fill in your school details. It only takes five minutes & once you are finished, a school account will be created immediately, meaning you can go online & download materials right away!

Once you have created an account, a team member will be in touch to send you through all the onboarding materials you need & check that you understand how everything works. We work with schools & organisations in every educational setting so are able to be flexible to the way you work.

If you prefer, you can also email us on info@votesforschools.com or call us on 07754 862979 - we would love to hear from you.

VotesforSchools
Members:
800+



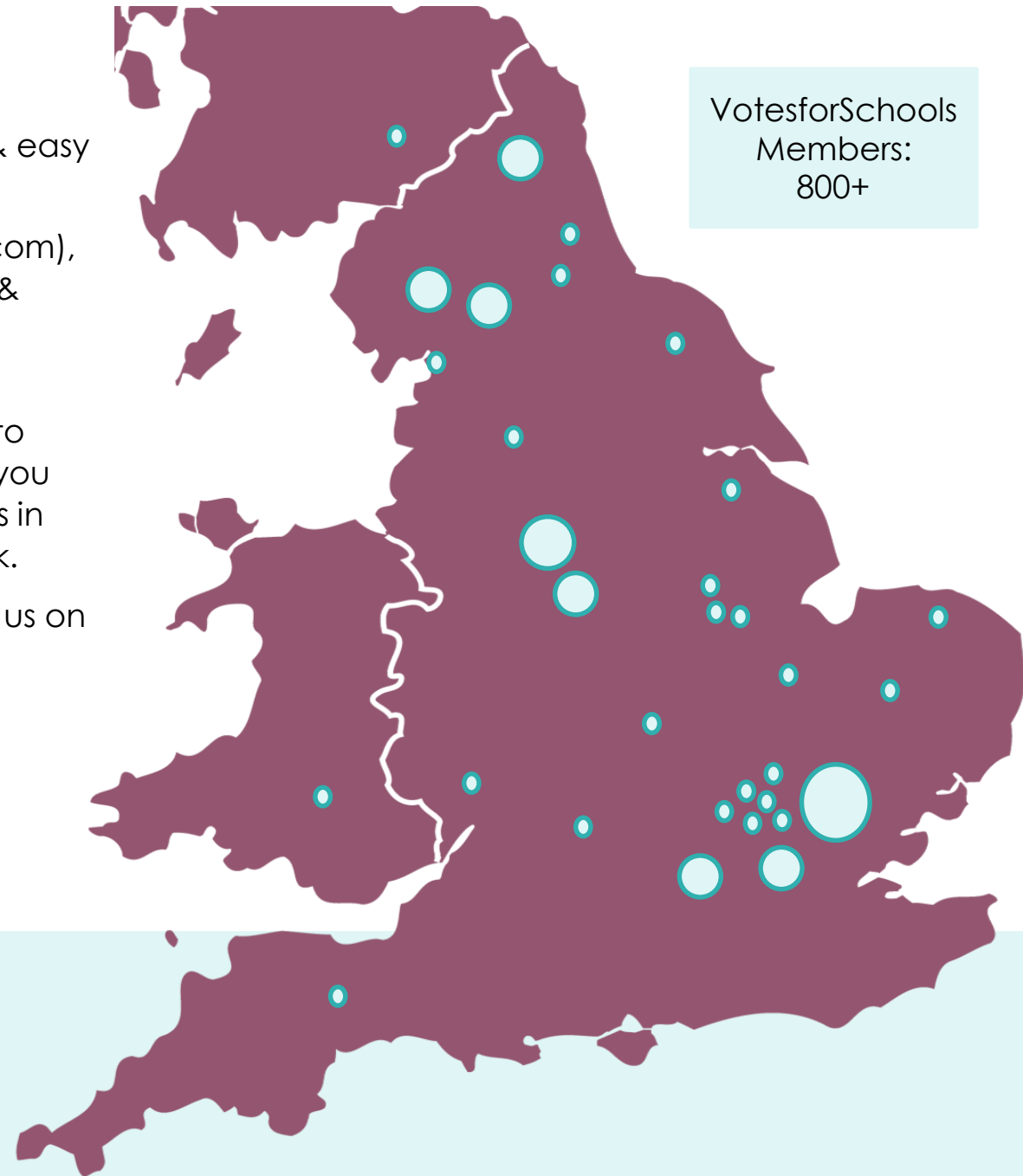
The screenshot shows the 'Subscribe to VotesForSchools' page. It includes a header with the logo and navigation links. The main content area has a form with two sections: 'Main contact for school' and 'School details'. The 'Main contact for school' section has fields for 'Email' and 'Name'. The 'School details' section has fields for 'School name' and 'Postcode'. To the right of the form, there is a 'Subscription includes' section with a list of four items: 1. 40 online resources for teachers and pupils, 2. 1 online resource for parents, 3. 1 online resource for pupils, and 4. 1 online resource for teachers. The page also has a progress indicator at the top showing 'STEP 1: Create account' and 'STEP 2: One-time payment'.



info@votesforschools.com

Go to votesforschools.com/subscribe & fill in your school/college's details.

Drop an email to our team of teachers.



Pricing

Our subscriptions are straightforward. You can sign up for 1, 2 or 3 years at a time. If you are a teeny-tiny school, there is a reduced price as we want to make sure the programme is affordable to everyone.

Primary

Duration	Small School (<100 pupils)	Medium-Large (>100)
1 year	£360	£500
2 years	£700	£925
3 years	£1,000	£1,325

Secondary

Duration	Small School (<300 students)	Medium-Large (>300)
1 year	£500	£1,000
2 years	£925	£1,850
3 years	£1,325	£2,700

College

Duration	Small College (<300 students)	Medium-Large (>300)
1 year	£500	£1,000
2 years	£925	£1,850
3 years	£1,325	£2,700

Prisons

Duration	Small Prison (<100 learners)	Medium (100-200)	Large (>200)
1 year	£600	£800	£1,000
2 years	£1,150	£1,550	£1,950
3 years	£1,650	£2,250	£2,850

If you want to discuss subscriptions and pricing, please **give us a call on 07754 862979**

