



# VOTES FOR SCHOOLS

## Brochure 2020-21



**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?



Do young people feel safer carrying a knife? ✓



Can sharing stories prevent extremism? ✓



Should students wear masks in school? ✓



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

Will the recent anti-racism protests lead to change in the US? ✓



Would you "sharent"? ✓



Has the environment been overlooked this year? ✓



# 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 a resource page with several sections:

- 2 Who's in the firing line?** Includes a video player for 'Golden Bear' and a task: 'For doing "blackface" as part of a sketch 20 years ago'.
- 5 What do you think?** Features a 'Go viral!' activity with a 'Basic decision' and a 'World Health Organization' logo. It includes a text box: '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:'
- Do you enjoy living on planet earth? ...then you should need to start listening.** Accompanied by icons of a shark and a bird.
- Are you bored of talking about climate change? Perhaps you should do something about it then.** Accompanied by a speech bubble icon.
- Did you know that throwing rubbish on the floor is hurting animals all over the world?** Accompanied by a speech bubble icon.
- Have you ever thought about what our world would be like without wildlife?** Accompanied by icons of a tree, a bird, and a film strip.
- Make your own!** 'In your pairs, can you think of your own rhetorical question to start your viral videos?' Accompanied by a speech bubble icon.
- Not in class?** 'You can still do the activity without a partner.' Accompanied by a speech bubble icon.

# 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:

1.8	Pupils demonstrate defiance in their aims, values, principles & beliefs	<b>Spiritual:</b> Personal values & beliefs	SMSC - Cited 2004
1.7	Pupils learn about themselves, others & the world around them	<b>Spiritual:</b> Experiencing wonder & transcendence	SMSC - Cited 2014
2.6	Pupils can adapt their values in light of experiences	<b>Moral:</b> Developing & expressing personal values	SMSC - Cited 2004
2.14	Schools encourage pupils to take responsibility (e.g. taking care of their environmental impacts)	<b>Moral:</b> Understanding responsibilities of action	SMSC - Cited 2004
3.4	Pupils show respect for people, living things, property & their environment	<b>Social:</b> Developing qualities & social skills	SMSC - Cited 2004
3.14	Schools provide pupils with the chance to exercise autonomy & responsibility	<b>Social:</b> Participating & reporting conflicts	SMSC - Cited 2004
4.4	Pupils develop an openness to new ideas and are willing to change their views in light of new experiences	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Cited 2004
4.6	Schools develop partnerships with outside agencies to extend pupils' cultural awareness	<b>Cultural:</b> Understanding & respecting diversity	SMSC - Cited 2004
5.3	Pupils can participate in decision-making within their own school environment	<b>Prevent Strategy:</b> HM Government (2007 - present)	
5.18	Give pupils a safe space to respond to current events that will challenge their beliefs	<b>Prevent Strategy:</b> HM Government (2007 - present)	
4.7	Recognise the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law varies in Britain, in contrast to other forms of government in other countries.	<b>Promoting Fundamental British Values:</b> 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 [votes@votesforschools.com](mailto:votes@votesforschools.com)

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“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?



Would a volunteering bank holiday strengthen communities?

Below you begin...  
What changes have you noticed in your community since lockdown?

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

How do I make sure my voice is heard?

Voice your opinions during your VoteForSchools lesson!

Send your thoughts and comments on the VoteTopic to us.

Let us know any future VoteTopics you would like to see!

This week's question is: "Are staycations the future?"  
Make sure your voice and have your voice heard!

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

SMSC, British Values & Prevent Evidence is the out-of-school system the best way to increase organ donations?

The following table is supported by the text:

1.1	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
1.2	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
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6.1	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
6.2	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
6.3	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
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6.5	Discuss how to approach the ethics of organ donation.	British Values: Rule of Law, Democracy, Individual Liberty, Equality before the Law, Mutual Respect and Tolerance, Community Cohesion	SMSC: Spirituality, Moral Education, Social Responsibility
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**3 Evidence** of how SMSC, PSHE, British Values and Prevent requirements are met each week.

Cross curricular guide  
Community & charity

Maths	English	Science	Humanities	Es:where
<p><b>Collecting, Recording &amp; Data</b></p> <p>Collecting data is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>Report &amp; Assessment</b></p> <p>Writing the CV of a person is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>Biology - Diet</b></p> <p>Understanding the diet of a person is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>History - WWII</b></p> <p>Understanding the history of WWII is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>IT - Beethoven &amp; Music</b></p> <p>Understanding the music of Beethoven is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>
<p><b>Non-Fiction Text</b></p> <p>Understanding non-fiction text is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>Biography &amp; Report</b></p> <p>Writing a biography or report is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>Biology - Ecosystems &amp; Habitats</b></p> <p>Understanding ecosystems and habitats is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>Geography - Natural</b></p> <p>Understanding natural geography is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>	<p><b>ICT - The Internet</b></p> <p>Understanding the internet is a key skill in many areas of life. It allows us to gather information about the world around us and use it to make decisions.</p>

**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.

5

**Vote Results:** This week's VoteTopic: **Should everyone volunteer within their community?**

Yes: 23.8% No: 76.2%

Feedback: "I've been a volunteer for 10 years and I love it. It's a great way to give back to the community and meet new people." - Mrs. Smith, Northwood College for Girls

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

6

**Feedback: "Is 'cancel culture' unfair?"**

Yes: 57.8% No: 42.2%

Feedback: "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." - James, Engleby Primary School

Feedback: "I am a bit in the middle with my opinion. I think that people should be punished for the things that they say and if about that we don't like people who say mean things, but it is a bit harsh." - Felicia, Felicia Primary School

Feedback: "We all have the right to express our opinions as we do it everyday." - William, William 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. These limits are about protecting against harm and fear from those who would wish to intimidate and discriminate. Edward Walker, Co-Director of Realising Rights

Feedback from Government, professional bodies & expert organisations.

7

**Feedback: "Is the opt-out system the best way to increase organ donations?"**

Lots of organisations were very keen to hear what you had to say! Check out their comments below (all quotes in the quotes section).

Organ donation is an important decision for everyone and it is vital to see you all having discussion and having your views heard. We hope the new change in law will prompt all of us to consider whether or not we would want to donate our organs and encourage us to register and share our decision with our family and friends. There is no decision in making your donation, you can register your choice at any time. Thank you to our Campaign Co-ordinators - Sophie, Charlotte, Chloe and Ben. Blood & Transplant. All quotes in the quotes section.

Kidney Care UK: "Each country which has been successful in increasing transplantation has done so in a range of ways, including law changes, but especially by helping educate the public about organ donation, about organ donation as part of the work but not out of it - getting the facts out there, about organ donation, whether living kidney donation or after death - the ultimate gift - a transplant life." From a report by the British Society for Organ Transplantation. All quotes in the quotes section.

NHS

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

8

**Gender:**

Primary

Female	Yes: 25%	No: 75%
Male	Yes: 20%	No: 80%
Don't know	Yes: 10%	No: 90%

Secondary

Female	Yes: 30%	No: 70%
Male	Yes: 25%	No: 75%
Don't know	Yes: 15%	No: 85%

Secondary (14-16 College)

Female	Yes: 35%	No: 65%
Male	Yes: 30%	No: 70%
Don't know	Yes: 20%	No: 80%

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# How does it work?



**Learning about online consent**

**Class Activity (8 mins)**  
Let's imagine you were unhappy about a picture shared on social media, using **speech bubbles** on **Richard Papez** with notes, so James you could use to let them you are unhappy about it.

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

Could we discuss a different picture?

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

I'd much rather only you see to see this picture - it's strange.

**Innovating donating**

One of the **alternatives** have talked about in the previous activity was **simply getting people to talk more openly about their decision** on what to donate to charity, but **how could this be done?**

**Lessons about carbon donation at school and college**

**Sign-up sessions at universities and workplaces**

**A specific photo/idea which people can talk to experts**

**More publicity and discussion about it, such as talks, debates**

**Local "door drive" in areas with sign members**

**Small group activity (8-10 mins)**  
In your groups, use the description to get to create the different ways you could improve the decision making opportunities. You could either drawing a picture to show how to create a group talking targets for your system that would show whether it has increased the number of people who donate.

**Extension**  
Imagine you thought that the idea, you could start a local group which also you think are that they could be a challenge.

**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 seem offensive. The idea 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 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 several individuals who it says it has appropriated.

**Be curious: Introducing...**

On the next three slides you are going to meet some of **Vote4Schools'** favourite **BlackBridalists**. Go back to see the job more about them, do you recognise any of them?

**Hands up!**  
Put your hand up if you think you recognise one of our **BlackBridalists**.

**Levinoy Stewart**   **Marcus Knight**   **Deborah Madala Anala**

## 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."

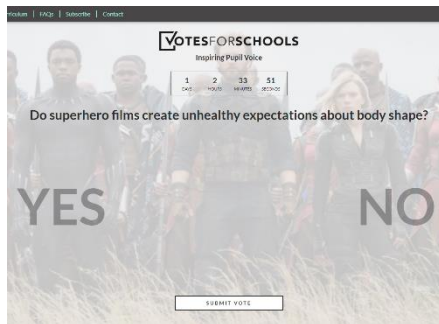
**Head of Science,**  
**Hazel Grove High School**



# How does it work?



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

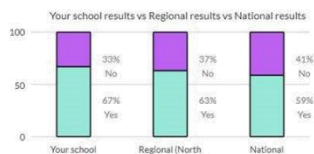


They can do this **via their personal logins**, or teachers can **enter their votes manually.**

## Results in your school

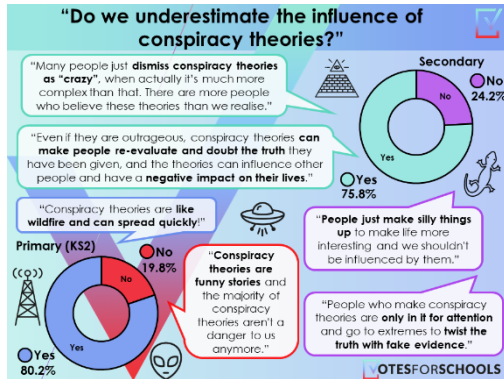


## How your results compare...

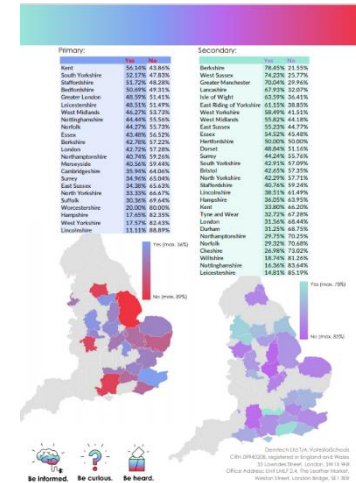


After that, **schools can see their vote results** and how they **compare to other schools in their area**, as well as in the **UK as a whole!**

# 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?

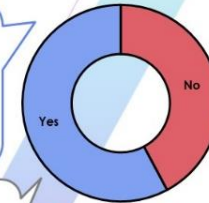


Each week, **500,000** young people discuss our VoteTopics, with **30,000+** voting. We are very passionate about their voices **being heard!**

## 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



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

"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

"We all have the right to unfollow people as we do it everyday."  
Skippers 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

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## 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

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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: Photoalta/Rev/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!**

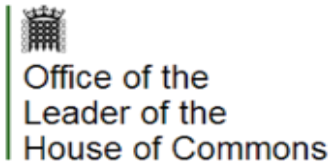
"In education, **a survey of just under 18,000 Secondary school pupils** in February of this year found that 51% said that they could **spot the signs of an abusive relationship**. I find it quite scary that 51% of teenagers said that."



**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

**SAPERERE** 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



London Borough of  
**Barking & Dagenham**

**ISA** | INDEPENDENT  
SCHOOLS  
ASSOCIATION

**THE  
Society  
OF  
Heads**

**gsa** | Girls'  
Schools  
Association



**The Linking  
Network**



**Walsall  
Council**

# Subscriptions & pricing



## An annual subscription includes...

- ✓ **40 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*
<b>Small</b> (<100 pupils or students)	1 year	£360
	2 years	£680
	3 years	£940
<b>Primary</b>	1 year	£500
	2 years	£925
	3 years	£1,325
<b>Secondary &amp; Colleges</b>	1 year	£1000
	2 years	£1,850
	3 years	£2,650

\*All prices exclude VAT

# What's the next step?



[www.votesforschools.com](http://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!



**Be informed.**



**Be curious.**



**Be heard.**