

5-7: DO YOU KNOW HOW TO KEEP YOUR INFORMATION SAFE?

7-11: DO YOU KNOW HOW TO SPOT AN ONLINE SCAM?

The following SMSC and Prevent criteria are supported by this topic:

SMSC: Ofsted (2004/2014-present)

1.6	Schools facilitate discussions to support reflection	Spiritual: Personal values & beliefs
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	Spiritual: Using imagination & creativity
2.12	Voters know right from wrong and apply this, respecting civil & criminal law	Moral: Recognising right & wrong and apply
2.13	Voters know right from wrong based on their own moral code & other cultures	Moral: Recognising right & wrong and apply
3.15	Voters engage with and accept the values of democracy, the rule of law, individual liberty, and mutual respect & tolerance of those with differing beliefs & faiths	Social: Understanding how communities function
3.20	Schools identify key values & principles on which school & community life is based	Social: Understanding how communities function
4.12	Voters develop an ability to challenge their own cultural assumptions & values	Cultural: Understanding & respecting diversity
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	Cultural: Understanding & respecting diversity

Prevent Strategy: HM Government (2007-present)

5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues

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The following British Values, UNCRC, UN SDGs criteria are supported by this topic:

Promoting Fundamental British Values: Department for Education (2014-present)

- 6.3** Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)

UN Convention on the Rights of the Child (UNCRC): Unicef

Article 8

Identity: "Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, Governments must help children to quickly get their identity back."

UN Sustainable Development Goals (SDGs): United Nations

SDG 16

Peace, Justice & Strong Institutions: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."

9 Key Themes: VotesforSchools

CRIME, JUSTICE & EXTREMISM

Access to health & social care, anti-social behaviour, money laundering, minority issues, gangs, knives & weapons, violence, grooming, child trafficking, genocide, modern slavery, crime, privacy, surveillance, police, criminal justice system, prisons system, role of Parliament and House of Lords in making laws, secret service, death penalty, political divisions, polarisation, freedom of speech, no-platforming, conspiracy theories, radicalisation, extremism, terrorism, crimes against humanity

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