

Referendum
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The
Electoral
Commission

Run a Referendum in your school

A resource for use in Wales

Overview for school leaders



electoralcommission.org.uk/learning

YOUR VOTE MATTERS

DON'T LOSE IT



01.

Overview for school leaders

This project aims to grow learner agency by developing an understanding that by participating in democratic activity they have a voice, the influence, and the power to effect change.

Learners will be invited to affect change in an aspect of their school life through participating in a referendum. The referendum must deal with an issue of relevance and significance to learners, and learners must be empowered to make a choice which will be enacted. For this reason, school

leaders must decide upon the issue to be considered and at least two acceptable outcomes. Where possible this thinking should be done with learners to make the process entirely authentic, but this may not always be possible.

The referendum should be carried out in as authentic a manner as possible so that learners can understand how the democratic process works in reality, and the consequences of not engaging with that process.

Attaining the four purposes:

Learning will primarily aim to develop **ethical, informed citizens**, specifically those that:

- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- respect the needs and rights of others, as a member of a diverse society

However, we will require learners to also 'communicate effectively in different forms and settings' (**ambitious, capable learners**), 'have the confidence to participate in performance' in this case debate (**healthy, confident individuals**) and 'connect and apply their knowledge and skills to create ideas' (**enterprising, creative contributors**).



02.

Overview for school leaders

Humanities Areas of Learning and Experience (AoLE)

Politics and Citizenship sit within the Humanities AoLE. As such, learning will be primarily rooted in Humanities WM5, “Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action” addressing particularly the threads of ‘Citizenship, behaviour and action’, and ‘Ethical and moral questions and the impact of decisions’ (CSC’s Learning Threads).

Progression

Based on the focus threads of progression learners will work within or towards two specific Descriptions of Learning in Progression Step 3:

- I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.
- I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.

Intended Learning

Conceptual understanding:

Learning is centred on developing learners’ conceptual understanding of three driving concepts:

- Power, and its relationship to equality
- Decision making, and its relationship to equality
- Democratic responsibility, and its relationship to democratic rights

Key knowledge:

- The power structure within their school
- The decision making process in school
- What a referendum is and how they are conducted
- The importance of registering to vote

Key skills development:

- Discussion / debate

