

Centenary Action and Lifting Limits

Guidance for Primary School Assembly 1:

Representation in Parliament



Learn more about representation in the Houses of Parliament

Delivering a diverse and gender equal parliament

June 2023

Aims

For children to understand...

- desirable skills and qualities for a Member of Parliament
- representation and equity within parliamentary structures
- the contribution female Members of Parliament make to public life
- the work of the Centenary Action Network and their campaigns

Each assembly will take approximately 20 minutes to deliver and are written for Key Stage 2 children. There are plenty of discussion points that may lengthen the assembly time or can be continued back in class.




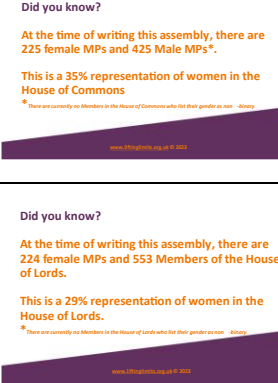
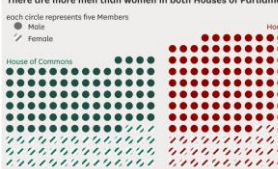


Links to United Nations Sustainable Goals

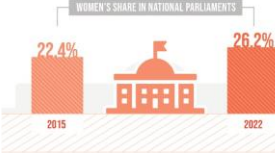

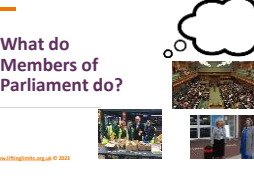







Assembly 1: Representation in Parliament

There is an accompanying PowerPoint with slides that can be used in an assembly.

1		<ul style="list-style-type: none">• It would be useful not to tell children what the assembly is about beforehand.
2		<ul style="list-style-type: none">• Ask the children to look at these names, perhaps read them out if it is easier to do so.• What might these names have in common? Some children may recognise their names or the names of friends here.• Children may recognise that these are commonly names given to girls and women.

		<ul style="list-style-type: none"> Some might even spot the first names of MPs here- well done if they do!
3	<p>What if we add some more names?</p> 	<ul style="list-style-type: none"> Explain that we're going to add some more names now, perhaps this might help you to see what all the names have in common?
4	<p>What do these names have in common?</p> 	<ul style="list-style-type: none"> The addition of Keir and Rishi may mean that children can see the names of Members of Parliament, though they still may not be clear!
5	<p>They are all Members of Parliament</p> <p>The first slide showed the first names of some female Members of Parliament</p> 	<ul style="list-style-type: none"> The first slide contains the first names of female MPs who are currently Members of the House of Commons (at the time of writing this assembly). The different colours around their photographs denotes their political party. This slide shows a wide representation of political parties and geographical areas.
6	<p>UN Sustainable Development Goals</p> <p>The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.</p> 	<ul style="list-style-type: none"> Explain the link with this assembly to the UN Sustainable Development Goals- you may or may not be a Sustainable Goals school so feel free not to use this if it's not applicable. The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. This assembly focuses on these three goals in particular; gender equality, reduced inequalities and peace, justice and strong institutions. You could question the children around why this assembly contributes towards these goals.
7	<p>Did you know?</p> <p>At the time of writing this assembly, there are 225 female MPs and 425 Male MPs*.</p> <p>This is a 35% representation of women in the House of Commons</p> <p>* These are currently all Members in the House of Commons who list their gender as not - binary</p> 	<ul style="list-style-type: none"> You may like to question children or gather their thoughts around this figure- what do we feel around this representation of 65%/ 35%? Children may also importantly raise points around representation of race and ethnicity, socio-economic class, age, disabilities, LGBT+ across parliament
8	<p>Did you know?</p> <p>At the time of writing this assembly, there are 224 female MPs and 553 Members of the House of Lords.</p> <p>This is a 29% representation of women in the House of Lords.</p> <p>* These are currently all Members in the House of Lords who list their gender as not - binary</p> 	<ul style="list-style-type: none"> If children need more clarification around the House of Commons and the House of Lords, there is more information on this short video Parliament structure explained - YouTube.
9	<p>There are more men than women in both Houses of Parliament</p> <p>each circle represents five Members</p> <p>● Male ● Female</p> 	<ul style="list-style-type: none"> This is the picture nationally. Source: Women in Politics and Public Life - House of Commons Library (parliament.uk) There is a maths follow-up that can be completed back in class from this slide

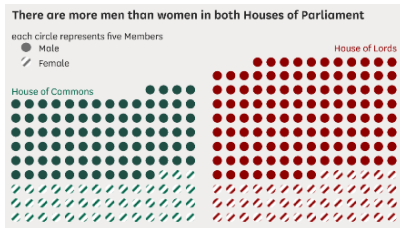
10		<ul style="list-style-type: none"> • This is the international picture • Source: Goal 5 Department of Economic and Social Affairs (un.org)
11	<p>Did you know?</p> <p>There are some countries with a better representation of women in Parliaments.</p> 	<ul style="list-style-type: none"> • Here are just some examples of countries where representation is better than the UK Women in Parliaments: World Classification (ipu.org)
12	<p>What do Members of Parliament do?</p> 	<ul style="list-style-type: none"> • I would like you to talk to the person next to you about what you think about when you hear the word, 'leader'. What qualities would an effective leader need? Where have you seen leaders before? What were they like? What were they doing? • Take some ideas from the children around qualities, examples etc. Note key persons they might mention to come back to later.
13		<ul style="list-style-type: none"> • Source: Role of an MP - Representation - National 5 Modern Studies Revision - BBC Bitesize
14	<p>Can you name some qualities and characteristics that a person might need to fulfill these roles?</p> 	<ul style="list-style-type: none"> • Thinking about the roles that an MP must fulfill, which qualities and characteristics do you think might be needed?
15		<ul style="list-style-type: none"> • Here are just some ideas, can you spot any of your ideas here? • What is most important for an MP is that they have the qualities and characteristic they need to fulfill their role. • It doesn't matter what their gender is, their race or ethnicity, their religion, where they are from, the accent they have etc.
16	<p>Why might it be a good idea to have a range of different people as Members of Parliament?</p> 	<ul style="list-style-type: none"> • Children may come up with similar ideas to these. • The UK is made up of lots of different people, it's good that all of these people are represented in Parliament. • MPs can then speak up for different groups. • They can act as role models for children and young people. • They can make the UK better for all people and help a wider range of people.
17		<ul style="list-style-type: none"> • There is more information around Centenary Action on their website Our Campaigns - Centenary Action Group • The second assembly explains more around campaigns and other campaigns that Centenary Action lead on.



- At the end of this assembly, here are some things for you to think about.
- There are some follow-up activities below for back in class
- We will also have a second assembly about campaigns and campaigning.

Follow-up activities

Did you know? In 2016, for the first time in history, there were as many female MPs (ever) than men (now). Don't worry if that sounds a little confusing! This article explains more [As many women MPs \(ever\) as men \(now\) \(parliament.uk\)](https://www.parliament.uk). You can use this as a discussion point back in classrooms.



Remember this slide from the assembly? The total numbers in the House of Commons and Lords were shared with you, but can you work these out in your class? Remember that each dot represents 5 Members. Can you create any other graphs or representations that may be a good way to show these figures?

If children have more questions around the structure of Parliament, this short video explains more [Parliament structure explained - YouTube](https://www.youtube.com/watch?v=...).

There are lots more resource available to schools on the Learning page of UK Parliament website [Welcome to your UK Parliament - Parliament UK Education](https://www.parliament.uk/education)

Centenary Action and Lifting Limits



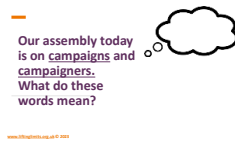
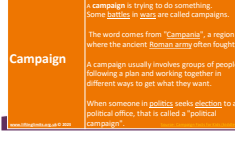

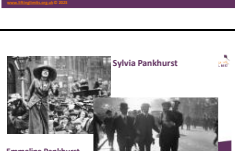
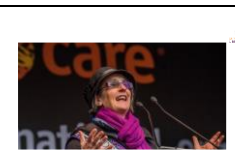
Guidance for Primary School Assembly 2: Campaigns and campaigners








Learn more about campaigning and the campaigns of Centenary Action

Assembly 2: Campaigns and Campaigners

There is an accompanying PowerPoint with slides that can be used in an assembly. It would be helpful to give a re-cap of the representation in Parliament assembly and children perhaps sharing any follow-up work or discussions from class.

1		<ul style="list-style-type: none"> This assembly follows on from our assembly on representation in Parliament. What was the problem that we identified from the last assembly? Today, we're looking a bit more closely at what might be done if you do find a problem or inequality in the world around you.
2		<ul style="list-style-type: none"> Re-cap on the main ideas from the last assembly. Did any classes have further discussions?
3		<ul style="list-style-type: none"> Let's think a bit more closely about definitions for these two words. Have you heard of these before?
4		<ul style="list-style-type: none"> A good fact here is you have studied the Romans, the word 'campaign' originates from Roman times. Campaigners are usually working together towards a shared goal. Are there campaigns that you know of? E.g., climate change or more funding for the NHS.
5		<ul style="list-style-type: none"> Some descriptions of campaigners. Sometimes they are described at the time as 'trouble-maker', but when we look back through time, they were simply people who stood up for what they believed in.
6		<ul style="list-style-type: none"> Do you know what these campaigners might be doing? When do you think these photographs were taken? Does anyone know their names?
7		<ul style="list-style-type: none"> You can find out more here Who was the suffragette Emmeline Pankhurst? - BBC Bitesize You may have heard of the the Suffragettes. What was their campaign?
8		
9		<ul style="list-style-type: none"> Does anyone know who this person might be?
10		<ul style="list-style-type: none"> This is Helen Pankhurst

11	<p>Here are just some campaigns led by Centenary Action...</p> 	<ul style="list-style-type: none"> We spoke last assembly about Centenary Action. Here are some campaigns that they are leading at the moment. Women Count is about equal gender representation in Parliament by 2028. Do you think this campaign will be successful? Why? Why not?
12		<ul style="list-style-type: none"> This is the campaign that we discussed in Assembly 1
13		<ul style="list-style-type: none"> Disabled Women in Politics also looks at representation but that of disabled women in Parliament. Disabled people are currently hugely underrepresented. Centenary Action are looking at the barriers of disabled people from becoming MPs.
14		<ul style="list-style-type: none"> Enact 106 is named after a section of the Equality Act. By enacting Section 106, political parties would be required to publish data on candidates that are standing for election. This will not only support more gender representation but support a wider diversity in Parliament around ethnic diversity.
15		<ul style="list-style-type: none"> Anyone can be a campaigner. You just need to feel passionate about something and want to make a change. What might you like to campaign for?

Follow-up activities

Perhaps you can research your own campaigns to champion? You could start by researching campaigns led by these individuals. You then might feel inspired to plan and lead your own campaign.

- Marcus Rashford
- Greta Thunberg
- Rosa Parks
- Mahatma Gandhi

Further information



Lifting Limits

Delivering gender equality, in and through education



Our Vision

A world in which every child is free to make their own path in life, unconstrained by the limiting effects of gender stereotyping on their choices and aspirations

What We Do

We provide educators with the skills and resources to recognise and correct gender bias that can go unnoticed in schools, and to equip pupils to challenge gender stereotyping and inequalities in the wider world.

Our work is underpinned by:

- A Whole School Approach
- A focus on early intervention

The programme is designed by teachers and sits within the national curriculum, meeting its learning objectives.

"I was shocked about how many things were putting limits on children without us even noticing them. I would say our school ... has quite a good approach but there have been all these hidden things happening which have been quite good to challenge..." *Teacher, Year 4*

Why does Gender Stereotyping matter?

Gendered attitudes are ingrained by the time a child is 10.

Gender stereotypes...

- are harmful for all children and are the root cause of gendered inequalities across society.
- can limit early choices, which are reflected in later life (e.g. in careers, pay, mental health and violent behaviours).

Why does Gender Stereotyping matter?

Teachers who have witnessed sexual harassment in school

Primary 17%

Secondary 32%

UK engineering and nursing workforce by sex

Nursing

Female 89%

Engineering

Male 89%

Why Lifting Limits?

To achieve gender equality in society, challenging gender stereotypes and promoting gender equality must be 'mainstreamed' in schools.

Evidence-based

Primary & early years expertise



Whole-school approach

Easy to use resources

12,000+ children reached

"Me and some other girls now we play with the boys sometimes and I don't think we used to and it actually feels very fun. We used to play by ourselves but now we've made a better relationship - we treat each other better." *Girl, Year 4*

For more info



Visit our website
www.liftinglimits.org.uk



Send us an email:
info@liftinglimits.org.uk

How you can help



Put us in touch with your local primary school.



Donate to us via the link in the QR code

Charity number 1187603

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