



Parliament Ambassador
EVIDENCE PORTFOLIO

GEMMA HUTCHINS

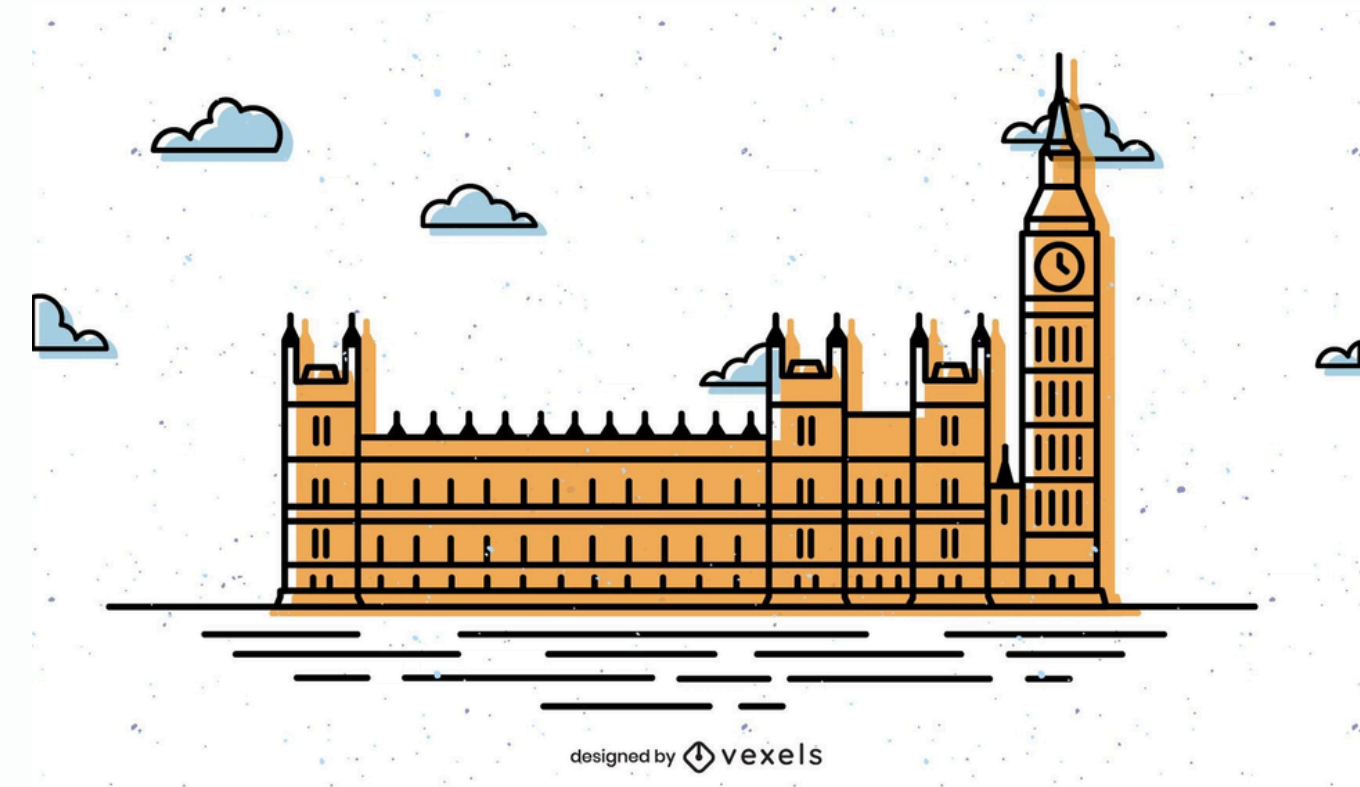


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INCLUDING TEACHERS FROM
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**ORGANISE AN EVENT
INCLUDING 1 OTHER SCHOOL**

**HOST AN EVENT USING THE
PARLIAMENT EDUCATION AND
ENGAGEMENT RESOURCES**

Additional Engagement

WITH UK PARLIAMENT EDUCATION RESOURCES

In my own time I have completed some of the available E Learning modules of the UK Parliament website.



BRITISH VALUES @ RJS

Ringwood Junior School actively promotes British values (democracy, rule of law, individual liberty, and mutual respect/tolerance) by integrating them into the curriculum, school council elections, anti-bullying policies, and "TERRIFIC" core values.

These principles are reinforced through assemblies, class charters, and celebrating diverse cultures.



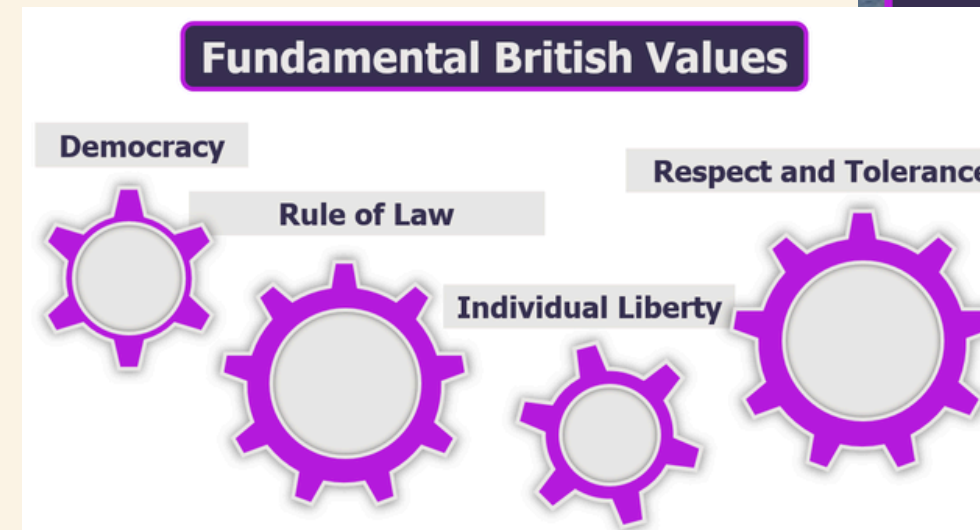
"Visits to Parliament and opportunities to 'learn with the Lords' are highly impactful. As a result, pupils are passionate advocates for the democratic process."
Ofsted report 2025

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History and British Values

DELIVER A TRAINING SESSION
TO AT LEAST 10 OTHER
TEACHERS INCLUDING
TEACHERS FROM OTHER
SCHOOLS



On Monday 3rd November 2025 I delivered a presentation to teachers from across the New Forest as part of an Inset Training Session for New Forest Schools. The session focused on opportunities to incorporate British Values into the wider curriculum in particular History learning. I also shared Ideas for UK Parliament Week.

Lots of possible links and cross over between British Values and history curriculum. We are all very time poor so it is good to explore how we can make links across our History curriculums where possible and also just to get children interested in the history of our constitution.

House of Commons

House of Lords

The Monarch

Hampshire County Council
Improvement and Advisory Service

Medium-term plan

Year group: 5	Term:
Topic/unit: National Curriculum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> Knows who the four monarchs were, and when they reigned. Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament. Understands terms such as: democracy, government, Royal Assent, etc. 	<ul style="list-style-type: none"> Can explain whether they agree/disagree with the placement of a particular monarch along the Power of the Monarchy spectrum line and give their reason(s).
Disciplinary knowledge (use HIAS AREs)	
<ul style="list-style-type: none"> Historical enquiry – can construct simple reasoned arguments about aspects of events, periods and civilisations studied. Can explain with examples why a source might be unreliable. 	<ul style="list-style-type: none"> In enquiry 5, step 4 will give a pertinent reason why a monarch should be in the Monarchy hall of fame or hall of shame.
Key question to drive the enquiry to promote children's progress: why does parliament run the country rather than the King?	
Knowledge specific vocabulary	Promoting SMSC
<ul style="list-style-type: none"> Act of Union. Baron. Cabinet. Catholic. Constitution. Democracy. Devolution. Dictator. Empire. 	<ul style="list-style-type: none"> King/Queen. Law. Magna Carta. Majesty. Noble/nobility. Parliament. Protestant. Royal assent. Royal family.
	<ul style="list-style-type: none"> Spiritual: Moral: Social: collaborative working/differing opinions. Cultural: development of our political system over centuries.
	Cross-curricular links

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Hampshire
County Council

Improvement and
Advisory Service

I have written an article
for the Hampshire
Education Magazine
called 'Primary History
Matters'. This informative
magazine is sent to all
subscribing schools in the
Hampshire education
authority. This will be
published in the new year.

Bringing British Values to Life Through History

Trying to fit "British Values" into an already overflowing timetable can be challenging. Respect, Tolerance, Individual Liberty, Rule of Law, and Democracy are central to the curriculum, but making them real for children can feel daunting. The good news? History can provide a good way in.

At the New Forest Inset this year, we explored how British Values and history go hand in hand — helping pupils see how Britain's story is also the story of fairness, freedom, and belonging.

The Big Picture

The Ofsted Education Inspection Framework (2019) reminds us that understanding British Values underpins pupils' spiritual, moral, social, and cultural (SMSC) development. Meanwhile, the National Curriculum (2013) asks that children learn how Britain has influenced — and been influenced by — the wider world.

Many history projects already touch on power, justice, and liberty. Our job is to help pupils make those links explicit.

Early Foundations: EYFS & KS1

In EYFS and Key Stage 1, simple stories and familiar figures make big ideas accessible. Units on Kings and Queens or The Gunpowder Plot lend themselves beautifully to discussions about leadership, fairness, and rules.

Ask children: Why did Guy Fawkes act as he did? Why do we have laws? Small activities — voting on class rules or holding a pretend coronation — lay the groundwork for democracy and respect.

KS2: Power and People

By Key Stage 2, pupils can explore how power has changed over time. The "Changing Power of the Monarchy" pack available from the History centre shows how Britain evolved from absolute monarchy to parliamentary democracy.

Tracing the journey from Magna Carta to modern Parliament helps pupils understand rights and responsibilities. Mock debates or role play make these ideas tangible and fun — and connect naturally to PSHE themes of liberty and citizenship.

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PORTFOLIO

Each year we celebrate Parliament Week at Ringwood Junior School. Our School Council visited the Houses of Parliament on 20th October so this year they launched our Parliament week with a great assembly sharing their experiences with the rest of the school including what it was like to meet our local MP Sir Desmond Swayne

PLAN A SERIES OF LESSONS FOR EVERY YEAR GROUP



Lessons were planned for each of the year groups

Name	Date modified	Type	Size
Assembly Presentation	13/11/2025 10:37	Microsoft PowerPo...	
Bingo Cards Master	25/11/2025 10:42	ActivInspire Flipch...	
If-i-were-prime-minister-for-a-day	26/06/2025 21:06	Adobe Acrobat D...	
Influential-Black-Britons_presentation	01/10/2025 19:19	Microsoft PowerPo...	
keir-starmer-fact-file	26/06/2025 21:04	Adobe Acrobat D...	
Parliament Bingo game	24/11/2025 10:08	Adobe Acrobat D...	
Parliament handwriting	06/11/2025 19:18	Adobe Acrobat D...	
Parliament vocab matching activity - g...	06/11/2025 19:19	Adobe Acrobat D...	
Parliament Week Assembly	13/11/2025 10:37	Microsoft PowerPo...	
t2-t-16992-uk-parliament-what-is-par...	06/11/2025 19:13	Microsoft PowerPo...	
Votes for Women booklet	06/11/2025 19:27	Adobe Acrobat D...	
What is the Flag of England_ Find out ...	01/10/2025 16:44	Adobe Acrobat D...	

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DELIVER WHOLE SCHOOL ASSEMBLIES

I have delivered several school assemblies sharing information about our School Council Elections, UK Parliament, British Values, UN Rights of the Child and many more. Following the visit to the Education Centre in October, I worked with the School Council to recreate the workshop they experienced in a whole school assembly.



In an election, everyone over 18 votes to choose one person to represent their local area in Parliament. The person with the most votes becomes the MP for that area.



UK Parliament

The UK Parliament is made up of the Queen, the House of Lords and the House of Commons.

The UK Parliament is the place where Members of Parliament (MPs) meet to make decisions and pass laws. Parliament makes sure that the government are running the country properly.

An idea for a new law can start in the House of Commons or the House of Lords.

An idea for a new law is called a bill.

We are going to be learning about British values

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These are ideas we will be learning about in class and in assemblies.

At Ringwood Junior School everyone's ideas and thoughts are really important. We can hear everyone's views through the School Council.

12 Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

13 Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

12 RESPECT FOR CHILDREN'S VIEWS

13 SHARING THOUGHTS FREELY

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PORTFOLIO

HOST AN EVENT USING THE
PARLIAMENT EDUCATION
AND ENGAGEMENT
RESOURCES



For the past few years I have used the Education and engagement resources.

- Whole school displays created using the Parliament and Monarchy timeline and Elizabeth Tower posters as inspiration
- 2023, 2024, 2025 - Visits to the Houses of Parliament and workshops at the Education Centre
- 2024 - Learn with the Lords session
- As History lead for Ringwood Junior School I have used the resources to celebrate black history month and the history of influential women
- Visits have provided a chance for pupils to meet with our MP Sir Desmond Swayne



Learn with the LORDS

In 2024 the School Council had a Learning with the Lords Session with Baroness Finlay of Llandaff. The children asked very insightful and thoughtful questions. They then delivered a whole school assembly to share their experience with their peers.



Visits to Houses of Parliament AND PARLIAMENT EDUCATION CENTRE



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ORGANISE AN EVENT
INCLUDING 1 OTHER SCHOOL



In July I spent some time with Year 2 children from our local feeder school as part of a transition activity. I shared with the children information about our school council and the visit we would be making to the Houses of Parliament in October. I invited them to apply as a candidate for School Council to represent their new Year 3 class. I set them the challenge to create campaign posters for the election in September.

These were displayed in Campaign Courtyard for all pupils to see. We then held an election day and each class visited the Polling Station so they could vote for their class candidate. The successful candidates have now formed our School Council for 2025/26

