Introduction

Since the Representation of People Act 1918, the role of women in public life has changed significantly. Although it took time, struggle and sacrifice, the twentieth century saw great advances in the movement for women’s equality in all areas of society, including in the Church of England.

There has been much debate about the role of women in the Church of England, whether as lay people or as those called to priestly ministry as ordained ministers. The Gospels teach us that the first people to witness the resurrected Jesus were women and it was Mary Magdalene who was told by Jesus to tell the other disciples that she had seen the Lord (John 20:18). Yet until recently many held to the view that the church’s teaching was that women should not hold positions of leadership, and should not preach and teach in the church. The debates that have taken place within the Church of England around the priestly ministry of women have been many over the last hundred years, and they still continue in some areas to this day. These debates and arguments have often been very painful for all those involved.

From 1914 women were able to serve on Parochial Church Councils on the same basis as men, although they were still prevented from serving as representatives on the higher councils. It was not until 1919 that women were able to be elected as representatives to the new National Assembly of the Church of England (the precursor of the General Synod).

In the ordained ministry it is only relatively recently, since 1985, that women have held the office of deacon in the Church of England, rather than carry the title of deaconess. The legislation that enabled women to be ordained as priests was passed in the General Synod in 1992, with the first women being ordained as priests in 1994. It was even more recently in 2014 that all three orders of ministry in the Church of England were finally opened to women with the passing of the ‘Women Bishops’ legislation, which saw the first women being appointed as bishops in the Church of England from early 2015 onwards.
Welcome to UK Parliament Week 2018

We are delighted that your organisation is taking part in UK Parliament Week this year. How you take part is entirely up to you - there is no limit to what you can do.

This resource is designed to help you with your event or activity from start to finish. Whether you’re coming up with an idea, planning an event or trying to promote it to the right audience, we’ve got some tips and advice to help you along the way.

Find us on social media
Keep up to date with plans for UK Parliament Week by following us on Twitter @YourUKParl.

We want to hear from you too! Once you’ve received your kit, share a picture of you with your UK Parliament Week placard and keep us up to date on your preparations using our hashtag #UKPW18.

Make sure you post lots of pictures of your activities during the week, and you could be featured on one of UK Parliament’s social media channels or in future publications!

Tell us how it went
Look out for our partners’ survey, which we’ll be sending out at the end of UK Parliament Week. We really want your feedback so that we can continue making improvements to ensure that UK Parliament Week is even bigger and better next year!

Stay in touch
If you have any questions please do get in touch. We’re happy to advise and support you as much as we can.

Email ukparliamentweek@parliament.uk or call on 020 7219 1650.
Welcome to UK Parliament Week 2018

Every year, UK Parliament Week hosts a programme of events which aims to foster closer engagement between the public and the UK Parliament. In its eighth year UK Parliament Week is set to be bigger than ever with thousands of organisations taking part in every constituency across the UK.

Our partners will be running activities, exhibitions, workshops and discussions - as well as events with MPs and members of the House of Lords - that explore what the UK Parliament means to individuals and local communities.

We are excited to welcome several uniform organisations as official partners this year, all of whom will be producing their own special UK Parliament Week booklet and badge. This year, as well as a number of faith organisations, we’re also partnering with The National Union of Students and The British Youth Council to bring young people a unique and inspiring experience as they celebrate UK Parliament Week.

We look forward to seeing how you celebrate with us this year.

There is something for everyone this UK Parliament Week, take part in the online conversation using the hashtag #UKPW18.

Rt Hon. John Bercow MP
Speaker of the House of Commons

Rt Hon. Lord Fowler
Lord Speaker
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The UK Parliament

What is Parliament?

The UK Parliament is made up of three parts; The House of Commons, The House of Lords, and The Monarch. Parliament’s role includes checking the work of government, making laws and debating issues.

This is the Parliament for the whole of the United Kingdom made up of Great Britain (England, Scotland and Wales) and Northern Ireland. The first English Parliament was established over 750 years ago in 1265 and over time Wales, Scotland and Northern Ireland joined together. The voting age to elect people to the UK Parliament is 18.

House of Commons

The House of Commons is the publicly elected chamber of the UK Parliament. Members of the Commons debate the big political issues of the day and proposals for new laws. There are 650 MPs, one to represent each constituency.
What’s the difference between Parliament and Government?

The Government is in charge of running the UK. The Prime Minister chooses a team of MPs and members of the House of Lords called “ministers” to help him or her do this. Different ministers are responsible for different things like transport, education or environment. There are ministers for each Government department in the House of Commons and the House of Lords.

Parliament’s job is to check and challenge what the Government does to make sure it is working well for everybody. Parliament examines what the Government is doing, makes new laws, holds the power to set taxes and debates the issues of the day. The House of Commons and House of Lords each play an important role in Parliament’s work.

The Monarch
The Monarch, currently the Queen, attends Parliament once a year to open Parliament. She reads the Queen’s Speech which is the UK Government’s proposed legislation for the year. She also meets with the Prime Minister once a week to sign off any new legislation throughout the year.

The House of Lords
The House of Lords is the second chamber of the UK Parliament. It is independent from, and complements the work of, the elected House of Commons. The Lords share the task of making and shaping laws and checking and challenging the work of the UK Government. The House of Lords is made up of about 800 members called “Peers”. Peers have an expertise or knowledge in a subject area which they are chosen to represent.
The UK Parliament

Debate: House of Commons in Action

**Aim:** To bring the working of the Common’s chamber to life in a simple role play

**How long:** 30 minutes

1. Arrange chairs or benches to create a mock House of Commons chamber with rows facing each other and a chair for the Speaker at the head. The Speaker’s chair could be grander than the others.

Select the various roles and give out copies of the cards below. The selection can either be completely random depending on the cards dealt, or you can ask for volunteers for the roles of Speaker, Prime Minister and Leader of the Opposition.

2. The Speaker takes up her or his seat.

The Prime Minister then chooses five group members to be in the Cabinet

The Leader of the Opposition chooses five group members to be in the Shadow Cabinet

Give out the remaining cards to Back Benchers

The Prime Minister sits close to the front on the Speaker’s right surrounded by members of the cabinet. Other MPs on the Government side sit behind the Prime Minister

The Leader of the Opposition sits close to the front on the Speaker’s left surrounded by members of the Shadow Cabinet. Other MPs on the Opposition side sit behind her or him.

The Speaker calls everyone to order by saying, ‘Order, order’ and then reads her or his card, followed by the Prime Minister and the Leader of the opposition. Then anyone else who wishes to read their card should stand to get the Speaker’s attention, they may only speak if the Speaker indicates that they can.

If things get rowdy, the Speaker can tell off the MPs with ‘Order, order’, requiring them to behave. If it all gets too raucous the Speaker can ‘clear the chamber’ sending everyone out (or to the back of the room!) until they calm down.

If a backbencher reads out the wildcard, the Speaker should tell them to apologise for un-parliamentary language. If they refuse, the Speaker ‘suspends’ them by sending them out of the chamber.
Cards
You will need to copy and cut out one for each group member, duplicating back-bencher roles. Cabinet and Shadow Cabinet members can choose which departments they run such as Health, Education, Culture Media and Sport, Defence, The Treasury (Economics), or Foreign Affairs.

Speaker of the House of Commons
I am the Speaker of the House of Commons

It is my job to keep order so that debates run smoothly and fairly. I decide who may speak next.

Although I am an MP I must not take sides so I am not allowed to be a member of a party.

Prime Minister
As Prime Minister I am head of Her Majesty’s Government and am in charge of all Government departments. I am the leader of the party with the support of the majority of MPs.

Leader of the Opposition
I am the leader of the main opposition party in Parliament. It is our job to hold the Government to account. One way we do this is by asking the Prime Minister questions on Wednesday’s – Prime Minister’s Questions (PMQs).

Cabinet Minister (x 5)
I am a member of the cabinet – the small group of senior members of the government. I was appointed by the Prime Minister to be responsible for…

Shadow Cabinet Minister (x5)
I am a member of the Shadow Cabinet. I was appointed by the Leader of the opposition to be responsible for…
Government party backbencher

I am an MP who is not in the Cabinet so I don’t have extra responsibilities in the Government. I take part in debates and work for my constituents whether they voted for me or not. I nearly always support my party in debates and votes.

Opposition party backbencher

I am an MP who is not in the Shadow Cabinet so I don’t have extra responsibilities in the Government. I take part in debates and work for my constituents whether they voted for me or not. I nearly always support my party in debates and votes.

Independent

I am an MP who doesn’t belong to political party. I persuaded enough of my constituents to vote for me and I work hard for them.

Backbencher who was in the Cabinet

I am a Backbencher who used to be in the Cabinet but I strongly disagreed with the Prime Minister and so resigned. We both agreed that this was the right thing to do. Sometimes I vote against my party because I believe they are wrong.

Backbencher – Wildcard

I am a Backbencher who thinks that the Prime Minister has not told the truth so I am calling the Prime Minister a liar.
Devolved Parliaments/Governments

Devolution in the UK created a national Parliament in Scotland, a national Assembly in Wales and a national Assembly in Northern Ireland. This process transferred, and continues to transfer, varying levels of power from the UK Parliament to the UK’s nations - but kept authority over the devolved institutions in the UK Parliament itself.

Scottish Parliament
The modern Scottish Parliament was established in 1999. The men and women elected to the parliament are known as MSPs (Members of the Scottish Parliament). Scottish people aged 16 and over can vote in elections to the Scottish Parliament.

Northern Ireland Assembly
The Northern Ireland Assembly was established in 1998. The men and women elected to the assembly are known as MLA (Members of the Legislative Assembly – Legislative means rule-making). The voting age in Northern Ireland to elect people to the Assembly is 18.

Welsh Assembly
The National Assembly for Wales, known as the Welsh Assembly, was established in 1999. The men and women elected to the assembly are known as AMs (Assembly Members), in the Welsh Language: Aelodau y Cynulliad. The voting age to elect people to the Welsh Assembly is 18.
UK Parliament: Quiz

**Aim:** To test general knowledge on the UK Parliament and its role

**How long:** 15 - 20 mins for questions and answers

Have a go at our quiz to see how much general knowledge your unit have about the UK Parliament. The answers to each question are in brackets.

1. In which part of London are the Houses of Parliament? Greenwich, Westminster, Hounslow (Westminster)
2. What is the title of the Leader of the United Kingdom Government? Supreme Leader, Head Minister, Prime Minister (Prime Minister)
3. What is someone elected to Parliament called? A Member of Parliament, a Councillor, a Governor (a Member of Parliament)
4. There are two chambers in Parliament, the House of Commons and the House of …? Uncommons, Lords, Senators (Lords)
5. What is the name of the largest bell in the clock tower? Big Bertie, the Westminster Clanger, Big Ben (Big Ben)
6. Which river is right next to the Houses of Parliament? The Ouse, the Thames, the Trent (Thames)
7. MPs are elected by people in areas called what? Constituencies, Constitutions, Conglomerates (Constituencies)
8. The Prime Minister and Ministers are known as what? The Board, the Senate, the Cabinet (the Cabinet)
9. The box in which voters put their votes is known as what? Ballot box, Voting box, Election box (Ballot box)
10. Where does the Prime Minister live? The Palace of Westminster, Buckingham Palace, 10 Downing Street (10 Downing Street)
Aim: To test knowledge on the UK Parliament and its role

How long: 15 - 20 mins for questions and answers

1. What was achieved by the House of Lords Act 1999? The House of Lords was formed, Peers inheriting a seat in the House of Lords was ended, the House of Lords was abolished (Peers inheriting a seat in the House of Lords was ended)

2. In what year were the first women and all men given the vote in parliamentary elections? 1818, 1918, 1938 (1918)

3. What happened to the Houses of Parliament in October 1834? They were destroyed by fire, they were opened to the public, they were closed because of a plague of rats (destroyed by fire)

4. What happened to the House of Commons in May 1941? The doors jammed trapping the MPs, a light fitting fell on the Prime Minister's head, it was bombed by the Luftwaffe – the German air force (it was bombed by the Luftwaffe)

5. What do we call the people who try to ensure that MPs vote in the way the leaders of their parties want? Enforcers, Whips, Prodders (Whips)

6. What is the title of the person in both the Lords and the Commons who announces business, the result of votes and keeps order? The chair, the Speaker, the Lord Speaker, Black Rod (the Speaker in the House of Commons, the Lord Speaker in the House of Lords)

7. What do the letters PMQ stand for? Prime Minister's Questions, Particular Marked Questions, People's Main Queries (Prime Minister's Questions)

8. Every year, the Chancellor of the Exchequer, who is in charge of the country's finances, makes a special speech announcing plans for the economy. What is this known as? The Accounts, the Audit, the Budget (the Budget)
Let’s make a law

**Aim:** To introduce the stages of law-making, illustrating the work of Government, Parliament, the Courts and the Crown

**How long:** 30 to 45 minutes but variable depending on age, the number of activities and the amount of explanation and discussion.

Law making in the UK is a complex business involving Government, Parliament, the Courts and the Crown. We have tried to strike a balance between reflecting the complexity of the process and focussing on the essentials to reveal how Parliamentary democracy works. Please note that this is a simplified version; for a deeper understanding of the stages of passing a law, see http://www.parliament.uk/about/how/laws/passage-bill/commons/

**Activities**

Read out the description opposite. At each stage, and depending on their ability and knowledge, ask the children what the words in bold mean and discuss. We’ve used a made up political party, called “Party 21” for the purposes of the story. Simplified explanations of the words in bold can be found in the glossary on page 37.
Political Parties agree their ideas they put them in a Manifesto which they offer at a General Election.

One of Party 21’s Manifesto Pledges is that all children should receive five free books every year to encourage reading.

They win the election and form a Government and their leader becomes Prime Minister.

The Free Books Bill is discussed by Members of Parliament in the House of Commons chamber and in special groups called Committees.

The Bill goes to a vote and the government wins. This doesn't always happen!

The Bill now goes to the House of Lords which is made up of people from all walks of life including experts on many issues, some of them are former members of the commons.

They scrutinise the Bill, taking time to go through every word.

If they think there are problems with the Bill it goes back to the House of Commons for further debate and perhaps changes. In the end, if the two sides disagree, it is the House of Commons that has the final say because its members are directly elected by the people.

The Bill now becomes law receiving what is known as Royal Assent – agreement by the Monarch (The Queen or King).

‘Free Books for children’ is now law.

It is now up to the courts to uphold the law and sometimes allow challenges if it doesn’t work very well.
Democracy: What is Democracy?

The United Kingdom is a democracy. Democracy means that people can have a say about how the country is run by casting their vote in elections. The word democracy comes from the Greek language because the Ancient Greeks were one of the first people to use a form of democracy: ‘Dem’ means people in Greek and ‘Crat’ means rule or ruler so the word means ‘rule by the people’.

Democracy: what have you learned?

**Aim:** To explore and understand the need for systems of democratic decision-making

**How long:** 15 mins for story and discussion, variable for further activities

This introduces the idea of democracy through a fun short story followed by discussion.

**Story**

Miss Crispin’s classroom was in a terrible state! Just one week before she had been showing the class how to make a frothing, foaming, volcano and five groups had made five magnificent fire-mountains. Victoria’s group had made the biggest which was nearly as tall as her but she was so excited that she put in too much of the special ingredients and… whoosh, up went the volcano throwing vinegar, baking soda, soil and food colouring, lots of food colouring, all over the classroom. Buzzy, Miss Crispin’s Labrador dog, was visiting that day and he became very excited, rushing around the room, knocking over all the other groups’ volcanoes and setting them off until the whole room was a mucky murky mixture of mess!

Oh dear!

Since then the class had been having their lessons in the hall while their classroom was cleared out and cleaned. Now they were going back to their own room for the first time and when they all arrived, Miss Crispin had a piece of news for them.

‘We’re going to paint the room whatever colour we want, to make it look bright and new again.’

The class were very excited by this news and they were even happier when, with a flourish, Miss Crispin pulled a sheet off a big pile of paint tins and brushes and they saw all the colours they could choose from.

‘So let’s decide which colours we want to paint the room. Who has an idea? Come up and have a look’.

The whole class gathered round the paint tins and looked… and looked. No one said anything until Alan piped up,

‘Can we try them out Miss Crispin? You can’t really make up your mind ‘til you seen them on the wall can you?’

‘An excellent idea Alan; yes, take a paint brush and try out a small patch. Buzzy! Stop sniffing round those paint cans. Children, I’ll just take Buzzy out of the room – we don’t want a repeat of the volcano incident do we?’

Miss Crispin and Buzzy left the room. All the children rushed to the paint pots and brushes and started painting the walls. You see, when Miss Crispin said, ‘…try out a small, patch’ she was talking only to Alan but everyone thought she meant that they could all try painting the walls! Everything was fine at first with different patches of colour here and there around the room but soon David’s blue patch grew until it was next to Michelle’s red, and Samina’s green bumped into Jacob’s yellow which
started mixing up with Stefan's black. Before long the walls were covered in paint – all different colours running together and making a dark, sludgy purple-y-grey mess!

Oh dear.

Miss Crispin took a while getting back because she had to take Buzzy outside to do his business before settling him in the Head’s office. When she walked back in she had to use her special voice, the one that was so quiet yet powerful that it cut through all the arguments and shouting in the classroom,

‘Stop right now. I… said… stop!’

Silence.

The children looked around and saw what they had done and what a mess they had made. If anything it was worse than after the volcano explosion a week before. Their once lovely bright and fun classroom was dark, messy and sad.

Oh dear.

Miss Crispin was not one to live with ‘Oh dear’ for very long and straight away she thought of a way to make this terrible mess into something good. Here’s what she said:

‘You have made a mess and I can tell you why. You didn’t work together, you didn’t plan and you didn’t agree first. There’s enough paint left to paint the whole room nicely in one or two colours but first you have to tell me how you will decide which colours. Over to you.’

**Activity**

1. You might wish to stress that this is a made-up story, not a real one to reassure the children that you wouldn’t let them use dangerous things in school nor leave them alone.

Discuss the story, focussing on the end. How would your class decide together which colour to paint the room?

Accept and value all ideas, drawing out the theme of democracy which means:

- Letting everyone have their say
- Agreeing a set of rules for how to make a decision
- Accepting the final decision even if you don’t get what you want
Cast your votes

**Aim:** To explore and understand the need for systems of democratic decision-making

**How long:** 15 minutes, variable for further activities

Think of an issue that matters to your group and ask them to cast their votes for or against the issue. You can use the ballot paper below and the ballot box provided in your pack for this activity. Once your group have voted, count the votes and discuss your results.

The box brings all of the discussions and activities around democracy to life. Casting an actual ballot is a moment of drama, a decision made in a physical way.

Using the box helps your unit to understand that:

- Once a ballot is cast, it cannot be un-cast
- Democratic decisions require careful consideration;
- Democracy involves people in a collective act.
Ballot paper
Guidance and observations from the Church

Women and the Church in Parliament

There are currently three bishops who are women and who sit in the House of Lords. Known as ‘Lords Spiritual’; in order of their introduction they are the Bishop of Gloucester, the Bishop of Newcastle and the Bishop of London. Bishops are not affiliated to any political party and sit as independent members. As well as leading the House in prayer at the start of each sitting day, bishops take part in all the activities of the House, including speaking, asking questions, voting and examining legislation. Their role as bishop of a particular area (or diocese) means that they are well placed to speak about the needs of the people and communities they serve. Bishops of the established church bring to Parliament an important voice for faith and are often looked to by other Members of the House of Lords to bring moral and spiritual insights to the matters being considered.

In the House of Commons Her Majesty the Queen appoints a senior MP, usually from the governing party, to ensure that the established Church of England is accountable to Parliament. This person is known as the Second Church Estates Commissioner. They answer questions from MPs in the House of Commons in person once a month, and in writing, about the work of the Church of England. The post of Second Church Estates Commissioner has existed since 1850 and is currently held by the Rt Hon Dame Caroline Spelman MP, who is the first woman to occupy the role.

Another key Christian presence in Parliament is the Chaplain to the Speaker of the House of Commons. Since 2010 the Chaplain has been the Reverend Rose Hudson-Wilkin. There have been 79 Chaplains over the past three centuries and Reverend Rose is the first woman to occupy the role. The Chaplain opens every sitting of the House of Commons with prayers and her chaplaincy extends to the staff and Members of both Houses. Rose is also responsible for the Parliamentary chapel, known as the Chapel of St Mary Undercroft. She conducts regular services of Holy Communion, as well as weddings and baptisms for the Members and staff of both Houses.
The Church of England and the Suffrage Movement

The Church of England has a mixed record in relation to the suffrage campaign. As Archbishop of Canterbury, Randall Davidson was privately a passive suffragist, but the bishops in the House of Lords did not speak against the controversial ‘Cat and Mouse Act’ which resulted in the extremely harsh treatment of suffragettes in prison.

As a result, the Women’s Social and Political Union, the radical suffragette group founded by Emmeline Pankhurst, started to see churches as targets for activity and protest. On 1 June 1914 Wargrave Church became one such victim when it was burned down by two suffragettes. Also in June 1914 a bomb was placed in Westminster Abbey causing minor damage to the Coronation Chair and the ‘Stone of Destiny’ beneath it. Several other bomb and arson attacks targeted churches throughout the suffrage campaign, including one bomb in St Paul’s Cathedral.

Six of the Church of England’s bishops were active supporters of the suffrage movement, and the Bishop of Lincoln, Rt Revd Edward Hicks was the most prominent.

He was an enthusiastic supporter of the movement for women’s equality both in the church and the wider world. He blessed and encouraged women’s ministry, particularly backing the first female preachers, including Edith Picton-Turbervill MP OBE and Maude Royden.
Christian Involvement in the Suffrage Movement

Many Christian women and men were prominent members of the suffragist movement (the sister movement to the suffragettes), including Maude Royden and Louise Creighton, who helped bring the influential National Council of Women behind women’s suffrage.

The Revd Claude Hinscliffe and his wife Gertrude founded the Church League for Women’s Suffrage (CLWS) in 1909. The CLWS campaigned on the basis that “Government by one sex only is un-Christian in principle.”

The CLWS at its peak in 1914 had a membership of over 5,000 men and women who believed in the idea of respect for personality, that men and women were equal, with equal moral responsibility, equal right to self-realisation and equal value as souls.

The CLWS was one of the largest church-based suffrage campaign groups and other denominations founded their own groups, such as the Free Church League for Women’s Suffrage and the Catholic Women’s Suffrage Society.

The CLWS’s methods were devotional and educational. Members wrote special intercessions to be read at Holy Communion on the first Sunday of the month. A committee was set up to prepare draft recommendations for the revision of the Marriage Service in the Book of Common Prayer, with the aim of removing the word ‘obey’ from the marriage vows.

One of the most prominent suffragette campaigners, Emily Davison, hid in a cupboard in the Chapel of St Mary Undercroft in the Palace of Westminster during the 1911 census to record the House of Commons as her residence. She died after a collision with the King’s horse at the Epsom Derby of 1913 and the Reverend Claude Hinscliff and Reverend Charles Baumgarten, both members of the CLWS, conducted her funeral at St George’s, Bloomsbury.
Reflection from
the Bishop of Gloucester,
Rt Revd Rachel Treweek

Biblical Passage

Esther 4:14 (NRSV)

“For if you keep silence at such a time as this, relief and deliverance will rise for the Jews from another quarter, but you and your father’s family will perish. Who knows? Perhaps you have come to royal dignity for just such a time as this.”

Reflection

It was never my intention to be a bishop, let alone sit in the House of Lords, yet at particular times during my life-adventure with God, there have been key moments of calling which have shaped the next chapter and brought me to the place where I am now. And in all this, I am acutely aware that I have only been able to take these steps because of the courage, prayer, voices and action of so many people over so many years.

In this centenary year, I am grateful for all those men, women and children whose words and deeds throughout history have paved the way both for women to vote and also to respond to their calling, not least in the Church.

I recognise that when I was introduced as the first female Lord Spiritual in October 2015 it was a historic occasion. At the time, I think that others acknowledged that more than I did. For me, it was about taking the next step along a path I found myself on as I continued to say ‘yes’ in this lifelong journey of following Jesus Christ.

And with the calling to be a Bishop and a Lord Spiritual has come the responsibility and opportunity to speak out on a variety of issues and topics, in an endeavour to enable other people to flourish and fulfil their potential and become the people God has created them to be.

Esther, who lived hundreds of years before Jesus Christ, was a woman who may not have seen herself as particularly influential and yet with the encouragement and challenge from her uncle Mordecai she recognised that she needed to be courageous in using her voice and position at a particular time to ultimately save the Jewish people from death.

This centenary year is a good time to reflect on how each of us, whatever our age or story, can use our voice and situation to shape the world around us. This includes ensuring that those who are different from ourselves and those who feel ignored or devalued are encouraged to use who they are to influence how we live in this world in ways which are good for all people and the earth.
Reflection from the Bishop of Newcastle, the Rt Revd Christine Hardman

Quote

‘I love my country. It is because of my great love for her that I will not cease to denounce the crimes committed in her name as long as I have life and breath.’ Josephine Butler – social reformer

Reflection

In 2015, when I was made Bishop of Newcastle, I was deeply moved by a visit to the graves of two Northumbrian women, Josephine Butler and Emily Davison. As women living in the early twentieth century, these were people who were not permitted to take part in the democratic process. It was their commitment, with others, not to stay silent about this that enabled the voices of women to be heard and ultimately the law to be changed. They had helped, in a very significant way, to make my life so different to how it might have been.

I was reminded of this when I took my seat in the House of Lords as a Lord Spiritual. I reflected with gratitude on the men and women of Parliament who had worked together in recent years to pass the Lords Spiritual (Women) Act 2015, which accelerated the equality of gender on the Bishops’ benches in the House of Lords, and I had a very real sense of them building on the work of those earlier Northumbrian pioneers, and others like them.

On that day, I also reflected on the responsibility I have as a Christian not to stay silent about the injustices in our society. Like the Christian faith of Josephine Butler and Emily Davison, my faith also compels me to work in whatever way I can for a better world in which everyone can flourish. Encountering Christ’s message of love is a dynamic and powerful invitation to work for transformation in our lives and in our world.

Today, most people in our society can make a deliberate choice on whether to speak up or stay silent about the injustices we see around us. There is also a deliberate choice on whether or not we can enable other peoples’ voices to be heard. The actions of Josephine Butler and Emily Davison demonstrate that the choices we make impact on us all. We are impoverished if we do not hear the voices of the poor and the marginalised because without these voices, we cannot fully understand what it means to be human.

This centenary year is a good opportunity for each of us to think about how we might listen more deeply to the people around us, particularly those whose voices are seldom heard. Then we should consider how this influences the choices we make every day, and how we might enable those currently denied the freedom of choice to have it.
Reflection from
the Bishop of London,
Rt Revd & Rt Hon. Dame Sarah Mullally

Quote

Florence Nightingale once wrote, ‘It did strike me as odd, sometimes, that we should pray to be delivered from plague, pestilence and famine when all the common sewers ran into the Thames, and fevers haunted undrained land and the districts which cholera would visited could be pointed out. I thought that cholera came that we might remove the causes, not pray that God would remove the cholera.’

Reflection

Like Florence Nightingale, my Christian faith motivates me not just to pray, but to act in the world, to use the skills God has given me to try to improve the lives of both those I meet and those I may never meet. I have been privileged to have been able to do this in the professions I have undertaken: firstly as a nurse caring for others; then as a civil servant developing and implementing health care policy and leading 420,000 nurses and midwives as the Government’s Chief Nursing Officer; and now as a priest and a bishop in the House of Lords.

Florence Nightingale, who died in 1910, could not vote, let alone sit in Parliament, so she used her influential male friends to bring about change. Because of the actions of courageous women 100 years ago, I am able not just to vote but to speak up on behalf of others in the House of Lords. I am very aware of the fact that the seat I occupy as Bishop of London in St Paul’s Cathedral is the one that suffragettes tried to blow up as part of their campaign for women’s rights. The fact I sit in this seat 100 years after the vote was won for some women is an honour and a privilege I will try to use wisely.
Reflection from
the Second Church Estates Commissioner,
Rt Hon Dame Caroline Spelman MP

Quote

A quote from the social reformer Elisabeth Fry reads “Oh Lord, may I be directed what to do and what to leave undone”

This quote reminds us to prioritise and stay focussed in very busy seasons of our lives. It’s interesting to note in this centenary year that Elisabeth Fry was the first woman to give evidence to a Select Committee in Parliament on her work with female prisoners at Newgate Prison. “For those women who are balancing a career with looking after a family and caring for children it can be so easy to feel overwhelmed by competing responsibilities. We need confidence, courage and steadfastness as we step out each day and go between both our home and working environments.”

Reflection

It’s been a privilege to take part in the Vote 100 centenary celebrations in Parliament and I remain both thankful for and inspired by the women who have gone before me. They helped clear a pathway for women to achieve the right to vote and stand as elected Members of Parliament. I think of the first submission of a petition calling for women’s votes by a Mrs Mary Smith in 1832 (which had to be presented by Henry Hunt MP), the prominent suffragettes led by Emmeline Pankhurst and Lady Nancy Astor who was the first women to take her seat as an MP after a by-election in November 1919.

When I speak with women I remind them that there are still many ongoing battles, such as achieving equal pay, tackling sexual exploitation and even something as basic as getting mother’s names on marriage certificates. This is an area addressed by my Registration of Marriage (No 2) Bill currently awaiting its Second Reading in the Commons. I’m also shocked by the number of times I knock on doors to be greeted by a female voter who says she cannot see the point of voting! It leads me to the view that we need to teach political history to everyone in school. This centenary ultimately reminds me of the need to keep up the fight for equality and educate the next generation in what has gone before us.

It’s hard being a woman in politics but in essence, my faith is a key source of strength in a difficult job. It provides a baseline against which to judge right and wrong. When a policy decision is controversial, I search my conscience and ask: “what would Jesus do?”. Because of course, as the inscription on the floor of Central Lobby says: “Unless the Lord builds the house its builders labour in vain”. My faith, I hope, gives me a perspective on what really matters and the courage to pursue my vocation. We need a generation of young women to take up the baton and I hope this will inspire people reading this to engage with Parliament Week and find out more!
Reflection from
the Chaplain to the Speaker of the House of Commons & Chaplain to the Queen
the Revd. Prebendary Rose Hudson-Wilkin

Reflection

As I got ready to leave college back in 1982, a tutor gave me a poster with the following words,

“Do not go where the path leads, rather go where there is no path and leave a trail”

Since then, I have lived those words. Each time I have moved towards a new area of ministry, I have discovered that there were those who wanted to decide on my behalf which path is the best path that as a woman and a woman of colour is best for me to follow. Armed with the words from the poster, I have gently resisted being pigeon holed in a certain category and have climbed new mountains of possibilities each time.

One of the beautiful things about being the Chaplain to the Speaker of the House of Commons is that I get to officiate in the amazing Chapel of St Mary Undercroft. At the west end of that chapel is a broom cupboard and it was in that cupboard that the Suffragette, Emily Wilding Davison hid, the night before the 1911 census. This meant that she could declare Parliament as her place of residence, thus contributing to the argument that women should be allowed to vote and engage in parliamentary affairs. The Suffragettes did not follow the path that society had laid out for these women. They were prepared to forge new paths for the role of women in society. They blazed a trail that could not be hidden.

The role of Chaplain to the Speaker has been in existence for over 300 years, I am the 79th Chaplain and the first woman in the role. As well as carrying on the tradition of prayer and using prayers that some of my predecessors used, I have introduced new prayers. Shortly after I started, one MP met me and said, “Your prayers sound so real.” Others have commented positively on the additional prayers including MP’s from other religious backgrounds.

Emily Wilding Davison has been a real inspiration to me, as I have sought to blaze a trail thus creating a new path for others to follow. My prayers for parliament and all those who seek to lead locally and nationally is heartfelt. My vocation at this time is to uphold them in prayer especially asking that they will be guided by God’s Spirit. I spend a significant amount of time too sharing with others the importance of faith and politics being intertwined. Politics is about decisions impacting on people’s lives and woven in the story of the Christian faith is the story about a God who is interested in the lives of all people.
Suggested Prayers

During your event, you might like to consider offering prayers.

Here are some suggested themes:

- Give thanks for the people in your life who have encouraged or challenged you and enabled you to discover more of who you are.

- Ask what it is that God might be calling you to do or say in order to enable the flourishing and well-being of other people.

- Pray for all those who work in Parliament and who hold public office.

- Give courage and steadfastness and hope to all those struggling for representation in the UK and around the world.

- Strengthen the work of the church and all those who campaign for freedom of expression and political freedom.

- Give your church and its leaders the imagination and hope to connect with the concerns of the local community and encourage the work of our local elected representatives.

A prayer suggested by the Bishop of London

Almighty God, we pray for those engaged in the political life of our nation as members of Parliament. Help them to put loyalty to what is right above loyalty to party or class, above popularity or praise of men and women; and may their motive be to serve their country and promote the welfare of their neighbour. We ask this for the honour of your Holy name

Amen.  

(from New Parish Prayers, edited by Frank Colquhoun)
Parliament uses the following prayers at the start of business each day.

- **In the House of Commons**, the following prayer is used:
  Lord, the God of righteousness and truth, grant to our Queen and her government, to Members of Parliament and all in positions of responsibility, the guidance of your Spirit. May they never lead the nation wrongly through love of power, desire to please, or unworthy ideals but laying aside all private interests and prejudices keep in mind their responsibility to seek to improve the condition of all mankind; so may your kingdom come and your name be hallowed. Amen.

- **In the House of Lords**, the following prayers are used:
  Almighty God, by whom alone Kings reign, and Princes decree justice; and from whom alone cometh all counsel, wisdom, and understanding; we thine unworthy servants, here gathered together in thy Name, do most humbly beseech thee to send down thy Heavenly Wisdom from above, to direct and guide us in all our consultations; and grant that, we having thy fear always before our eyes, and laying aside all private interests, prejudices, and partial affections, the result of all our counsels may be to the glory of thy blessed Name, the maintenance of true Religion and Justice, the safety, honour, and happiness of the Queen, the publick wealth, peace and tranquillity of the Realm, and the uniting and knitting together of the hearts of all persons and estates within the same, in true Christian Love and Charity one towards another, through Jesus Christ our Lord and Saviour. Amen.

  Prevent us, O Lord, in all our doings, with thy most gracious favour, and further us with thy continual help, that in all our works begun, continued, and ended in thee, we may glorify thy Holy Name, and finally by thy mercy obtain everlasting Life, through Jesus Christ our Lord. Amen.
2018 marks 100 years since Parliament passed a law which allowed the first women, and all men, to vote for the first time. To celebrate this milestone we’ve created some activities to help you and your group mark the occasion.
Vote 100: Key 2018 anniversaries

**Aim:** To celebrate Votes for the first women and all men

**How long:** Variable depending on extent.

Here are some important dates and laws for women’s equality in Parliament. Have a look at them with your group and discuss. Visit our website for more information on these events in history. (www.parliament.uk/get-involved/vote-100/what-is-vote-100)

- **1918**
  - **Representation of the People Act** (100 years) - All men over 21 and some women over 30 were granted the vote for the first time.
  - **Parliament (Qualification of Women) Act** (100 years) - Gave women over 21 the right to stand for election as an MP.
  - **General Election 14 December 1918** (100 years) - Women over 30 (and all men over 21) vote in a General Election for the first time.

- **1928**
  - **Representation of the People (Equal Franchise) Act** (90 years) - Gave women electoral equality with men.

- **1958**
  - **Life Peerages Act** (60 years) - Female and male life peers could be members of the Lords.
Vote 100

Vote 100: Who were the Suffragettes and the Suffragists?

**Suffragettes**
Suffragettes were members of women’s organisations led by Emmeline Pankhurst in the late-19th and early-20th centuries which advocated the extension of the “franchise”, or the right to vote in public elections, to women. It particularly refers to militants in the United Kingdom such as members of the Women’s Social and Political Union (WSPU).

**Suffragists**
Suffragist groups existed all over the country and under many different names but their aim was the same: to achieve the right to vote for women, but through constitutional, peaceful means rather than militant activity. There were regional groups, especially in urban centres like Manchester, which held public meetings and petitioned at local level. At national level, key individuals included Millicent Fawcett and Lydia Becker.

**Male militants**
Some men actively played a part in militant suffragette activity. One man who played a leading role was Frederick Pethick-Lawrence, joint editor of the publication ‘Votes for Women’ with his wife Emmeline. Frederick Pethick-Lawrence was imprisoned, went on hunger-strike and was forcibly fed on many occasions. He was an MP between 1923 and 1931, and remained influential in Parliament as an elder statesman in the House of Lords later in life.

**The Men’s League for Women’s Suffrage**
The Men’s League for Women’s Suffrage had no political party affiliation, was non-militant in its methods, but supported both the Women Social & Political Union and Women’s Freedom League. The MLWS concentrated on “propagandist work”. Charles Mansell-Moullin was one of the most active of the members.
Votes for Women colouring sheet
Vote 100: Celebratory feasting!

**Aim:** To celebrate Votes for Women through food

**How long:** Variable depending on extent.

You will need some plain biscuits (which the children can make, or use shop-bought) and icing in the Suffragette colours of Purple, White and Green.

At its simplest, children can decorate biscuits with the three colours, arranging them together around a slogan such as Deeds not Words, Votes for Women, or words of their own devising.

**Options:**
- Arrange small biscuits to spell out the slogan
- The slogan can be written, painted, baked in a cake or biscuit or it could be moulded in clay
- Each biscuit can include all three colours or one colour to each one
- The biscuits could be arranged to form a structure with larger biscuits on the bottom and smaller towards the top
- Children can write explanatory text about Votes for Women and their colours to accompany the biscuit display
- Eating the biscuits can be the culmination of the pageant!

**Coloured cake**
An alternative to biscuits is to make tricolour cakes in purple, white and green using food colouring and/or different colour peel or glace cherries for decoration.

**Make a healthier feast:**
A fruit salad of banana, kiwi and purple grapes
Vote 100: Campaigning

**Aim:** To focus on the importance of The 1918 Representation of People Act and the events leading up to it.

**How long:** 30 minutes or more

- Explain that this year marks 100 years since the first women were able to vote in UK Parliamentary elections. Ask the children why they think it is important to remember and celebrate this.

- Supporters of votes for women used posters to help get their message across. Show some of these which can be found at http://www.bbc.co.uk/news/in-pictures-42875095

- Working in groups or solo, children create their own Votes for Women posters focussing on the message of fairness.

- They should include a bold headline ‘Votes for Women’, a message of their own devising which makes it clear that it is unfair to deny women the vote and a striking image that will draw attention to their poster.

**Extension**

- Point out that only some women were given the vote in 1918 – those over 30 years old who owned property or were married to property owners. Many ordinary working women did not get the vote until ten years later. Another focus for posters could be ‘Working women demand the vote’.

- The ‘Suffragette colours’ were purple, white and green. Purple was said to represent royalty and so demonstrated loyalty to the Crown, white was for inner purity, and green represented spring and therefore hope. Encourage the group to incorporate these into their designs.

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*Quick tip:* For all of these activities you can also use red, white and green to represent the other campaigning organisations that also fought for women’s suffrage. The National Union of Women’s Suffrage Societies (NUWSS) used these colours which were different from the green, white and purple of the suffragette WSPU.
Vote 100: Your Story Our History

**Aim:** To explore how Parliament impacts the lives of women today

**How long:** Variable depending on extent

The Your Story Our History film series explores the personal stories of women and how Parliament's laws affect us all in different ways.

Tobi Oredein, 28, is a journalist from London, she shares her first voting experience and looks at the impact of women's franchise on women from all walks of life.

Watch Tobi's Story on her right to vote and the impact this has on women of all backgrounds and discuss how Parliament affects all women today.

You can find Tobi's on our YouTube channel: www.youtube.com/UKParliament
Glossary

**Bill:** A detailed proposal for a new law or to change an existing law.

**Courts:** Part of the legal system that determines guilt or innocence if someone is accused of breaking the law.

**Debate:** A formal discussion with rules, followed by a vote — in the Commons this is known as a Division because the MPs divide into different rooms to show whether they agree or disagree with the motion.

**General Election:** When everyone over the age of 18 in the UK can vote to elect people to Parliament.

**Government:** Also known as The Executive, it is chosen by the Prime Minister to plan laws, make important decisions and lead the country.

**House of Commons chamber:** The place in the Houses of Parliament where all MPs can meet to debate and vote.

**House of Commons:** The part of the Parliament building in Westminster where Members of Parliament meet and debate. It also means the Members of Parliament, not just the building they meet in.

**House of Lords:** The second chamber made up of former MPs and others who have particular experience and expertise. Its job is to examine laws sent by the Commons, suggesting changes and pointing out any errors. They have their own Select Committees.

**Law:** A rule that must be obeyed, supported by the courts.

**Manifesto:** A document that says what the party would do if elected.

**Member of Parliament:** Someone elected to the House of Commons.

**Ministers:** Chosen by the Prime Minister, they have responsibility for specific areas of government business such as Health, Education, Defence, Environment and the Economy.

**Peers:** Someone who is a member of the House of Lords.

**Political Parties:** groups of people with shared ideas and beliefs who come together to become involved in how the country is run.

**Prime Minister:** The leader of the county, chosen by the majority party; usually, the leader of that party.

**Public Bill Committee:** Small group of MPs who examine and discuss Bills. They report their findings to Parliament.

**Royal Assent:** When the Monarch (Queen or King) accepts the Bill on behalf of the whole country and it becomes law.

**Scrutinise:** This means to carefully examine something such as a document or Bill.

**Select Committee:** Small group of MPs who examine and discuss the work of a government department. They report their findings to Parliament.
Useful links

A wealth of age specific learning resources and activities can be found at:

UK Parliament’s Education service  
www.parliament.uk/education

Scottish Parliament’s Visit and Learn site  
www.parliament.scot/visitandlearn/15397.aspx

National Assembly for Wales resources  
www.assembly.wales/en/gethome/education/resources/Pages/resources.aspx

Northern Ireland assembly schools resources  
http://education.niassembly.gov.uk/teachers

Vote 100  
www.parliament.uk/get-involved/vote-100/

Beyond the Ballot: Women’s Rights and Suffrage from 1866 to Today  
www.futurelearn.com/courses/womens-rights

Your Story, Our History Series  
www.youtube.com/playlist?list=PLj3mInRJqleN_NBj2p3DYDy3qrBK4qQHi

EqualiTeas  
www.equaliteas.org.uk

www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/deedsnotwords/

www.parliament.uk/education/teaching-resources-lesson-plans/votes-for-women-part1/

Who got the vote in 1918?  
www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/

Suffragette law-breaking:  
www.parliament.uk/education/teaching-resources-lesson-plans/votes-for-women-part1/

For more useful links and resources visit the resources page on the UK Parliament Week website:  
www.ukparliamentweek.org/resources
What have I learned?

Cut me out, photocopy me and share with your unit. Ask them to share what they’ve learned this UK Parliament Week and share your UK Parliament Week stories on social media #UKPW18.