

## **Report of the Primary Parliament 2018**

The B&NES Primary Parliament took place at Somerdale Pavilion on Wednesday June 13<sup>th</sup> 2018. The theme was:

***'Feel Good, Live Well'.***



In all, 27 primary schools attended bringing 97 children. In addition to school staff, and our workshop facilitators, guests included Mike Bowden, Strategic Director for People and Communities, and the Chair of the Council, Cllr. Karen Walker.

Bath Rugby Foundation provided outdoor play activities over the lunch hour and worked with some KS1 children to build a mini assault course.

The event was organised by staff and pupils from St Michaels Primary E-team, members of The Youth Forum supported by Off the Record and staff from the Local Authority.

Art Wall comment  
***"Think  
positively."***

### **Introductory presentations**

After short welcoming comments by members of the Youth Forum, our hosts for the day were two pupils from St Michael's E - team who introduced the morning presentations.

**St Michaels E team** talked about ways their school supported pupils and staff through a range of activities. These included Nurture Group, incorporating ideas from Forest Schools, making dens, fires and cooking outdoors. They told us about their

mindfulness activities, healthy eating ideas; the importance of kindness and how they felt their teachers always 'went the extra mile for them'. Finally they told us about the importance of having a Chaplin at school and how they had a special sanctuary space where they could go to reflect.

**Farnborough** talked about how their school was a friendly school and how staff and pupils worked together to make sure everyone had friends, felt included and they shared some good ideas.

**Midsomer Norton Primary** gave the final presentation for the day, about the importance of sleep and how they had run a 'Sleep Week'. Pupils told us why sleep is important to how we all feel and think. They explained that you need to relax before you go to bed and not watch TV too late and to not look at iPads, but to read a book before going to bed or practice some relaxation. Pupils and Staff all agreed that they would try and go to bed a little earlier.

## **Workshops**

KS1 Workshop

**'Little things make a BIG difference'** Alice McColl & Sarah McCluskey B&NES

35 KS1 pupils attended. There were two key objectives that the workshop explored through creative activities and playing games.

- **What little things can you do to make a BIG difference, for yourself and for other people?**
- **Think of ideas we can share so that everyone pupils, teachers/families can do to make a difference to how we feel?**

To make these objectives accessible to the group the children were asked to think about three questions:

### **Q1. Things you do to make you feel good/happy/useful?**

On a flipchart we recorded:

- *Having a hug*
- *Cuddling a pet.*
- *Doing art*
- *Imagining stories*
- *Playing with friends*
- *Let a butterfly free from a web*
- *Smiling*
- *Not be mean to people*
- *Playing with someone who was on their own*
- *iPad games*

- *sports*
- *Being with my pet cat even though she sleeps with mum and dad not me!*

**Q2. What things have other people done for you, or you have done for other people?**

On a flipchart we recorded:

- *Sharing*
- *Picking up litter in my village*
- *Tidying up when someone asks you*
- *Listening to people*
- *Helping someone if they are hurt in the playground*
- *Making up games*
- *Being kind*
- *Helping others to be happy*

**Q3. How did this make you feel?**

- Good
- Happy
- If you help people they will help you
- Smiley inside
- Calm

A. What they did:

The children choose a little wooden box which they decorated with sequins and stickers. Inside the box they put a special stone they had chosen to remind them of a special place, a feather to remind them of a special person and a button to remind of something they did to feel good. They also wrote/drew the things that were special to them and put these into their treasure box. These objects represented all the important things that make them feel good on the inside.

B. What they did:

The children were each given a portrait size head and were asked to work in pairs or individually to create a collage of themselves or their partner. They were then asked to share the heads on a 'Portrait Wall'.

All the staff present also said that they had enjoyed the workshop and thought the pupils had really enjoyed the opportunity to have the space to explore some more 'holistic' ideas about wellbeing!

**Presentation**

A small group also chose to share their workshops ideas as part of the afternoon presentations while the rest of the group designed a mini assault course with Bath Rugby Foundation. Pupils talked about the boxes they had made and the importance

of doing small things for each other like being kind, smiling and looking after each other. They held up their portrait wall and explained that when lots of ideas were shared they could all make a big difference.

### **Final Message**

- Talk to teachers about the importance of doing some things for you and sharing some of these activities in a creative way.
- Share wellbeing ideas with school councils and through assemblies.



Art Wall  
comment,  
***“Spend time  
with friends”***

### ***WORKSHOP A ‘Food Glorious Food’***

Workshop facilitators:

Claire Davies – Health Improvement Officer, Children and Young People B&NES  
Lucy Rae – Early Years Director of Public Health Award Co-ordinator

The title of the workshop was chosen to represent all the wonderful and glorious things food can help our bodies to do, and to move away from the terms ‘Healthy Eating’ which is often not very engaging or motivating for our children and young people. With 23 children attending the workshop the aims were:

- To understand the links between emotional wellbeing and physical health – what is being healthy?
- Explore the Eatwell Guide and what the food groups do for us.
- To have an awareness of the amount of sugar in familiar food and drink products, especially those they may think are ‘healthy’.
- To create snack ideas which are part of a balanced diet and take home information to their families.

### **Part 1**

We started with an activity to get the children to think about what ‘health’ means to them, by asking them to draw a healthy person. They were asked to think about what that person looks like, how that person feels and the things they do and what might others notice about them. The children initially thought about healthy food such as fruit and vegetables and physical activity. Then were then able to start to make links to emotional wellbeing and physical health; exploring that we need much for than healthy food and physical activity to make us ‘healthy’. The children explored positive mindfulness activities, the importance of friends and families and having a sense of enjoyment and purpose to help us be healthy.

## **Part 2**

We then moved on to explore what we mean by a balanced diet. We emphasised not using good or bad to describe food/drink, as our bodies need a balanced diet – recognising that there are certain foods we should eat lots of and regularly and other foods we should eat less of and not so often. By playing a team relay game outdoors, we explored the sections of the Eatwell Guide. Children were asked to sort replica foods and food cards into each section of the Eatwell guide and then we explored how the different food groups help our bodies.

## **Part 3**

We started after the break with a group activity of a follow the leader beany bag passing game. This got the group using a variety of skills including co-ordination; memory; communication, catching and throwing and the children (and adults) had fun! We then moved onto looking at the amount of sugar in some products, exploring how some of the products eaten on their own exceed the recommended amount of sugar for a child in one day. The children then discussed some suitable sugar swaps for some of the products and drinks.

## **Part 4**

For the final part of the workshop the group prepared a presentation for the afternoon of the parliament which concentrated on some of the key points the children had covered during the morning. In order to create audience participation, the children decided to run a true / false quiz where the audience were asked to put their hands on their heads if the answer was false or on their ears if they thought it was true! When explaining the answers the children were able to share some top tips and key facts about each of the questions. One of the four groups also talked about their 'healthy person' drawing – explaining that health is much more than the foods we eat and physical activity.

During the presentation some of the children poured out sugar from empty drinks including Ribena and Coke and also from a bag of minstrels. The audience, like the children in the workshop were amazed at the amount of sugar within the foods and drinks.

### **Messages to be shared:**

- Schools to sign up to be a Sugar Smart school and take part in a number of pledges. The pledges spread the campaigns messages helping to engage more pupils and families in thinking about how to reduce sugar intake and to be aware of where sugar is hidden within food and drinks. The pledges also support the school to change the schools food environment ensuring they are a Sugar Smart setting.
- To remind schools that we should be thinking about 'balanced eating' rather than 'healthy eating' – as this term is often not very engaging or motivating for our children and young people. When helping children to understand what this means, it is most helpful to talk about getting a balance of the nutrients our bodies need. Using the word 'balanced' rather than healthy; steering clear of categorising food as healthy or unhealthy and using the Eatwell Guide will help children learn about eating well. We want to encourage children and families eat a balanced diet, recognizing that there are certain foods we should eat lots of and regularly and other foods we should eat less of and not so often.

## **WORKSHOP B 'Don't Worry Be Happy'**

### **Workshop facilitators:**

Min Robertson – Chi for Children [creativeedconsultant@gmail.com](mailto:creativeedconsultant@gmail.com)

Kate Murphy – B&NES Council

Astral Blanchard – Paws b Mindfulness curriculum trainer [astralb@st-stephens.bathnes.sch.uk](mailto:astralb@st-stephens.bathnes.sch.uk)

Judy Allies – B&NES Council

21 children attended this workshop from a wide range of B&NES schools. We started with an activity to find out each other's names and think about something that makes us happy. This was then followed by 3 activities designed to help children and young people cope with different feelings, including stress and anxiety. The three sessions were:

- Tai Chi (Chi for Children)
- Using music to help with our feelings
- Mindfulness (from the Paws b curriculum)

### **Tai Chi**

The Tai Chi session involved a warm-up to get their internal energy (chi) moving followed by finding and holding our energy and sending it love and kindness. Then they did some 'Dragon in the clouds' work which helps in times of stress as it is mindful movement. Finally they did some qigong which was linked to our heart and helps with feelings and ridding our bodies of impatience and tired, old chi and in order to feel calmer, more uplifted.

### **Music and well-being**

Pupils did various activities to discuss how music impacts on well-being and mental health. They listened to music and decided whether it calmed them down or lifted them up (from Birdsong to Arianna Grande via Ed Sheeran). In smaller groups they looked at scenarios for which listening to music could be beneficial such as worrying about a test , being excited about a trip but needing to concentrate at school , arguing with friends and something sad happening at the weekend.

## **Mindfulness**

This session was from the Paws b curriculum. They covered the following points:

- Mindfulness is about becoming more aware of the here and now.
  - It is about training your mind (like a puppy) to become better at noticing and concentrating
  - Focus on breath to do that because it is always with you wherever you go
- 
- Counting breaths - How many breaths in a minute
  - Finger Breathing (tracing your finger on your hand)
- \*\*\*These two activities are from the Paws b curriculum \*\*\*

The final activity was to listen to a relaxation story from the Relax Kids book.

The group then worked on a presentation for the afternoon session which concentrated on the 3 sessions tried earlier. The children were really good at getting the audience involved! We collectively did some of the Tai Chi moves whilst they explained the benefits followed by a presentation with music. They asked for the audience to participate by standing up if it was music which lifted them up and sitting down and closing their eyes if it calmed them down. Finally the children led the rest of the audience in a Mindful meditation.

They then asked the audience to take some of the ideas back into their own schools and think about ways of helping children with managing their feelings.

It was a lively and enjoyable presentation, which got the messages across really well, involved the audience and was fun!

### **Messages to be shared:**

- Schools to consider buying in providers of activities such as Chi for Children, Mindfulness sessions for specific classes/groups
- Schools to think about the power of music to lift up and calm down. Ask children to come up with their own list of tunes that they could use themselves when they feel sad/unhappy as a self-care tool.

### **WORKSHOP C: ' Challenging Discrimination**

Workshop facilitators Jess Parsons and Naomi Marturano from Off the Record, Hannah Powell (Member of Youth Parliament) and Indra Black (Youth Forum young person).

## Workshop Aims:

- To consider types of discrimination
- To generate ideas for their schools on how to challenge discrimination

## Workshop Activities:

- Discrimination Quiz – 7 types of discrimination were positioned around the room. Hannah Powell read out various definitions and school-based examples of the types of discrimination, and the young people moved to the discrimination that they believed the statement related to. It was clear from this activity that the young people had a good understanding of the different forms of discrimination.
- Perpetrator, Target, Bystander, School activity – Indra read out a story relating to an incident of gender reassignment discrimination within a school environment. The group was split into 4 sub-groups to focus on each individual in the story.
  - Perpetrator = The young people reflected upon reasons why the individual may be discriminating against someone. They felt it was important that the discriminating behaviour was addressed with the individual by a teacher and the head-teacher, and that parents should be informed. Then alongside an appropriate punishment, help should be given to the individual to investigate why they discriminated, as the perpetrator could have been discriminated against themselves or be struggling with a particular issue. They wondered about getting mentors for the perpetrator.
  - Target = There were discussions around the target telling the E-team or a teacher, writing the situation onto paper and putting it in the worry box. E-teams/anti-bullying ambassadors seemed to be wide-spread within the different schools in the group, and were pinpointed as students who would listen and then tell an appropriate member of staff. One school talked about 'bubble time', where you could ask a teacher for bubble time and they would instantly give you one-on-one space to talk about a concerning issue.
  - Bystander = The young people suggested that schools should have designated students who are anti-bullying ambassadors, who a bystander could inform (this idea came from personal experience of being an anti-bullying ambassador).
  - School = The young people felt that schools needed to ensure that there are lessons on discrimination which concentrate on how people feel when they are discriminated against and looking at differences in order to foster acceptance. They also felt that there could be specific assemblies where transgender individuals come and give a talk, and that transgender issues could be embedded into the curriculum, not just in PSHE. They also felt that posters could be designed educating people to accept difference to be placed around the school (some schools have these posters in place).

- Positives and Improvements exercise -the group was divided in half and asked to choose a type of discrimination to improve in their school. One group chose sexuality discrimination and the other chose gender reassignment discrimination.

Positives that were already helping in their school to prevent sexuality and/or gender reassignment discrimination:

- Bubble time
- Worry box
- E-team/anti-bullying ambassadors/champions for change
- Playground pals
- PSHE lessons
- Circle time
- Assemblies on understanding the various aspects of sexual orientation

Improvements for preventing sexuality discrimination:

- Wanted more PSHE lessons that have a more in-depth focus upon sexuality e.g. what different terms mean, how discrimination can affect a person, and having speakers from a variety of different sexual orientations
- The group also felt that certain areas of the school should be monitored a bit more at break and lunch such as the toilets.
- There was also a worry that if they told a teacher about a discrimination situation they would not be believed. A few students did not trust teachers to act, and there was a discussion around consistent clear actions.

Improvements for preventing gender reassignment discrimination:

- multi-sex clothing policy - same uniform for school and P.E for all genders
- Have gender reassignment information throughout the curriculum e.g. read books in English involving individuals across the gender spectrum
- Have awareness raising assemblies
- Have mixed-gender sport teams and clubs
- Have posters around the school to increase students understanding of everybody being accepted. The group came up with a statement for the posters - 'Do not judge a book by its cover, look at what is on the inside not the outside.'



Art Wall comment...  
***“Be kind, try hard, do your best.”***



Art wall comment...  
***“Do more art!”***

## **Afternoon Presentations**

The Member of Youth Parliament (MYP) Hannah Powell addressed the Parliament in the afternoon. She congratulated everyone on how hard they had worked and encouraged the pupils to work closely with their e-teams and school councils.

The Chair of the Council, Cllr Karen Walker, gave a short speech and St Michael's gave the final thanks and closing address.

***NB.*** *Headteachers and PSHE leads are requested to reflect on the final messages from each of the workshops and consider how they can incorporate some of the ideas in their schools and settings. This could be done by:*

- Asking pupils who attended to share their ideas via assemblies.
- Sharing ideas with E-teams and Schools Councils.
- Discussing with school leadership teams
- Newsletter

This report is published on the Participation and Consultation with Young People page of the B&NES website.

<http://www.bathnes.gov.uk/services/your-council-and-democracy/consultations/consulting-children-and-young-people/strategy-part>

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