

# Planning for differentiated delivery of Step into the NHS

Suitable for pupils in years 3 and 4, SEN students and lower ability students in years 5 and 6



Activity	Resources	Delivery	Learning objectives
Who am I? A self portrait activity	<ul style="list-style-type: none"><li>• Who am I? worksheet</li><li>• 'Like me' or 'Not like me' worksheet</li><li>• PPT Part 1</li></ul>	<ul style="list-style-type: none"><li>• In preparation, the teacher completes the Who am I? worksheet.</li><li>• Explain to the class that the purpose of this activity is to get them thinking about who they are.</li><li>• Talk through your completed worksheet. Then encourage pupils to complete their own. They can use a combination of pictures and words. Adjust the balance according to pupil ability. To support and prompt them further, you can share some of the personal traits listed on the 'Like me' or 'Not like me' worksheet.</li><li>• Discussion: What do they think they might want to do when they grow up and why?</li></ul>	<b>Pupils:</b> <ul style="list-style-type: none"><li>• are able to describe themselves</li><li>• can talk positively about what they might like to do</li></ul>

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People in my community		<ul style="list-style-type: none"> <li>• Ask pupils to draw a quick picture of someone in the community that helps them. What job do they do?</li> <li>• Discussion: What have they drawn? Can anyone do that job?</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• understand people help us in different ways</li> <li>• know there is no such thing as a man's or woman's job</li> </ul>
Introducing the National Health Service (NHS)	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• PPT Extension 1</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that the NHS has been helping people since 1948. Using the timeline, can they find the following answers? <ol style="list-style-type: none"> <li>1. What does the NHS stand for?</li> <li>2. When was it set up?</li> <li>3. Why was it set up?</li> <li>4. How many patients does it see?</li> <li>5. How many different jobs are there in the NHS?</li> </ol> </li> <li>• This exercise can be delivered as an individual or a mixed ability group activity.</li> <li>• Question: What jobs can <b>they</b> think of in the NHS? Encourage them to think about their own or family members' experiences.</li> <li>• Do pupils think of many answers beyond doctor and nurse?</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• know about the NHS</li> </ul>

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Myth busting quiz about the NHS	<ul style="list-style-type: none"> <li>• ‘Did you really know?’ quiz in PPT Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• Use the quiz to dispel any misconceptions such as: <ul style="list-style-type: none"> <li>– the NHS is simply made up of doctors and nurses</li> <li>– men can’t be midwives or nurses</li> <li>– women can’t be surgeons, etc</li> </ul> </li> <li>• The quiz is multiple choice making it fun and accessible.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• understand there are a wide range of jobs in the NHS</li> <li>• know there is no such thing as a man’s or woman’s job</li> </ul>
Introduce the Step into the NHS competition	<ul style="list-style-type: none"> <li>• Short film about the competition (<a href="#">watch here</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that the class will be exploring a wide range of jobs in the NHS and, then, taking part in an exciting competition to showcase the variety of roles within the NHS.</li> <li>• Play the film.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• understand the aims of the competition</li> </ul>
My community	<ul style="list-style-type: none"> <li>• Vibrant community scene from PPT Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to pupils that you are going to show them a scene taken from a local community.</li> <li>• Ask them to look carefully at the picture.</li> <li>• Question: How many different jobs can they think of?</li> <li>• Capture a range of responses. Prompt if necessary. For example, who works in our school? Who might work in a bank? What sort of work might they do? Does anyone else work with a dentist? What different jobs do they see people doing in a supermarket?</li> <li>• Question: From the jobs they have come up with, how many could they do for the NHS? They might be surprised to hear that they can do most, if not all of them, for the NHS!</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>• are able to identify and describe some of the jobs in the community</li> <li>• know about a wide range of jobs in the NHS</li> </ul>

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Patient stories	<ul style="list-style-type: none"> <li>• Sophie's and Ajay's story cards</li> <li>• PPT Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ajay and/or Sophie's story in class.</li> <li>• Ask pupils to listen carefully to the stories as they will need to make a note of how many different people Ajay and Sophie meet.</li> <li>• If preferred, you can hand out the story card worksheets and ask pupils to highlight or underline all the different people/jobs they hear about.</li> <li>• Question: Did they expect so many different people to be involved?</li> <li>• Alternatively, or as a follow-up activity, pupils can act out the stories in small groups.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know about a wide range of jobs in the NHS</li> </ul>
Job cards	<ul style="list-style-type: none"> <li>• Job cards × 27</li> <li>• Job cards worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Read through some of the job cards as a class, or display them around the room.</li> <li>• Remind pupils of some of the jobs from the community scene too, like accountant or gardener.</li> <li>• Ask them to select a job and make a poster about it. You can apply additional rules, depending on the ability of the pupils. For example: <ul style="list-style-type: none"> <li>– include five key words on every poster</li> <li>– create an image board with photos taken from the internet/magazines</li> <li>– show what staff wear and what equipment they use</li> </ul> </li> <li>• Pupils share/talk through their posters with the rest of the class.</li> <li>• Homework activity: Ask pupils to fill in a job cards worksheet for someone in their family.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand different jobs require different qualities and skills</li> </ul>

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When I look into my future		<ul style="list-style-type: none"> <li>Ask pupils to write 'When I look into my future' in the middle of a page. Around it, they write, draw or add pictures of all the things they see in their future. This can include pets, friends, family as well as the different jobs they are interested in, or see themselves doing.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>can represent themselves in pictures and words</li> <li>can positively convey what they might like to do</li> </ul>
Competition to showcase the variety of roles in the NHS	<ul style="list-style-type: none"> <li>Short film about the competition (<a href="#">watch here</a>)</li> <li>PPT Part 3</li> </ul>	<ul style="list-style-type: none"> <li>Recap on the competition using the short film or PowerPoint slides provided.</li> <li>Explain that they can showcase what they have learned by taking part in the competition.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>know about a wide range of jobs in the NHS and share what they have learnt with others</li> <li>feel proud of their achievements</li> </ul>

You can enrich the programme further by inviting parents into school or to a virtual session to talk about what they do, especially if they hold non-stereotypical roles in the NHS. Encourage speakers to bring any interesting equipment they might use in their work to grab the pupils' attention.

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make a difference!**

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