

**Step  
into the  
NHS**



# KS2 resources and competition: Teacher guidance booklet

## What pupils will achieve by taking part:

- ⦿ Opportunity to explore a range of jobs before they write them off as not for them
- ⦿ Challenge gender stereotypes
- ⦿ PSHE and career-related learning to grow career aspirations
- ⦿ Increase awareness of NHS career opportunities
- ⦿ The opportunity to win amazing prizes for themselves and their class

Competition  
closes  
1 May  
2020

**Together we can make a difference!**  
[www.stepintothenhhs.nhs.uk/primary-schools](http://www.stepintothenhhs.nhs.uk/primary-schools)



## Welcome to Step into the NHS

As the UK's biggest employer, we're excited to tell you about our new nationwide competition which supports learning about the careers of the future.

With more than 350 different roles making up our workforce, we want to open pupils' eyes and minds to the wide range of opportunities that are available for everyone, to raise aspirations and help you meet the Department for Education's Careers Strategy.

Taking part in this competition provides you with free, flexible cross-curricular resources that can be built into your existing schemes of work.

This pack provides you with all you need to take part.

## Contents

- ⦿ **P3. How to use the resources: the competition learning journey**
- ⦿ **P4. Lesson plans:**
  - P4. Part 1: Your skills and strengths**
  - P6. Part 2: Working in the NHS**
  - P8. Part 3: Competition entry**
- ⦿ **P9. Deadlines and how to enter**
- ⦿ **P10. Competition prizes**
- ⦿ **P11. Extension activities**

Step into the NHS competition		
<b>Part 1:</b> <b>Your strengths and the NHS</b> See pages 4 – 5	<b>Part 2:</b> <b>Working and the NHS</b> See pages 6 – 7	<b>Part 3:</b> <b>Competition Entry</b> See pages 8 – 9
Pupils explore what they are good at and what they want to be when they grow up.	Pupils explore a wide range of jobs in the NHS and understand that jobs require different qualities and skills.	Pupils celebrate what they have learnt and say Thank You to staff in a job role or a team within the NHS.
<b>Resources included</b> <ul style="list-style-type: none"> <li>• Lesson Powerpoint slides</li> <li>• 3 x activities</li> </ul>	<b>Resources included</b> <ul style="list-style-type: none"> <li>• Lesson Powerpoint slides</li> <li>• 5 x activities</li> </ul>	<b>Resources included</b> <ul style="list-style-type: none"> <li>• Lesson Powerpoint slides</li> <li>• Main competition task</li> </ul>
<b>Class time required:</b> <ul style="list-style-type: none"> <li>• 1 hour</li> </ul>	<b>Class time required:</b> <ul style="list-style-type: none"> <li>• 1.5 hours</li> </ul>	<b>Class time required:</b> <ul style="list-style-type: none"> <li>• 2 hours</li> </ul>
<b>Supporting teacher documents:</b> Differentiated planning grid, Collapsed curriculum grid, Assembly planning grid, Pupil participation certificates, Parent participation materials		

## Extension activities

We understand that you may wish to dedicate more time to these resources, as part of a Careers Week or dropdown day, or you may wish to complete these extended careers activities in isolation:

Extension 1: History of the NHS (P11)	Extension 2: Technology and the NHS (P11)
<b>Resources included</b> <ul style="list-style-type: none"> <li>• Lesson Powerpoint slides</li> <li>• 2 x activities</li> </ul>	<b>Resources included</b> <ul style="list-style-type: none"> <li>• Lesson Powerpoint slides</li> <li>• 4 x activities</li> </ul>
<b>Class time required:</b> <ul style="list-style-type: none"> <li>• 1 hour</li> </ul>	<b>Class time required:</b> <ul style="list-style-type: none"> <li>• 1 hour</li> </ul>

## How to use the resources: Format suggestions

One of the benefits of the Step into the NHS Competition is the flexibility you have to integrate it within your current PSHE curriculum. It is not an additional extra that you have to squeeze in. The table below suggests a few different ways you might like to incorporate the competition into your teaching schedule.

### As a focus day

Complete across one full PSHE focus day.

#### Morning session

Part 1 – Your strengths and the NHS  
Part 2 – Working in the NHS

#### Afternoon session

Part 3 – Competition entry

Complete the 3 main parts across the PSHE focus day.

### As a focus week

Complete one part each day. This should take one hour per part/day.

#### Day 1

Part 1 - Your strengths and the NHS

#### Day 2

Part 2 - Working in the NHS

#### Day 3

Part 3 – Competition entry

Complete all the parts over the full week as a careers block. You can include the extension resources.

### As a focus term

Complete one part each day. This should take one hour per part/week.

#### Week 1

Part 1 - Your strengths and the NHS

#### Week 2

Part 2 - Working in the NHS

#### Week 3

Part 3 – Competition entry

Complete all the parts over the full term as a careers block using the extension resources.

## Reasons to take part

- Suitable for a **range of pupils**: designed for years 3 to 6, as well as SEND pupils and lower ability pupils in Years 5 and 6
- **Cross-curriculum linked**: allows you to take a flexible approach to PSHE teaching. For full links see:
  - Collapsed curriculum planning grid
  - Differentiated delivery planning grid
- **Helps you to meet** Department for Education's Careers Strategy:
  - Give children the information they need to understand the job and career opportunities available
  - Encourage higher education aspirations
  - Tackle gender stereotypes link to STEM careers
- Plus, **win fantastic prizes for your class!** For the full prize list see page 10.

# Part 1: Your strengths and the NHS

## Overview

Pupils explore who they are, what they are good at and what they want to be when they grow up while learning some facts about the NHS that might surprise them.



## Learning outcomes

Pupils:

- ⊙ are able to describe themselves and can talk positively about what they might like to do
- ⊙ know that men and women have the same rights to opportunities
- ⊙ know about the NHS and the wide range of jobs within the NHS

## Activity 1: Who am I? A self portrait activity

**Time:** 25 minutes

**Resources:** PPT Part 1 – slides 1-6, Who am I? worksheet

- ⊙ Ask children to discuss what they really like doing and why (hobby, games or family activities).
- ⊙ Children use worksheet using words or pictures.
- ⊙ What do they think they might want to do when they grow up and why? Create a class list of their preferred jobs then discuss how they can achieve this. For example, what do they need to be good at? Do they need to go to college and/or university?

### Spot the stereotypes

- ⊙ **Ask why?** Why do they see it as a possible future role? What is the reason or motivation behind their choice?
- ⊙ **The job list:** Refer to the list of jobs captured on the board. Were any non-traditional choices made? Go through the list of jobs, discuss what is involved and then ask who else might like to do them. For example, ask boys about being a nurse or teacher and girls a surgeon or a coder. Are the responses stereotypical? Keep asking why. Gently challenge any stereotypical thinking.

## Activity 2: "Like me" or "Not like me"

**Time:** 25 minutes

**Resources:** PPT Part 1 – slides 7-10, "Like me" or "Not like me" worksheet

- ⦿ Explain that different jobs require different skills and knowledge. For example, someone who:
  - takes x-rays in hospital needs to be interested in technology
  - helps wash and dress patients needs to be cheerful and friendly
  - tests blood needs to be good at concentrating on detailed tasks
- ⦿ Children complete the worksheet. They describe themselves to the person next to them, giving reasons to explain why they made those choices.
- ⦿ Through a show of hands, find out how children marked the point, "Think I can do any job I want to in the future if I work for it." Discuss this point in more detail.

### Spot the stereotypes

- ⦿ **I can't do that job:** Did anyone put a cross against "Think I can do any job I want to in the future if I work for it"? For example, are there any jobs they feel they can't do? What are their reasons for that?
- ⦿ **Male or female characteristics:** Challenge assumptions that suggest certain characteristics are exclusively male or female. For example, are there any characteristics the girls have unanimously rejected?



Spot the  
stereotypes

## Activity 3: Did you really know?

### A myth busting quiz

**Time:** 25 minutes

**Resources:** PPT Part 1 – slides 11-33

- ⦿ Use the quiz to surprise and dispel misconceptions (stereotypes and limited types of jobs).



## Part 2: Working in the NHS

### Overview

Pupils explore a wide range of jobs in the NHS through various activities. You can complete them in one longer session or break each activity up into different shorter sessions.



### Learning outcomes

Pupils:

- ⦿ know about a wide range of jobs in the NHS
- ⦿ understand different jobs require different qualities and skills and can reflect on how theirs could be helpful
- ⦿ know there is no such thing as a man's or woman's job; they have the same rights to opportunities

### Activity 1: Community job search

**Time:** 10 minutes

**Resources:** PPT Part 2 – slides 1-13, Job card template

- ⦿ Show the community scene. How many different jobs can they think of? See complete list by workplace in PowerPoint for wider discussion.
- ⦿ Which of these jobs can they do for the NHS and where would they work? Explain that they can do ALL of the jobs for the NHS in a variety of places – it's not just doctors and nurses working in a hospital!
- ⦿ Optional follow up or homework activity: Using the blank template, ask them to complete a job card for someone they know. Do they work for the NHS? If not, could they do their job in the NHS?

### Activity 2: In the hot seat

**Time:** 25 minutes

**Resources:** PPT Part 3 – slides 14-15

- ⦿ Children interview someone who works for the NHS about their job. You can invite an NHS member of staff to your school at [www.inspiringthefuture.org](http://www.inspiringthefuture.org)

Or do children have family who work for the NHS? You can run this as a role play activity. Children assume a role in the NHS they have researched and others ask them questions to find out more. Example interview questions are provided in the Powerpoint.

### Activity 3: Patient stories

**Time:** 15 minutes

**Resources:** PPT Part 2 – slides 16-35 including Sophie's and Ajay's stories and story cards.

- ⦿ Read Sophie and/or Ajay's story. Both needed help from the NHS. Who do they meet and what role(s) do they play? Before reading the stories, hand out the story card sheets. As children listen to the story, they mark the jobs they want to find out more about. Discuss the jobs they chose.







## Activity 4: Job cards

Time: 20 minutes

**Resources:** PPT Part 2 – slides 36-37, Job cards x 27, Job card template

- Children explore the job cards and then choose one to investigate further. This could work in a variety of ways. For example:
  - You could run a carousel type activity with children moving from table to table to explore the different cards
  - There are job cards available for every role mentioned in the patient stories (activity 3). Children could base their selection on these stories
  - Children could choose a job from the community scene (activity 1)
- For more information visit [www.stepintothenhs.nhs.uk](http://www.stepintothenhs.nhs.uk)

## Spot the stereotypes

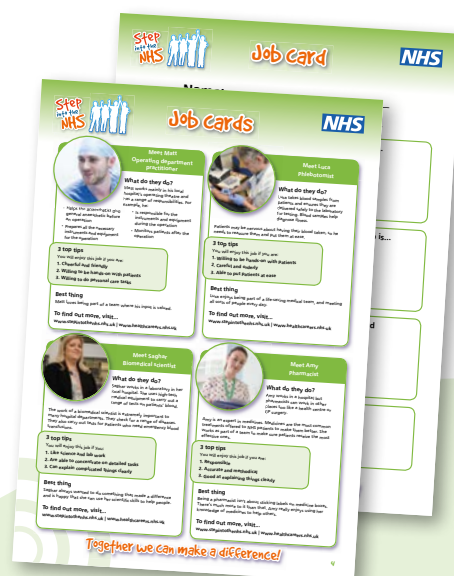
- Ask why?** Why did they choose that job? What is the reason behind their choice? If pupils select more traditional roles for research, you could suggest an alternative they might not otherwise consider.

## Activity 5: Hire me!

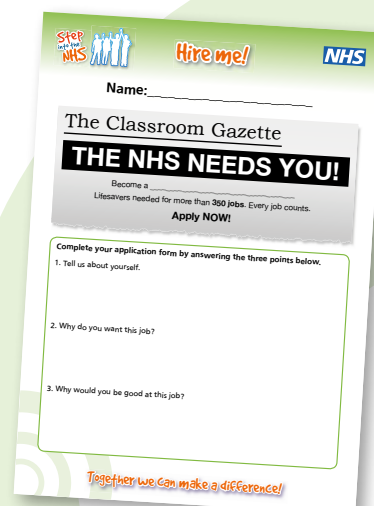
Time: 20 minutes

**Resources:** PPT Part 3 – slides 38-41, Hire me! worksheet

- Hand out the worksheet. The NHS needs them! Children respond to the ad by applying for a job of their choice.



Spot the stereotypes



## Part 3: Entering the Competition

### Overview

Pupils celebrate what they have learnt. They take part in a fun competition and produce a piece of artwork or writing for the chance to win up to £50 worth of Amazon vouchers! How will their entry say thank you to the NHS and the 1.7 million men and women working for the NHS every day?



### Learning outcomes

Pupils:

- ⦿ know about a wide range of jobs in the NHS and share what they have learnt with others
- ⦿ know that there is no such thing as a man's job or a woman's job; everyone has the same rights to opportunities as each other
- ⦿ feel proud of their achievements

## Preparing your entries

**Resources:** PPT Part 3, Short competition film, Let's say thank you to the NHS worksheet, Teacher entry form

- ⦿ Play the short film to get children excited about preparing their entry.
- ⦿ Hand out the worksheet. It tells children what they need to do. It also gives them the chance to reflect on what they have learnt to inspire them.
- ⦿ Allow pupils to work individually or in pairs.

## The task: Saying Thank You to the NHS

- ⦿ Pupils are tasked with saying "Thank you to the NHS" after their learning in the core resources about the job roles and opportunities in the NHS.

### The brief:

Encourage pupils to reflect on which job or team they want to say thank you to in the NHS and to create the thank you to them.

Challenge pupils to:

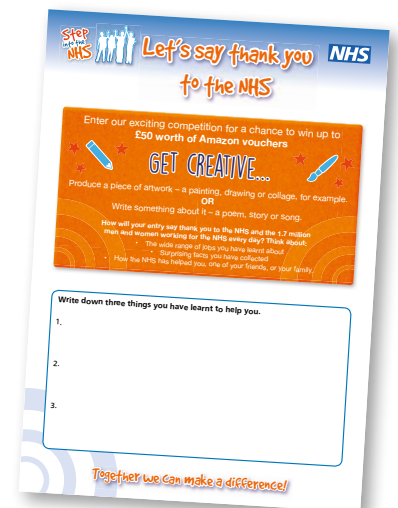
- ⦿ Think about the wide range of jobs they have learnt about
- ⦿ Surprising facts they have collected
- ⦿ Or, how the NHS has helped them, one of their friends or family.

### They will need to produce:

Creative artwork: painting, drawing, video or slideshow

OR

Creative writing: a story, song, poem or thank you card





## Deadlines and how to enter

Entries must be received no later than 1 May 2020.

There are two different ways to submit your entries, you can choose either:

1. Online entry: The simplest way to enter is online using the Step into the NHS website. Please visit the **Primary competition page** and follow the link to the entry page. You will also be able to submit postal entries.
2. Freepost entry: Please ensure a completed teacher entry form is included with every parcel of entries so we know which school it is from. Please write pupils' names, year group and school name clearly on the reverse of entries:

Address your envelope: Freepost STEP INTO THE NHS COMPETITION

The competition name must always appear in caps as shown. No other addressing details such as road, town or postcode should be used.

## Judging Criteria

### 50%: Evidence of learning of NHS careers from the resources

- ⦿ Are the pupils aware of a range of NHS careers and services?
- ⦿ Have the pupils explored the challenging of stereotypes?

### 50%: Creativity

- ⦿ Is the design creative attractive and beautiful?
- ⦿ Anything that demonstrates that they have gone the extra mile with their work

## Competition rules

- ⦿ Pupils can work individually or in pairs.
- ⦿ Entries must be submitted on paper or card, no bigger than A3.
- ⦿ The closing date for entries is **1 May 2020**
- ⦿ **For full competition rules please visit the [Step Into The NHS website](#) and check out the Primary competition.**



## Competition prizes

The prizes are designed to reward the winning pupils for all their hard work. The overall national winners will win vouchers as well as a trip for the whole class! Whether pupils enter individually or as a pair, each of them will receive a prize if their entry is chosen.

**overall National winner(s)  
will receive Amazon  
vouchers worth £50**

**National winner(s) will also  
receive a class trip to a local  
science venue**



**Ten regional winners will each receive  
an Amazon voucher worth £25**

**Highly commended certificates  
will also be awarded**



**Pictured left: National  
winner from 2019, Daisy  
Curran**

**Pictured above:  
Highly commended  
participants**

## Extension activities

We have also included extension activities if your lesson time allows for this. These resources are not required to complete the competition but will allow you to follow up on the engaging competition material.

### Extension 1: History of the NHS

**Time:** 60 minutes

**Resources:** PPT slides, 2 x activities

Pupils step back in time. They investigate how and why jobs might change over time and the role of science and technology. The NHS is a great case study and they speak and listen to others to capture stories. Furthermore, by looking back, they will see there once were jobs that were only done by men or by women – but not now!



### Learning outcomes

Pupils:

- ⊙ know about the NHS and understand that jobs, and how you do them, can change over time. Developments in science and technology impact how we work and what we can achieve. They can speak to, and listen to others to capture stories and share them
- ⊙ know that laws have been specially introduced to say that men and women have the same rights to opportunities as each other. There is no such thing as a man's or woman's job any more

### Extension 2: Technology and the NHS

**Time:** 60 minutes

**Resources:** PPT slides, 4 x activities

Pupils look into the future and think about developments in technology. They are given the opportunity to let their imaginations run wild! Presented with new technologies, how would they use them if they worked for the NHS? What could this mean for future jobs? They look into their own futures and describe/talk about what they could be doing.



### Learning outcomes

Pupils:

- ⊙ understand that developments in technology impact how we work and what we can achieve
- ⊙ understand the important role technology has played in the NHS and what this could mean for future jobs
- ⊙ can represent themselves in pictures and words
- ⊙ can talk positively about what they might like to do

# Step into the NHS



Please contact us for more information

Visit our website:

[www.stepintothens.nhs.uk/primary-schools](http://www.stepintothens.nhs.uk/primary-schools)

Call our helpline advisers:

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between 9am and 5:30pm Monday to Friday

Or contact us via email at:

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**Remember!**

Competition closes 1 May 2020