

**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
- ⦿ *Most importantly, they will have a lot of fun creating their entry and will have a chance to say thank you to our NHS and the people who work there*

**Deadline  
extended:**  
competition  
now closes on  
Friday 19 June  
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.

**Please note, all activities were originally created for schools in July 2019 when classroom delivery was possible. We understand that due to COVID-19, not all activities will be suitable for your set up (including the more detailed teacher notes in this guide).**

**Even if you can't deliver some resources, we still hope that the slides and activities can add value as remote learning stimulus, and inspire your pupils to create entries.**

## Contents

- ⦿ **P3. How to use the resources: the competition learning journey**
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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.

### For remote learning

To make use of the resources for those currently offering remote learning, we suggest the following:

#### Set activities

Ask pupils to complete any mix of activities from parts 1 and 2, such as the 'Who am I worksheet', plus look through the 'Job cards' in combination with our [online video stories](#).

#### Create competition entries

Once inspired, ask pupils to complete their creative 'Thank You' entries and send them to you digitally so you can then submit your class's entries through our online form.

Parents are more than welcome to work through the resources and introduce their child to the activity. However, all entries must be submitted by the child's teacher. This is because prizes are awarded to both individuals and their school. For prizing information, visit our [webpage](#).

### 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

You can include the extension resources.

## Reasons to take part

- A fun activity for pupils to get involved in, and they will have a chance to say thank you to our NHS and the people who work there
- 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!**

# 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!

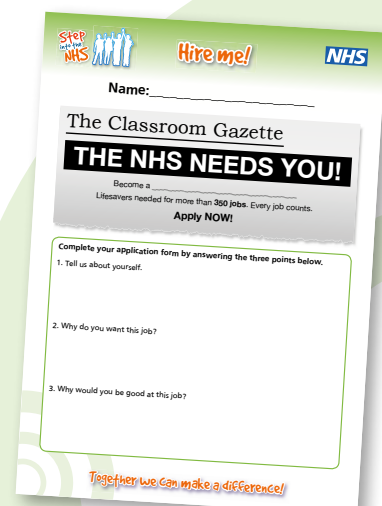
Time: 20 minutes

**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

- ⦿ Play the **short film** to get children excited about preparing their entry. (Please note that the deadline, submission method and prizes mentioned in the video have changed due to COVID-19. Please **see our website** for more details)
- ⦿ 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, collage or temporary street art  
OR

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





## Deadlines and how to enter

Entries must be received no later than Friday 19 June 2020.

To submit your pupil's entries visit [stepintothenhhs.nhs.uk/primary-schools/KS2-competition/send-us-your-entry](https://stepintothenhhs.nhs.uk/primary-schools/KS2-competition/send-us-your-entry) and complete the online entry form

## 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 online only
- ⦿ The closing date for entries is **19 June 2020**
- ⦿ **For full competition rules please visit the [Step Into The NHS website](https://stepintothenhhs.nhs.uk) 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 winner(s) will win vouchers as well as other fantastic prizes. 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 other  
fantastic prizes



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

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Please contact us for more information

Visit our website:

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Call our helpline advisers:

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Or contact us via email at:

[advice@healthcareers.nhs.uk](mailto:advice@healthcareers.nhs.uk)

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**Remember!**

Competition closes 19 June 2020