

KS2 Teacher guidance booklet

Engaging resources and competition for year 3–6 pupils with great prizes



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

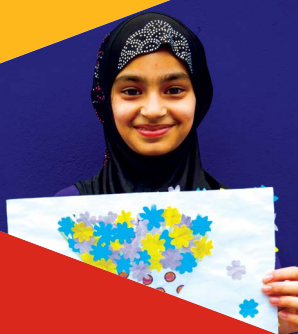
PSHE and career-related learning to grow career aspirations

Increase awareness of NHS career opportunities

The opportunity to win amazing prizes

Most importantly, pupils 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

Competition closes
30 April 2021



Together we can
make a difference!

stepintothenhhs.nhs.uk/primary

STEP INTO THE NHS KS2 COMPETITION

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How to use the resources: the competition learning journey



Lesson plans:

- Part 1: Your skills and strengths
- Part 2: Working in the NHS
- Part 3: Competition entry



Deadlines and how to enter



Extension activities



Welcome to the Step into the NHS competition!

As the UK's biggest employer, we're excited to tell you about our 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.

And with the recent outpouring of support for the NHS from young people in particular, there has never been a more prominent time to increase awareness of the many careers on offer.

Taking part in this competition provides you with free, flexible cross-curricular resources that can be built into your existing plans and schemes of work. **This pack provides you with all you need to take part.**



STEP INTO THE NHS KS2 COMPETITION

Step into the NHS competition activities

Part 1: Your strengths and the NHS See pages 8–9	Part 2: Working and the NHS See pages 10–11	Part 3: Competition entry See pages 12–13
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.
⚙ Resources included Lesson PowerPoint slides 3 × activities	⚙ Resources included Lesson PowerPoint slides 5 × activities	⚙ Resources included Lesson PowerPoint slides Main competition task
🕒 Class time required: 1 hour	🕒 Class time required: 1.5 hours	🕒 Class time required: 2 hours
Supporting teacher documents: Differentiated planning grid, Collapsed curriculum grid, Assembly planning grid, Pupil participation certificates.		



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

See page 15

⚙️ Resources included

Lesson PowerPoint slides

2 × activities

🕒 Class time required:

1 hour

Extension 2: Technology and the NHS

See page 15

⚙️ Resources included

Lesson PowerPoint slides

4 × activities

🕒 Class time required:

1 hour





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 information on this page 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



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 also include the extension resources.

Reasons to take part

These resources:

- are 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
- are suitable for a **range of pupils**: designed for year 3 to 6, as well as SEND pupils and lower ability pupils in year 5 and 6
- can also **add value** as a remote learning activity if you need to work in that way
- are **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
- **help you to meet** Department for Education’s careers strategy, by:
 - giving pupils the information they need to understand the job and career opportunities available
 - encouraging higher education aspirations
 - tackling gender stereotypes linked to STEM careers
- provide a chance to **win fantastic prizes!**





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 pupils to discuss what they really like doing and why (hobby, games or family activities).

Ask pupils to put words and pictures on the worksheet.

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 them. 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 their preferred job 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.

The worksheet is titled 'Who am I?' and includes the following sections:

- Name:** A line for the student's name.
- Draw yourself or stick a selfie here:** A large rectangular box for a drawing or photo.
- My favourite things:** A section with lines for 'Subject:', 'Book:', 'Food:', 'TV show:', and 'Hobby:'.
- Three words that describe me are...:** A section with three numbered lines for adjectives.
- When I grow up, I want to be...:** A section with three lines for career aspirations.
- I am good at...:** A section with three lines for skills.
- Sometimes I need help with...:** A section with three lines for challenges.
- My family:** A section with three lines for family members.
- Together we can make a difference!** A footer with the URL 'stepintothetnhs.nhs.uk/primary'.

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

Pupils 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 pupils 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:

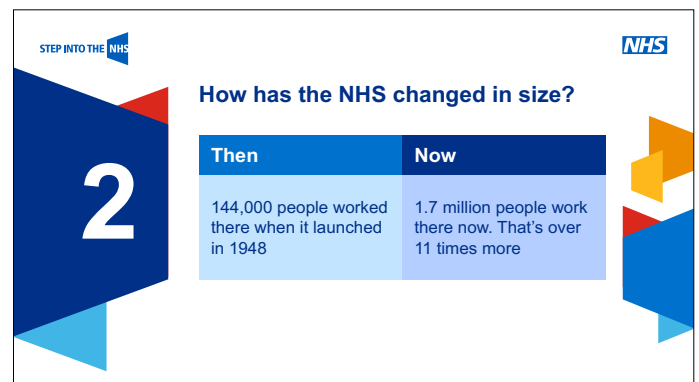
Challenge assumptions that suggest certain characteristics are exclusively male or female. For example, are there any characteristics the girls have unanimously rejected? Were any non-traditional choices made? Go through the list of characteristics, discuss what is involved and then ask who else identifies with them. For example, ask boys about being caring or organised and girls about being a natural leader or liking science. Are the responses stereotypical? Keep asking why. Gently challenge any stereotypical thinking.

Activity 3: Did you really know? A myth busting quiz

Time: 25 minutes

Resources: PPT Part 1 – slides 11–33

Use the quiz in these presentation slides 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 the 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

Pupils interview someone who works for the NHS about their job. You can invite an NHS member of staff to your school or arrange a virtual session at inspiringthefuture.org

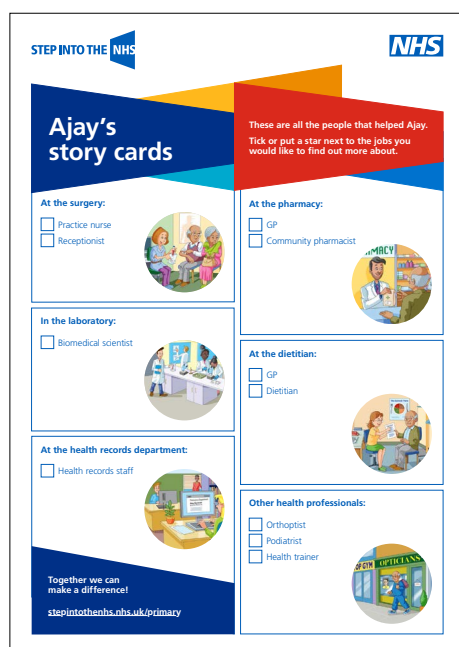
Or do pupils have family who work for the NHS? You can run this as a role play activity. Pupils assume a role in the NHS they have researched and others ask them questions to find out more. Example interview questions are provided in the Powerpoint.

Activity 3: Patient stories

Time: 15 minutes

Resources: PPT Part 2 – slides 16–36 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 pupils listen to the story, they mark the jobs they want to find out more about. Discuss the jobs they chose.



STEP INTO THE NHS **NHS**

Ajay's story cards

These are all the people that helped Ajay. Tick or put a star next to the jobs you would like to find out more about.

At the surgery: <input type="checkbox"/> Practice nurse <input type="checkbox"/> Receptionist	At the pharmacy: <input type="checkbox"/> GP <input type="checkbox"/> Community pharmacist
In the laboratory: <input type="checkbox"/> Biomedical scientist	At the dietitian: <input type="checkbox"/> GP <input type="checkbox"/> Dietitian
At the health records department: <input type="checkbox"/> Health records staff	Other health professionals: <input type="checkbox"/> Orthoptist <input type="checkbox"/> Podiatrist <input type="checkbox"/> Health trainer

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STEP INTO THE NHS **NHS**

Hire me!

Complete your application form by answering the three points below.

The Class Gazette
THE NHS NEEDS YOU!

Name: _____

1. Tell us about yourself.

2. Why do you want this job?

3. Why would you be good at this job?

Together we can make a difference!
stepintothenhhs.nhs.uk/primary

Activity 4: Job cards

Time: 20 minutes

Resources: PPT Part 2 – slides 37–38, Job cards × 27, Job card template

Pupils 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 pupils 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). Pupils could base their selection on these stories
- pupils could choose a job from the community scene (activity 1)
- for more information visit stepintothenhhs.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! Pupils respond to the ad by applying for a job of their choice.



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 pupils excited about preparing their entry.

Hand out the worksheet. It tells pupils 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.

STEP INTO THE NHS		NHS
Teacher entry form		For postal submissions, a copy of this form must accompany every batch/parcel of entries. If possible, please submit your entries online instead at stepintothenhs.nhs.uk/primary/ks2-competition
Details of entry		Signature (By signing your name below you authorise this form) Teachers signature: Date:
Name of school: School address (including postcode): Name of teacher: Job title: Teacher's telephone number: Teacher's email address: Number of entries submitted:		Checklist Where possible, please submit your entries online at stepintothenhs.nhs.uk/primary/ks2-competition <input type="checkbox"/> Competition entries must be received by 30 April 2021 <input type="checkbox"/> Each postal entry must be submitted on paper or card, no bigger than A3 in size <input type="checkbox"/> Please remember to clearly write pupils' name(s), year group and school name on the reverse of entries <input type="checkbox"/> Address your envelope: FREEPOST STEP INTO THE NHS COMPETITION The competition name must always appear in capitals as shown. No other addressing details such as road, town or postcode should be used.
Together we can make a difference! stepintothenhs.nhs.uk/primary		

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
- 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 **30 April 2021**.


 To submit your pupil’s entries visit stepintothenhhs.nhs.uk/primary-schools/KS2-competition/send-us-your-entry and complete the online entry form.

Judging criteria



25%: Understanding of NHS careers

-  Are the pupils aware of a range of NHS careers and services?

25%: Challenging stereotypes




-  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.

Regional winners will have the opportunity to pitch their work virtually to our panel of judges, who’ll crown our national winner.

Competition rules

-  Pupils can work individually or in pairs.
-  Entries can be submitted online or by post. Please only submit postal entries if it is not possible to do so online.
-  **For full competition rules please visit stepintothenhhs.nhs.uk/primary-schools and check out the primary competition.**

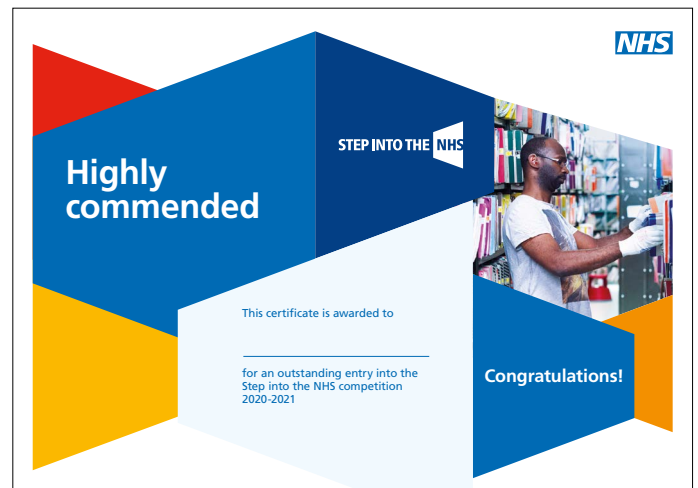




Competition prizes

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 and a prize for their class.
- 📺 Nine regional winners will each receive an Amazon voucher worth £25.
- ★ Highly commended certificates will also be awarded.



Voucher
worth **£50**





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 × 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 used to be 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 × 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

**Please contact us for
more information**

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**[stepintothenhs.nhs.uk/
primary-schools](https://stepintothenhs.nhs.uk/primary-schools)**

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0345 60 60 655 between 9am
and 5:30pm Monday to Friday

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**Competition closes
30 April 2021**



If you need this booklet in an alternative format, such as large print, a coloured background or in Braille, please contact us on **0345 60 60 655** or email **advice@healthcareers.nhs.uk**.