

# KS2 Teacher guidance booklet

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



**Competition closes  
30 April 2024**

## 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 showcase just how many roles there are in the NHS.

Together we can  
make a difference!

[stepintothenhhs.nhs.uk/primary](https://stepintothenhhs.nhs.uk/primary)

# STEP INTO THE NHS KS2 COMPETITION

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## Welcome to the Step into the NHS competition!

As England'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.

The competition encourages pupils to explore the variety of diverse job roles in the NHS and realise that anyone can do any role, regardless of background. Pupils are asked to create a piece of artwork or writing that showcases the variety of NHS jobs while challenging gender stereotypes in such careers.

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.

**With our 'one lesson launch' resource, you can deliver all of the learning in just one hour. Pupils will be ready to start their creations for you to submit to us.**



# 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 in 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 will explore a wide range of jobs in the NHS, and understand that different jobs require different qualities and skills.	Pupils celebrate what they have learnt and showcase the variety of job roles in the NHS.
<b>⚙ Resources included</b> Lesson PowerPoint slides 3 × activities	<b>⚙ Resources included</b> Lesson PowerPoint slides 5 × activities	<b>⚙ Resources included</b> Lesson PowerPoint slides Main competition task
<b>🕒 Class time required:</b> 1 hour	<b>🕒 Class time required:</b> 1.5 hours	<b>🕒 Class time required:</b> 2 hours
<b>Extra resources:</b> Differentiated planning grid, Collapsed curriculum grid, Assembly planning grid, Pupil participation certificates, guide for families, Danny's story activity.		

**Top tip:** you don't need to deliver all three parts of the resources in order to enter the competition. Instead, you can pick just 1-2 activities before introducing the competition task. Or even better, use our one lesson launch resource at [stepintothenhsnhs.uk/primary](http://stepintothenhsnhs.uk/primary) to deliver all the key learning objectives and outcomes in one hour.





## 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	Extension 2: Technology and the NHS See page 15
<b>⚙ Resources included</b> Lesson PowerPoint slides 2 × activities	<b>⚙ Resources included</b> Lesson PowerPoint slides 4 × activities
<b>🕒 Class time required:</b> 1 hour	<b>🕒 Class time required:</b> 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 understand and showcase the variety of roles in the NHS
- help challenge gender stereotypical views of jobs
- 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, and that there is no such thing as a man's job or a woman's job
- know about the NHS and the wide range of jobs within the NHS

Pupils with SEND:

- are able to explore the different types of NHS workers that have helped them, or may have come into contact with in 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 features the NHS logo. It includes several sections for pupils to complete:

- Name:** A line for the pupil'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 'stepintothenuhs.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, 'I 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 'I 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.

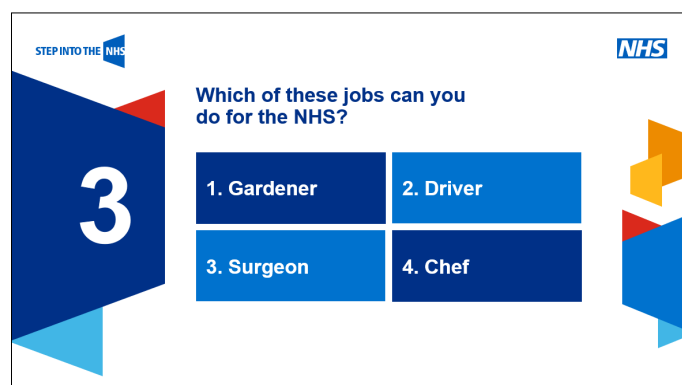
## Activity 3: How much do you know about the NHS?

**Time:** 20 minutes

**Resources:** [Online quiz](#)

Explore our online quiz to surprise and dispel misconceptions (stereotypes and limited types of jobs) and to test what your pupils already think about the NHS.

Note: Alternatively, you can use the taster quiz in PPT Part 1 — slides 11–22.





## 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:

- will be able to identify different jobs in the community.
- will be able to describe a range of jobs in the NHS.
- will be able to describe some of the skills and qualities that different jobs need.

Pupils with SEND:

- are able to understand what it would be like to work in the NHS and can conceptualise what it might look, sound and smell like
- can match the things they are good at, or the things they like to do, with different jobs in the NHS



### Activity 1: Community job search

**Time:** 10 minutes

**Resources:** PPT Part 2 – slides 1–9, Job card worksheet

**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 job card worksheet, 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 10–12

**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](https://inspiringthefuture.org)

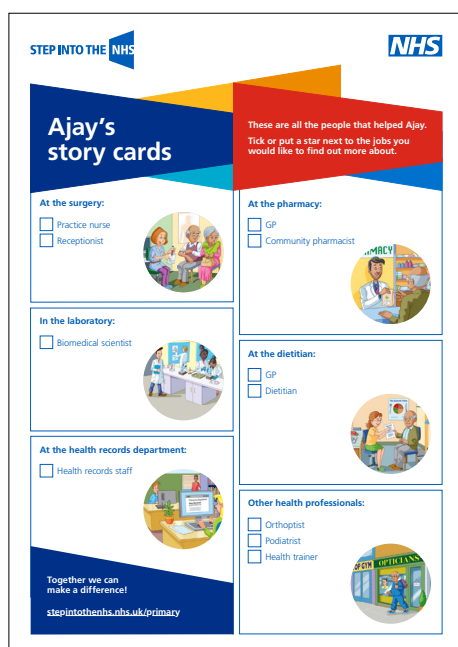
**Or do pupils** have family who work for the NHS? You can run this as a role play activity. Pupils assume a role in the NHS they have researched and others ask them questions to find out more. Example interview questions are provided in the PowerPoint, along with a video of NHS staff for inspiration.

## Activity 3: Patient stories

**Time:** 15 minutes

**Resources:** PPT Part 2 – slides 13–33 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. (They'll have a chance to learn about each job in activity 4)



**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.

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

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



**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](http://stepintothenhhs.nhs.uk/primary)

## Activity 4: Job cards

**Time:** 20 minutes

**Resources:** PPT Part 2 – slides 34–35, Job cards × 27, Job card worksheet

**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](http://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 36–37, 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, a goody bag and their entry displayed in public! How will their entry showcase the variety of roles in the NHS, and the 1.4 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

Pupils with SEND:

- are able to understand what it would be like to work in the NHS and can conceptualise what it might look, sound and smell like
- can match the things they are good at, or the things they like to do, with different jobs in the NHS



### Preparing your entries

**Resources:** PPT Part 3, Short competition film, 'Create your competition entry' 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	
<b>Teacher postal entry form</b>	For postal submissions, a copy of this form must accompany every batch/parcel of entries. You can submit your entries instead by visiting the Step into the NHS website.
<b>Details of entry</b>	<b>Signature</b>
Name of school:	Teachers signature:
School address (including postcode):	Date:
Region:	
Name of teacher:	
Job title:	
Teacher's telephone number:	
Teacher's email address:	
Number of entries submitted:	
	<b>Checklist</b>
	<input type="checkbox"/> Competition entries must be received by 30 April 2023
	<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: <b>FREEPOST STEP INTO THE NHS COMPETITION</b>
	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! <a href="http://stepintothens.nhs.uk/primary">stepintothens.nhs.uk/primary</a>	



## The task: Showcase the variety of job roles in the NHS

Pupils are tasked with showcasing the variety of roles in the NHS after their learning in the core resources about the wide range of job roles and opportunities in the NHS.

### The brief:

Encourage pupils to reflect on the range of roles they have learnt about and which ones they want to showcase in their entry.

### 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
- where gender stereotypes exist in the NHS

### Encourage pupils with SEND to:

- recognise the wide range of jobs in the local community. This will give pupils a practical understanding of the jobs available in the NHS before completing their competition entry





### 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 journal

## Deadlines and how to enter


-  Entries must be received no later than **30 April 2024**.
-  To submit your pupil's entries visit [Send us your entry](#) and complete the online entry form.
-  You can also enter via post, using the Teacher Postal Entry form and following the instructions on there.
-  If sending a photograph of the entry, make sure all of the information can be read clearly.

## Judging criteria

### 40%: Understanding of NHS careers

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



### 10%: Challenging stereotypes

-  Have the pupils demonstrated in their entry that they have learned about challenging stereotypes?

As challenging stereotypes is a key criteria, make sure that pupils are demonstrating in their entries that they have understood gender stereotypes. Encourage them to think about how they can show the judges that there isn't such thing as a man's or woman's job.

If you want to see how previous entrants have done this, check out our 'Create your competition entry - supporting slides' PPT where you will find some entry examples, or [visit the online gallery](#).

### 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 can be submitted online or by post.

Ten regional winners will be selected, based on those entries that meet the set criteria most closely.

These regional winners will then have the opportunity to present their work at a virtual 'Winners' Day', where our panel of NHS judges will crown the overall national winner(s).

Our regions are: East Midlands; East of England; London; North East; North West; Thames Valley and Wessex; Kent, Surrey and Sussex; South West; West Midlands; and Yorkshire and the Humber.

All winners will be contacted by a representative from NHS England with further information about a prize presentation at their school. We will endeavour to contact all schools that enter the competition by June 2024 to inform them of the outcome of the competition.

🌐 **For full competition rules please visit [stepintothenhs.nhs.uk/primary-schools](https://stepintothenhs.nhs.uk/primary-schools) and see the competition page.**

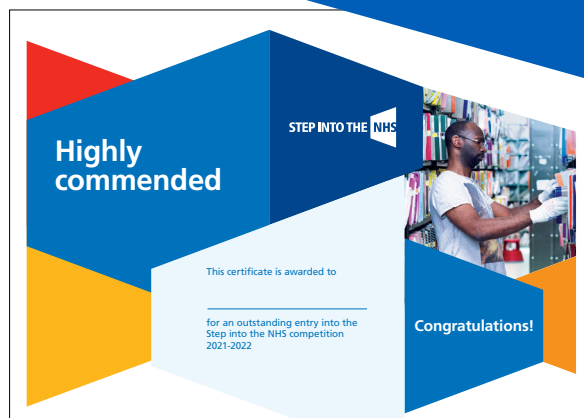
## Prizes and recognition

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, such as being featured in our new online gallery. 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 see their entry displayed publicly and receive Amazon vouchers worth £50, a goody bag and a prize for their class!
- 📺 Regional winners will each receive an Amazon voucher worth £25 and a goody bag.
- ★ All winners will receive certificates and have their entry featured on our [online gallery](#).
- ★ Highly commended certificates will also be awarded, and a winner will be chosen for each school.



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

Call our helpline advisers:  
**0345 60 60 655** between 9am  
and 5:30pm Monday to Friday

Or contact us via email at:  
[advice@healthcareers.nhs.uk](mailto:advice@healthcareers.nhs.uk)

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**Competition closes  
30 April 2024**



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