



Overview

Learning objective	Learning outcomes
<ul style="list-style-type: none"> To explore what is meant by 'gender stereotypes' and 'equality'. 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> recognise and challenge gender stereotypes identify a few historical reasons for gender-specific roles in society describe influences on aspirations (family, media, role models).

Curriculum links

PSHE Programme of Study

Core Theme 2. Relationships

- recognise and challenge stereotypes
- nature and consequences of discrimination

Cross-curricular links

- National Curriculum Science Programme of Study, upper KS2 - yrs 5 and 6
- National Curriculum English Spoken Language, yrs 1-6
- National Curriculum History Programme of Study KS2

Word Box

equality, diversity, human rights, stereotypes, prejudice, discrimination, emancipation

Resources required

- Blank pieces of paper for 'draw and write' activity
- Pictures of men and women performing certain jobs from adverts, magazines, websites, posters, newspapers, women's equality visual timeline - supplied, see PPT

Notes

Groundrules / working agreement

As this is the first lesson, time must be allocated to discuss and decide with the class what they would like to have as their agreed boundaries for discussion. The class teacher should also be involved in deciding what should be included so that a safe and positive learning environment is established. Time must be given at the beginning of each of the following three lessons to re-visit the agreed class groundrules. Further information regarding groundrules available at: [PSHE Association 'Ground Rules' guidance](#).

Baseline assessment activity

Ideally this is done before the lesson to allow the teacher time to consider pupils' knowledge and wider understanding so that what is taught is matched to the social, emotional and cognitive needs of the class.

Draw a picture of a girl / boy the same age as the pupils in the class. Next to the picture, write down a list of the jobs they could potentially be doing when they leave school, college or university. Under the list, suggest the subjects they may have to study at secondary school or college to achieve these jobs.

This activity will be re-visited during this lesson and again in Lesson 4.

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Activities

1. Pictures of men and women doing different jobs

Display the pictures on the whiteboard using the PPT supplied.

Ask the class to give responses to the pictures and to explore these questions:

- What do they notice about the pictures?
- Are they a fair representation of the different kinds of work that men and women do?
- What are the similarities and differences in the roles depicted?

Alternatively, in small groups, give each group a selection of the pictures above and ask them to discuss the same questions for their own pictures.

Ask them to feedback their observations to the rest of the class.

2. Meanings of definitions

Ask the class if they know what is meant by 'stereotyping,' 'gender stereotyping' and 'equality.'

Agree on definitions and write on the whiteboard.

Look again at some of the pictures and ask the class if they can see any examples of stereotyping and gender stereotyping.

- Do they think that the depictions reflect the 'real' world?
- Can they think of people they know who do jobs that are not traditionally considered to be a woman or a man's job?

3. Challenging gender stereotyping

In small groups, ask the pupils to identify reasons why women and men may be perceived to be 'better' at doing certain kinds of jobs or having specific attributes that make them better at doing some jobs.

- What might influence their decisions?
- What influenced the decisions of men and women in previous decades / centuries?

Talk about the impact of some of the following: the Industrial Revolution, female emancipation, World Wars I & II, the invention of computers, the Equality Act.

Ask pupils about women they know (in their families, friends and communities) who do jobs that traditionally would have been done by men.

- Are any of them in a science or technology field?
- How can we challenge assumptions that women don't do these kinds of jobs?

4. Influences on job choices

Look again at the picture of the girl / boy you drew at the start of the lesson.

Would they change or add anything now? (If so, use a different pen or pencil colour to show these changes).

5. Review and reflect

How have your opinions or ideas about what you would like to do as a career been affected by what you have learned and talked about? What was interesting and what was surprising? Suggest ways that we can challenge assumptions about the jobs that women do.



Assessment opportunity

Collect in a sample from across the ability range of the pictures pupils drew of their future selves with the changes and modifications made after the class work.



Homework: working with a parent / carer

Interview someone in your family who has a job. Ask them the following three questions and record their answers:

- How did they arrive at doing the job they are currently working in?
- What influenced their choices and decisions about the kind of job they now have?
- What particular skills and attributes do they think are important to have in order to do their job?
- Ask two more additional questions of your own choice.
- Bring your findings to the next lesson.



Overview

Learning objective	Learning outcomes
<ul style="list-style-type: none"> To learn about the skills and attributes needed for the world of work. 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> identify personal strengths, interests and qualities that will be useful in the workplace describe skills that employers would potentially be looking for identify potential STEM career choices that are available to them.

Curriculum links

PSHE Programme of Study

Core Theme 1. Health and wellbeing

- how to make informed choices

Core Theme 3. Living in the wider world

- enterprise and the skills that make someone 'enterprising'

Cross-curricular links

- National Curriculum Science Programme of Study, upper KS2 - yrs 5 and 6

Word Box

**independent thinking,
team-working, collaboration,
leadership, negotiation**

Resources required

Websites

- Equality and Human Rights Commission
equalityhumanrights.com
- TUC
tuc.org.uk

Notes

Groundrules / working agreement

At the start of the lesson review and re-visit previously agreed groundrules with pupils.

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Activities

1. Re-cap previous learning outcomes from Lesson 1

- What have we discovered so far about future careers?
- What has been surprising to find out?
- What else would we like to know more about?

2. Share findings from homework regarding career choices

Ask pupils to take turns to share three key points from their parent interviews with the rest of the pupils in their group.

An elected spokesperson should summarise the findings of their group and feedback to the rest of the class.

The class teacher or a 'pupil scribe' should note down each group's feedback under the following two headings on the whiteboard or flipchart:

1. Influences on parents' career choices.
2. Skills and attributes that are needed by parents to do their current jobs.

- What do pupils notice about either list?
- Were there any surprises in what they were told?
- What are their thoughts now about their own possible career choices?

List these under 'Plus,' 'Minus' and 'Interesting' on the whiteboard or flipchart to capture class reflections.

3. Look again at the pictures (from Lesson 1) of men and women doing different jobs

In pairs or small groups, choose two pictures depicting different jobs.

Ask the pupils to:

- List five skills that they think are important to be able to do each job.
- List five personal attributes which they think would be needed to help them to carry out the job effectively.

Encourage pupils to debate and discuss before the pair or group reach a decision.

- Which jobs could be described as STEM-based jobs?

4. Thinking about STEM careers

Divide the class into different groups to compile a mindmap to answer the following questions:

- What specific qualifications might be needed for a STEM career?
- Which skills and attributes might be particularly suited to doing a STEM job?
- What different STEM career paths are available?
- Which particular skill set might a STEM employer be looking for?

If time permits, ask the visitor attending Lesson 3 to comment on pupils' answers to the questions above.



5. Career choices

Ask a spokesperson from each group to feedback on their group's responses to the questions above:

- Did anything they discussed or found out surprise them?
- Are there any new or additional skills for the world of work that they hadn't considered?

Add this to the Plus, Minus or Interesting lists.

6. Review and reflect

Either independently or in pairs, ask pupils to discuss and then write about the following:

- What are my personal skills and attributes?
- How might they be useful in the workplace / in a job?
- Which ones do I need to develop further / work on?

Differentiation: Less able pupils could use a pre-made list of skills which they can tick or number to indicate which ones they think are important.

Assessment opportunity

Collect a selection of the Plus, Minus and Interesting sheets from across the ability range. How has pupils' awareness of the skills and attributes needed for the world of work changed?



Homework: working with a parent / carer

- Collect adverts for three different kinds of jobs (newspaper or online) that you would be interested in doing when you leave school, college or university.
- Talk to your parent / carer about the first job they did when they left school, college or university.
- Compile three questions you would like to ask the visitor (Siemens employee / parent who has a STEM job).
- What is your 'dream' job?



Overview

Learning objective	Learning outcomes
<ul style="list-style-type: none"> To consider how positive role models may influence my life and possible future career choices (including STEM careers). 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> identify positive role models in their lives describe potential decisions and choices to be made in order to have a STEM career compile questions to ask a Siemens employee, parent or visitor in a STEM or STEM-related job.

Curriculum links

PSHE Programmes of Study

Core Theme 1. Health and wellbeing

- what positively and negatively affects physical, mental and emotional health (including the media)

Core Theme 3. Living in the wider world

- making decisions and explaining choices

Cross-curricular links

- National Curriculum Science Programme of Study, upper KS2 - yrs 5 and 6

Word Box

aspiration, job description, curriculum vitae, interview, apprenticeship, personal statement

Resources required

- ☐ School policy regarding visitors
- ☐ External visitor guidance (see PSHE Association website: pshe-association.org.uk)
- ☐ Poem: 'I know somebody who can...' by Michael Rosen

Notes

Groundrules / working agreement

At the start of the lesson review and re-visit previously agreed groundrules with pupils.

Baseline assessment activity

Re-cap with the class the personal strengths and skills identified in Lesson 2 and how they may potentially support them in their future career choices.

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Activities

Share findings from Lesson 2 homework.

1. 'Dream' jobs

Ask pupils to write on a Post-it® what their 'dream' job is (as discussed as part of Lesson 2 homework).

Invite each pupil to stand up and describe what the job is and to consider what or who may have influenced their choice. Then ask them to put their Post-it® onto the class flipchart, display board or graffiti wall. (Alternatively, the dream jobs could be written or drawn on coloured A4 sheets of paper and displayed across the classroom on a 'washing line').

- Who or what do they notice are the most often mentioned influences on their choices?

2. Looking at job adverts

Ask the children to lay out the adverts they have collected on their tables.

Each group should do a tally of the different jobs they have in their group and feedback to the rest of the class via a spokesperson.

- What do they notice?
- How many are STEM based jobs?

3. Compiling 'interview' questions

In groups, ask pupils to share the questions they devised at home.

Ask them to vote on the questions that they consider the best two questions to ask the visitor.

Remind the class that the questions they choose to use should be 'open' and not 'closed' and should enable the class to find out what a STEM job is like to do.

(This activity should provide 10–14 questions for the class to ask the visitor. Check beforehand that the questions to be asked are appropriate, relevant and not too daunting for the visitor!)

4. Talking to a Siemens employee or a member of the school community (parent or governor) who has a STEM career

5. Review and reflect

- What three key points did they learn about having a STEM career?
- Was there anything that surprised them or something that they didn't know about this kind of career?



Assessment opportunity

Collect examples of high-quality interview questions devised by pupils across the ability range.



Homework: working with a parent / carer

- Find out who has been a positive role model in their parent or carer's life? In what ways did they influence them?
- Ask pupils to bring in a picture of someone in their family or a friend who is a role model for them (can be a drawing or a photograph) for Lesson 4.
- Ask a parent, carer or family member to write down three hopes and aspirations they have for their child in their future career. Ask the pupils to do the same from their own perspective.



Overview

Learning objective	Learning outcomes
<ul style="list-style-type: none"> To explore personal aspirations and career choices. 	<p>The learner will be able to:</p> <ul style="list-style-type: none"> describe how increased independence brings increased responsibility identify some strategies to help navigate future career choices talk about hopes and aspirations for future lives.

Curriculum links

PSHE Programme of Study

Core Theme 1. Health and wellbeing

- to reflect on and celebrate achievements, identify strengths, areas for improvement, set high aspirations and goals

Cross-curricular links

- National Curriculum Science Programme of Study, upper KS2 - yrs 5 and 6
- National Curriculum English Speaking & Listening

Word Box

achievements, goal setting, future aspirations, opportunity, wants and needs

Resources required

- Large A1 sheets of paper
- Thick felt pens, frieze / display paper for the learning journey
- Pictures of their own positive role models (from homework in Lesson 4)

Notes

Groundrules / working agreement

At the start of the lesson review and re-visit previously agreed guidelines with pupils.

Baseline assessment activity

Re-visit baseline activity from Lesson 1.

- How have my views and opinions changed since Lesson 1?

On the original drawing they did in Lesson 1 ask them to write additional comments under the following two headings:

- 'I used to think this'
- 'I now think this'

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Activities

1. Thinking about the future

Re-cap what was learned from the interview with the Siemens employee.

- How has it influenced or affected their thinking about their own future careers?

Share pictures of their role models with others in their groups.

Ask the groups to vote on two pupils from each to talk about their role models with the rest of the class.

Display the pictures in the classroom and in a special assembly.

2. Career aspirations

Ask pupils to reflect now on their own hopes and aspirations for their future careers.

- What do they think their life journey will look like?
- What would they like to have achieved by: the end of Year 6, end of Year 11, end of Year 13, the age of 30?
- Who or what will help them achieve their goals?
- What do they need to do next?

Use the life journey format to write and draw about each stage of their journey. These can be compiled individually or as group life journey maps.

3. Individual or group presentations

Allocate time for each group to present their learning journeys to each other.

- What have they learned about possible future careers that has made them think?
- What have they felt while listening to other pupils' learning journeys?

AND / OR

4. Special assembly

Invite parents and governors to attend a special assembly where the pupil presentations above may be shared. (Pupil learning journeys may also be shared via the school website, newsletter, as a pupil blog, etc.)

Ask pupils to share the strategies they will use to decide on their possible choices for a career, particularly a STEM career.

- What advice would they give someone else who is the same age as them about a STEM career?

5. Review and reflect

Allocate time to ask parents to reflect on their own learning journey.

- What have they particularly enjoyed or been challenged by when working with their children?

This can be done either informally at the end of the assembly, or via a parent questionnaire, or in a formal way with parents having dedicated time during the assembly to share their thoughts and feelings. Photographs, feedback, quotes from pupils and parents could be put on the school website to celebrate the activities and work that has taken place with Year 5 pupils.

Consider making this suite of lessons a permanent feature of Year 5 PSHE curriculum time in each academic year.



Assessment opportunity

Pupils should complete a self-evaluation on what they feel they have gained from this suite of four lessons.



Homework: working with a parent / carer

- Talk about with your child ways in which they can continue to develop and celebrate strengths, aspirations and personal qualities both at home and in the wider community.
- Compile a 'Top Tips' list for a happy and fulfilled working life.