The career aspirations of primary-aged children in Ipswich and Felixstowe, Suffolk

A report for the Ipswich Opportunity Area Partnership Board by the Education and Employers charity undertaken by their Research Associate, Dr Deirdre Hughes OBE, Director, dmh associates

Published:
14th July 2022

Contents

Introduction

In January 2022, the Education and Employers charity were commissioned by the Ipswich Opportunity Area (IOA) Partnership Board to work with primary schools in Suffolk to investigate the career aspirations of primary-aged children. The '*Drawing the Future'* exercise focused on engaging up to 20 primary schools situated in various settings in Ipswich and Felixstowe. The work was carried out between February 2022 – May 2022.

Earlier the IOA Partnership Board had identified four priorities to tackle social mobility challenges, one of which was to inspire and equip young people with the skills and guidance they need to pursue and ambitious career pathway. Richard Lister, Chair of the Ipswich Opportunities Board highlights:

> *"Our young people have faced a year like no other. The Opportunity Area goal – to improve life chances and social mobility – has brought local leaders together to provide both immediate support for children's learning and emotional wellbeing and the lay the foundations for continued improvement in education outcomes long term."*

A commitment was made by the Board to focus on ensuring every child leaves primary school inspired by the 'world of work' and the wealth of career opportunities available to their future selves. A Primary World of Work (WoW) Benchmarks and Assessment Tool[1] was developed earlier in 2019. This was initially well received by primary school headteachers and teachers. However, it came just before the start of the pandemic which meant that schools did not have the capacity to fully trial, refine and embed the tool. In 2020, the Ipswich Opportunity Area agreed a new twinning programme with Felixstowe primary schools. In 2022, the 'Drawing the Future' pilot was introduced in Ipswich and Felixstowe to re-engage schools in a career-related learning activity.

dmh associates, an independent research organisation, was appointed by Education and Employers to provide a breakdown of the different careers primary aged children aspire to in 12 primary schools in Suffolk (including Ipswich and Felixstowe) for this to be analysed by gender and free school meal (FSM) status, supported by qualitative information on the impact of Covid on children's aspirations. For each participating school, a personalised data dashboard would be produced to support school leaders and teachers to better understand the dreams and aspirations of children within their schools.

National and international research findings shows that children from as young as five have ingrained stereotypical views about the jobs people do based on their gender, ethnicity, and social background. Most children's career aspirations are based on family, friends, and the media, with less than 1% knowing about a job from someone visiting their school (Percy et al, 2021)[2].

[1] https://ipswichopportunityarea.co.uk/world-of-work-resources/
[2] https://www.educationandemployers.org/wp-content/uploads/2021/03/Starting-early-Building-the-foundations-for-success.pdf

Methodology

A 'tried and tested' template was provided to teachers to assist children in drawing their future[3] – see Appendix 1. Teachers in participating schools agreed to complete basic information of the children's eligibility for free school meals (FSM) and, where necessary, identification of ethnicity. The main purpose of this was to assist in an analysis of identifying any correlation these factors and their future aspirations. Children were then invited within the classroom to draw the jobs they would like to do when they grow up. As a follow up to this, they were also asked how they had heard about these jobs, why the wanted to do the job and specific questions aimed at identifying their aspirations for the future.

Results

Responses, age range and ethnicity

There were 618 responses from children who attended 12 primary schools. Responses received from participating schools:

- Acton Church of England Primary School – 54
- Castle Hill Primary– 73
- SET Causton Junior School – 35
- Clifford Road Primary School – 27
- Colneis Junior School – 61
- Grange Community Primary School – 48
- Halifax Primary School – 51
- Handford Hall Primary School– 58
- Springfield Junior School – 56
- Sprites Primary School – 50
- St Pancras Catholic Primary School – 48
- The Oaks Primary School – 53.

The age range of participants is shown in Table 1 below

Age	% - percentage	Number
7 years old	1%	8
8 years old	10%	61
9 years old	24%	143
10 years old	41%	246
11 years old	21%	145

Table 1

49% (n=294) were boys and 47% (n=264) were girls and 5% (n=28) preferred not to specify their gender. The children's reported ethnicity is shown in Figure 1 below.

[3] This was an adaptation taken from Education and Employers 'Drawing the Future' (2017) research report - https://www.educationandemployers.org/drawing-the-future/

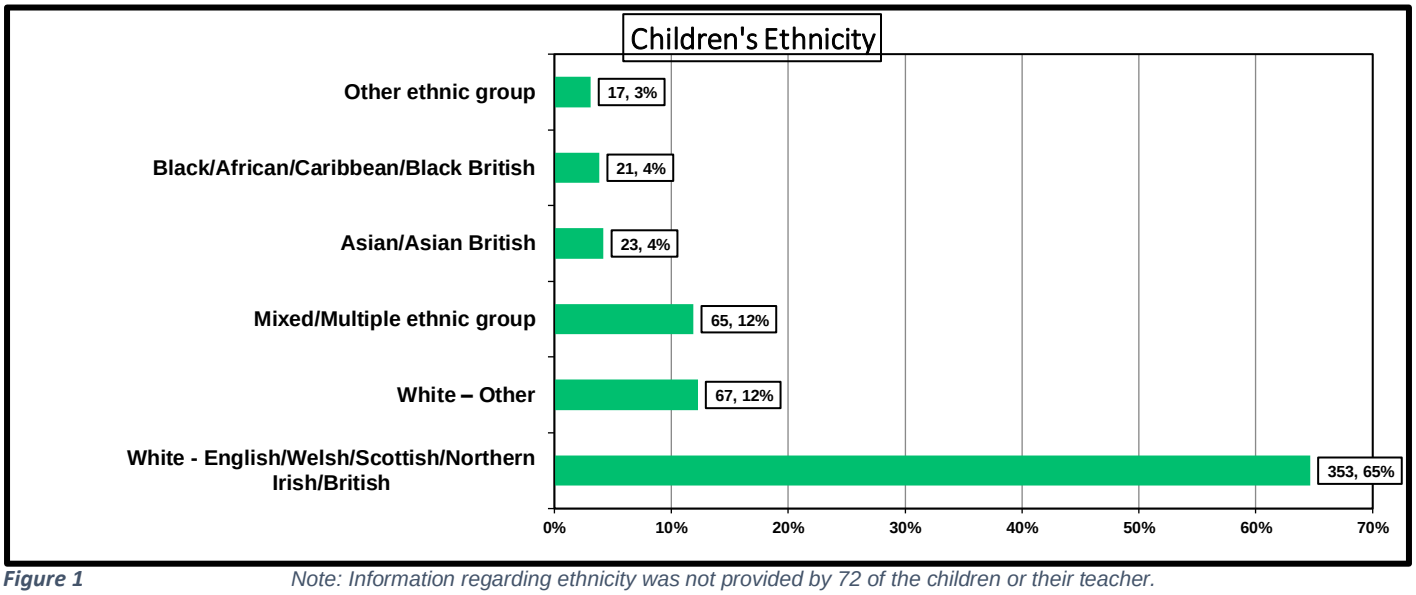


Figure 1 *Note: Information regarding ethnicity was not provided by 72 of the children or their teacher.*

Children were also asked what language they speak when they are at home.

- Just over 9% (n=58) spoke languages from Eastern European countries including Poland, Romania, Bulgaria and Lithuania;
- 3% (n=17) stated that they spoke Kurdish at home; and
- 1% (n=9) spoke in Asian languages such as Urdu, Punjabi, or Bengali.

Information about children's eligibility to receive free school meals was provided for only 489 of the 618 children participating in the 'Drawing the Future' activity. 22% (n=108) were in receipt of free school meals.

Favourite subject at school

The children were asked about their favourite subject at school. 110 of the children identified 2 or more favourite subjects.

Subject	Percentage	Number
Maths	34%	206
Art	23%	137
PE	23%	136
English	10%	62
Science	9%	55
Computing	6%	34
Music	3%	20
Design Technology	3%	18
History	2%	13
Reading	1%	8
Drama	1%	4
French	1%	3
Writing	0%	2
Lunch	0%	2

Football	0%	2
PSHE	0%	2
Engineering	0%	1
Hometime	0%	1
Cooking	0%	1
Forest School (Nature visit)	0%	1

"We already know young children are playing, thinking, and talking about jobs - the experiences, interactions, and questions that drive this behaviour can hardly be prevented even if we wanted to. The question is whether we actively support such learning through the school system." (Percy et al, 2021, p.2).

Jobs identified by children in their drawings

The children were asked to respond to this statement: "When I grow up, I want to be …." and encouraged to make a drawing(s). In total, there were 618 responses, of which 305 (n=187) of the children identified 2 jobs and 12% (n=74) identified at least 3 jobs they would ideally like to do in the future.

The first-choice selections are illustrated in the bar chart (Figure 2) below. In total, 94 different job types were identified by the children, with 32 jobs being identified by 80% of the children. The top 10 jobs were represented by 56% of the children. Sports players (mostly Footballer) was the most popular job (19% n=117), followed by Teacher/Teaching Assistant (9% n=55) and Youtuber/Streamer/Influencer (8% n=49). The top ten jobs identified were:

First choice job selection	Number of children selecting this job
Sports Player (Football/Rugby/Tennis/F1 Driver/Basketball/Snooker/Boxer)	117
Teacher/Teaching Assistant	55
Youtuber or Streamer/Influencer	49
Artist	30
Vet	22
Gamer/Game designer/Game programmer	19
Doctor	17
Police officer	15
Actor	11
Author	11

Table 2

The international study by Education and Employers in partnership with NAHT, OECD, TES and IoE 'Drawing the Future' (2018) captured children's job selections from around the world, including children in the UK. The results above broadly mirror the earlier results which included top ten preferences – sportsman/woman (21%), teacher (11%), Vet (7%), social media and gamer (6%).

The chart Figure 3 below illustrates the choices of jobs made by the children as categorised into Standard Occupational Codes (SoCs) to further identify trends. The findings show that 78% (n=473) of children selected jobs from only 3 main Occupational Codes i.e., Culture Media and Sports; Health Professionals; Teaching and Educational Professionals.

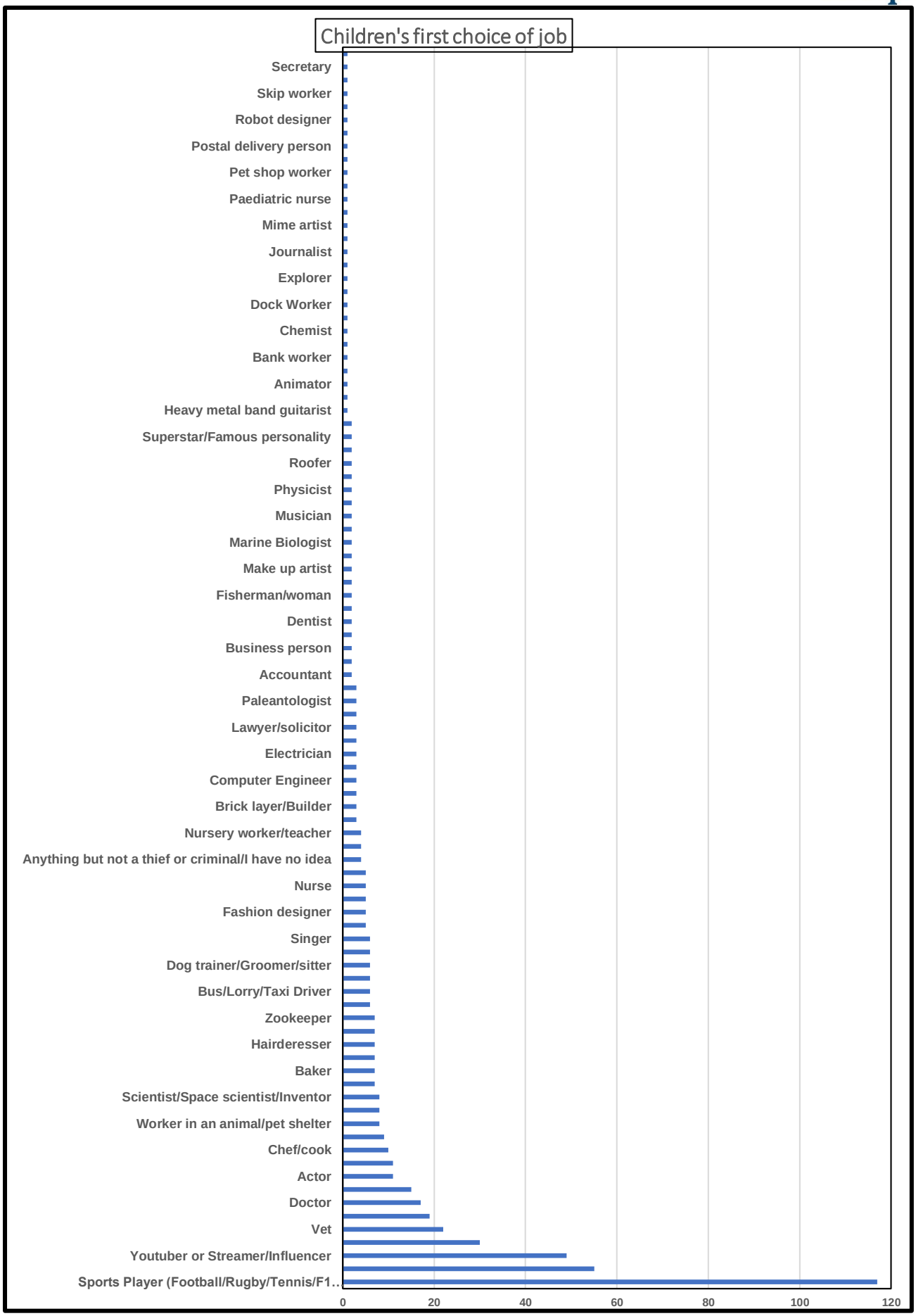

Children's first choice of job
Secretary
Skip worker
Robot designer
Postal delivery person
Pet shop worker
Paediatric nurse
Mime artist
Journalist
Explorer
Dock Worker
Chemist
Bank worker
Animator
Heavy metal band guitarist
Superstar/Famous personality
Roofer
Physicist
Musician
Marine Biologist
Make up artist
Fisherman/woman
Dentist
Business person
Accountant
Paleantologist
Lawyer/solicitor
Electrician
Computer Engineer
Brick layer/Builder
Nursery worker/teacher
Anything but not a thief or criminal/I have no idea
Nurse
Fashion designer
Singer
Dog trainer/Groomer/sitter
Bus/Lorry/Taxi Driver
Zookeeper
Hairderesser
Baker
Scientist/Space scientist/Inventor
Worker in an animal/pet shelter
Chef/cook
Actor
Doctor
Vet
Youtuber or Streamer/Influencer
Sports Player (Football/Rugby/Tennis/F1...
0
20
40
60
80
100
120

Figure 2

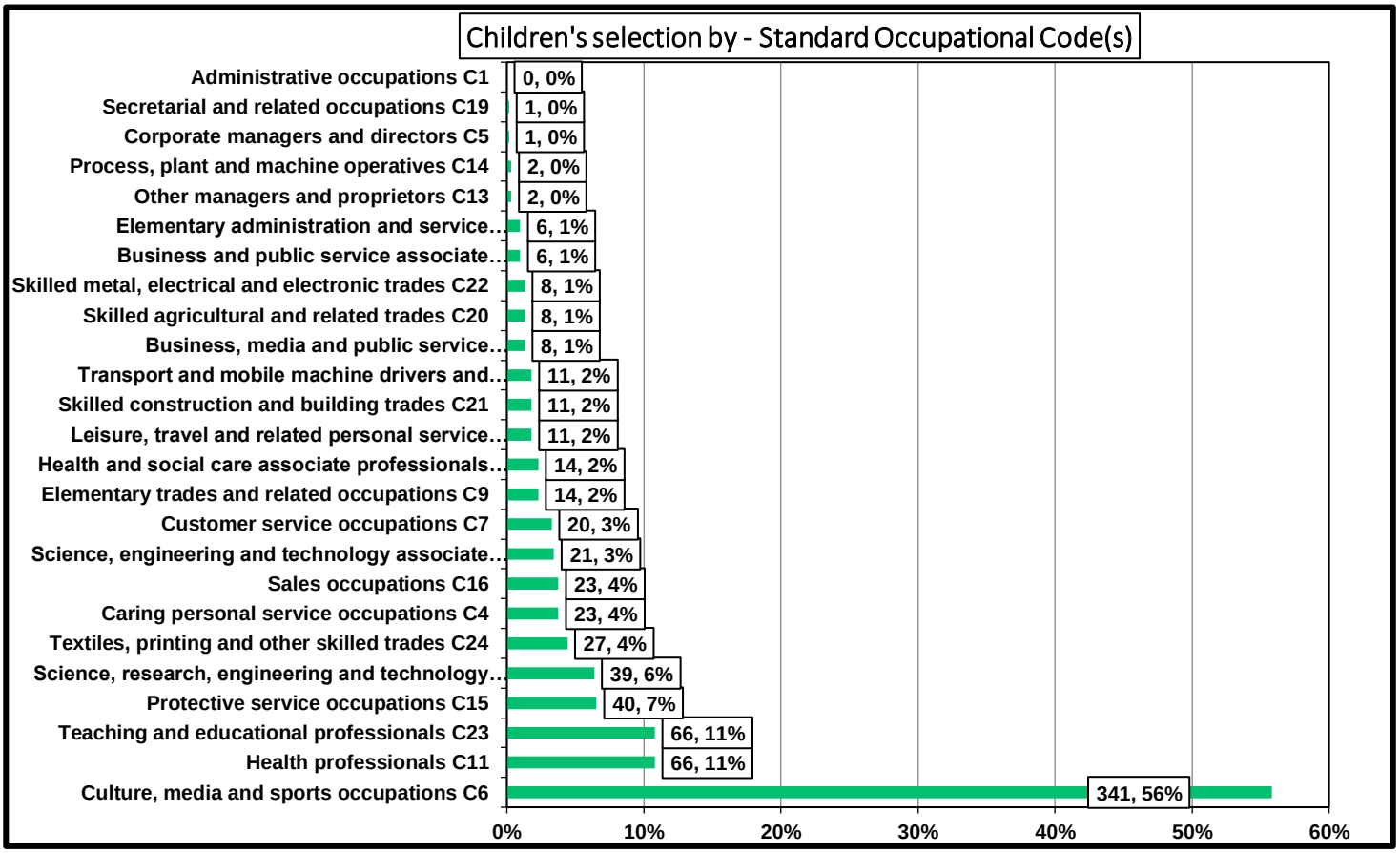


Figure 3

Who or what influences the children's decisions?

There is some correlation between the children's favourite subject and the job they identified with e.g., of the 30 children who chose artist as a job, unsurprisingly 90% (n=27) cited art as their favourite subject. For the 91 children who chose footballer, 52% (n= 47) said PE was their favourite subject. Similarly, of the 60 who chose occupations such as science, research, engineering, and technology professionals,76% (n= 45) identified these as their favourite subjects: science, maths, design technology and computing. Of the 66 children who said the wanted to work as teaching and educational professionals, 53% (n=35) cited maths as their favourite subject.

36% (n=216) of the children who responded to the question: **Do you know anyone who does this job** indicated they did know someone who does this job. A follow up question was: **If you answered 'Yes' then who are they?** The chart figure 4 below illustrates that parental or family members are the main influencers. 20% (n=125) of the children stated that a member of their family did the job the job for which they had produced a drawing.

A secondary influencing factor was teachers in the school. This response was provided by 30 of the children who indicated "teacher/teaching assistant" as the job they would like to do because they have seen their "teacher at school".

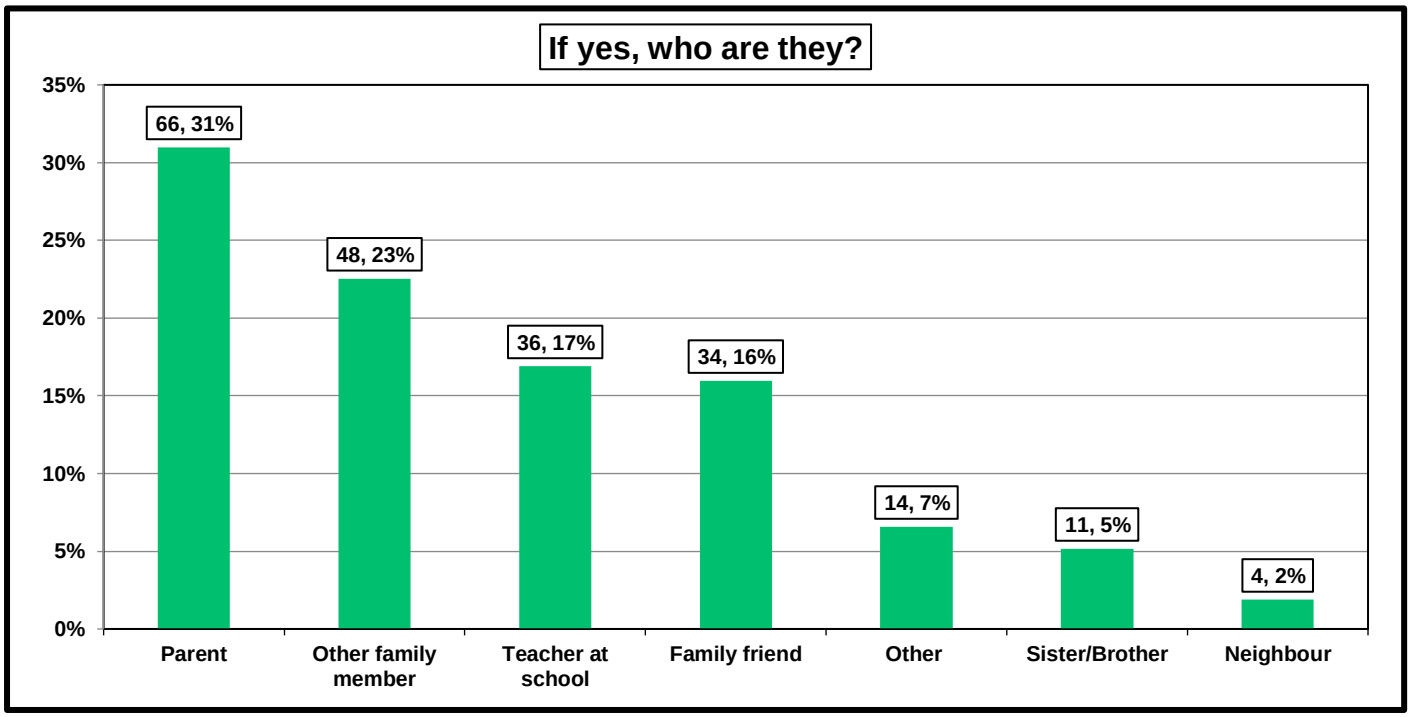


Figure 4

Of those who did not know anyone who performed the job they had identified with the main reasons given as to how did thy hear about the job were from television 30% (n=106) or Youtube 19% (n=67). (Figure 5)

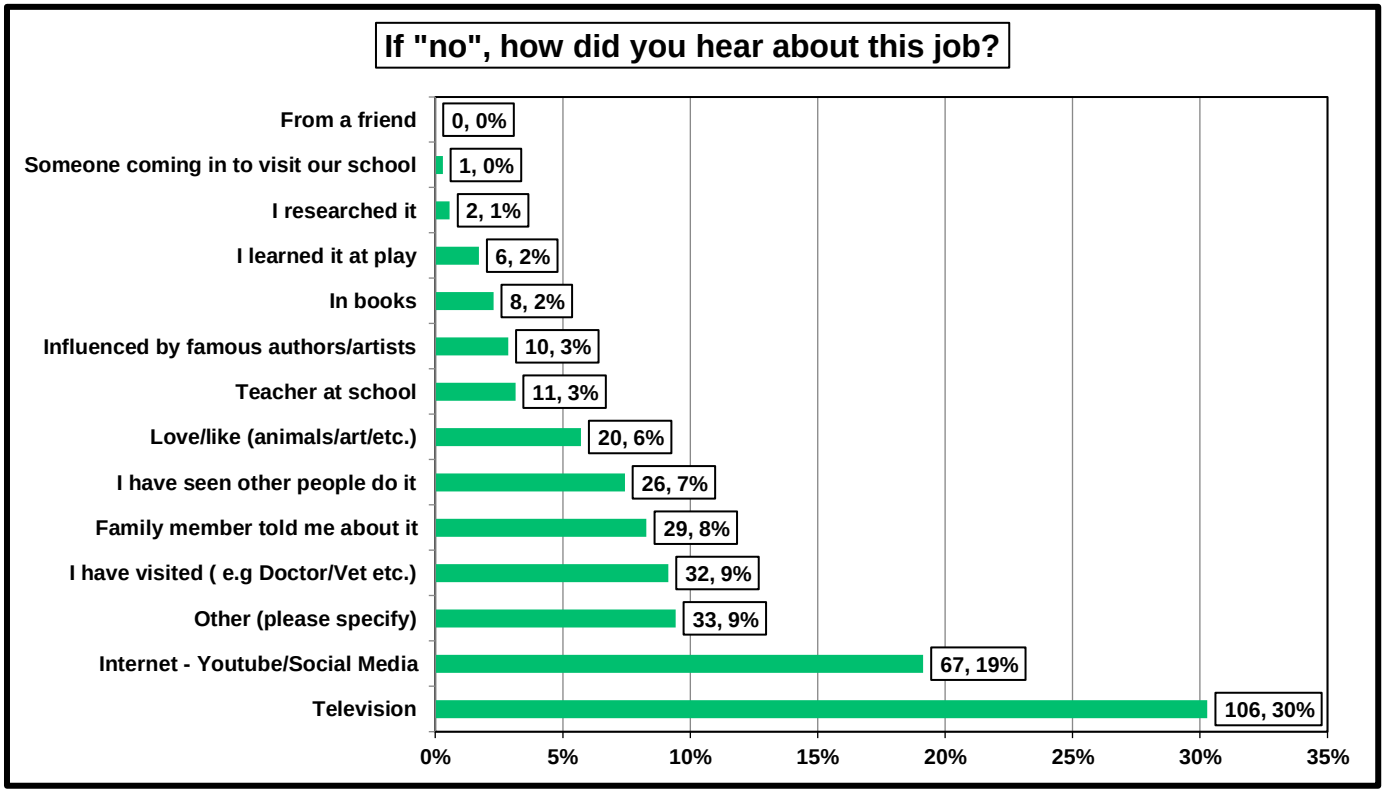


Figure 5

In summary, a third of the children are influenced by someone they know who does the job they have identified with, and this is often a member of their immediate family. For the two-thirds who do not know anyone who carries out this role, the internet, including YouTube / social media and/or television are the main influencers.

Children's reasons for their chosen job(s)

Children were then asked: **Why do you want to do this job?** The most popular word or phrase that the children used when answering this question was, they believed the job would be 'fun to do' as stated by 135 (n=68) of the children.

> *"I want to take care of children it will be fun."*
>
> *"I find it fun using tools and building things."*
>
> *"I like cars and it seems fun."*

The second most popular reason given was 'I love ….'. This word was used by 12% (n=72) of the children e.g.,

> *"I love animals and want to help them."*
>
> *"I am interested in it and I love experiments."*
>
> *"I am very creative and I love designing."*

Help or **helping** people or animals was also a phrase used by many children, mainly those who identified with being a health professional such as a doctor, nurse, paramedic, a carer, or care worker or working with animals. This was used by 9% (n=56) of the children

> *"I want to help people who get badly injured."*
>
> *"I love helping people learn."*
>
> *"I like to help animals."*
>
> *"I want to help by building schools and hospitals and other important buildings."*

Children also identified with the idea that **earning money** was important as highlighted by 8% (n=51) e.g.

> *"So I can get lots of money for a Lamborghini and have fun."*
>
> *"Because I will earn lots of money."*
>
> *"To have a good life and earn lots of money."*

Figure 6 below illustrates some of the key words that the children used to describe why the identified with the jobs they drew.

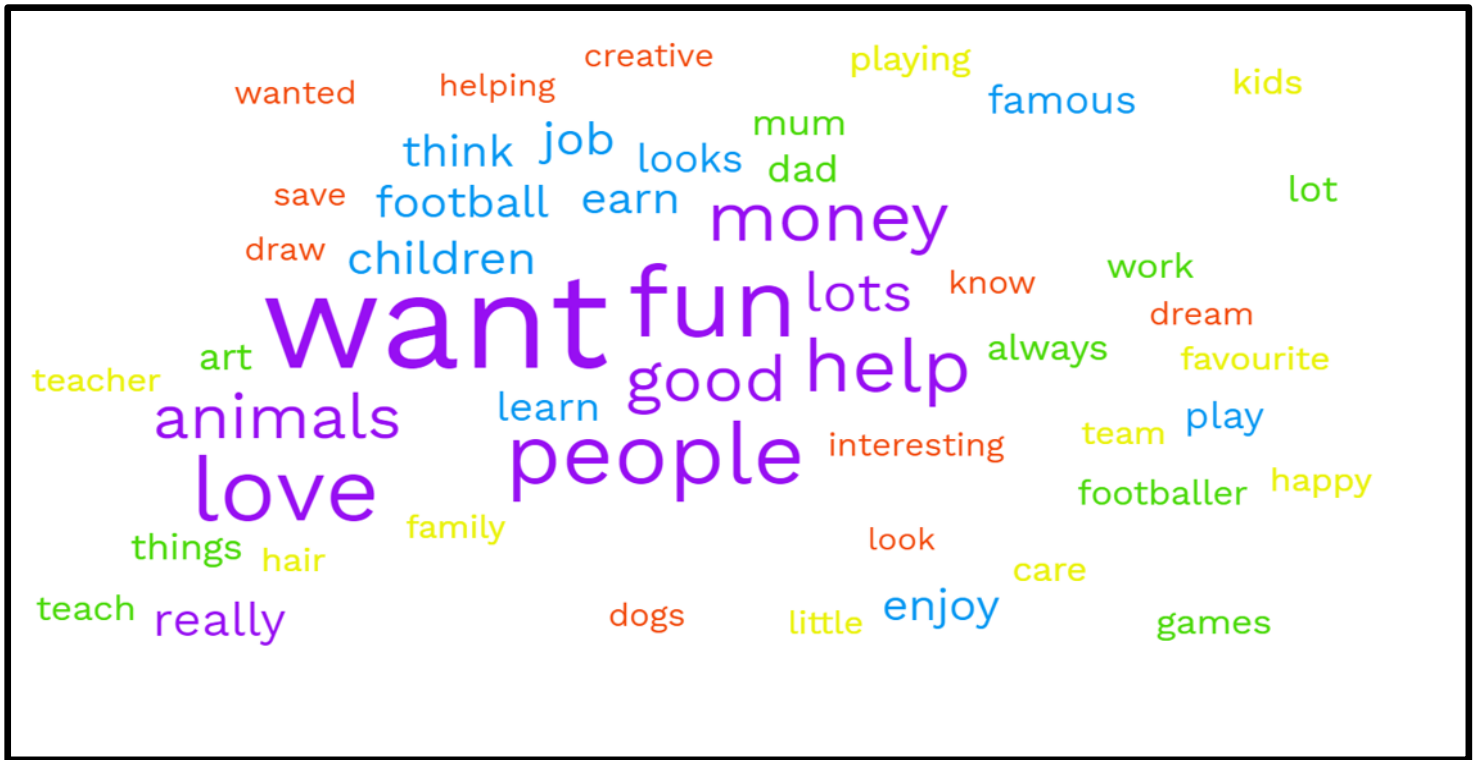


Figure 6

Children's Aspirations

The next set of questions to the children were aimed at understanding their aspirations for the future.

Going to university

In response to the question: **Do you think you will go to university**? 49% (n=252) said **'Yes'.**
Of the remainder who said either **'No'** or **'I don't know', 61% (n=184)** had chosen jobs in **Culture, media, and sports** sector. The percentages of children who thought they would go to university according to jobs they identified with can be compared as follows:

- 35% (n=32) of the children who chose 'Footballer'
- 33% (n=6) of the children who chose 'Gamer'
- 17% (n=7) of those who chose 'Youtuber'.

Compared with:

- 72% (n=46) of the children who chose occupations as 'Health professionals'
- 68% (n=38) of the children who chose occupations as 'Teaching and educational professionals'
- 66%(n=39) of the children who chose jobs as 'Science, research, engineering, and technology professionals'.

Doing an apprenticeship

33% (n=192) of the children thought they would do an apprenticeship when they are older. 19% (n=110) claimed they would not, and a further 48% (n=283) stated they 'did not know' if they would do an apprenticeship. Those who said they would do an apprenticeship, analysed by Standard Occupational Codes[4], were as follows:

- 39% (n=20) of the children selected occupations in a **Skilled trade** e.g, Construction; building; agriculture; textile and other skilled trades, etc.
- 34% (n=21) of the children selected '**Teaching and educational professionals'**
- 32% (n= 19) of the children selected **'Science, research, engineering, and technology professionals'**
- 29% (n=95) of the children selected roles in **'Culture, media, and sports occupations'**
- 28% (n=17) of the children selected occupations as **'Health Professionals'**.

17% (n=106) of the children said they thought they would both go to university and do an apprenticeship, 5% (n=31) chose neither option, and 21% (n=131) were unsure about both options. An analysis by eligibility to receive free school meals and by the children's ethnicity of the responses to these questions did not highlight any significant corelation between the children's backgrounds and their answers.

Jobs they believe they could do

- **56% (n=343)** of the children **agreed** with the statement **'I can do any job when I grow up'.** 33% (n=201) were not sure and 11% (n=69) disagreed with this statement.
- **53% (n=57)** of the children who are eligible to receive free school meals agreed with this statement. Compared with
- **58% (n=219)** of those children not eligible to receive free school meals agreeing with this statement

While this may indicate a correlation between children from lower income families having lower aspirations than their peers, there is the caveat that this a small sample size from which to draw any clear conclusion.

Gender

- **93% (n=572)** of the children **agreed** that girls and boys can do the same job. 5% (n=31) were not sure and 2% (n=11) disagreed. The tables below illustrate the **top 10 jobs** identified by boys and girls which illustrate that although the majority agree girls and boys can do the same job there still exists an unconscious bias when identifying with the jobs they prefer.

Jobs drawn by boys	Number
Sports player - Footballer/Rugby/Basketball	103
Youtuber	27
Gamer/Game designer/Streamer	16
Police Officer	8
Doctor	7
Scientist/Inventor	7
Zookeeper	7

[4] The Standard Occupational Classification (SOC) is a common classification of occupational information for the UK.

Basketball player	6
Driver - Lorry/Taxi/Bus	6
Teacher	5

Table 3: Top ten jobs identified by boys

Jobs drawn by girls	Number
Teacher	48
Artist	23
Sports player - footballer/gymnast/swimmer	19
Vet	18
Youtuber	11
Actor	9
Doctor	9
Author	8
Hairdresser	7
Dancer/Dance teacher/Ballerina	7

Table 4: Top ten jobs identified by girls

Linking what children learn at school with the world of work

In response to the statement: **English, maths and/or science can help me when I grow up - 66% (n=396) agreed** 26% (n=159) said they were unsure and 10% (n=59) did not agree with the statement. Of those who **agreed** the breakdown by occupation preferences is as follows.

- 61% (n=209) of the children identified with jobs in '**Culture, Media, and Sports'**, of which:
  - 56% (n=51) of the children identified '**Footballer'**
  - 53% (n=23) of the children identified '**Youtuber'**
- 78% (n=50) of the children identified an occupation as '**Teaching and educational professionals'**
- 76% (n=50) of the children identified an occupation as '**Health Professionals'**
- 75% (n=45) of the children identified an occupation as '**Science, research, engineering, and technology professionals'**
- 72% (n=33) of the children identified with jobs in a **Skilled trade** e.g., Construction; building; agriculture; textile and other skilled trades, etc.

In response to the statement: **Learning at school is important for my future job - 70% (n=427) agreed** while 20% (n=121) were unsure and 10% (n=59) disagreed. Of those children who agreed with the statement, the breakdown by occupation preferences is follows:

- 64% (n=217) identified **Culture, Media, and Sports,** of which
  - 56% (n=51) of the children identified **'Footballer'**
  - 56% (n=24) of the children identified **'Youtuber'**
- 92% (n=56) of the children identified jobs as '**Teaching and educational professionals'**
- 86% (n=54) of the children identified jobs as '**Health Professionals'**
- 78% (n=47) of the children who selected occupations as **'Science, research, engineering, and technology professionals'**
- 74% (n=34) of children who identified with jobs in a **Skilled trade** e.g, Construction; building; agriculture; textile and other skilled trades, etc.

In response to the statement: **There are lots of different jobs for me when I grow up - 69% (n=408) agreed** with 27% (n=165) stating they are not sure and 6% (n=37) disagreeing with the statement.

- 67% (n=225) of children who chose jobs in **Culture, Media, and sports** of which
  - 56% (n=24) of children chose '**Youtuber**'
- 68% (n=45) of children who chose a role as '**Health Professionals**'
- 68% (n=42) of children who chose '**Teaching and educational professionals**'
- 67% (n=40) of children who selected occupations as '**Science, research, engineering, and technology professionals**'
- 78% (n=36 of children who identified with jobs in a **skilled trade** e.g., Construction; building; agriculture; textile and other skilled trades, etc.

Further analysis by eligibility to receive free school meals and by the children's ethnicity of the responses to these questions did not highlight any significant corelation between the children's backgrounds and their answers.

The impact of Covid on children's aspirations

Early childhood has long been considered a critical time in the formation of self-esteem, self-identity, and self-concept (Sunal, 1990). Childhood experiences are foundational in the construction of identity. In April to May 2020, the impact of Covid at a national level was reported by BBC Children in Need[5] as having a detrimental impact on children's lives through heightening existing challenges, making some challenges more complex and creating new challenges and risks to deal with; a change, reduction or loss of support which would impact on children and young people's outcomes; and a regression in progress for children and young people.

There were concerns about longer-term outcomes, particularly mental health and wellbeing and reintegrating into 'normal life'. Eight major factors were also identified as follows:

1. **Isolation:** children and families were missing personal connections, relationships and support from trusted adults and peers outside the home.
2. **Increased emotional wellbeing and mental health challenges:** the pandemic was impacting on existing mental health and new issues were emerging for children and their parents. Anxiety, fear, and stress are particular concerns.
3. **Pressure on family relationships:** families were under pressure, from difficulties coping with stress and worry to crisis. Conflict and difficult relationships were increasing, whilst respite for children and parents was reducing.
4. **Increased exposure to harm:** children faced increased risks both within families and outside the home, e.g., with increased time online and being unable to access safe spaces.
5. **Basic needs are harder to meet:** children and families faced hunger and increased financial hardship. Digital access became a basic need in lockdown.
6. **Reduced access to education & activities:** children lacked the stimulation, development opportunities, structure & positive engagement these can bring.

[5] https://www.bbcchildreninneed.co.uk/wp-content/uploads/2020/11/CN1081-Impact-Report.pdf

7. **Risks to physical wellbeing:** children's physical wellbeing was at risk through reduced nutrition or physical activity for fitness, for those with health conditions, from the pandemic itself.
8. **Concern for the future:** children, young people and families were concerned for the future, such as education transitions, loss of jobs or risks to job prospects and financial stability.

The Education Endowment Foundation (2021 - 2022)[6] set out a comprehensive overview of key findings from robust research studies on attainment and learning loss experienced by school children because of Covid-19. Some selected examples from within the EEF overview include:

> *"By the end of the summer term, primary aged pupils had experienced a learning loss in reading equivalent to around 0.9 months of progress. In mathematics, primary aged pupils experienced a much greater learning loss of around 2.8 months. There were a number of regional disparities and pupils in some regions experienced greater learning losses." (DfE, 2021).*

> *"An analysis of attainment among primary pupils in England at the end of the 2020-21 academic year using aggregate results from more than 250,000 primary school tests from more than 1000 schools taken in the summer 2021 compared to the results from the last uninterrupted summer term in 2019 shows across all subjects the younger year groups (KS1) are showing the largest drops in attainment and therefore needing the most support…The gap in average attainment between those eligible for Pupil Premium and their peers continued to grow across the majority of year groups and subjects" (RSE, 2021).*

In February 2022, the Education Endowment Foundation published a new research report[7] that showed:

> *"The attainment gap between disadvantaged primary school pupils and their classmates has grown by about a month over the course of the pandemic. According to the research, the maths disadvantage attainment gap widened during the first period of school closures in Spring 2020. The attainment gaps in reading and maths did not widen – or shrink – during the following school year (2020–2021), which suggests that attainment gaps caused by disruptions to learning are unlikely to close without intervention."*

Across Suffolk, a period of school restrictions and some school closures over the last 2 years has meant that schools have had to prioritise core curriculum and catch up. Understandably, this has limited children's exposure to adults from the world of work in school.

A renewed focus is required on addressing learning loss, keeping children engaged with learning, broadening horizons, addressing stereotypes, and encouraging them to develop a healthy sense of self that enables them to eventually reach their full potential. In 2022 and beyond, there is significant scope across Suffolk to reignite enthusiasm and support for teachers, children, and parents to connect and work with volunteers from the world of work. This will help children to see the relevance of their education to future possibilities in a changing world of work.

[6] https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment#:~:text=There%20were%20a%20number%20of,to%20their%20non%2Ddisadvantaged%20peers.

[7] https://educationendowmentfoundation.org.uk/news/new-research-on-the-impact-of-covid-19-on-the-disadvantage-gap-in-primary-schools

Conclusions

The results highlight 80% (n=494) of the 618 children identified with only 32 jobs in only 3 Standard Occupational Code (SOC) sectors. Only ten jobs were drawn by 56% (n=346) of the children. 36% (n=216) children knew about these jobs because someone they knew, mainly family members, did the job. This is very similar to the findings from Education and Employers' previous report 'Drawing the Future' (2018).

The relatively few jobs identified by the children highlights their narrow view of the world and further illustrates the argument '*You can't be what you can't see'* and therefore, this reinforces the emphasis on the importance of allowing the children to 'see' more jobs and to learn more about the world of work linking this with what they learn at school. Children were influenced mainly by family, television, and social media or by their teacher at school.

At least a third of children (33%) thought they would do an apprenticeship when they are older. 49% thought they might go to university later in life. Some children (17%, n=106) chose both options. Unsurprisingly, some were unsure about which to choose at this early stage.

There does appear to be some correlation between the jobs that the children identified with and their response to the issue of going to university, doing an apprenticeship and the relevance of their learning to the world of work. Those who identified with jobs in Sports or as Youtuber or Gamer/Streamer appear to have the opinion that the job role they want to do is not linked to learning at school. Fewer of these children thought they would go to university compared to their peers who chose to draw other types of job such as in the Health, Science, research, engineering and technology or Teaching and Educational professions. These comparisons between the two groups highlighted similar responses to the questions: Learning at school is important for my future job' and 'English, maths and/or science can help me when I grow up'

Analysis was undertaken to identify if there were any links between the children in receipt of Free School Meals (FSM) and their answers to questions such as whether they thought they would go to university, do an apprenticeship. The sample size was small and no evidence of any significant correlation to these hypotheses within any of the data captured. Similarly, an investigation of responses of the children according to their ethnicity did not yield any clear links between the children's backgrounds and their aspirations. Responses to the question **'I can do any job I want when I grow up'** did reveal that a slightly higher proportion 58% (n=219) of children not in receipt of free school meals agreed with the statement compared to 53% (n=57) of their counterparts who are eligible to receive free school meals. This may be an indication that children from lower income families have lower aspirations than their peers, however, a note of caution is given as this is a small sample size.

With regards to gender stereotyping, most of the children (93%, n=572) agree that boys and girls can do the same job. However, the job selections made by the children, and especially the boys and less so with girls, indicates an unconscious bias exists despite their responses to the question.

In early June 2022 each participating school was provided with their own unique evidence-based dashboard highlighting results from the children's drawings, how this compares with the overall findings in the Ipswich and Felixstowe primary schools involved in the pilot, and how this compares to findings from the major international and UK study of children's aspirations undertaken in 2017 by Education and Employers.

Appendix 1 – Drawing the Future template

primary futures

When I grow up I would like to be: .....

Please draw a picture of what you want to do when you grow up. If you draw more than one picture, please say which one is your top choice. You can use text as part of your picture if you wish.

Do you know anyone who does this job? ☐ YES ☐ NO

If **yes**, who are they? .....

If **no**, how did you hear about the job? .....

Education and Employers *February 2022* *In partnership with* dmh associates

primary futures

Why do you want to do this job?.....

.....

Do you think you will go to university? ☐ YES ☐ NO ☐ DON'T KNOW

Do you think you will do an apprenticeship? ☐ YES ☐ NO ☐ DON'T KNOW

What do I think?	*Agree*	*Not Sure*	*Disagree*
I can do any job I want when I grow up	☺	😐	☹
Girls and Boys can do the same jobs	☺	😐	☹
English, Maths and Science can help me when I group up	☺	😐	☹
Learning at school is important for my future job	☺	😐	☹
There are lots of different jobs for me when I grow up	☺	😐	☹

Your name:

.....

I am a ☐ Boy ☐ Girl ☐ Prefer not to say

How old are you? ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

What is your favourite school subject?

.....

What language do you speak at home?

.....

What is your ethnicity (please tick one):

- ☐ White - English/Welsh/Scottish/Northern Irish/British
- ☐ White – Other
- ☐ Mixed/Multiple ethnic group
- ☐ Asian/Asian British
- ☐ Black/African/Caribbean/Black British
- ☐ Other ethnic group

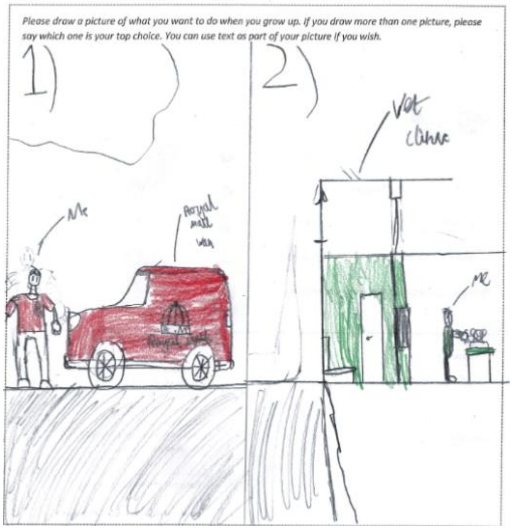
For your teacher to complete:

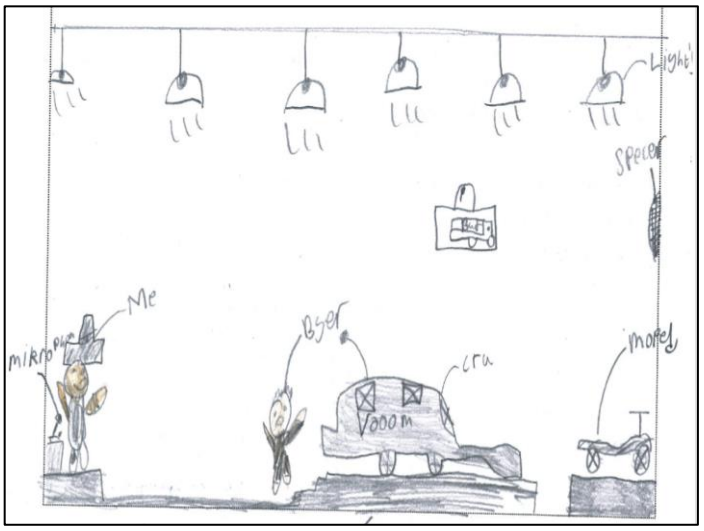
Name: .....

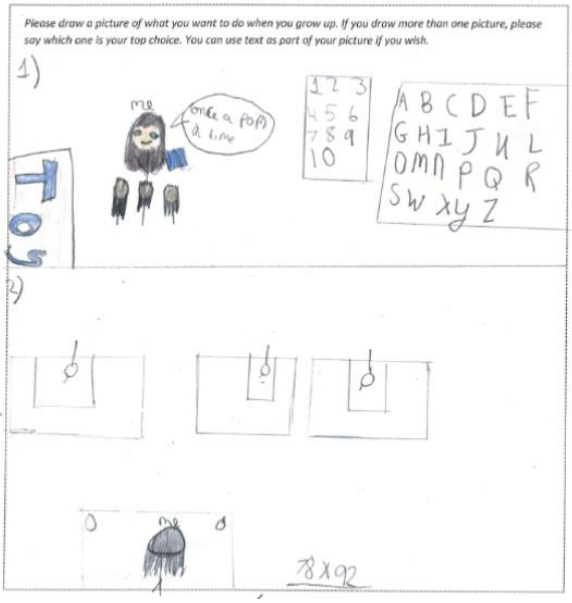
School: .....

Please tick here if eligible ☐

Appendix 2 – Examples of children's drawings







When I grow up I would like to be: I have no idea

When I grow up I would like to be: ARTIST

Appendix 3 – Selected quotes from children – Why I want to do this job …

"I want to work with children" - Teacher

"It has been my dream since I was 7" - Teacher

"I want to protect our country" – Soldier in the army

"It's my type and I think it is sooooo inspiring" – Ballerina

"I want to be a chef because my dad inspired me" – Chef

"I just want to do what I love and make people smile" – Actor

"I want to be a nurse so I can help people who are sick" – Nurse

"It is fascinating and it helps me learn about history" –teacher

"I want to be a police officer to catch criminals" – Police officer

"I would like to be a scientist to explore the world" – Scientist

"I want to make my dad proud" – Bus driver

"Because my dad is one" – Mechanic

"I want to be like my mum" – Shop keeper

"I want to work with my mum" – Baker

"Because my teacher does it and it looks like fun for them" – Teacher

"I love the Harry Potter stories and I want to write my own" – Author

"Because it lets you send a message out to the world, and it can be impressionable to young minds" – Author

"I would like to be a model because I love fashion and a police officer because I want to help people"

"I like studying the body" – Doctor

"I aspire to be a photographer because I like using my camera to capture special moments"

"I feel it would be a well-paid job and I never lose an argument so I believe I could be a successful lawyer or CEO"

"I want to unravel the mystery of the universe and get a Nobel prize" – Theoretical Physicist

"Because when I do it I can be a different person from anyone" – Pilot