

Health and Relationships Framework: Health and Wellbeing

NB: Some objectives contribute to safeguarding

First Aid						
Early Learning Goal	Pupils should: <ul style="list-style-type: none"> Know how to make a clear and efficient call to emergency services if necessary Learn the concepts of basic first-aid for example, dealing with common injuries including head injuries 					
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>To know what to do (who to go to) if they are hurt or feel any pain.</p>	<p>To learn about the special people who work in their community and who are responsible for looking after them and protecting them</p> <p><u>Example Activities:</u> Display an image of someone who appears to be hurt e.g. fallen over and scraped their knee in the playground. Ask chn what they would do if they were confronted by this situation. Emphasise that, at this point, there are no correct answers; you simply want to hear what each person's initial reaction would be. Display an image of someone who appears to be unconscious. What would you do? Would you be too scared to help? Would you know what to do? Talk partners - if you were going to do something, what is the first thing you would do?</p> <p>Introduce the concept of first aid and outline the role of a first aider before briefly discussing other special people who may be able to help, e.g. paramedic</p>	<p>To understand how people contact the special people who work in their community to protect them; to know to dial 999 in an emergency when they need help</p> <p><u>Example Activities:</u> What is the role of a first aider? Can anyone be a first aider? Discuss and explain how first aiders and other special people have very important skills so that they can give injured people first aid. The role of a first aider is to:</p> <ul style="list-style-type: none"> keep themselves and the casualty safe stop anyone getting any further injuries quickly and safely treat any injuries get help from the emergency services, if needed. <p>Show an image of a situation where it is clear that someone needs medical attention. What should you do to help them? Discuss the important things to remember:</p> <ul style="list-style-type: none"> stay safe; stay calm; keep talking to the casualty; call 999 or 112 if it is an emergency; It is always better to do something small than to do nothing at all. 	<p>To understand the school rules relating to health and safety including the principles of first aid</p> <p><u>Example Activities:</u> Share images which show clearly several hazards. Chn to circle each hazard and explain why it could be a danger to a first aider. Chn to think about what they could do to avoid the hazard or solve the problem without putting themselves in danger. Which hazards did you spot? Were there any steps you could have taken without putting yourself in any danger?</p> <p>Discuss how we follow rules every day to keep ourselves and others safe. At school, we have many rules to ensure everyone in the school is safe and healthy. We are all responsible for making sure we follow these rules.</p> <p>With a partner, chn to record as many school rules that they can think of which are there to keep us all safe and healthy.</p> <p>Ask each pair of chn to join another pair. In their small group, chn to compare the rules they thought of that we have in school to keep us safe and healthy.</p> <p>Can you explain to each other how these rules help to keep us safe and what might happen if some people didn't follow the rules?</p>	<p>To understand the school rules relating to health and safety including the principles of first aid and how to begin to deal with these</p> <p><u>Example Activities:</u> Recap why we have rules in school and in particular, those relating to keeping children safe, e.g. health and safety. Give scenarios to chn – either working individually or as a small group:</p> <p>A child has had a bad fall at the far end of the playground and has possibly broken their leg. They are in a lot of pain. What would you do? Who could help you? Which rules might help you in this situation?</p> <p>During lunchtime, a small fire has started in the computer room. The fire alarm has started to go off. What would you do? Who could help you? Which rules might help you in this situation?</p> <p>Chn could act out specific situations or share scenarios which the other children could address in how to deal with this/how to avoid.</p>	<p>To learn basic first aid procedures.</p> <p><u>Example Activities:</u> Being faced with a situation where someone has been hurt can be upsetting or may cause you to panic. If you feel yourself starting to panic, take slow, deep breaths to calm yourself down. After the casualty has been treated, you may feel:</p> <ul style="list-style-type: none"> happy and proud; confused; angry; sad or upset. <p>All of these feelings are completely normal. Talk to an adult you trust about what happened. They will be able to help you and put your mind at rest.</p> <p>When you are in a situation which needs first aid, it is very important that you communicate clearly with the casualty. When you are hurt, you may sometimes feel upset or confused. This is how your casualty could be feeling. Talking to them and explaining what is happening will help them to stay calm and feel reassured.</p>	<p>To know how and where to get emergency help in a range of situations: gas, electricity, fire, road traffic accidents, coast guard, etc</p> <p><u>Example Activities:</u> Explain that there are many situations which could be considered emergencies. This could be a time when someone is in danger or hurt and when urgent action is needed. On a post it note, chn to write down an example of a situation that they think would be an emergency (a general outline).</p> <p>Take one emergency situation at a time and discuss with the chn what action they think needs to be taken should they have found themselves in this situation. Ensure a range of situations are discussed including gas, electricity, fire, road traffic, etc.</p> <p>What actions did you suggest the person involved could take in those emergency situations?</p> <p>Remind chn that taking action taking action doesn't always mean coming to someone's aid, rescuing someone or stepping in yourself. Taking action can simply mean getting the right help sensibly and quickly.</p> <p>Chn to create a three column table. In the first column, they should list a type of emergency. In the middle column, outline the action that they should take and in the final column, list any people that could help.</p> <p>What sort of professionals can help us in emergency situations? Discuss how when we find ourselves in an emergency situation, the best thing to do is quickly find a grown-up to help. If, however, there is no time to get a grown-up or there is no one nearby, you might have to make a call to the emergency services yourself. Do you know the number to call in an emergency? Ensure all emergency services are included and chn know how to contact these.</p>