

ADAPT THIS FOR YOUR OWN PRESENTATION

Training module

Teaching **basic first aid**

Part of: Physical health and mental wellbeing

[YOUR NAME, YOUR SCHOOL]

Primary

Secondary

August 2020

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About this training module

Subject leads can use the adaptable slides and ‘**activities and templates for trainers**’ section at the end of this module to help shape training sessions for teachers.

This non-statutory training module supplements the [statutory guidance](#) on teaching **basic first aid**, which schools should read in full.

Schools can choose whether and how to follow or adapt this training module and should refer to the [Early Career Framework](#) for pedagogical guidance.

What you get out of today

By the end of this training you should:

- know what is included in the statutory guidance
- know some key knowledge and skills to cover as part of this topic
- have strategies to deal with questions that come up in class
- feel more confident teaching about **basic first aid**

Teaching the new curriculum

Related topics

Basic first aid is related to the science curriculum as well as topics such as:

- health and prevention
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco

Therefore you should:

- **consider thematic links** across key topics and the whole school when planning and delivering lessons
- find ways to **link knowledge and vocabulary** across topics

First aid support at [school name]

Our leads

[Names, contact details of first aid leads, school nurse]

Our policies

[Add details - e.g. school policy on PSHE, first aid, medicines policy, procedures for sanitisation of equipment, training opportunities]

Specialist support

[Add details - e.g. providers school already works with]

Other information

[Add resources]

First aid at [school name]

Ways in which we already teach about basic **first aid** at our school:

- [Add details]
- [Add details]
- [Add details]

Our first aid equipment

- [Add details of equipment and location]
- [Add details of equipment and location]
- [Add details of equipment and location]

External training and resources (1)

This training module provides information about what schools can teach pupils about basic first aid. However, it should be noted that this module is **not a substitute for basic first aid training**.

It is likely that when teaching the knowledge and skills many schools will choose to **use external trainers** and quality audio-visual resources from recognised expert organisations and websites, such as:

- [British Red Cross](#)
- [Resuscitation Council UK](#)
- [St John Ambulance](#)
- [NHS.UK](#), which has informed much of the content about basic first aid in this module

External training and resources (2)

Due to the practical nature of this topic, schools may want to incorporate the following in lessons:

- quality audio-visual content such as video
- practical demonstrations of first aid skills
- opportunities for pupils to practise first aid skills

When using this training module teachers may therefore benefit from familiarising themselves with some core first aid skills, for example:

- discussing a [CPR video \(St John Ambulance\)](#) as a prompt
- considering how resources like [Lifesaver](#) and [Lifesaver VR \(Resuscitation Council UK\)](#) could be used in lessons

Whole-school approach to first aid

Teaching about basic first aid should take place as part of a wider school context that promotes health and wellbeing.

Teachers and pupils should be aware of provision such as:

- school nurse
- first aiders
- location of first aid box
- location of automated external defibrillator (AED) if the school has one, or if there is one nearby

Teachers should also be aware of the school's medicines policy and who to approach if advice is needed.

Use of language and terminology

While the core slides in this module contain some language and terminology that schools may wish to include in lessons, this content is primarily for teacher use in understanding what can be taught to pupils.

Teachers will need to use language and terminology that is appropriate and accessible to their pupil groups.

Protecting our health and that of others

From September 2020, schools must have regard to the **new statutory guidance** for teaching basic first aid. The statutory guidance explains how this teaching fits into the wider topic of health education.

STATUTORY GUIDANCE

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. (p32)

Primary and secondary teaching

Some slides in this training have a **Primary** or **Secondary** label to indicate that the material is usually first introduced in that phase.

STATUTORY GUIDANCE

Schools have flexibility to design and plan age-appropriate subject content. (p31)

Using your knowledge of your pupils and school community you can:

- introduce secondary content in primary with pupils who need it and are ready
- teach the primary content in early secondary lessons to pupils who need to build knowledge before secondary content is taught

Pupils with SEND

You will need to **plan lessons to allow all pupils to access and practise the core knowledge**, using your expertise as you normally would.

You might want to link lesson outcomes with statutory 'preparing for adulthood' outcomes for those with an education, health and care (EHC) plan. (See [SEND code of practice](#), section 8.)

STATUTORY GUIDANCE

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (p15)

Teacher wellbeing

The new curriculum covers a wide range of topics, some of which individual teachers might find personally challenging in different ways.

It is important to feel you can ask for support or raise questions if:

- **you have personal experience** of a topic which makes teaching that content particularly challenging for you
- **you have personal views** on a topic that mean you need to discuss how you can ensure the teaching is delivered objectively

Talk to your line manager, in the first instance, if you do need support.

Safeguarding

Safeguarding (1)

Pupils may be affected by issues discussed in lessons.

Let your designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, know what you are teaching. This will enable them to identify and speak to relevant pupils, especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Teachers may need to deal with disclosures or concerns (e.g. of abuse or offending behaviour) in a way that safeguards pupils in line with school policies, especially the child protection policy.

Ground rules

Create class ground rules

Clear class ground rules can help when teaching about sensitive topics. They also support confidentiality and safeguarding of pupils.

Good practice is for ground rules to be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

Example ground rules

Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.

Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

Primary curriculum

Concepts of basic first aid

Introducing basic first aid

Explain that basic first aid teaches us **when and how to help someone** who is suddenly injured or ill.

This can mean:

- carrying out first aid on ourselves or another person
- explaining to someone else how to carry out first aid
- calling for help from adults or emergency services

Explore situations where basic first aid might be needed (e.g. the scenarios in this module). Explain that pupils will learn when and how they might help, but **they should still speak to an adult** if they or someone they know is in pain or has hurt themselves.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Putting safety first

Explain that pupils should **always check whether it is safe for them and other people if they do basic first aid**. For example, they should check for a risk of:

- being cut by broken glass
- falling from a height
- something falling onto them
- busy traffic
- coming into contact with fire or chemicals

If there has been an accident, or there is a serious danger to them or another person, pupils should always **find a safe space and call 999**.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Minor and major injuries

Explain that basic first aid allows us to:

- help when someone has a minor injury or illness
- keep someone with a more serious injury safe while they are waiting for emergency help (if it is safe to do so)

Teach that it is not always obvious whether an injury is minor or major. Explain that when they learn about common injuries, **pupils will also learn to look out for signs that they should get emergency help.**

Remind pupils that they should always tell an adult if they or somebody else is hurt or ill.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Medication

Explain that:

- the painkillers **paracetamol** and **ibuprofen** are often used for pain caused by minor injuries
- **antihistamines** are used to treat allergies

Stress that pupils should:

- only take painkillers with the knowledge, consent and guidance of a parent/guardian/doctor
- follow packaging instructions for recommended dose (which varies according to age)
- never take **aspirin**, if they are under 16 (as it can damage their liver and brain)

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Antiseptic cream

Teach that antiseptic creams are used to treat minor injuries such as cuts, grazes, burns and scalds, and insect bites. They help clean wounds and protect against infection by killing bacteria around the wound.

Explain that antiseptic cream should not be used on wounds that are going to be covered by a dressing. This is because they can keep the skin wet, damage it and slow down healing. (Reference: [NHS website](#))

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Dressings and bandages

Introduce pupils to a range of dressings (e.g. plasters) and bandages (e.g. roller bandage). Explore situations in which pupils might need to use dressings and bandages.

Teach that dressings are sterile pads that we put onto wounds to promote healing, keep wounds clean and prevent further harm. Bandages are used to hold dressings in place, support injured joints and control bleeding.

Provide pupils with opportunities to practise applying dressings and bandages.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Applying dressings

Explain that when applying a dressing, pupils should:

- stop bleeding by putting pressure on the wound and lifting it above the heart
- clean the wound under running water (for 5 to 10 minutes)
- pat dry using a clean cloth (but nothing fluffy)
- choose a dressing that is slightly bigger than the wound they are to cover
- hold the dressing at the edges and not touch the part that will cover the wound
- replace dressings when they are dirty or wet, or when blood soaks through

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Using bandages

Give pupils a chance to practise using a bandage to secure a dressing on each other. Explain they should:

- support the person's limb
- start from the front and injured side of the person
- spiral the bandage around the limb tightly, but without restricting circulation
- leave toes or fingers uncovered
- fasten the bandage with pins or tape, or tuck the bandage into itself if no pins or tape are available

Explain that many dressings are self-adhesive and do not require a bandage to hold them in place.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Common injuries

Teaching common injuries

The following slides introduce the concept of basic first aid for common injuries.

As well as setting out steps pupils can take if an injury is minor and it is safe for them to carry out first aid, the slides also give more advanced advice on when to get emergency help.

At primary level, teachers will need to use their understanding of their class's developmental level to determine whether it is appropriate to teach the more advanced information for each injury.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Secondary

Wasp and bee stings (1)

Teach that bees and wasps have stingers that hurt and cause a red lump when they prick our skin.

Explain that bees can only sting once, and their sting is acidic. They leave their stinger in the skin. Wasps can sting more than once, and their sting is alkaline. They do not leave their stinger in the skin.

To treat a wasp or bee sting, pupils should:

1. remove the stinger (if there is one)
2. wash the area with soap and water
3. apply a cold cloth (for at least 10 minutes)
4. not scratch the affected area

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Wasp and bee stings (2)

Explain that emergency treatment is required for a severe allergic reaction (e.g. difficulty breathing, swollen face, being sick, loss of consciousness).

Teach that **pupils may also need medical help** if:

- symptoms get worse over a number of days
- the wound becomes infected (e.g. it is inflamed and surrounded by a thick yellow liquid called pus)
- they are stung in their mouth, throat or around their eyes

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Cuts and grazes (1)

Explain that most cuts and grazes are not deep and will heal after a few days, if we follow these steps.

1. **Stop the bleeding** by pressing a hand or clean cloth against the wound for a few minutes.
2. **Clean the wound** under a running tap and pat it dry with a clean cloth. Do not use an antiseptic, as this can damage the skin and slow down healing.
3. **Apply a plaster** that is slightly bigger than the wound. Do not touch the part that covers the wound. Replace plasters when wet or dirty, or when blood shows through.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Cuts and grazes (2)

Explain that **wounds sometimes get infected by bacteria if not properly treated**. Pupils might need medical help if they show signs of infection (swelling, redness, pus, high temperature, swollen glands).

Teach that pupils should **get emergency help** if:

- a wound is large and deep
- bleeding does not stop
- there may be something stuck in the wound (e.g. metal or glass)
- blood is bright red and spurting out of the wound (this could mean an artery has been cut)
- the wound is to the face (to prevent scarring)

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Nosebleeds (1)

Teach that nosebleeds are caused by damage to the inside of the nose.

Explain that to treat a nosebleed pupils should:

- sit or stand up straight (they should not lie down)
- pinch above their nostrils for 10 to 15 minutes
- lean forward and breathe through their mouth
- place an ice pack (or similar item, e.g. a bag of frozen peas) at the top of their nose

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Nosebleeds (2)

Explain that for 24 hours after a nosebleed, **pupils should not:**

- blow or pick their nose
- drink hot drinks
- lift anything heavy
- do any exercise
- pick any scabs that emerge

Teach that nosebleeds are common among children, but they usually grow out of them by the age of 11.

Explain that nosebleeds sometimes require medical attention, but this is more common for adults.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Headaches (1)

Explain that headaches can be caused by factors such as dehydration, stress, a cold or staring at a screen for too long. They are usually short term, go away by themselves and are not a sign of anything serious.

Explore ways pupils might **deal with a headache**, e.g.:

- drinking plenty of water to stay hydrated
- avoiding anything stressful
- doing some light exercise in the fresh air
- resting, if they have a cold or the flu

Teach that parents/guardians may take them to see a GP if they keep getting headaches or have other symptoms (e.g. they are vomiting).

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Headaches (2)

Teach that pupils should never take painkillers for a headache without the knowledge and instruction of a parent/guardian/doctor.

Explain that they should **call 999** if someone has a headache that is extremely painful and is accompanied by:

- difficulty talking or remembering things
- loss of vision
- drowsiness or confusion
- high temperature, shivers, a stiff neck or rash
- the white of the eye turning red

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Head injuries (1)

Teach that banging our head (e.g. by falling over or something hitting our head) can cause a head injury.

Reassure pupils that most head injuries are minor, but they should **always tell an adult if they bang their head**. After banging their head, they can also:

- hold an ice pack to the head to reduce swelling
- rest and avoid stress
- stay close to an adult for 24 hours - so they can continue to check for signs of serious injury

Pupils should not take painkillers without the knowledge and instruction of a parent/guardian.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Head injuries (2)

Explain that pupils should always call 999 if someone has:

- been in a serious accident (e.g. a car crash)
- been knocked out (even if they wake up)
- fluid or blood coming from their ears or nose
- numbness or problems walking, balancing, understanding or speaking
- changes to their usual behaviour
- memory loss
- continuous vomiting after the injury
- trouble staying awake
- seizures

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Sprains

Teach that in day-to-day activity (e.g. playing sports), we can **tear or twist ligaments**, which hold together joints such as knees, ankles and wrists.

Explain that sprains cause pain around an affected ligament, and the area becomes swollen or bruised. Usually, **we can treat a strain at home** if we:

- rest, so that we do not put weight on the injury
- put an ice pack on the area every 2 to 3 hours
- put a bandage around the injury to support it
- keep it raised on a pillow as much as possible
- keep moving the joint, once pain dies down (to prevent stiffness)

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Broken bones

Teach that signs of a broken bone include:

- extreme pain in an injury after an incident
- a large amount of swelling or bruising
- a bone looking like it is at a strange angle
- inability to use the injured part of the body

Explain that **it is important to treat broken bones as soon as possible**, so pupils should call 999 even if they only suspect a bone may be broken. They should:

- tell the person to keep the injury still
- support the injury with soft items (e.g. cushions)
- try to stop any bleeding while waiting for help

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Vomiting

Teach that vomiting is very common in children and is usually caused by a stomach infection. It usually stops within a few days. Pupils should tell an adult if they or someone they know has vomited. They should also:

- get plenty of rest
- drink lots of fluids
- stay at home and wash their hands regularly (to prevent spreading infection)
- not share items like towels or cutlery

A parent/guardian may take a child to see a GP if a child does not stop vomiting or has other symptoms.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Eye injuries (1)

Explain that if we get something in our eye it is usually minor and the injury heals within a day.

Teach that **we can treat a minor eye injury at home** by:

- washing the eye with clean water (not hot)
- if possible, running the eye under a tap for 20 minutes (only using a mild flow), holding the eye open
- trying not to rub the eye until it is better

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Eye injuries (2)

Explain that it is important to **get emergency help** if:

- a strong chemical has got in the eye (keep rinsing the eye with water while waiting for help)
- something has pierced the eye
- something has hit the eye at high speed

We should also **get emergency help** if, after an injury:

- our eyesight changes
- we feel sick, have a headache, high temperature or sensitivity to light
- we cannot move the eye
- blood or pus is coming from the eye

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Burns and scalds (1)

Explain that burns and scalds are skin damage caused by heat. **Burns are caused by dry heat** (e.g. fire).

Scalds are caused by wet heat (e.g. boiling water).

Teach pupils that if someone is burned, they should:

- get them away from the source of heat
- run the burn under cool/lukewarm water for 20 minutes (and not use ice or greasy substances)
- remove clothing or jewellery near the burn (but not remove anything that is stuck to the skin)
- keep the person warm with a blanket
- cover the burn with cling film or a clean plastic bag

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Burns and scalds (2)

Teach that **some minor burns can be treated at home**, if the burn is kept clean. People should not apply creams or burst any blisters that appear.

Explain that pupils should **always get emergency medical help for:**

- any burns that are bigger than the person's hand
- chemical and electrical burns
- burns that cause white or charred skin
- burns that cause blisters on the face, hands, arms, feet, legs or genitals
- people who have breathed in fumes or smoke

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Allergies (1)

Teachers may also like to refer to content on allergies in the health and prevention module.

Explain that **allergies are a reaction to particular substances** (e.g. dust mites, food, chemicals). They are very common among children, who sometimes grow out of their allergies. Hay fever is an example of an allergy that is very common.

Teach that **most allergic reactions are mild** (e.g. runny nose, watery eyes, sneezing), and in most cases antihistamines are sufficient for preventing and treating allergic responses.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Allergies (2)

Explain that occasionally an allergy can cause 'anaphylactic shock'. Symptoms are life-threatening, come on suddenly and get worse quickly. They include breathing difficulties, confusion, anxiety and unconsciousness.

It is vital to **call 999 immediately** and say that you think the person is having a serious allergic reaction.

Explain that some people carry 'adrenaline auto-injectors' (e.g. EpiPen). Explain their purpose and teach the importance of always carrying the auto-injector and knowing how to use it if one has been prescribed.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Choking (1)

Explain that a person chokes if something (e.g. a piece of food) blocks their airway and stops air getting into the lungs.

Teach that it **is important to remove the obstruction from their airway as soon as possible**. Pupils can help to do this by shouting for an adult immediately and:

- encouraging the person to try coughing hard
- hitting the person hard on their upper back 5 times
- calling 999, if this has not worked and nobody else is around to call emergency services
- continuing to hit the person between the shoulders while waiting for help

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Choking (2)

Teach that teenagers and adults can also try to remove an obstruction using the Heimlich manoeuvre. Explain that they do this by:

1. bending the person forward and putting their hands around the person's waist
2. clenching 1 fist and placing it above their belly button
3. putting their other hand on top of the fist and pulling sharply inwards and upwards

Explain that there are also **different methods for helping a choking baby**. If pupils see a baby choking, they should call an adult immediately or call 999.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

If someone falls unconscious

If someone falls unconscious (1)

Explain that 'unconscious' means that someone looks asleep and is unable to respond. If a pupil thinks someone is unconscious, they should call for an adult's help, if possible.

If no adult is around, the pupil should try to get a response by shaking the person, talking to them or pinching their ears. If they do not respond, they should check their breath by:

- tipping their head back to open their airway
- checking if their chest is moving up and down
- listening for breath at their mouth

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

If someone falls unconscious (2)

If they are breathing, pull them onto their side and tip their head back so they can still breathe. Then call 999.

Explain that pupils should not leave an unconscious person who is breathing on their back, as this can block their airways.

If an unconscious person is not breathing, it is important to shout for an adult and call 999 immediately. Do not put the person on their side.

The life-saving section in the secondary part of this module contains detailed guidance on the recovery position, when to use it and when to avoid it.

STATUTORY GUIDANCE

Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Primary

Making an emergency call

Calling 999 for an ambulance

Explain to pupils that they will be learning about how to call 999 for an ambulance in a health emergency.

Tell pupils to make sure they are in no danger themselves before they call for an ambulance. For example, if they are in traffic or at risk from a fire they should first move to a safe place.

Explain to pupils that even if someone else is unwell or injured, **their own safety must come first.**

STATUTORY GUIDANCE

Know how to make a clear and efficient call to emergency services if necessary.

When to call 999 (emergency)

Teach pupils that they need to **call 999** if any of the following apply to the casualty:

- **unconscious / unresponsive** (does not respond when you shout and shake them by the shoulders)
- **not breathing**, or not breathing normally
- **choking** (cannot breathe)
- **seriously injured or unwell** (discuss scenarios)

Emphasise that you must call straight away. Never call someone else first to check. Time is very important. It is right to call 999 even if they are unsure.

Tell pupils to stay with the person while they make the call if they can.

STATUTORY GUIDANCE

Know how to make a clear and efficient call to emergency services if necessary.

How to make a 999 call

Give pupils clear instructions for calling 999, including the following.

Dial 999 on a landline or a mobile phone. Put the phone on speakerphone if you can. This means your hands are free if you are asked to do anything else.

You will be put through to an operator who will ask:

Emergency. Which service? Police, Ambulance, Fire?

Ask for an ambulance.

The operator will ask questions to find out what is wrong with the unwell person, for example, if they have stopped breathing, to assess the level of emergency.

STATUTORY GUIDANCE

Know how to make a clear and efficient call to emergency services if necessary.

What you might be asked to do

Teach that the operator will:

- **ask you the address** where you are and send an ambulance to you as soon as possible
- **ask you the reason for your call** and ask for more details about the casualty - for example, medical problems and symptoms
- **give you advice** on what you can do to help the casualty until the ambulance arrives
- **ask you to do things** like put the casualty in the 'recovery position' (what they ask you to do will depend on your age and ability)

STATUTORY GUIDANCE

Know how to make a clear and efficient call to emergency services if necessary.

Practise making an emergency call

Give pupils opportunities to practise making a pretend 999 call.

Show pupils how to make a call from both a landline and a mobile phone (including from locked screen).

Based on a teacher-led scenario, check that pupils remember to:

- **ensure their own safety first**
- turn on speakerphone if they can (not essential)
- give a correct address or directions
- answer questions clearly
- follow any instructions from the operator

STATUTORY GUIDANCE

Know how to make a clear and efficient call to emergency services if necessary.

Secondary curriculum

STATUTORY GUIDANCE

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. (p36)

Basic treatment for common injuries

Build on basic first aid skills

For each of the common injuries set out in the primary section of this module, ensure that pupils understand:

- basic first aid approaches
- what to do if the injury requires an alternative or emergency response.

STATUTORY GUIDANCE

Know basic treatment for common injuries.

Secondary

Life-saving skills

Assessing a casualty

Build on advice on what to do if someone is unconscious in the primary section of this module by teaching how to assess an injured casualty after an incident.

Teach the 3 ABC priorities for assessment:

- airway
- breathing
- circulation

Explain that before assessing a casualty, a pupil should ensure they, the casualty and the environment they are in are safe.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Assessing a casualty: airway

A casualty who is responsive after an incident can be left in the position they are in until help arrives. However, they should be constantly checked for consciousness.

If they fall unconscious, open their airway by placing a hand on their forehead and lifting the tip of their chin with 2 fingers (moving the tongue away from the back of the throat).

If a spinal injury is possible, place hands either side of their head and use fingertips to lift the angle of the jaw upwards and forward, without moving the head.

Take care not to move the casualty's head.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Assessing a casualty: breathing

To check that a person is still breathing:

- look for a rise and fall in their chest
- listen over their mouth and nose for a breathing sound
- feel their breath against your cheek for 10 seconds

If they are breathing normally (not gasping or irregularly), put them in the 'recovery position' so that their airway stays open. Continue to monitor them.

If they stop breathing, call 999 for an ambulance and begin cardiopulmonary resuscitation (CPR).

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Assessing a casualty: circulation

If a casualty isn't breathing normally, you should begin chest compressions immediately.

When a person has a cardiac arrest, they will commonly start gasping irregularly for a few minutes. This is called 'agonal breathing'. It is not normal breathing, and it should not be taken as a sign that chest compressions are not necessary.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Recovery position (1)

Explain the procedure for getting a casualty into the recovery position.

1. Lie the person on their back and kneel by their side.
2. Put the arm nearest to you at a right angle to their body with the palm facing up.
3. Fold the other arm so that its hand touches the cheek nearest to you, and hold it in place.
4. Use your free hand to bend the knee furthest from you up into a right angle.
5. Pull on the bent knee to roll the person over onto their side.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Recovery position (2)

6. Their bent arm should support their head, and their extended arm should stop you rolling them too far.
7. Make sure their bent leg is at a right angle.
8. Open the airway by gently tilting the head back and lifting the chin, checking nothing is blocking the airway.
9. Stay with the person and monitor them until help arrives.

You can [see a video](#) of how to put someone into the recovery position on the NHS website.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Understanding CPR (1)

Teach pupils the following principles in relation to CPR (cardiopulmonary resuscitation):

- CPR is a way to keep someone's blood circulating if they have stopped breathing (respiratory arrest) and/or their heart has stopped (cardiac arrest)
- if circulation/breathing stops for too long people die

Introduce pupils to concepts of CPR such as chest compressions and rescue breaths.

CPR skills are usually best taught after 12 years of age, because of the strength required to carry out the procedure.

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

Understanding CPR (2)

Also teach pupils the following important facts about CPR:

- never do CPR on someone if they are awake and breathing normally
- anyone can do CPR until medical help arrives, you do not need to be a doctor
- CPR can sometimes save a life
- sometimes a person will die, even if CPR is performed

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

CPR skills

When pupils are ready, **introduce practical CPR skills** as well as extending pupils' knowledge.

Teach pupils:

- when a casualty needs CPR
- other actions you need to take (for example, calling 999, finding a defibrillator)
- how to perform CPR
- that chest compressions alone can often be highly effective, even if you cannot perform full CPR with 'rescue breaths'

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Secondary

If you cannot do CPR yourself

Explain that people can still help even if they cannot do CPR themselves (for example, they are not strong or confident enough).

You can:

- recognise an emergency, call 999 and look out for the ambulance
- call out for someone else to help give CPR
- help someone else to perform CPR:
 - talk them through the steps
 - count chest compressions/breaths for them
 - provide encouragement and reassurance that they are doing the right things

STATUTORY GUIDANCE

Know life-saving skills, including how to administer CPR.

Defibrillators

Understanding defibrillators (AEDs)

Teach that an AED (automated external defibrillator) is a portable electronic machine that can detect the abnormal heart rhythms that are present when someone has a cardiac arrest.

When an abnormal rhythm is detected, the machine delivers an electric charge/shock that might be able to restart the heart or establish a regular rhythm. The sooner the heart is restarted, the better the casualty's chance of survival.

Explain that it can take time for an ambulance to come. Using an AED could save a life.

STATUTORY GUIDANCE

Know the purpose of defibrillators and when one might be needed.

Secondary

Finding an AED

Teach that you can find AEDs in public places such as offices, schools, gyms, shopping centres, supermarkets, stations and airports. Look out for 'AED' signage and when you ring 999 they'll be able to tell you where to find one. Show pupils examples of signage.

In some places AEDs are kept in an unlocked cabinet. If a cabinet is locked, the emergency services operator will give you a code over the phone that you can use to unlock it.

If possible, one person should perform CPR while another person finds an AED.

STATUTORY GUIDANCE

Know the purpose of defibrillators and when one might be needed.

Secondary

Using an AED

Explain that an AED is easy to use and safe. It cannot harm the casualty because it detects when shock is needed (irregular heart rhythm) and only works in that situation.

Anyone can use an AED - you do not need to be a medical professional or first aider. The machine will 'speak' instructions that tell you what to do.

Teach that it is always better to try to use an AED if someone's heart has stopped than to do nothing.

STATUTORY GUIDANCE

Know the purpose of defibrillators and when one might be needed.

Secondary

Examples of good practice

Good practice

The following are just some of the approaches you might consider when preparing to teach basic first aid.

You will need to adapt these approaches to ensure they are age appropriate and developmentally appropriate for your pupils.

You can also consider using qualified first aid trainers from recognised expert organisations, such as:

- [British Red Cross](#)
- [Resuscitation Council UK](#)
- [St John Ambulance](#)

Good practice approaches (1)

Ensure first aid skills are taught at the right time so that pupils are not lacking the knowledge they need to make informed decisions in an emergency.

Check content of sessions will not adversely affect any pupils - for example, where they or a family member have experienced a traumatic first aid emergency.

As many emergency calls are made from people's homes, schools may want to **encourage pupils to learn or carry a note of their home address** so they are able to give the correct details to emergency services if needed.

Good practice

Good practice approaches (2)

Give pupils **opportunities to handle relevant objects** (for example, first aid box including bandages, and life-saving equipment) and to ask questions about them.

Consider **giving older pupils opportunities to practise skills by demonstrating what they have learnt to younger pupils**, with teachers checking for accuracy and understanding.

Use purpose-made CPR manikins to demonstrate skills and give pupils opportunities to practise.

Involve pupils in cleaning/disinfecting CPR manikins before and after use to reassure them and to embed good hygiene practice.

Good practice

Good practice approaches (3)

Be ready to answer **questions about people who do not want to be resuscitated**. Further information on this can be found on the [NHS website](#).

Encourage pupils to **recognise how health and environmental factors can be related to an emergency situation**, for example, eating and choking, or pollution and asthma.

Use **medically/scientifically correct language** to accurately describe human anatomy and processes of the body.

Good practice approaches (4)

Ensure ample time is allowed for observing and practising first aid skills so that pupils are able to develop their abilities and confidence.

Ensure staff and pupils are aware of school first aiders, and the location of first aid equipment, including an AED if the school has one.

Further information

Schools may want to refer to organisations such as the following for further information and teaching resources:

- [British Red Cross](#)
- [NHS website](#)
- [Resuscitation Council UK](#) (includes resources)
- [St John Ambulance](#) (includes resources)

Activities and templates for trainers

About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Training activity:
Rate your confidence

Rate your confidence (trainer notes)

Ask your colleagues to rate confidence before and after topic training using the slides in this deck.

Before training

Ask teachers to think about where they currently fit on the scale.

After training

Ask teachers to rate their confidence again and talk about changes. You might want to repeat this activity at later check ins.

If teachers still rate confidence as low, discuss ways you can develop their subject knowledge, offer peer support etc.

Rate your confidence (**before** training)

How do you feel about teaching this topic?

Not confident at all										Very confident	
1	2	3	4	5	6	7	8	9	10		

Rate your confidence (**after** training)

How do you feel now? What support/information could help?

Not confident at all										Very confident	
1	2	3	4	5	6	7	8	9	10		

Training activity: Dealing with difficult questions

Dealing with difficult questions (trainer notes)

Use the following slides in your training to help teachers:

- **share concerns** about questions they could be asked by pupils
- **strategise** ways to respond to such questions

Dealing with difficult questions (1)

What would
you say?

What wouldn't you
say?

[Prepare 'difficult' questions to discuss in training or
give teachers a blank version to fill with their own
questions]

Follow up

Dealing with difficult questions (2)

Pupils may well ask questions because they:

- want information
- are seeking permission - “Is it OK if I ...?”
- are trying to shock or get attention
- have related personal beliefs

Remember:

- don't feel pressured or that you have to answer straight away
- don't disclose personal information - use third-person examples, say 'some people...'
- seek advice if you need it

Training activity:
How will I teach this?

How will I teach this? (trainer notes)

Use the following slides in your training to help teachers:

- **begin to plan and resource** their lessons
- **discuss and address any issues** they anticipate in the delivery of lessons

How will I teach this?

How will I prepare to teach this topic?

- What do I need to do?
- What resources do I need?
- Do I need external support?

How will I adapt to needs of pupils?

- What are the challenges?
- What language and concepts will pupils need support with?
- Do I need additional support in the classroom?

How will I assess pupil understanding and progress?

Additional slides for structuring training

ADAPT THIS FOR YOUR OWN PRESENTATION

Any questions?

Any concerns?

What support do you need?

ADAPT THIS FOR YOUR OWN PRESENTATION

XX%

[Use this format to present your own key facts and statistics - e.g. from your local authority or own monitoring. Include the source.]