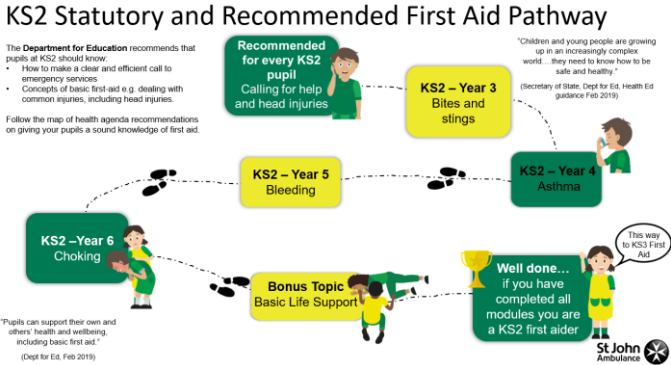


<p>Learning Objective: Health & Wellbeing To understand how to treat different types of injury and perform basic first aid</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To recap first aid from year three To know how to provide basic first aid, including head injuries To know respond to an asthma attack To know how to seek help and use 999 	
<p>Vocabulary: first aid, resuscitate, associated, prevent, mild, severe, asthma, inhaler, epi pen, administer,</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Evaluate own evidence offered and that offered by others i.e. I think that example is... Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry Evaluate in some detail the range of possibilities <p>KS2 Statutory and Recommended First Aid Pathway</p>  <p>The Department for Education recommends that pupils at KS2 should know:</p> <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services Concepts of basic first aid e.g. dealing with common injuries, including head injuries. <p>Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.</p> <p>Recommended for every KS2 pupil Calling for help and head injuries</p> <p>KS2 – Year 3 Bites and stings</p> <p>KS2 – Year 4 Asthma</p> <p>KS2 – Year 5 Bleeding</p> <p>KS2 – Year 6 Choking</p> <p>Bonus Topic Basic Life Support</p> <p>Well done... if you have completed all modules you are a KS2 first aider</p> <p><small>*Children and young people are growing up in an increasingly complex world... they need to know how to be safe and healthy.* (Secretary of State, Dept for Ed, Health Ed guidance Feb 2019)</small></p> <p><small>*Pupils can support their own and others' health and wellbeing, including basic first aid.* (Dept for Ed, Feb 2019)</small></p> <p><small>This way to KS2 First Aid</small></p> <p>St John Ambulance</p>	
<p>Suggested Lessons</p>	<p>Aims of Sessions:</p>	<p>Content:</p>
	<p>Recap of prior learning:</p>	
<p>1</p>	<ul style="list-style-type: none"> How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings What to do in an emergency, including calling for help and speaking to the emergency services 	<p>L.O. To recap first aid from Year Three</p> <p>Show the children the words first aid and ask them to discuss with their learning partner what they can recall about this from Year Three. Highlight that some of the different things they may focus on is bites and stings, and how to gain first aid within your school.</p> <p>The children should have been taught the following procedure within Year Three</p> <p>Severe allergic reaction</p> <ul style="list-style-type: none"> Call 999 Ask the casualty if they have an epi pen with them Keep checking their breathing and keep them calm Stay with them <p>https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/</p>

		<p>Use the lesson materials above to provide children with the information for what they need to do in different scenarios (these are included within the PowerPoint). Children to work in groups with different scenarios and present them back to the class.</p>
<p>2&3</p>	<ul style="list-style-type: none"> • How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings • What to do in an emergency, including calling for help and speaking to the emergency services 	<p>L.O. To know how to provide basic first aid, including head injuries</p> <p>Skills Focus: Evaluate own evidence offered and that offered by others i.e. I think that example is... Evaluate in some detail the range of possibilities</p> <p>Recap the previous lesson and then work through the PP which is on the following link</p> <p>https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/</p> <p>Focus on the areas of mild and severe head injuries</p> <p>Signs of a <u>MILD</u> head injury could be:</p> <ul style="list-style-type: none"> ➤ Wound to head ➤ Dizziness and/or feeling sick ➤ Confusion ➤ Mild headache ➤ Level of response may be affected for a brief period ➤ Loss of memory at the time or immediately before the injury <p>Signs of a <u>SEVERE</u> head injury could be:</p> <ul style="list-style-type: none"> ➤ History of severe blow to the head ➤ Declining level of response. ➤ Casualty may become unresponsive. ➤ Blood or bloodstained watery fluid leaking from ear or nose ➤ Unequal pupil size <p>Activity – allow the children to sort the different signs between mild and severe head injuries</p> <p>Work up to slide 11 and 12 and model what to do for mild and severe head injuries. Children practise.</p> <p>Extension – provide different scenarios where a child has to work with a partner to first determine if the injury is mild or severe and then administer the correct support.</p>

<p>4&5</p>	<ul style="list-style-type: none"> • How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings • What to do in an emergency, including calling for help and speaking to the emergency services 	<p>L.O. To know respond to an asthma attack</p> <p>Skills Focus: Evaluate own evidence offered and that offered by others i.e. I think that example is... Evaluate in some detail the range of possibilities</p> <p>Recap the previous lesson and then introduce the idea of an asthma attack. Does anyone know what this is? Would anyone like to share his or her experience of asthma?</p> <p>Follow the instructions in the below link</p> <p>https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/</p> <p>Open up the slides and go through how we breathe and how the airways between someone with and without asthma differ.</p> <p>Go through the signs and symptoms</p> <p>Then model how to help during an asthma attack, which the children will repeat with a learning partner.</p> <p>Activity – Work through the extension activity on the different triggers for an asthma attack</p>
<p>6</p>	<ul style="list-style-type: none"> • How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings • What to do in an emergency, including calling for help and speaking to the emergency services 	<p>To know how to seek help and use 999</p> <p>Skills Focus: Evaluate own evidence offered and that offered by others i.e. I think that example is... Evaluate in some detail the range of possibilities</p> <p>Use this session as a recap activity. Highlight to the children what should be done in the event of a serious injury and discuss what the children would classify as a serious injury.</p> <p>This session will recap all the previous lessons through different scenario work.</p> <p>Activity – Provide the children with a range of different scenarios, where the support may be for asthma, head injury (mild and severe), basic first aid and also ones that do not require the use of emergency services.</p> <p>Children to consider the approach to the scenarios and then present back to class.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> • How to carry out basic first aid and that if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help

	<ul style="list-style-type: none">• Importance of remaining calm during an emergency and providing clear information• How to ask for help from a trusted adult if they have any worries or concerns about drugs
Resources needed for project:	Scenario cards Bandages If possible, examples of inhalers or an epi pen St John Ambulance resources
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.	Challenge through questioning
SEND:	Support through pre learning and scaffolds