

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 11 journey? INTENT: This is a unit of work based upon the study of FIRST AID, including teaching students the processes of DRABC in order to support vulnerable people according to their situations. Students will explore and revise how to deal with shock, CPR, bleeding and the recovery position. They will acquire knowledge of strategies needed to cope and deal with different emergency situations. They will use this knowledge to reflect on how they can utilise their embedded skills they have learnt in their own lives and to help other people, should the need arise.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?
<p>All students by the time they leave school should feel confident in helping themselves or those around them if an injury occurs, in support of St John Ambulance's ambition to reduce avoidable deaths through educating more and more people.</p> <p>Including Health and Hygiene in y7 HT2, Health & Wellbeing in Y8 HT2, Health & Wellbeing in y9 HT4 and First Aid in Y10 HT4, they will already have an understanding of some of the key themes that are scaffolded at an age appropriate level.</p> <p>By using the Personal Development curriculum to embed First Aid, students can also gain an appreciation of the importance of helping others at their most vulnerable time, building a stronger moral compass for our students.</p> <p>For instance, by using the acronym DRABC, students are encouraged to assess their own safety in the first instance before helping anyone else. This minimises further accidents or injuries. Furthermore, by embedding the acronym DRABC, students are more likely to remember (and therefore be more confident in) delivering the first aid processes that are required in certain situations.</p>	<p>In preparation for year 11 students to leave school and embrace a new learning environment (whether an apprenticeship, different education provider), it is important that ALL students and staff are pre-emptive with a solid understanding of First Aid, with a confidence to help people in urgent need.</p> <p>Due to increasing pressures the NHS are facing due to staff shortages and government cuts, as well as supporting St John Ambulance in their mission to save more lives, it is all the more imperative that more people are educated and put into practice some potentially life-saving techniques. It is important that students are aware of how to deal with different health implications so that they can become valued members of society, supporting our health care system.</p> <p>As students will have already covered a First Aid module in year 10, this year 11 First Aid module has been scaffolded to allow for more information retrieval, giving students more opportunities to test their long term memories, particularly under pressure, so that they are well-prepared for a range of potentially life-threatening events of others. As a result, quizzes and true/false tasks are promoted more-so to cater for this need in the curriculum.</p> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; margin: 10px 0;"> <p>First Aid</p> <ol style="list-style-type: none"> 1. First Aid as FBV: Helping Others/ Responsibility to protect life 2. Treating Shock & Bleeding 3. The Recovery Position 4. Choking 5. CPR & Blood, Organ & Stem-cell donation </div> <p>H15</p> <p>Students will know:</p> <ul style="list-style-type: none"> • Definition of DRABC, what is first aid and why it is important to help others. Link to Fundamental British Values 	<p><u>Links to support an ambitious curriculum</u></p> <p>St John's Ambulance- How- to First aid videos: https://www.sja.org.uk/get-advice/first-aid-advice/?parentId=12265&categoryId=12349</p> <p>Red Cross -Safe-hands community: https://www.redcrossfirstaidtraining.co.uk/safe-hands/</p> <p>Christian Eriksen collapses during a football game and teammate puts him in the recovery position: https://www.mirror.co.uk/sport/football/news/denmark-kjaer-christian-eriksen-cpr-24306820</p> <p>NHS- Blood, stem cell and organ donation: https://www.nhsbt.nhs.uk/</p>

	<ul style="list-style-type: none"> • What to do in the event of someone having a sprain, asthma attack or reaction to an allergy • How to treat someone experiencing shock • The different types of cuts and bleeds and how to treat them initially • How to put someone in the recovery position properly • How to assist someone who is choking, giving back blows and after treatment • Importance of Blood, organ and stem-cell donations 	
Future Learning The next module is HT5 Fundamental British Values	Application of Knowledge Students will be able to gain an understanding into first aid and how the importance of helping others links to the Fundamental British Values. They will be able to correctly identify facts about different first aid treatments and injuries and the importance of stem-cell, organ and blood donation through the NHS.	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	Pose, Pause, Pounce, Bounce To allow all students to be engaged during lesson time on the facts around drugs, alcohol, smoking and cancer.	The use of Pose, Pause, Pounce, Bounce will help staff to engage all students and improve their knowledge and understanding of important information on the laws surrounding drugs, alcohol, smoking, and raise awareness of cancer.
	YouTube video: Ted Talk on Domestic abuse: https://www.ted.com/talks/briana_neben_preventing_teen_dating_violence_from_the_inside_out	The video stimulus will engage students with the content whilst also allowing them to question the content being show in the clip. This may also give students an opportunity to reflect on their own/their friends or other people's behaviour and attitude towards domestic abuse, as well as highlighting the Laws to support victims of domestic abuse. This will also provide students with a safe platform to develop their own knowledge on the Law and where to seek help, should they need to.
	Myth busting questionnaire- By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics.	The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around drugs, alcohol and smoking, as well as other key areas covered in this module. Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.