



**SkillBase**<sup>TM</sup>  
**First Aid**  
Confidence, not just competence

# THE STATUTORY HEALTH EDUCATION MANDATE

## **WHITE PAPER**

**ADDRESSING THE PRIMARY FIRST  
AID CURRICULUM GAP**

# Executive Summary

Since September 2020, the Department for Education (DfE) has mandated that all state-funded primary schools in England must teach basic first aid as part of the statutory Health Education curriculum. While awareness of the "Health Education" umbrella is high, market data suggests a significant Statutory Gap regarding the specific delivery of first aid.

This paper outlines the requirements of the mandate, the common pitfalls in current school delivery models, and the strategic alignment between first aid education and the Ofsted Personal Development judgement.

## THE REGULATORY LANDSCAPE: THE DfE 2020 MANDATE

The statutory guidance for Relationships, Sex and Health Education (RSHE) states that by the end of primary school, pupils must know:

- How to make a **clear and efficient call** to emergency services.
- Concepts of **basic first aid**, including dealing with common injuries (e.g., head injuries).

### The 12-Area Complexity

Factual analysis of DfE guidance suggests that "basic first aid" is not a singular topic but a **suite of 12 distinct competencies**. Many institutions currently rely on "One-Off Assemblies" or external enrichment days; however, these rarely provide the **Statutory Mapping** or **Evidence of Coverage** required to prove that every child has met all 12 markers by the end of Key Stage 2.

## ARE YOU MEETING THE 12-AREA REQUIREMENT?

While many schools believe a single "First Aid Assembly" fulfills their obligations, the DfE suggests that by the end of Key Stage 2, pupils should have comprehensive knowledge across 12 distinct areas.

Use the checklist below to audit your current provision:

- 1. Concepts of Basic First Aid:** Understanding how to help someone suddenly injured or ill.
- 2. Making Emergency Calls:** Knowing how to make a clear, efficient 999 call, including giving correct directions.
- 3. Head Injuries:** Identifying minor bumps versus serious trauma and knowing when to seek emergency help.
- 4. Wasp and Bee Stings:** Understanding the difference between acidic and alkaline stings and their treatments.
- 5. Cuts and Grazes:** Mastering the steps to stop bleeding, clean wounds, and apply dressings.
- 6. Nosebleeds:** Correct positioning (leaning forward) and applying pressure for 10–15 minutes.
- 7. Asthma:** Recognizing the signs of an attack and understanding the importance of relief.
- 8. Choking:** Encouraging coughing and delivering effective back blows.
- 9. Vomiting & Sudden Illness:** Preventing the spread of infection and identifying dehydration.
- 10. Eye Injuries:** Treating minor irritations with water and knowing when vision changes require a 999 call.
- 11. Burns and Scalds:** Treating heat damage with cool/lukewarm water for 20 minutes.
- 12. Allergies & Anaphylaxis:** Distinguishing mild reactions from life-threatening shocks and the use of auto-injectors.

## THE COMMON PITFALL: ENRICHMENT VS. CURRICULUM

A critical distinction exists between "Enrichment" (extra-curricular) and "Statutory Curriculum" (mandatory).

<b>The Enrichment Trap</b>	<b>The Planning Burden</b>
Relying on external visitors once a year creates a "lottery" effect where children absent on that day miss mandatory content entirely.	Developing a medically accurate, age-appropriate first aid curriculum from scratch can take a PSHE Lead upwards of 40 hours of research and resource creation.

Schools are now moving toward a "Press-Play" pedagogical model, where medically vetted resources are integrated into the standard school timetable, ensuring 100% pupil coverage and consistent evidence for internal curriculum reviews.

## BEYOND COMPLIANCE TO "OUTSTANDING" WITH OFSTED

While the DfE Mandate provides the legal requirement, the Ofsted Education Inspection Framework (EIF) provides the incentive for excellence. First aid education sits directly within the Personal Development judgement.

### **Building Character & Resilience**

Inspectors look for evidence of how a school prepares pupils for life in modern Britain. A robust first aid program serves as primary evidence for:

- Resilience: Empowering children to stay calm and take action in high-pressure situations.
- Active Citizenship: Encouraging pupils to see themselves as helpful members of their community.
- Character: Developing the "Confidence to Act" - a key marker in the Personal Development grade.

By moving first aid from a "nice-to-have" assembly to a structured curriculum, schools can demonstrate a coherent, well-sequenced approach to pupil safety and well-being.

## CASE STUDY: EVIDENCE OF COVERAGE IN ACTION

The following represents a "Gold Standard" implementation currently utilised by leading primary institutions.

**The Challenge:** A large multi-form entry primary school found that while Year 6 pupils had received basic training, Years 3, 4, and 5 had no recorded evidence of first aid education, creating a significant "Curriculum Gap" in their PSHE mapping.

**The Solution:** The school implemented a teacher-led, video-based curriculum (Mini Heroes) that provided:

- **Medically Vetted Content:** Removing the liability risk of teachers delivering incorrect first aid advice.
- **Sequential Learning:** Age-appropriate modules for every year group, ensuring the 12 DfE areas were covered cumulatively.
- **Physical Evidence:** Individual "Delegate Packs" and certificates for every pupil, providing a tangible audit trail for internal quality assurance.

**The Result:** 100% of KS2 pupils met the DfE requirements, and the school was able to present a "First Aid Evidence Folder" during their local MAT review, **showcasing excellence in the Personal Development category.**

## CONCLUSION: THE COST OF THE GAP

The "Hidden Mandate" of first aid is no longer a discretionary choice for School Leaders. As the focus on "Health Education" intensifies, the gap between offering an assembly and delivering a statutory curriculum becomes a liability.

### Strategic Recommendation

School Leaders should conduct an immediate First Aid Curriculum Gap Analysis to ensure:

- All 12 DfE-suggested areas are being taught.
- Evidence of coverage exists for every pupil, not just specific year groups.
- The delivery model does not rely on "Person-Dependent" expertise that may leave the school if a specific staff member moves on.

## SEE MINI HEROES IN ACTION

You can see exactly how the Mini Heroes training engages pupils and supports teachers.

[Click here to watch the Mini Heroes in action](#)

This short overview includes sample teaching modules, a preview of the "Press-Play" pedagogical model, and a look at the resources included in the full curriculum.



## GET IN TOUCH

If you have any questions or just want to talk through how this could work for your school, we're here to help.

### Already work with us?

Reach out to your contact at SkillBase First Aid to book in a call.

### New to SkillBase First Aid?

Get in touch to speak with one of our specialists and discover how the Mini Heroes curriculum can ensure 100% compliance for your school.



0330 335 1234



[info@skillbasefirstaid.com](mailto:info@skillbasefirstaid.com)