

THINK

EDUCATION

Road safety education



A guide for early years settings and schools teaching children aged 3-11



School



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About this booklet

The aim of this booklet:

The aim of this booklet is to help you to plan and deliver the most effective way to help children aged 3–11 years to stay safer on the roads.

Learning to stay safer as a passenger, a pedestrian or a cyclist are complex tasks. Parents, carers, teachers, community groups and the media all contribute to helping children to master these tasks. This booklet will help you to make the best of the Department for Transport's road safety resources and all the other opportunities available to help children stay safer on Britain's roads in the twenty-first century.



Who will find this booklet useful?

- Headteachers and senior managers of nurseries, children's centres, infant, junior and primary schools
- Teachers with responsibility for PSHE; citizenship; Staying Safe.
- School governors with responsibility for children's safety and well being.
- Those who work with children, schools and families to help children to be safer on the roads, including Road Safety Officers, members of the emergency services, community group leaders.
- Those who train members of the children's workforce, including teachers, health and social care staff, foster carers and child minders.
- Healthy Schools Coordinators, School Travel Plan Champions, Coordinators for Continuing Professional Development.

How to get the best out of this booklet

1. Get to know the scale of the problem for children and young people (see page 5).
2. Review what you already do in the curriculum, what you do outside the classroom and what policies you have in place (see page 6).
3. Consult parents and carers and pupils (see pages 7 and 16–18).
4. Find out what help is available in your local community (see pages 19–20)...
5. ...and share your findings with a group of interested colleagues.
6. Decide on your priorities for action.
7. Choose the activities and resources that will help you to meet the children's needs (see pages 8–15).
8. Energise your staff with a short workshop to help them deliver effective road safety education (see pages 20–21).

Why is road safety so important?

Helping children and young people to stay safer is a high priority for the UK Government, and preventing death and serious injury on the roads is an important part of that. Road safety and road safety education have been high priorities for families and communities for almost a century. The first road safety education campaigns began in 1916 in London and the first school crossing patrol was in Bath in 1937¹.

In the twenty-first century the numbers of cars and other vehicles on our roads are still growing. The Department for Transport publishes annual statistics which show just how many children are injured, and how many die, on our roads every year. You can access the up-to-date local and national data on the statistics section of the Department for Transport website (www.dft.gov.uk).

In 2009, 38 children aged 0–11 years were killed on the roads in Great Britain. Another 1,372 were seriously injured.

There has been a reduction in deaths and serious injuries on our roads over the years and in 2009 the number on deaths was the lowest on record. However there is a need to reduce deaths and injuries even further.

¹ www.roadsafetygb.org.uk

Focusing on the three E's has helped to reduce the the number of people killed and seriously injured:

- Engineering of vehicles and roads.
- Enforcing laws which encourage safer driving.
- Educating adults and children about staying safer on the roads.

Department for Transport
www.dft.gov.uk

How to get started

Information about school travel plans is available locally from your Road Safety Officer, travel planning officer and from the Department for Transport:

www.dft.gov.uk/pgs/sustainable/schooltravel



Most schools, nurseries and children's centres will have some arrangements for teaching about road safety, and will have policies in place which help keep children safer on the roads when they are in the care of staff, whether as passengers, pedestrians or cyclists.

Many schools also have school travel plans which help parents and carers, children and staff to find safer and environmentally friendly ways to get to and from school. Your school, nursery or children's centre may have crossing patrols, provided by the local authority, or voluntary arrangements such as walking buses to enable children to walk as part of a group which is properly supervised.

You should begin by checking when your curriculum plans, policies and travel plans were last updated. The latest information about the curriculum can be found on <http://teachernet.gov.uk>

If you are a Healthy School you may already have collected this evidence for your Self Evaluation Form, or other form of accreditation.

Ask yourself:

- How well do these plans and policies meet the needs of the children you work with?
- Are any of the children you work with particularly vulnerable, because of their social circumstances, because of where they live, and their route to school, or for some other reason?
- What kinds of accidents happen on the roads to the children in the community you serve?²
- What do parents and children think about the causes of road accidents? What do they think would help reduce child road casualties?

² Your local Road Safety Officer will be able to help you with local accident and injury data.

Asking children

It's important to know what children of any age already know, understand and are able to say or do about staying safer on the road. In any group there will be a wide range of understanding and capability.

You could start by asking a group or a class of children to draw themselves keeping safe on a favourite journey, like the one to school for example.

Ask them to write about what they are keeping safe from and how they are keeping themselves safer on their way to school.

Finally ask them to write whose job/responsibility it is to help them to stay safer, on their way to school.

Now look to see how many of the children have included something about road safety in their responses. This will give you an idea of their awareness of road safety. What kinds of things are they keeping safer from? Most important of all, what strategies do they have for keeping themselves safer in cars, buses and as pedestrians or cyclists? Do they think they have some responsibility for keeping themselves safer, or do they see this as our responsibility?

This kind of 'action research' can help you to celebrate what the children already know and understand, identify what they may have misunderstood or half understood and carefully challenge their misunderstandings.

Of course this kind of open-ended enquiry will give you insights into some of the other concerns children have about their journey to school. They may tell you about bullying, about dogs or even about imaginary dangers. These insights will help you plan other aspects of education about staying safer and integrate road safety into your overall planning for PSHE.

Children who are not yet ready to write for themselves can tell an adult what they want to say about their picture, who can write for them.

What makes road safety education effective?³

There is strong evidence that the most important factor in effective road safety education is that it should be practical and active and at the roadside.

Research with children has shown that they learn best when they are actively involved in their own learning about staying safer on the road. Ask your Road Safety Officer about opportunities for practical, developmentally appropriate, interactive pedestrian and cycle training such as Kerbcraft and Bikeability.



Research shows that road safety education is effective, if, as well as being taught in a practical and active way, it:

- **is part of a whole school, whole community, approach.** Your Road Safety Officer will be able to help you plan your work to coincide with local campaigns and activities.
- **is part of a comprehensive curriculum for PSHE.** Many of the skills children learn in road safety education can apply to other aspects of staying safer. For example, understanding simple rules, recognising what can cause harm, knowing who and how to ask for help.
- **involves children and young people in real decisions to help them to stay safer.** The more children are involved in making decisions to help them to stay safer, the more likely they are to act on their decisions.
- **is based on an understanding of their needs and concerns.** Some well intentioned safety education can add nothing to children's understanding or skills, while others may be too advanced or too early for them to put into practice. For example, some research suggests that children are not capable of crossing roads unaccompanied until they are around 9 years old. Children may also have other more pressing concerns, such as avoiding bullies, which can override their prior learning about road safety.
- **is realistic and relevant to children's lives.** Some activities and resources may seem irrelevant to children, and their parents, if they do not reflect their neighbourhood and lifestyles.
- **recognises what might make children particularly at risk whether as an individual or as part of a particular community or peer group.** Children from the most deprived neighbourhoods are more likely to be injured than other children. They may be more exposed to traffic on a day-to-day basis. If their first language, or their parents' first language, is not English, it can be more difficult for them to understand safety rules. Games which involve risk taking often contribute to the development of friendship groups and can influence the kinds of activities children choose.
- **is a partnership.** Schools, nurseries and children's centres should work with other agencies such as local authority road safety teams, the police, Fire and Rescue Services and local and national charities, as well as parents and carers by seeking their views, providing information and guidance and involving them in developing and implementing your shared plans.
- **develops personal strengths such as self esteem and resilience.** Building children's confidence and competence in one aspect of staying safer will help them to use those strengths in other situations, for example at home, when playing with friends.
- **is positive and rewards safer behaviour.** Modelling, praising and rewarding safer behaviour not only reinforces safety messages, but encourages children to ask adults for help when they feel unsafe. Criticism and indifference may make children uncertain or afraid to ask for our help.

³ This list is based on research carried out for the DCSF
www.rosopa.com/safetyeducation/info/ReviewSE_briefing_paper.pdf

Road safety as part of the curriculum

Road safety appears in different parts of the curriculum, in different parts of Britain. In England, road safety is part of the statutory frameworks for PSHE and citizenship at key stages 1 and 2.

You will be aware of the critical transitions in children's lives, where you may need to pay particular attention to road safety. For example when the children are moving on from nursery to school or from one school to another, particularly from primary to secondary school, or when they are changing from being mainly a passenger or pedestrian to becoming a cyclist. Your planning should take these transitions into account and make the best of the many opportunities available to help children to manage these transitions more safely.

No matter how the curriculum is organised, there is a remarkable degree of common ground: children need to develop the knowledge, understanding, skills and attitudes to keep themselves and others safer in a range of contexts. Nurseries, children's centres and schools are just some of the places where the opportunity to learn to stay safer on the roads can be provided.

However, it is also clear that adults also have responsibilities – to provide children with safer places to play and learn, to drive and cross the road more safely, to provide appropriate levels of supervision and to support children's learning about risk and safety with appropriate activity and resources.

Healthy Schools

Becoming a Healthy School is one way in which you can embed your work on road safety as part of a whole school plan.

You will find information about healthy schools on www.healthyschools.gov.uk

Assessment

However you organise your curriculum to deliver road safety education, it is important to make sure that you assess the child's progress. This will involve assessment of learning (perhaps using activities like the example on page 7). Ideally this will involve assessing not only children's road safety knowledge, but also their skills and attitudes.

Road safety and the wider curriculum



Free road safety classroom resources can be found at:

www.dft.gov.uk/think/education

Road safety education has many links to the wider curriculum. There are links to traditional subject areas such as geography, maths and science as well as to citizenship and PSHE.

Social and Emotional Aspects of Learning (SEAL) resources also provide an insight into the emotional aspects of staying safer. Feelings have an important part to play in road safety, just as in other areas.

This booklet is part of a larger set of THINK! Education resources developed for schools to help you deliver effective road safety education. You can find these resources at www.dft.gov.uk/think/education. The site includes interactive online activities and stories, video clips, activity ideas, activity sheets and posters, with links to many areas of the curriculum.

Resources to help parents and carers support the children as they learn to stay safer are also available.

Using these resources children will have an opportunity to:

- listen
- discuss
- give their own opinions
- reach a consensus
- use maps
- carry out surveys
- review evidence
- gain knowledge, practical skills and understanding
- demonstrate their growing knowledge, skills and understanding to staff, parents, carers and other members of the community.

Using these resources, in combination with other resources available nationally and locally, you will be able to plan a scheme of work which helps children to learn to stay safer on the road.

Learning outside the classroom

Near the school

At some point you will probably want to provide practical opportunities for children to learn about roads, traffic and how to stay safer while walking along the road, and when crossing the road.

This can be a good opportunity to work with parents and other carers and with your Road Safety Officer. Kerbcraft training (see links on page 12) may be available from your local authority, and this is a most effective method of teaching children to be safer. Children benefit most from these practical opportunities when:

- they work in small groups with an adult
- the adult asks simple questions and structures the discussion, based on the answers the children give
- the adult demonstrates safer behaviour, alongside the children.

Depending on the age of the children they may need to repeat the same activity several times before you can be confident that they know, and can put into practice, the skill you are teaching.

On a school visit

Every time you take children off site for a visit or activity you will have an opportunity to reinforce what they have learned about being a safer road user.

You can involve pupils in the risk assessment that you carry out prior to the visit. For example you could review the rules for staying safer on the journey, with the children, whether they will be pedestrians or passengers, or both. Do the children identify road safety rules amongst all the other things they might be concerned about?

You will have an opportunity to remind the children about staying safer on the journey or to provide new information specific to the site or activity. For example if you are travelling by coach or bus, will there be seat belts? How will the children be expected to behave so that the driver can keep them safer on their journey? How should they leave the bus? Will they be in a large car park or at the roadside? Will they have to cross a road to get to their destination? Remind them what constitutes good behaviour on the pavement; walking in an orderly fashion, holding hands if appropriate, keeping out of the way of other pedestrians and being aware of their surroundings.

Staying safer on our trip to the museum

- Stay with the group
- Don't talk to strangers
- No running up and down on the bus
- Only cross the road when told to by a grown up
- Always use the Green Cross Code
- Wear bright coloured clothes
- Be Bright, Be Seen

You may find it useful to read the guidance on the Learning Outside the Classroom website: www.lotc.org.uk

Opportunities for practical learning

There are many resources available locally and nationally to help children to learn how to keep themselves and others safer as they grow and develop.



Kerbcraft – www.kerbcraft.org

Kerbcraft is a well researched and developed practical programme to help children to learn to cross the road more safely in real situations. Many local authorities provide Kerbcraft training and support it by training volunteers to work with children and staff. Kerbcraft is designed to meet the learning needs of 5–6 year olds.

Bikeability – www.bikeability.org.uk

Bikeability is a new national cycling training scheme to encourage more people to cycle more often, more safely. It is popular with families who would like their children to become safer, competent cyclists. The website has sections for professionals, children and parents or carers, and explains how to get in touch with local schemes. The scheme is run by Cycling England and they offer training so that all instructors are competent to operate the scheme.

Cycle Training UK – www.cycletraining.co.uk

Cycle Training UK is the biggest independent provider of on-road cycle training and cycle maintenance training in London. It also trains instructors throughout the UK.

They provide tailor-made training for individuals and families, schools, workplaces and local authorities.

Crossroads

Crossroads is a CD computer programme developed to help 7–10 year olds stay safer as pedestrians. It builds on Kerbcraft by revising one skill and introducing four new skills, but can be used independently of Kerbcraft. Evaluation shows that children of all the age groups involved improved their crossing skills. There were also particular benefits for certain age and socio-economic groups – for example, improved verbal skills of older children from the higher accident, lower socio-economic status area.

Crossroads' primary users will probably be Road Safety Officers though it is also suitable for teachers, parents and community organisations. It is not intended for use by unsupervised children.

The Crossroads CD and teachers' manual, produced by the Department for Transport can be ordered from the teachers' and road safety professionals' catalogues (www.dft.gov.uk/think/education/early-years-and-primary/teachers/ and www.dft.gov.uk/think/login/), reference TINF945.

Forest schools – www.forestschools.com

Forest Schools exist throughout Britain. They are nurseries and schools which provide children and young people with a regular experience of learning in woodland. The woodland can be part of the school grounds or a place they visit. Some forest schools are in the countryside but many can be found in urban environments.

Forest Schools provide children with an opportunity to learn about the natural environment, how to assess and manage risks and to use their own initiative to solve problems and co-operate with others. Some schools claim that this opportunity helps to reduce the number of injuries and accidents in the regular school environment, because children learn to experience and manage risk, and find ways to stay safer. Understanding risk is a key skill for being a safer road user.

Learning About Safety by Experiencing Risk (LASER) – www.lasersafety.org.uk

LASER refers to a wide range of practical opportunities for 'learning by doing'. Typically children aged 10–11 years spend a morning or afternoon off site, working through a range of practical safety scenarios with members of local emergency services. Becoming a safer road user is often one of the scenarios children will experience. Many local authorities offer their own 'LASER' programmes which might be called 'Junior Citizen' or 'Crucial Crew'. There are also some permanent safety centres which offer similar opportunities. LASER does not offer full road safety training, but can be a useful supplementary resource.

You can find out about LASER events near you by visiting the RoSPA website. The Royal Society for the Prevention of Accidents (RoSPA) provides support for organisers of LASER events (www.rospace.co.uk).

Kerbcraft
www.kerbcraft.org

Bikeability
www.bikeability.org.uk

Cycle Training UK
www.cycletraining.co.uk

Crossroads
www.dft.gov.uk/think/education/early-years-and-primary/teachers/
(teachers)
www.dft.gov.uk/think/login
(Road Safety Officers)

Forest schools
www.forestschools.com

LASER
www.lasersafety.org.uk

Whole school issues

There are ideas for assemblies in the resources with this booklet.

RoSPA has also produced a guide to planning assemblies about road safety, which is available at www.rosipa.com/roadsafety/resources/teachers.htm.

Children's work on road safety can also be celebrated with displays of their work throughout the school and in the local community. Road Safety Officers in many areas invite schools to take part in poster competitions, contribute art work for calendars and local information campaigns. Some authorities even run poetry competitions about walking to school.

Information about 'walk to school' activities can be found at www.walktoschool.org.uk



Helping children to learn practical ways to be safer on the road is important, but it is not the only thing schools can do to help reduce the number of children who are killed or seriously injured on Britain's roads every year.

We have already seen how becoming a Healthy School provides a platform for your road safety activities (see page 9). Healthy Schools take a whole school approach to health and wellbeing for pupils – and staff.

As well as the formal curriculum and education outside the classroom, the informal curriculum provides many opportunities to reinforce safer behaviour on the roads.

Assemblies are a good way to extend and reinforce your approach to road safety. Involving pupils in presenting their work on road safety to other pupils, teachers and parents or carers encourages pupils to reflect on their learning in a wider social and moral context, as well as contributing to the development of attributes important for staying safer, such as confidence.

Your local authority road safety team may hold regular competitions for pupils based on the Highway Code. Others encourage the development of cycle clubs at schools or in the local community where children and parents or carers can learn about cycle maintenance, and try out some more adventurous activities involving cycling off road.

Even if these activities are not available through your Road Safety Officer, you could consider starting your own walking or cycling club with the help of interested parents and carers, or running your own road safety quiz competition in your school or cluster of schools. Even if road safety training is available, this sort of club will still offer a useful way of providing children with exercise and experience on the roads.

Some schools have extended their road safety education with 'walk to school' weeks. There is also an international walk to school month every October and Transport for London recently introduced WOW – a scheme to encourage pupils to 'Walk On Wednesdays'. These events provide an excellent opportunity for reinforcing road safety messages.

As well as encouraging children to be more active, reduce traffic congestion and contribute to a healthier environment, these activities can help children practise their road safety skills and become more aware of traffic and how they interact with it.

Policy matters

Nurseries, schools and children's centres will have a wide range of policies relevant to road safety. As well as curriculum policies, your child protection and health and safety policies will help you to secure children's safety while they are in your care.

Your travel plan will include aspects of road safety, as well as environmental issues and promoting physical activity. Your local authority may have a travel planning adviser who can help you with this. You will also find help in planning safer routes to school at:

www.sustrans.org.uk.

Finally, policies relating to staff development should also help you to ensure that all staff and volunteers have the skills to help children to be safer road users. You might like to consider using the workshop ideas on pages 21–22 to encourage staff to think in new ways about road safety in your setting.

In all this activity, it's important to remember that parents and carers and staff are also road users. Do your policies address their needs on their journeys to and from your premises? Can your school travel plan be updated to help everyone benefit from safer routes?

You will find help in planning safer routes to school at:

www.sustrans.org.uk



Working with parents and carers

Trying to change the way we all move around our communities, quickly and safely in a way that's kind to the environment is one of the biggest challenges we face in Britain today.



Planning the route

Road safety is a high priority for families – and one reason parents and carers give for driving their children to school is because they think the children are safer inside cars than walking by, or cycling on, our busy roads.

Parents and carers also lead very busy lives. They may have more than one child to drop off at different places, and may be on their way to work in yet another location. Many people today can be described as 'time poor', even if we appear to have all the material things we need for a comfortable life.

For all these reasons, it's really important to work with parents and carers to try to find options and solutions to suit everyone.

Once again becoming a Healthy School offers you a useful basis for developing your work. Parent Teacher organisations, school governors' meetings and parent councils also provide useful opportunities for discussing these issues. Many schools, nurseries and children's centres have set up parent groups to work with staff to promote the health and wellbeing of children. If you have not yet done this, road safety might be a good catalyst to bring people together on a subject that is important for everyone, providing another opportunity to practise your skills.

- You could start with a survey of everyone's travel arrangements and feed back the findings in a newsletter or informal meeting.
- Can you help put parents and carers in touch with each other to share lifts, or provide training to help set up a walking bus? Are there public transport options available which you could encourage parents or carers and children to use?
- Where parents and carers cannot avoid using private vehicles to drop children off, are there problems with parking? Are there quieter roads nearby where parents and carers could park (without causing problems for residents) so that a short walk is incorporated into the journey?

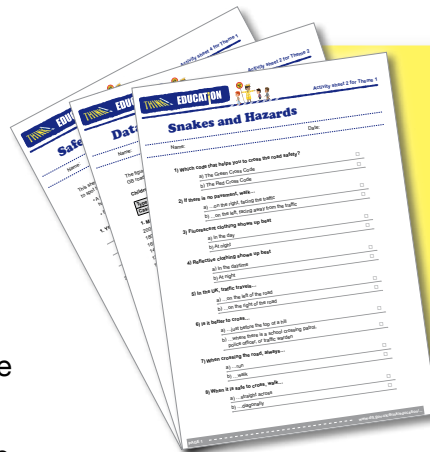
Parents and carers who have tried this option often find that the few minutes they spend walking back to their car helps to clear their mind before setting off on their busy day. Children may complain at first about having to walk, but they soon get into the routine.

Road safety education

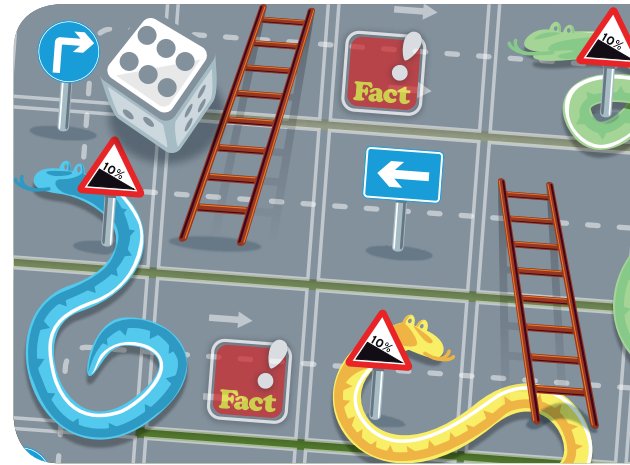
As well as offering resources for teachers, the THINK! Education website includes materials that parents and carers can use to help their children to learn to be safer road users. An important element of road safety education is for adults to set a good example for children, and the parents and carers' materials provide a starting point for this.

The parents' area includes information on the basics of road safety – holding the child's hand near the road, ensuring the child is strapped into a suitable car seat, before moving on to helping their child understand what traffic is, and how to keep themselves safer by the road, crossing the road and, finally, using the road as a cyclist. However, the most important thing a parent or carer can do is set a good example. Teachers can order free parents' booklets containing the same information found on the website using the teacher catalogue on the THINK! Education website.

Home-link sheets related to the classroom resources can be found in both the teachers' and parents' areas, which children can use to start conversations with parents and carers about staying safer on the road. These will provide a wide range of activities which families can do together to reinforce what the child is learning informally and in school, at nursery or at a children's centre.



Encourage your staff to use these downloadable worksheets with the children and to trigger discussion and participation in your road safety activities.



The THINK! Education parents' area can be found at:
www.dft.gov.uk/think/education/early-years-and-primary/parents/

Working with partners

Some organisations which provide road safety education resources are listed on the inside of the back cover of this booklet.

Many agencies locally and nationally have an interest in promoting road safety messages for children and young people.

Here are some you may want to work with, or who may approach you with opportunities for children to learn to become a safer road user:

- Local authority road safety team (your first port of call)
- Police
- Fire and Rescue Service
- Local Road Safety Partnership

All of these organisations will have valuable ideas and resources to share with you and will want to work with you and your staff in a planned and sustainable way.

While some of these agencies aim to work with children to help them to stay safer on the roads, others will be able to work with you and your staff, for example to answer your queries about safer routes to school. Others will be able to support your work with parents and carers and governors, providing information about local casualty rates and local policies aimed at reducing injuries to children on the road.

Sometimes a local agency will be able to provide you with resources for road safety education which you may not be able to access in other ways, for example a visit from a Theatre in Education group – though these should not be a substitute for on-road experience. Ideally they will give you plenty of notice of these events so that they can be incorporated into your scheme of work. Many will also provide training for staff and resources to be used with children before and after the activity so that you can help the children to get the best from the opportunity.

Staff development workshop

This workshop can be delivered in one session or broken down into shorter sessions. It can be used as part of a regular staff meeting, after school or as part of a staff development day. Some elements could be used with governors, or at a parents' meeting to introduce your approach to road safety education.

Introduction – Quiz time!

Whenever you introduce the topic of road safety to your staff, it is likely that they will have other pressing matters on their minds. Using a quiz format to introduce key statistics can be a lively way to focus minds on the importance of road safety education. We suggest you use 5–6 questions to introduce your workshop.

You could ask staff to answer these questions individually, or as a whole group, but it would also be fun to use a quiz team format where staff work together to answer the questions (with or without the multiple choice option) and swap answers for checking, or you could use a format from a TV show like 'Who wants to be a millionaire?'

The first example would make an ideal 'fastest finger first' question.

Example of staying safer quiz questions:

1. Put the following causes of deaths to children in Britain in descending order:

- a. Assault
- b. Choking
- c. Road accidents
- d. Falls
- e. Fire and smoke

The correct order is C, B, D, A, E. 41% of deaths by injury are caused by road accidents.

Aim: To energise staff and invigorate their planning for road safety education.

Objectives: In this brief workshop staff will:

- review their knowledge and understanding of the importance of road safety education
- reflect on the place of road safety education in their current schemes of work
- consider what makes safety education effective
- get to know the new resources and what they offer
- decide what action to take, by whom and by when.

Reflection

It is important to reflect on what the quiz answers mean for the children that your staff work with. How many know of children who have been involved in road accidents, whether serious or not? Remind staff that some children are more vulnerable than others. We know that some road users are more vulnerable than others: the pedestrian casualty rate for casualties aged under 17 is approximately four times greater in the 10% most deprived areas than in the 10% least deprived⁴.

Ask: to what extent can schools help to prevent road related injuries to children?

2. How many children aged 0-11 are killed or seriously injured on Britain's roads every year on average?

- a. 500 or fewer
- b. Between 500 and 1000
- c. Between 1,000 and 1,500
- d. More than 1,500

The correct answer is C. In 2009, 1,410 children aged 0–11 were killed or seriously injured on Britain's roads.

3. What is the major type of road casualty for children aged 10–12 years (as they move from primary to secondary school?)

- a. Passenger in a car
- b. Pedestrian
- c. Cyclist
- d. Passenger on public transport

The correct order is B, A, C, D.

4. If a child pedestrian is hit by a car, travelling at 40 miles per hour the chance that they will die is:

- a. 50%
- b. 65%
- c. 80%
- d. 90%

The correct answer is 80%.

5. The national speed limit for cars on single carriageway roads is:

- a. 50mph
- b. 60 mph
- c. 65 mph
- d. 70 mph

The correct answer is 60mph.

⁴ *Road Casualties Great Britain: 2007, The Department for Transport, www.dft.gov.uk/adobe/pdf/162469/221412/221549/227755/rcgb2007.pdf*

Activity 1: Mini audit

Ask staff to work in small groups (year group teams, or areas of curriculum responsibility may be useful groupings) to discuss where and how they currently offer road safety education.

As a whole group, consider any omissions, such as out of school visits or practical safety education opportunities.

- Are there any obvious gaps in provision that might need to be addressed?
- Does this provision meet the needs of all the children?

Ask the staff to consider in groups what makes the children they work with particularly vulnerable to road accidents.

Activity 2: Effective road safety education

Photocopy the principles of effective safety education (see page 8). Ask teachers to work in groups to decide which of these principles their (collective) work on road safety already matches. For example, are there practical opportunities to learn to cross the road more safely? Do staff model, praise and reward safer behaviour on or near the road when possible?

As a whole group, discuss which principles are clearly embedded in your current work. Are there any principles which could be strengthened? If there is more than one, what should be the priority for action? Who could help you with this?

You may wish to consider working with local agencies such as the Road Safety Officer; Travel planning team; National Healthy Schools Co-ordinator to address any issues which arise from this activity.

Action planning: Decide who will be responsible for formally recording this curriculum audit and any specific gaps or needs identified in the discussion.

Action planning: Record which principles need development and their priority. Decide who will take this forward on behalf of the staff and which agency, if any, they will ask for support and guidance.

Action planning: Decide which resources to adopt, with which groups of children and / or parents and carers.



Activity 3: Reviewing resources

This activity could be completed at another time by staff with a particular responsibility for or interest in PSHE or Healthy Schools, who could report back on another occasion.

Distribute copies of the resources or provide access to electronic resources.

Ask staff to review different approaches, e.g. parents'/ carers' leaflets; video clips; stories; posters etc. Where do these resources reinforce your approach? Where could they add value to your existing work? Where could they replace existing resources which no longer meet the needs of the children you work with or their parents/carers?

Review and reflect

Ask staff to consider what they have learned about the importance of road safety education for children, about the way road safety is currently delivered and how it might be developed as a result of this short workshop.

Wish everyone a safe journey home!

Useful websites

Brake

www.brake.org.uk

Bikeability

www.bikeability.org.uk

Child Accident Prevention Trust (CAPT)

www.capt.org.uk

Cycle Training UK

www.cycletraining.co.uk

Department for Children, Schools and Families (DCSF)

www.dcsf.gsi.gov.uk

www.teachernet.gov.uk

Department for Transport

www.dft.gov.uk

www.dft.gov.uk/think

www.direct.gov.uk/en/TravelAndTransport/Highwaycode/index.htm

<http://talesoftheroad.direct.gov.uk>

Kerbcraft

www.dft.gov.uk/pgr/roadsafety/child/kerbcraft

Learning outside the classroom

www.lotc.org.uk

www.roadsafetygb.org.uk

Road Safety GB, formerly LARSOA. Check the 'contacts' section for details of your road safety officer, or contact info@roadsafetygb.org.uk for further information.

National Healthy Schools Programme

www.healthyschools.gov.uk

Parliamentary Advisory Council for Transport Safety (PACTS)

www.pacts.org.uk

Royal Society for the Prevention of Accidents (RoSPA)

www.rospace.com

SUSTRANS

www.sustrans.org.uk

THINK! Education

www.dft.gov.uk/think/education

Transport for London

www.tfl.gov.uk



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