Road safety education

A guide for secondary schools teaching students aged 11–16
Contents

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About this booklet

Who will find this booklet useful?

- Headteachers and senior leaders at schools and colleges teaching 11–16 year olds.
- Teachers with responsibility for PSHE and Citizenship.
- School governors with responsibility for young people’s safety and wellbeing.
- Those who work with children, schools and families to help children to be safer on the roads, including Road Safety Officers (RSOs), members of the emergency services and community group leaders.
- Those who train staff, including teachers, health and social care staff, foster carers and child minders.

How to get the best out of this booklet

1. Get to know the scale of the problem for young people nationally and in your area (see pages 5–8).
2. Review what you already do in the curriculum, what you do outside the classroom and what policies you have in place (see page 9).
3. Consult students, parents and carers (see pages 12–13 and 20).
4. Find out what help is available in your local community (see page 18)...
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 young people’s needs (see pages 16 and 26).
8. Energise staff with a short workshop to help them deliver effective road safety education (see page 21).
Why is road safety so important for 11–16 year olds?

Road safety is a high priority for parents of younger children and there is a focus on pedestrian and cycle safety education in primary schools. However, when young people move up to and through secondary school, road safety becomes even more important. Students can expect longer journeys to school, and they will be much more likely to make these journeys on their own. Their journey times may vary if they join activities before and after school hours. They will start going elsewhere on their own – or with friends – including in the evening. They may be walking, cycling, using public transport or a passenger in cars driven by adults or young people over 17.

Learning to cope with the risks they will face on the roads will allow our young people – and their parents – the confidence that they can enjoy the freedom to get out and about. However, other aspects of their health, safety and wellbeing can appear more pressing. Personal, Social and Health Education (PSHE) programmes reflect parents’ and students’ concerns about bullying and drug and alcohol misuse. In some areas there are concerns about violent crime. As a result, road safety can slip down the agenda. So something positive has to be done to keep a broad range of road safety activity where it belongs high up the agenda.

Although tragic, deaths from drug misuse and violent crime for young people are rare, while road traffic incidents cause most of the deaths due to injury and in 2008 caused 26% of all deaths among young people aged 10–19 in England and Wales. Sadly, many teachers can recall students who have been involved in serious road traffic incidents, leading to death or serious injury.

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 the 10% least deprived. Boys are more likely to be injured on the roads than girls, and young, inexperienced drivers are more likely to be killed or seriously injured than older, more experienced drivers.

The THINK! Education classroom resources which accompany this guide have the following aims:

- To put road safety issues into the context of students’ whole lives.
- To consider road safety within the wider context of risk and risk assessment.
- To look at some common causes of road traffic incidents for 11–16 year olds, including peer influence and pressure and distraction.
- To offer practical strategies for reducing the risk of becoming a road casualty.

You can find the resources at: www.dft.gov.uk/think/education/secondary

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By 2009, the number of children and young people (all those under 16) killed or seriously injured (KSI) on Great Britain’s roads had fallen by 69% compared with the 1994–1998 average. In 2009 there was a 15% increase in traffic compared with the 1994–1998 average.

These reductions have been achieved by focusing on the three E’s:

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

Some of the reductions may also have come about because slightly fewer children and young people are walking or cycling on their way to school, or on other journeys. This has had some unintended consequences: young people are less active, and may be less aware of their responsibility for keeping themselves safer on the road than they were twenty years ago.

Road safety strategies for 11–16 year olds have to balance the desire for young people to be active and to travel where they want, when they want, with the need to help them to stay safer as passengers, pedestrians, cyclists and ultimately, as drivers in the communities where they live.

### Numbers of young people killed or seriously injured (KSI) by age and mode of transport in 2009

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<th>Total</th>
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<th>Motorcycle users</th>
<th>Car users</th>
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### Why is road safety so important for 11–16 year olds?

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Road safety strategies for 11–16 year olds have to balance the desire for young people to be active and to travel where they want, when they want, with the need to help them to stay safer as passengers, pedestrians, cyclists and ultimately, as drivers in the communities where they live.
What do we know about young people aged 11–16 which can help in planning road safety education?

How does the brain develop during puberty?

Research in brain development indicates that puberty is associated with significant changes in brain structure. In particular, cells in the prefrontal and parietal cortex undergo increased myelination (or insulation), so that neural transmission becomes faster. These changes are reflected in increases in white matter in the brain. At the same time the number of connections or synapses between the neurones in the frontal lobes first increase and then gradually diminish, so that frequently used connections remain, while others are removed. These changes are reflected in changes in the density of grey matter.

These processes take place over a long period of time. Brain development may not be complete before the age of thirty years. Some studies indicate differences in the development of white and grey matter between boys and girls, but it is not clear if the differences are significant.

How does this affect how young people think?

The areas where the most striking changes occur are in the frontal lobes which are responsible for executive functions. Executive function is the capacity to coordinate and control our thoughts and behaviour. Planning is an important executive function, as well as filtering out irrelevant information and being able to inhibit impulsive behaviour. Each of these requires specific skills, such as selective attention, decision making, working memory and inhibition of voluntary responses.

Neuroscientists believe that each of these functions develop at different rates according to the rate of change in white and grey matter in the brain. For example, some tests, such as impulse control, reveal that adolescents do less well than younger children. Tests combined with brain scans show that adolescent brains require a higher level of reward to achieve the same level of brain activity compared with adults. Results of decision making tests reveal that adolescents take longer to reach a decision than adults when faced with the same risky scenario. Psychologists argue that this is because adults use visual imaging and experience, while adolescents rely on reasoning to reach a decision.

Adolescents are often seen as risk takers. Taking risks can be a healthy part of growing up. However, young people also have little idea of their own vulnerability. So they take unnecessary risks which lead to avoidable harm.

We advise that you do not share this information about brain development with students. We do not want students to conclude incorrectly that they are victims of their brain development, with no control over their own road safety behaviour.
What do we know about young people aged 11–16 which can help in planning road safety education?

If we look at the evidence for effectiveness in other aspects of PSHE education, we get some clues (see pages 10–11) for a summary of the principles for effective safety education. For example, studies have shown that interactive and experiential teaching and learning can delay the first use of alcohol, tobacco and illegal drugs. This suggests that the more information that can be related to a young person’s lived experience, and the more practice they have in making real decisions about their own safety, the more likely it is that the knowledge and skills will be available and acted upon when a young person is faced with a decision about a risky situation.

How does this affect how young people feel and relate to others?

While we know that parenting and social networks make a big difference to young people’s social and emotional development, it seems the brain also plays a role in the development of social skills. For example, the onset of puberty coincides with a change in the way the brain processes information about other people’s emotions. Adolescents are less accurate than adults in identifying facial expressions in anonymous photographs. In particular, fear is often misinterpreted as anger or disgust by adolescents. However, when presented with familiar faces, adolescents were more often correct in identifying the emotion.

And finally...

For every stage in life, psychologists have identified key ‘tasks’ which have to be achieved before moving on to the next stage. One of the key tasks for adolescents is ‘identity formation’. Separating oneself from our parents and becoming a person in our own right is an important and complex stage in our development. This stage coincides with puberty and, in the UK, with transition from primary to secondary school. One of the challenges of transition can be establishing an identity in the context of a new peer group. Some young people adapt by taking on a new identity to create or fit in with these new peer groups. For some this can be advantageous, but if the new identity involves risk taking, without any understanding of how to manage those risks, it could lead to serious injury.

Some of what we can learn from brain development appears to match what we know anecdotally and from epidemiology about young people as road users. Adolescence is a time when novelty and sensation seeking are normal, when young people are easily distracted and impulsive, when misunderstanding and poor decision making can lead to increased harm. It is also a time when young people’s exposure to risk is increasing and parental vigilance and control are diminishing.

How does this relate to road safety?

Does all this evidence mean that we cannot prevent unintentional injury among young people and that we must accept that there is nothing we can do through education to reduce the risk of death and serious injury on the road?

Experts disagree on the answer to this question. Some neuroscientists argue that young people should be protected until their brain development has acquired a more adult stage, while others see the potential for boosting cognitive and social development through experiential learning.
What can secondary schools do to help?

Most schools will have some arrangements for teaching about road safety, and policies in place which help to ensure that young people are safer on the roads whether they are in the care of staff, as passengers, as pedestrians or as cyclists or young people travelling independently on a school day or as part of an out-of-school activity.

All schools also have school travel plans which help young people, staff and parents to find safer and environmentally friendly ways to get to and from school. Your school may have crossing patrols, provided by the local authority, or supervised bus services for students travelling long distances and parking arrangements to keep young people, staff and visitors safer on school premises. Check when your curriculum plans, policies and travel plans were last updated.

Information about school travel plans is available locally from your Road Safety Officer, travel planning officer and from the DfT: www.dft.gov.uk/pgr/sustainable/schooltravel

Ask yourself:

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

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3 Your local RSO will be able to help you with local incident and injury data.
What makes road safety education effective?

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. The Road Safety GB website will help you to find the best contact for your area: www.roadsafetygb.org.uk/contacts/

- **is part of a comprehensive curriculum for PSHE**
  
  Many of the skills students learn in road safety education relate to other aspects of PSHE education. For example, recognising hazards and assessing and managing risk is a key process in the curriculum for personal wellbeing.

- **involves children and young people in real decisions to help them to stay safer**
  
  The more young people 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 young people’s needs and concerns**
  
  Some well intentioned safety education can add nothing to young people’s understanding or skills, while others may be too advanced or too early for them to put into practice.

- **is realistic and relevant to young people’s lives**
  
  Some activities and resources may seem irrelevant to young people, and their parents, if they do not reflect their neighbourhood and lifestyles.
• recognises what might make young people particularly at risk, whether as an individual or as part of a particular community or peer group

Young people from the most deprived neighbourhoods are more likely to be injured than others. 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 identity and friendship groups and can influence the kinds of activities young people choose.

• is a partnership

Schools 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 young people's confidence and competence in one aspect of staying safer will help them to use those strengths in other situations, for example, at home or when out with friends.

• is positive and rewards safer behaviour.

Modelling, praising and rewarding safer behaviour not only reinforces safety messages, but encourages young people to ask adults for help when they feel unsafe. Criticism and indifference may make them uncertain or afraid to ask for adult help.

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4 This is based on research carried out for the Department for Education www.rospa.com/safetyeducation/
Student voice

Action research

To find out how aware young people are of risk on the road, you could undertake some action research based on a study carried out in 32 schools in Essex, Thurrock and Southend in 2003. You could do this with a class, a year group or a sample taken from across the school.

- Ask students to draw a picture of someone their own age doing something risky. (A stick person will do. Do not give any hints or do any preparation to discuss the meaning of risk or risky.)
- Ask them to write what is happening in the picture.
- Now ask them to write what makes it risky.
- Finally, ask them to draw themselves in the picture. Ask them to write what they would be doing or saying to help if they were there.

A simple content analysis of the picture and description of what is happening will give you an idea of how many young people have identified a situation relating to the road. In the Essex study, roads was the third most common hazard identified by students in Year 7, but this was overtaken by risks associated with tobacco, alcohol and illegal drugs in Years 8, 9, 10 and 11. By Years 12 and 13, risk on the road was the most common scenario.

Further analysis of the road risks will reveal whether the young people recognise the part their own behaviour or peer group’s behaviour can play in contributing to the risk, for themselves or other people – and whether they have sensible strategies for minimising the risk. You may reflect that the more familiar the situation, the more likely students are to offer practical advice when they put themselves in the picture. Some strategies are sensible but difficult to put into action, for example, refusing a lift from a friend who has been drinking. You may also become aware that few young people think of asking for adult help or support.

5 Full instructions are available on the RoSPA website
Look at the THINK! Education resources to see how you can respond to young people’s needs identified using this simple activity. What other aspects of your work in PSHE could be planned from the results of this action research?

Young people can be involved through designing and carrying out opinion surveys, collecting examples of road incidents and ‘near misses’ and in proposing educational and policy solutions. The more young people are involved in the decisions which affect their lives, the more likely they are to take action to keep themselves and others safer.

**Taking action**


These resources guide students through evaluating and helping to develop their school’s road safety policy, finding out more about their local authority’s road safety policy, raising road safety on the school’s agenda and considering how they can take responsibility for their road safety.
A whole-school approach to road safety

We have already seen how death and serious injury on the roads have been reduced. This is because action to improve road safety has focused on three aspects: engineering, enforcement and education. A whole-school approach takes a similar strategic view of road safety for students, staff and visitors, whether on school premises or engaged in school activities off site, and will include the following:

- **Policy**
- **Curriculum and road safety resources**
- **Responding to incidents**
- **School councils**
- **Learning outside the classroom**
- **Working with external contributors (e.g. Road Safety Officers, the police, the Fire and Rescue Service)**

**Case study:**
**Bikeability: [www.bikeability.org.uk](http://www.bikeability.org.uk)**

Bikeability is a 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, young people and parents, and explains how to get in touch with local schemes.


**Policy**

It may not be necessary to have a specific road safety policy for your school, but other policies should refer to aspects of road safety and guide your overall approach. For example, the health and safety policy will include risk assessments about the school site, parking on site and for staff when driving on school business, and for school visits, all of which relate to road safety. Some schools have policies which specify whether older students can bring mopeds or cars onto school premises, and whether they can have students who are not in their immediate family as passengers.

The personal safety or anti-bullying policy will include how to deal with bullying reported on the journey to and from school (students may take risks on the road to avoid bullying). Environmental policies may include references to greener forms of travel. Policies which promote active healthy lifestyles may also include references to road safety.

If your school does not have a specific road safety policy, it can be helpful for the relevant sections of the various policies to be collated and audited to make sure there are no gaps and that they are up to date with respect to road safety. New staff should be made aware of these policies and how they relate to their responsibility for keeping young people safe.
Curriculum

The curriculum, whether formal or informal, provides many opportunities for students to develop road safety knowledge, understanding, attitudes and skills.

In England, safety education is included in the non-statutory curriculum for PSHE education.

All subjects in the English curriculum for 11–16 year olds are based on key concepts and processes, which determine the range and content. Risk is a key concept in personal wellbeing and in economic wellbeing and financial capability. Risk assessment and risk management are key processes. PSHE teachers may find that students’ familiarity with roads and road safety may give them a good basis for introducing and developing these otherwise abstract concepts.

The way that PSHE education is organised in your school will to some extent determine how road safety education is offered to students. For example, PSHE education taught by a specialist team in a specific timetabled lesson provides a good opportunity to ensure road safety is planned, quality assured and assessed within the formal curriculum. Where PSHE education is offered through tutor time or as a cross-curricular subject, planning, quality assurance and assessment may be more complex.

Some schools enhance their PSHE education curriculum with ‘drop down’ days or health weeks. This can provide a welcome focus on specific issues for students at different stages in their development, and offer a platform for working with external contributors. However, careful planning is needed to ensure all students have access to these opportunities and that what is offered meets all their needs with respect to road safety education.

Road safety education has many links to the wider curriculum, including traditional subject areas, such as Geography, Maths and Science as well as to Citizenship.

Social and Emotional Aspects of Learning (SEAL) resources also provide an opportunity to consider the emotional aspects of staying safe. Feelings have an important part to play in road safety, just as in other aspects of wellbeing.
A whole-school approach to road safety

Road safety resources

The THINK! Education resources include a wide range of interactive teaching and learning strategies, incorporating factual information, visual cues and role play to enable young people to make the links between their knowledge about road safety and the skills they need to keep themselves safe, in their world. Teachers’ notes include full curriculum links and routes through the resources for PSHE, Citizenship, Science, English and Drama teachers, as well as form tutors. Teaching staff using the THINK! Education resources should be aware if any student’s family member or friend may have been involved in a serious traffic incident. Special sensitivity will need to be shown in these cases and it may be appropriate to pre-warn the student’s parent/carer so they are able to prepare the student for the activities. You can find the resources at: www.dft.gov.uk/think/education

Locally produced resources may be available in your area.

Responding to incidents

Every school is required to report and keep a record of serious injuries and deaths which occur on school premises or during school business: www.hse.gov.uk/pubns/edis1.pdf

The Taking action resources from the THINK! Education website provide support for students creating their own local campaign: www.dft.gov.uk/think/education/secondary/teachers/pshe-and-citizenship/transition-and-ks3/lesson6/

Students will be affected by the serious injury or death of a young person they know, whether this occurs at school or in the community. Schools should have procedures for supporting students and take active steps to ensure students are reassured or offered counselling if appropriate.
School councils

School councils can make a real contribution to road safety by bringing the student voice into policy development, travel planning and other whole-school aspects of road safety. Where students themselves raise the issues to be discussed and have appropriate power to take action on their own behalf, this can be especially influential with parents, staff and students.

Advice on training for student councils can be found at: www.schoolcouncils.org

Learning outside the classroom

Near the school

The immediate environment of the school provides many opportunities for students to develop their understanding of road safety. They can explore how engineering and enforcement contribute to road safety, by photographing and critically examining the road environment which they use on a daily basis.

Work experience

Students on work experience may be using different forms of transport or travelling to places they have not been to before. This experience provides students with another opportunity to think about road safety and what they can do to keep themselves safer on their journeys to and from the workplace.

The THINK! Education resources include a Route planning lesson that will be particularly relevant for students about to undertake work experience: www.dft.gov.uk/think/education/secondary/teachers/pshe-and-citizenship/ks4/lesson2/

Case study: Swanshurst School, Birmingham

Students took action when one of their peers died when she was hit by a car while crossing the road. Members of the student council worked with teaching staff and a RoSPA youth liaison worker to develop a lesson plan with some specific learning outcomes:

• Know some statistics related to road safety.
• Understand the impact of not giving your full attention to the road.
• Be able to talk to peers and others about the dangers of being distracted when using the road.

The 60 minute lesson is interactive and includes data from the World Health Organisation (WHO) about road incidents worldwide, explores the use of mass media to communicate road safety messages and invites students to develop their own campaign in school.

Students identified a wide range of cross-curricular opportunities where their lesson plan could become part of a scheme of work including English, Geography and PSHE education.
A whole-school approach to road safety

**Risk assessment**

When planning off site activities students should be involved in the risk assessment. What do they think the hazards will be? What could happen and to whom? How severe would the harms be and how likely are they to happen? How do they propose to minimise the possible harm to themselves while they are carrying out their activities?

It’s useful to remind students that a risk assessment focuses on minimising harm, but the activities themselves have many benefits which, assuming the risks are properly managed, will outweigh the risks!

**On a school visit**

Every time you take young people off site for a visit or activity, you will have an opportunity to reinforce what students have learned about being a safer road user. Travel abroad provides a particular opportunity to engage young people in road safety. Many students will have good habits which help to keep them safer while using the roads in the UK. Are the rules the same in an unfamiliar environment, for example, where traffic drives on the right hand side of the road? Are students aware that ‘jaywalking’ is an offence in some countries? What does that mean for them?

**Working with partners**

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

The following examples include those you may want to work with, or those who may approach you with opportunities for young people to learn to become safer road users.

- Local authority road safety team
- Local authority travel planning team
- Police
- Fire and Rescue Service
- Driving Standards Agency (DSA)

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 young people 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 governors, providing information about local incident rates and local policies aimed at reducing injuries to young people in the local community.
Sometimes a local agency will be able to provide you with opportunities for road safety education which you may not be able to access in other ways. 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 students before and after the activity, so that you can help the children to get the best from the opportunity.

Other organisations which provide road safety education resources are listed on page 26 of this booklet.

When working with partners it is important to ensure a member of staff is always present. Staff may be asked to notify the organisation of any incidents in which students or family members have been involved, which resulted in serious injury or death on the road. Arrangements should always be made for students to absent themselves from activities which they find distressing.

The Scottish Qualifications Authority’s Safe Road User Award, which has been developed in collaboration with the DSA, is targeted primarily at people from 14 to 17 years of age. However, it is open to all potential candidates irrespective of age. The Safe Road User Award is now available to all centres, subject to approval. To learn more visit: [www.sqa.org.uk/sqa/35045.html](http://www.sqa.org.uk/sqa/35045.html)
Working with parents and carers

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

Parents 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 they appear to have all the material things they need for a comfortable life.

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 the biggest challenges we face in Britain today.

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

Parent teacher organisations, school governors’ meetings and parent councils provide useful opportunities for discussing these issues. Many schools 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 to together on a subject that is important for everyone.

- You could carry out a survey of everyone’s travel arrangements and feed back the findings in a newsletter or informal meeting.
- Can you help put parents in touch with each other to share lifts? Are there public transport options available which you could encourage young people to use?
- Where parents cannot avoid using private vehicles to drop students off, are there problems with parking? How can you encourage parents to park safely? Are there quieter roads nearby where parents could park (without causing problems for residents) so that a short walk is incorporated into the journey?

The Journey planner activity on the THINK! Education website can be found at www.dft.gov.uk/think/education/secondary/teachers/pshe-and-citizenship/transition-and-ks3/lesson1/. A journey planning leaflet accompanying the lesson, guides students to plan their route to school and includes information for parents and a link to the parents’ section of the THINK! Education website.

The parents’ section of the THINK! Education website can be found here: www.dft.gov.uk/think/education/secondary/parents/. It provides an overview on how parents and carers can help young people, covering aspects, such as independent journeys, in-car safety, cycle safety and motorcycle safety. There is also access to a journey planning activity that parents or carers might want to do with their son or daughter.
Opportunities for professional development

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.

Staff development workshop

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.
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 five to six 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 of young people aged 11–16 in England and Wales in 2008 in descending order:
   - Assault
   - Intentional self harm
   - Road incidents (including pedestrians, cyclists and car, van, lorry and bus occupants)
   - Accidental drowning
   - Accidental poisoning

   The correct order is:
   - Road incidents (including pedestrians, cyclists and car, van, lorry and bus occupants) – 93
   - Assault – 31
   - Intentional self harm – 21
   - Accidental drowning – 11
   - Accidental poisoning – 11

2. How many young people aged 11–16 are killed or seriously injured on Britain’s roads every year?
   a. 500 or fewer
   b. Between 500 and 1,000
   c. Between 1,000 and 1,500
   d. More than 1,500

   The correct answer is d. In 2009, 2,135 young people aged 11–16 were killed or seriously injured on Britain’s roads, 29% (615) of whom were aged 16.

3. In 2009 there were 5,092 recorded moped / motorcycle casualties aged between 16 and 20. What proportion were killed or seriously injured?
   a. 1 in 5
   b. 1 in 4
   c. 1 in 10
   d. 1 in 20

   The correct answer is a. Around one in five (20%), 1,133 young people aged 16–20 were killed or seriously injured in Great Britain in 2009 on mopeds or motorbikes. The figure for all road users in this age group killed or seriously injured is 4,200, so around 25% of the total were moped or motorbike riders.
4. The national speed limit for cars and motorcycles on single carriage way roads is:
   a. 50 mph
   b. 60 mph
   c. 65 mph
   d. 70 mph
   The correct answer is b. 60 mph.

5. Adults and children aged 14 years and over MUST use a seat belt, where fitted, when seated in minibuses, buses and coaches.
   a. TRUE
   b. FALSE
   The correct answer is a. TRUE.

6. The maximum fine for not wearing a seatbelt is:
   a. £100
   b. £250
   c. £500
   d. £1,000
   The correct answer is c. £500.

7. In the event of dealing with a collapsed casualty, what do the letters DRABC stand for?
   The answer is:
   Danger – Check that you are not in danger.
   Response – Try to get a response by asking questions and gently shaking their shoulders.
   Airway – The airway should be clear and kept open. Place one hand on the forehead, two fingers under the chin and gently tilt the head back.
   Breathing – Normal breathing should be established. Once the airway is open, check breathing for up to 10 seconds.
   Compressions – If they are not breathing normally, compressions should be administered to maintain circulation.

8. On weekdays, at what time of day does the number of children (aged 0–15) killed or seriously injured whilst walking on the roads, peak?
   a. 8am to 9am
   b. 12pm to 1pm
   c. 3pm to 4pm
   d. 5pm to 6pm
   The correct answer is c. 3pm to 4pm.
Activities

**Activity 1:**
**Mini audit**

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

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 students?

Ask the staff to consider, in groups, what makes students they work with particularly vulnerable to road incidents.

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

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**Activity 2:**
**Effective road safety education**

Photocopy the nine principles of effective safety education (see pages 10–11). Ask teachers to work in groups to decide which of these principles their (collective) work on road safety already addresses.

For example, are there practical opportunities to learn about road safety? 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 schemes of 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 (RSO); Travel planning team; Highways Agency; to address any issues which arise from this activity.

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**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.
Activity 3: Reviewing resources

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

Introduce staff to the THINK! Education resources. Ask staff to review different approaches, for example, transition resources, lesson plans, interactive activities, students’ area information, parents’ area information 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 students you work with?

Action planning: Decide which resources to adopt, with which groups of children and when they will be implemented.

Review and reflect

Ask staff to consider what they have learned about the importance of road safety education for young people, 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

**Cycling**
www.direct.gov.uk/en/TravelAndTransport/Cycling

**Bikeability**
www.bikeability.org.uk

**Cycle Training UK**
www.cycletraining.co.uk

**Cycle Routes UK**
www.cycle-route.com

**The Department for Education**
www.education.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
www.roadcasualtiesonline.org.uk

**The Driving Standards Agency**
www.dsa.gov.uk
www.sqa.org.uk/sqa/35045.html

**Learning outside the classroom**
www.lotc.org.uk

**Parliamentary Advisory Council for Transport Safety (PACTS)**
www.pacts.org.uk

**Road Safety GB (formerly LARSOA)**
www.roadsafetygb.org.uk
Check the ‘contacts’ section for details of your Road Safety Officer, or contact info@roadsafetygb.org.uk for further information.

**Royal Society for the Prevention of Accidents (RoSPA)**
www.rospa.com

**Sustrans**
www.sustrans.org.uk

**THINK! Education**
www.dft.gov.uk/think/education

**Transport for London**
www.tfl.gov.uk