

# “WHAT OUR CHILDREN LEARN NOW, COULD LAST THEM A LIFETIME”

Road Safety within Curriculum  
for Excellence 2013-14



Road Safety  
SCOTLAND

## Contents

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Introduction.....	02
Curriculum for Excellence .....	03
Road safety learning at every level.....	04
Road Safety Education and the Seven Principles of Curriculum for Excellence .....	05
Early.....	06
First.....	07
Second .....	08
Third & Fourth .....	12
Senior Phase.....	16
Links .....	21

## Introduction

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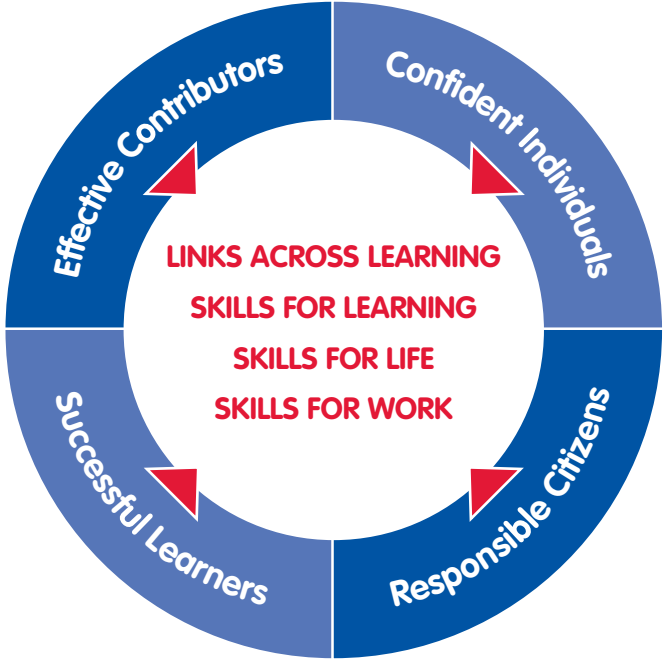
As most people use roads on a fairly regular basis, it is important to make sure that we can do so as safely as possible. Scotland's Road Safety Framework to 2020, launched in 2009 by the Scottish Government, describes Scotland's road safety vision and the targets for reducing road casualties.

However, despite the good progress that's been made over the years, the road environment still represents the highest cause of accidental death to our young people.

It is important, therefore, to maintain the excellent road safety support that already exists in schools and communities. Teachers, early years staff, parents, carers, road safety officers and lecturers can continue to work in partnership by engaging children and young people in active and experiential learning. What our children learn now, could last them a lifetime.

This booklet provides information on road safety resources developed specifically to support Curriculum for Excellence in all schools.















# Curriculum for Excellence



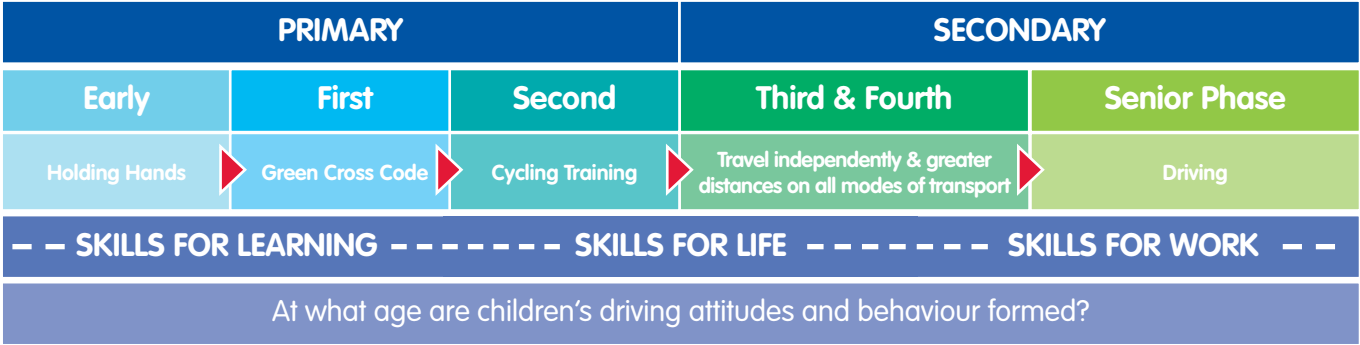
Road safety learning at every level offers opportunities to engage children and young people through active and interdisciplinary learning. The learning approaches highlighted in this booklet demonstrate the range of opportunities available.



# Road safety learning at every level

<b>Early</b>  	Go Safe With Ziggy			School Travel Plans	
<b>First</b>   	Streetsense			School Travel Plans	
<b>Second</b>   	Streetsense	JRSO	Reaction Timer	Theatre-in-Education ( <b>P6 only</b> )	
	a2bsafely.com		School Travel Plans		
<b>Third &amp; Fourth</b>   	Your Call	Reaction Timer ( <b>S3 only</b> )		Theatre-in-Education ( <b>S1 only</b> )	
	a2bsafely.com		getinlane.com	School Travel Plans	
<b>Senior Phase</b>   	Crash Magnets ( <b>S4 &amp; S5 only</b> )		Reaction Timer	Theatre-in-Education ( <b>S5 &amp; S6 only</b> )	
	a2bsafely.com		getinlane.com	School Travel Plans	

# Road Safety Education and the Seven Principles of Curriculum for Excellence



**Progression** – young people, as road users, experience continuous progression in their learning with each stage building upon earlier knowledge and achievements.

**Depth** – young people, as road users, are given opportunities to draw on previous experiences and apply these to new situations.

**Relevance** – young people, as road users, see the value of what they are learning and its relevance to their lives.

**Breadth** – young people have the opportunity to learn and develop as road users through a range of experiences.

**Personalisation and Choice** – young people are given increasing opportunity for exercising responsible personal choice as road users.

**Challenge and Enjoyment** – Road Safety Education provides young people with experiences that are challenging at an appropriate level.

**Coherence** – Road Safety Education provides young people with opportunities for activities which draw different strands of learning together.

# Go safe with Ziggy

## Features:

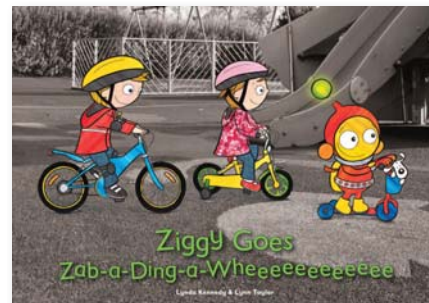
- gosafewithziggy.com
- series of six little books for home
- Big Book Set for school/ group

## Aims:

To inspire a child's interest in road safety learning. The story can be used to start the learning journey, leading to exploring key themes through active experience and play.

## Experiences and outcomes in:

- **expressive arts** –  
EXA 0-4a/EXA 0-5a/  
EXA 0-14a
- **health and wellbeing** –  
HWB 0-6a/HWB 0-11a/  
HWB 0-16a/HWB 0-18a/  
HWB 0-19a
- **literacy and english** –  
LIT 0-2a /ENG 0-03a/  
LIT 0-04a/LIT 0-16a/  
LIT 0-7a/ENG 0-17a
- **maths and numeracy** –  
MTH 0-13a/MTH 0-17a/  
MNU 0-01a/MNU 0-10a/  
MNU 0-20c
- **social studies** –  
SOC 0-07a/SOC 0-9a/  
SOC 0-16a
- **technologies** – TCH 0-04b



## Features:

- streetsense2.com
- folder containing lesson plans, work sheets, CD, engaging and interactive activities and teacher's notes

## Aims:

To challenge knowledge, attitudes and behaviours, enabling children to self-reflect.

## Experiences and outcomes in:

- **expressive arts** –  
EXA 1-02a/EXA 2-02a/  
EXA 1-05a /EXA 2-05a/  
EXA 1-13a/EXA 2-13a/  
EXA 1-14a
- **health and wellbeing** –  
HWB 1-04a/HWB 2-04a/  
HWB 1-16a/HWB 2-16a/  
HWB 1-17a/HWB 2-17a/  
HWB 1-18a/HWB 2-18a
- **literacy and english** –  
LIT 1-02a/LIT 2-02a/  
LIT 1-04a/LIT 2-04a/  
LIT 1-09a/LIT 2-09a/  
LIT 1-14a/LIT 2-14a/  
LIT 1-22a/LIT 2-22a/  
ENG 2-03a/ENG 2-17a
- **maths and numeracy** –  
MNU 1-20a/MNU 1-20b/  
MNU 2-20b/MTH 1-21a/  
MTH 2-21a
- **social studies** –  
SOC 2-09a/SOC 1-16a/  
SOC 2-16a/SOC 1-17a/  
SOC 2-17a/SOC 1-18a
- **technologies** –  
TCH 1-03a/TCH 2-03a/  
TCH 1-03b /TCH 2-03b/  
TCH 1-04a/TCH 2-04a/  
TCH 1-04b/TCH 2-04b



# JRSO All together for road safety

Second **P5** **P6** **P7**

## Features:

- jrso.com
- personal organiser, including badge, notebook and pen
- engaging and interactive activities

## Aims:

To encourage peer learning and promote partnership working.

## Experiences and outcomes in:

- **expressive arts** –  
EXA 2-02a/EXA 2-05a/  
EXA 2-13a
- **health and wellbeing** –  
HWB 2-04a/HWB 2-12a/  
HWB 2-13a/HWB 2-16a/  
HWB 2-17a/ HWB 2-18a

- **literacy and english** –  
LIT 2-06a/LIT 2-09a/  
LIT 2-10a/LIT 2-15a/  
LIT 2-24a/ENG 2-03a/  
ENG 2-17a
- **maths and numeracy** –  
MNU 2-20b/MTH 2-21a
- **social studies** –  
SOC 2-09a/SOC 2-16a
- **technologies** –  
TCH 2-03a/TCH 2-03b/  
TCH 2-04a/TCH 2-04b





# Reaction Timer

Second **P5** **P6** **P7**

## Features:

- Reaction Timer box
- activities relating to reaction times, thinking, braking and overall stopping distances

## Aims:

To give young children and older teenagers who are about to become drivers an awareness of stopping distances.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 2-16a/HWB 2-17a/  
HWB 2-18a
- **numeracy** –  
MNU 2-20b/MNU 2-22a
- **science** –  
SCN 2-07a



### Features:

- The Journey, for P6 pupils
- an amusing and engaging play in the forum theatre style for small groups (generally one class size)
- the play deals with issues related to peer pressure, friendships and situations that can lead to unsafe behaviour near the road
- a support resource is available at [www.roadsafetyscotland.org.uk](http://www.roadsafetyscotland.org.uk)

### Aims:

To raise awareness of the coming dangers to which they will be exposed during the next few years, helping them realise why those dangers are

particularly relevant to their age group and to enable them to analyse, discuss and change decisions and outcomes.

### Experiences and outcomes in:

- **expressive arts** –  
EXA 2-01a/EXA 2-13a/  
EXA 2-14a/EXA 2-15a
- **health and wellbeing** –  
HWB 2-16a/HWB 2-17a/  
HWB 2-18a
- **literacy** –  
LIT 2-02a/LIT 2-07a/  
LIT 2-09a/LIT 2-30a



## Features:

- a2bsafely.com
- Step by Step booklet

## Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs. The web resource offers young people the opportunity to encounter the road environment safely in an interactive real-world setting.

The resource can also be used as a tool for learning English as a second/foreign language.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 2-16a/HWB 2-18a
- **literacy** –  
LIT 2-02a/LIT 2-13a
- **technologies** –  
TCH 2-03b/TCH 2-04a



# Your Call

## Third & Fourth S1 S2 S3

### Features:

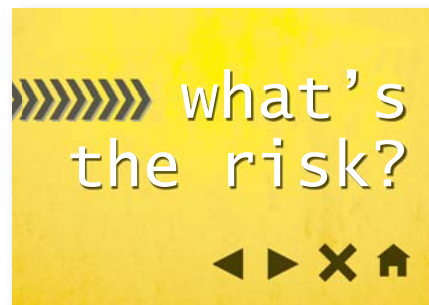
- Toolkit, containing a variety of discussion cards, activities, teachers notes and two DVDs

### Aims:

To engage young people through such means as social networking, issues relating to risk, enabling discussion, problem-solving and self-reflection.

### Experiences and outcomes in:

- **health and wellbeing** –  
HWB 3-04a/HWB 4-04a/  
HWB 3-16a/HWB 4-16a/  
HWB 3-17a/HWB 4-17a/  
HWB 3-18a/HWB 4-18a/  
HWB 3-19a/HWB 4-19a
- **literacy** –  
LIT 3-02a/LIT 4-02a/  
LIT 3-07a/LIT 4-07a/  
LIT 3-08a /LIT 4-08a/  
LIT 3-09a /LIT 4-09a/  
LIT 3-10a /LIT 4-10a
- **social studies** –  
SOC 4-16a/SOC 4-16b/
- **technologies** –  
TCH 3-04a/TCH 4-03b/  
TCH 4-04a



# Reaction Timer

**Features:**

- Reaction Timer box
- activities relating to reaction times, thinking, braking and overall stopping distances

**Aims:**

To give young children and older teenagers who are about to become drivers an awareness of stopping distances.

**Experiences and outcomes in:**

- **health and wellbeing** –  
 HWB 3-16a/HWB 4-16a/  
 HWB 3-17a/HWB 4-17a/  
 HWB 3-18a/HWB 4-18a
- **numeracy** –  
 MNU 3-10a/MNU 4-10a/  
 MNU 4-10b/MNU 3-22a/  
 MNU 4-22a
- **science** –  
 SCN 3-07a/SCN 4-07a/  
 SCN 4-07b



# Theatre-in-Education

## Third & Fourth S1

### Features:

- Nine Lives of Roddy Hogg, for S1 pupils
- relationships, peer pressure and popular sub-cultures influence a typical friendship group as they make their way to and from school
- the script and follow-up lessons are available at [www.roadsafetyscotland.org.uk](http://www.roadsafetyscotland.org.uk)

### Aims:

To explore the different issues affecting this age group as they transfer from primary to secondary school and how their actions, attitudes and decisions can affect those around them.

### Experiences and outcomes in:

- **expressive arts** –  
EXA 3-01b/EXA 3-15a
- **health and wellbeing** –  
HWB 3-04a/HWB 4-04a/  
HWB 3-16a/HWB 4-16a/  
HWB 3-17a/HWB 4-17a/  
HWB 3-18a/HWB 4-18a
- **literacy** –  
LIT 3-02a/LIT 4-02a



### Features:

- a2bsafely.com
- Step by Step booklet

### Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs. The web resource offers young people the opportunity to encounter the road environment safely in an interactive real-world setting.

The resource can also be used as a tool for learning English as a second/foreign language.

### Experiences and outcomes in:

- **health and wellbeing** –  
HWB 3-16a/HWB 4-16a/  
HWB 3-18a/HWB 4-18a
- **literacy** –  
LIT 3-02a/LIT 4-02a/  
LIT 3-13a/LIT 4-13a
- **technologies** –  
TCH 3-04a/TCH 4-04a



# Crash Magnets

Senior Phase **S4** **S5**

## Features:

- [crashmagnets.com](http://crashmagnets.com)
- Toolkit containing DVDs, case studies, lesson plans, activities and teachers notes

## Aims:

To engage young people in the issues relating to being a passenger and becoming a driver. Activities employ critical thinking skills, discussion and debate, and self-reflection.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 3-04a/HWB 4-04a/  
HWB 3-19a/HWB 4-16a/  
HWB 4-17a/HWB 4-18a/  
HWB 4-19a
- **literacy** –  
LIT 3-05a/LIT 3-23a/  
LIT 4-07a/LIT 4-08a/  
LIT 4-09a/LIT 4-18a/  
LIT 4-24a/LIT 4-25a/  
LIT 4-29a
- **expressive arts** –  
EXA 4-03a/EXA 4-12a/  
EXA 4-13a
- **social studies** –  
SOC 4-16a/SOC 4-17b





## Features:

- website which explores themes relating to cars and driving. Can be used to support Crash Magnets and the play Friends Disunited
- includes games, activities and useful links

## Aims:

To advise and inform young people of the law and rules of the road.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 4-16a/HWB 4-17a/  
HWB 4-18a/HWB 4-19a
- **literacy** –  
LIT 3-14a/LIT 4-14a/  
LIT 3-15a/LIT 4-15a
- **numeracy** –  
MNU 3-22a/MNU 4-22a
- **technologies** –  
TCH 3-03a/TCH 4-03a/  
TCH 3-04a/TCH 4-04a



# Reaction Timer

## Features:

- Reaction Timer box
- activities relating to reaction times, thinking, braking and overall stopping distances

## Aims:

To give young children and older teenagers who are about to become drivers an awareness of stopping distances.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 4-16a/HWB 4-17a/  
HWB 4-18a/HWB 4-19a
- **numeracy** –  
MNU 3-10a/MNU 4-10a/  
MNU 4-10b/MNU 3-22a/  
MNU 4-22a
- **science** –  
SCN 3-07a/SCN 4-07a/  
SCN 4-07b



# Theatre-in-Education

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Senior Phase **S5** **S6**

## Features:

- Friends Disunited, for S5 and S6 pupils
- a witty and powerful drama tells the story of four friends and their dreams and ambitions as they prepare to leave secondary school: dreams, which, for some of them, are shattered by a moment of recklessness and careless driving
- if time allows, short workshops sessions can be included following the performance

## Aims:

To explore how emotional issues can affect logical decision making, how various tensions can impact on driving ability and how the lack of driving experience can impact on driving safely.

## Experiences and outcomes in:

- **expressive arts** –  
EXA 3-01b
- **health and wellbeing** –  
HWB 4-04a/HWB 4-16a/  
HWB 4-17a/HWB 4-18a/  
HWB 3-19a
- **literacy** –  
LIT 3-02a/LIT 4-02a



## Features:

- a2bsafely.com
- Step by Step booklet

## Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs. The web resource offers young people the opportunity to encounter the road environment safely in an interactive real-world setting.

The resource can also be used as a tool for learning English as a second/foreign language.

## Experiences and outcomes in:

- **health and wellbeing** –  
HWB 3-16a/HWB 4-16a/  
HWB 3-18a/HWB 4-18a
- **literacy** –  
LIT 3-02a/LIT 4-02a/  
LIT 3-13a/LIT 4-13a
- **technologies** –  
TCH 3-04a/TCH 4-04a



# Links

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Road Safety Scotland is grateful to Linda McBrearty and Catherine Tonner from West Dunbartonshire Council for developing the Road Safety Health and Wellbeing guidelines with the support of Angela Simms, Health and Wellbeing QIO.

Cover picture: Road Safety Scotland would like to thank Auchinraith Primary School and Nursery Class, Calderside Academy, South Lanarkshire Council and Police Scotland.

## Useful Contacts

### Road Safety Officer

Log on to this address to find your local road safety officer. [www.roadsafetyscotland.org.uk/about/units.asp](http://www.roadsafetyscotland.org.uk/about/units.asp)

### Cycling Scotland

24 Blythswood Square  
Glasgow G2 4BG  
Tel: 0141 229 5350

[www.cyclingscotland.org](http://www.cyclingscotland.org)  
Email: [info@cyclingscotland.org](mailto:info@cyclingscotland.org)

### DfT Free Literature

PO Box 236  
Wetherby LS23 7NB  
Tel: 0870 122 6236

[www.thinkroadsafety.gov.uk/](http://www.thinkroadsafety.gov.uk/)  
Email: [dft@twoten.press.net](mailto:dft@twoten.press.net)

### Education Scotland

Glasgow G2 8DU  
Tel: 0141 282 5000

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)  
Email: [enquiries@educationscotland.gov.uk](mailto:enquiries@educationscotland.gov.uk)

# Links

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## **Royal Society for the Prevention of Accidents (RoSPA)**

Edinburgh EH14 4AP

Tel: 0131 449 9379

Fax: 0131 449 9380

[www.rospace.com](http://www.rospace.com)

Email: [help@rospace.co.uk](mailto:help@rospace.co.uk)

## **Sustrans Safer Routes to School**

Rosebery House

9 Haymarket Terrace

Edinburgh EH12 5EZ

Tel: 0131 346 1384

Fax: 0131 337 3727

[www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk)

[www.sustrans.org.uk](http://www.sustrans.org.uk)

Email: [scotland@sustrans.org.uk](mailto:scotland@sustrans.org.uk)



Road Safety Scotland  
Transport Scotland  
Road Safety Team  
Pentland House,  
Robb's Loan,  
Edinburgh EH14 1TY

**Tel:** 0131 244 6133

**Email:** [enquiries@roadsafetyscotland.org.uk](mailto:enquiries@roadsafetyscotland.org.uk)

[www.roadsafetyscotland.org.uk](http://www.roadsafetyscotland.org.uk)

APS Group Scotland  
268674 (09/13)