

# Road Safety

and PSHE Education

Professionals' Pack

**2022**

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# INTRODUCTION

This pack aims to support education providers to deliver quality PSHE education around road safety. This will be achieved through:

- Identifying the curriculum links within the PSHE Association's Spiral Curriculum and the Department for Education's statutory guidance
- Developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Education providers can help raise awareness of road safety, by increasing knowledge around the potential risks



# SAFE LEARNING ENVIRONMENT

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. We have created a guidance document to support professionals to create this safe in their own setting.



## **No. 01 — Ground Rules**

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



## **No. 02 — Collaborate with DSL**

Check with your DSL whether any group members (including members of staff as well as children and young people) have been affected by a serious road incident, as a witness or a victim (either themselves or someone close to them).



## **No. 03 — Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone.



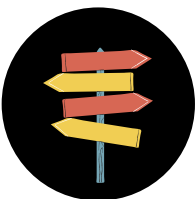
## **No. 04 — Learning Techniques**

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



## **No. 05 — Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



## **No. 06 — Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

**A more detailed version of this page is available by emailing either Natalie or Ellie**

# BEST PRACTICE PRINCIPLES

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## Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices".

### Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

# BEST PRACTICE PRINCIPLES

## Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to carry a knife. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to be able to use the road safety. We encourage practical experiences through either role play or in real life to enable children and young people to demonstrate greater road awareness.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

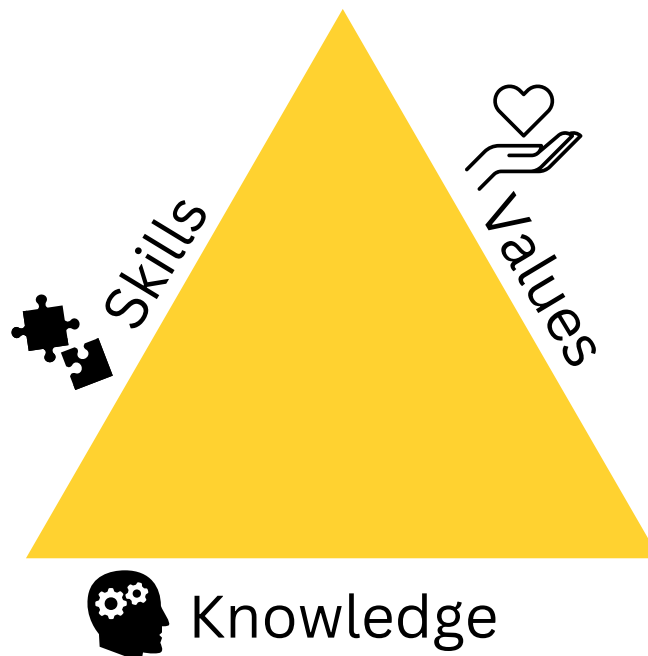
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

**Knowledge:** gaining new information on a topic

**Skills:** gaining new skills on a topic

**Values:** reflecting on, and potentially altering, your own values in relation to a topic



# LINKS TO PSHE CURRICULUM <sup>7</sup>

The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Road Safety.

## Primary

### PSHE Association:

#### Key Stage One

H29.	To recognise risk in simple everyday situations and what action to take to minimise harm
H32.	Ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33.	About the people whose job it is to help keep us safe
H35.	about what to do if there is an accident and someone is hurt
H36.	how to get help in an emergency (how to dial 999 and what to say)

#### Key Stage Two

H38.	How to predict, assess and manage risk in different situations
H41.	Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H43.	About what is meant by first aid; basic techniques for dealing with common injuries
H44.	How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

By the end of Primary pupils will know:

FA1.	How to make a clear and efficient call to emergency services if necessary.
FA2.	Concepts of basic first-aid, for example dealing with common injuries, including head injuries





## PSHE Association: Key Stage Three

H30.	How to identify risk and manage personal safety in increasingly independent situations, including online
H31.	Ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H33.	How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

## Key Stage Four

H20.	Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H22.	Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
R37.	To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.

## Key Stage Five

H14.	To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
H17..	To perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
H23.	The impact of alcohol and drug use on road safety, work-place safety, reputation and career
H24.	The risks of being a passenger with an intoxicated driver and ways to manage this

By the end of Secondary pupils will know:

DAT3.	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
FA1.	Basic treatment for common injuries.
FA2,	Life-saving skills, including how to administer CPR.
FA3.	The purpose of defibrillators and when one might be needed.

**NYA Youth Work Curriculum:**

HW2.	Helping young people make informed choices about how they live, approach risk and take responsibility for their own behaviour in relation to their lifestyle
HW5.	Providing appropriate, accurate information and guidance
SD1.	Offering opportunities for young people to learn specific skills



# USEFUL RESOURCES

Please check all resources are suitable for your settings and children.

## Road Safety:

- [Brake](#) Road safety resources for 2-16 years old
- [Think!](#) Resources for 3-16 years old
- [ROSPA - Rural Road Safety](#) - KS1 and 2
- [BBC Bitesize](#) - Video for 5-7 years old
- [Road Safety Information Cards](#) in a variety of languages
- [Safe on the Streets](#) resources for 7-11 years old
- [Truck and Child Safety](#) for 7-11 years old
- [Road Safety Week](#) - 14th - 20th November 2022

## Locally:

Road safety education is offered to every school, sixth form and college in the city and county, supported by Road Safety Officers from Staffordshire County Council. All age ranges are catered for, and topics covered include:

- Pedestrian training
- Transition from primary to high school
- Risk-taking as pedestrians
- In-vehicle safety
- Pre-driver education

Contact details for the [Road Safety Education Team](#) can be found on the Staffordshire County Council website or in the useful contacts section of this document.

# USEFUL RESOURCES

## **First Aid:**

St John's Ambulance – Lesson plans for KS2, 3 and 4 and also teaching pathways.

British Red Cross – Free teaching resources for 5-18 years old.

BBC Teach – A series of short films presented by Dr Emeka Okorochoa including How to make an emergency call and dealing with Burns and Scalds for Primary. For Secondary there are short films available including on administering CPR and defibrillators

British Heart Foundation – Provides free teaching material for Heart and Secondary Schools can apply for a free CPR education kit.

Oak Teacher Hub: First Aid – Four lessons for KS3 covering "Assessing a casualty", "Recovery position", "CPR" and "Defibrillators (AEDs)"

Department for Education – Basic first aid teacher training module which contains key knowledge and facts to help teachers understand what they must teach.

# DEVELOPING SUBJECT KNOWLEDGE



## ROAD SAFETY

*with thanks to Staffordshire Safer Roads Partnership*

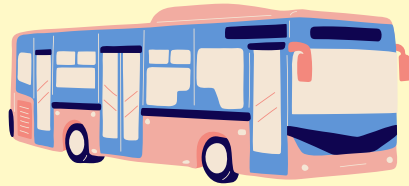
# ROAD SAFETY

## Definition:

Teaching people how to behave safely when driving or crossing the road (Cambridge Dictionary).

Methods and measures used to prevent road users from being injured or killed.

## Users:



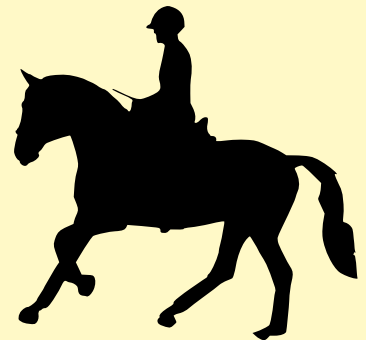
Drivers and  
Passengers



Motorcyclists



Cyclists



Horse Riders



Pedestrians

# LANGUAGE

# Accident

**crash,  
collision  
incident**

Avoid the term accident. Road crashes are preventable tragedies – calling them 'accidents' understates the devastation they cause; implies they are inevitable and undermines messages about the ways in which they can be prevented. Use words like crash, collision or incident instead.



Talk openly and honestly about the seriousness of road safety with children, and the tragic consequences of road death and injury.



**Don't make assumptions about people's circumstances. Not all families have a car, and not all young people are interested in learning to drive.**



Remember that people's experiences of traffic in urban and rural locations can be very different. Adapt your messaging and activities to suit your situation.

# GLOBAL STATISTICS

1.35 million people die each year as a result of road traffic collisions/crashes. (WHO)

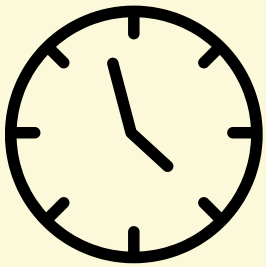


Road traffic injuries are the leading cause of death for children and young people aged 5-29, (WHO)



# NATIONAL STATISTICS

Most of the statistics are based on road collisions reported to the police (STATS19 system). These provide detailed statistics about the circumstances of personal injuries is, including the types of vehicles involved and the consequent casualties.



Every 22 minutes someone is killed or seriously injured on UK roads. (Brake)

In 2020, 1,516 people were killed on UK roads (1,460 in Britain and 56 in Northern Ireland). This was significantly down on the previous 5 years due in part to the COVID-19 pandemic and lockdowns. (Brake)



Over 22,000 serious injuries occur each year or the equivalent of around 60 a day, on average. (Brake)

More than 3,000 children and young people (0-17 years old) are killed or suffer serious, life changing injuries each year (Brake)



# THE LOCAL PICTURE

This information has been provided by Staffordshire Safer Roads Partnership and is based on collisions reported to the police (STATS 19 system). This data is available locally to the end of 2020.

All the facts below are based on data reported during the 3-year period 2018-2020 and relate to children and young people aged 0- 17 years old.

646

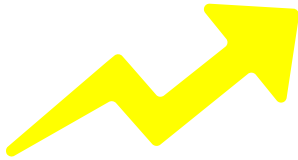
children and young people were injured

564

children and young people had slight injuries

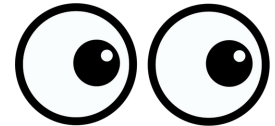
82

children and young people had serious injuries



There is an increase in the number of children and young people injured in collisions from the age of 10 years old.

2 children/ young people died in collision on our roads



Failing to look properly is a contributory factor associated with the child/young person in **69%** of incidents in which they were a pedestrian and **38%** of incidents in which they were a cyclists.



School commuting times (8:00-9:00am and 3.00-4.00pm Monday- Friday) are the **highest risk time** period, particularly the home-time period.

63%

of casualties were male



of casualties were in a vehicle



of casualties were pedestrians

# Useful Contacts:



**If you would like more information or support about Road Safety please contact:**

Road Safety Education Team provide education support from EYFS to KS5 please contact:

[roadsafetyeducation@staffordshire.gov.uk](mailto:roadsafetyeducation@staffordshire.gov.uk)

Please include the name of the school and key stage or age range you would like support for.

Safe and Sound - Education programme to educate communities about safety in a fun and interactive way to find out more please email:

[safeandsound@staffordshirefire.gov.uk](mailto:safeandsound@staffordshirefire.gov.uk)

Think! - Department for Transport

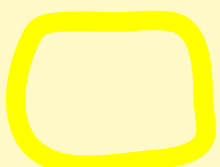
# Further Reading:



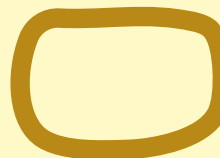
Staffordshire Safer Roads Partnership



Department for Transport Road  
Traffic Statistics



Brake



Think!



ROSPA



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With thanks to our Partners

