

Road Safety within Curriculum for Excellence 2020-21



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Introduction

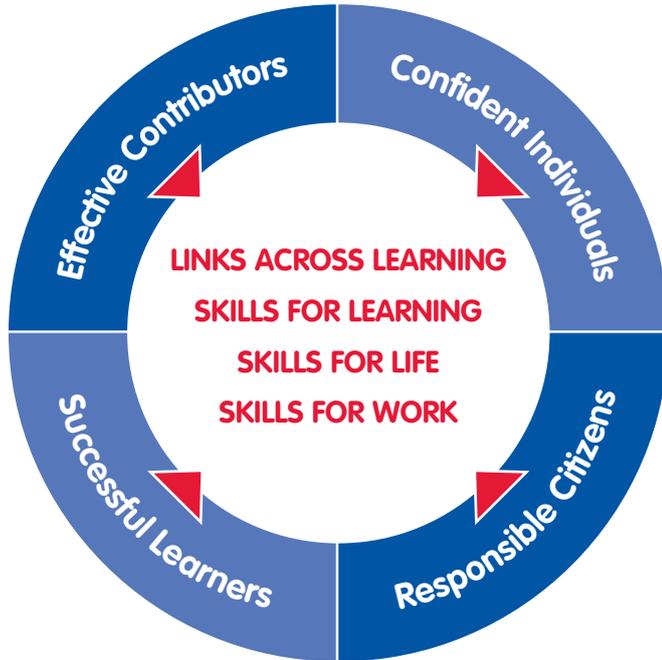
As most people use roads on a fairly regular basis, it is important to make sure that we can do so as safely as possible. Our road safety activity is aligned to *Scotland's Road Safety Framework* which ends in 2020 and Transport Scotland is developing a world-leading framework to 2030 in partnership with the road safety community and our key stakeholders. Scotland's Road Safety Framework to 2020, sets out Scotland's vision and the targets for reducing road casualties¹.

However, despite the good progress that's been made over the years, the road environment still represents one of the highest causes 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. Practitioners, 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

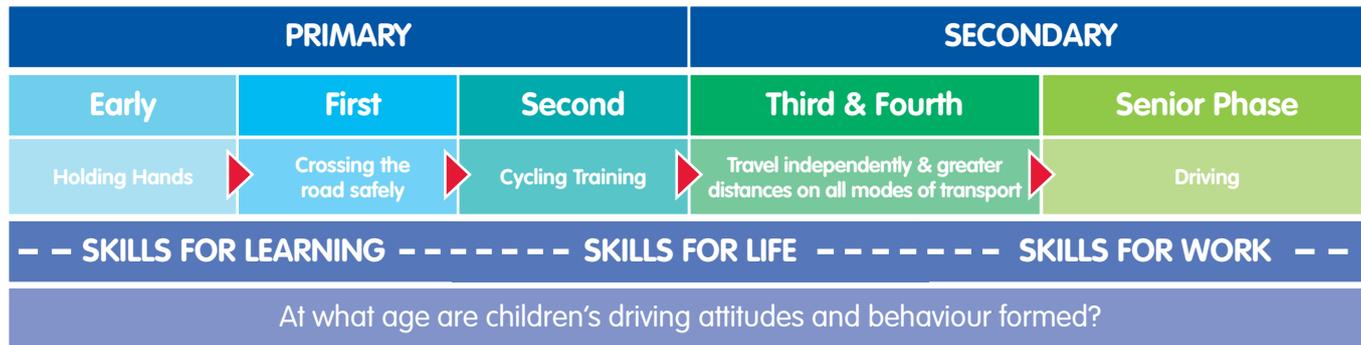


Road safety is the Responsibility of All (RoA). Road safety learning at every level offers opportunities to engage children and young people through active and interdisciplinary learning. The learning approaches highlighted in this booklet demonstrate the range of opportunities available.

Road safety learning at every level

| | | | | |
|----------------|----------|------------------------------|--------------------------|-----------------------|
| Early | ELC P1 | Go Safe with Ziggy | streetsense2 | School Travel Plans |
| First | P2 P3 P4 | streetsense2 | | School Travel Plans |
| Second | P5 P6 P7 | streetsense2 | JRSO | Reaction Timer |
| | | a2bsafely | School Travel Plans | |
| Third & Fourth | S1 S2 S3 | Your Call | Reaction Timer (S3 only) | School Daze (S1 only) |
| | | a2bsafely | Get in Lane | School Travel Plans |
| Senior Phase | S4 S5 S6 | Crash Magnets (S4 & S5 only) | | Reaction Timer |
| | | a2bsafely | Get in Lane | School Travel Plans |

Road safety learning 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 learning provides young people with experiences that are challenging at an appropriate level.

Coherence – road safety learning provides young people with opportunities for activities which draw different strands of learning together.

Go Safe with Ziggy

www.roadsafety.scot/learning

Features:

- engaging interactive activities
- Story books for home
 - six books for ELC
 - one book for P1
- Big book classroom sets
- 'My Journey with Ziggy' pack
- accessible in App Library on GLOW

Aims:

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



A paper order form is mailed out in August. However, MULTIPLE ORDERS CAN BE PLACED AT ANY TIME DURING THE SCHOOL YEAR. A COPY OF THE ORDER FORM CAN ALSO BE DOWNLOADED FROM THE WEBSITE.

Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 0-14a | HWB 0-16a | HWB 0-17a |
| HWB 0-18a | HWB 0-19a | |

expressive arts

| | | |
|-----------|-----------|-----------|
| EXA 0-04a | EXA 0-05a | EXA 0-14a |
|-----------|-----------|-----------|

literacy: responsibility of all

| | | |
|-----------|-----------|-----------|
| LIT 0-01a | LIT 0-01b | LIT 0-01c |
| LIT 0-02a | ENG 0-03a | LIT 0-04a |
| LIT 0-07a | LIT 0-09a | LIT 0-09b |
| LIT 0-14a | LIT 0-16a | ENG 0-17a |
| LIT 0-19a | LIT 0-26a | LIT 0-31a |

numeracy: responsibility of all

| | | |
|-----------|-----------|-----------|
| MNU 0-01a | MNU 0-10a | MNU 0-20c |
|-----------|-----------|-----------|

social studies

| | | |
|-----------|-----------|-----------|
| SOC 0-07a | SOC 0-09a | SOC 0-16a |
|-----------|-----------|-----------|

numeracy and mathematics

| | | |
|-----------|-----------|--|
| MTH 0-13a | MTH 0-17a | |
|-----------|-----------|--|

Features:

- engaging and interactive activities across all levels
- teachers' notes

- accessible in App Library on GLOW

Aims:

To develop knowledge and understanding, challenge attitudes and behaviours and enable children to self reflect.

Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 0-16a | HWB 0-17a | HWB 0-18a |
| HWB 0-19a | | |
| HWB 1-16a | HWB 1-17a | HWB 1-18a |
| HWB 1-19a | | |
| HWB 2-16a | HWB 2-17a | HWB 2-18a |
| HWB 2-19a | | |

expressive arts

| | | |
|-----------|-----------|-----------|
| EXA 0-04a | EXA 0-05a | EXA 0-14a |
| EXA 1-02a | EXA 1-05a | EXA 1-13a |
| EXA 1-14a | | |
| EXA 2-02a | EXA 2-05a | EXA 2-13a |

literacy: responsibility of all

| | | |
|-----------|-----------|-----------|
| LIT 0-02a | ENG 0-03a | LIT 0-04a |
| LIT 0-07a | LIT 0-09a | LIT 0-14a |
| LIT 0-16a | ENG 0-17a | LIT 0-19a |
| LIT 1-02a | LIT 1-04a | LIT 1-09a |
| LIT 1-14a | LIT 1-16a | LIT 1-22a |
| LIT 1-26a | | |
| LIT 2-02a | LIT 2-04a | LIT 2-09a |
| LIT 2-14a | LIT 2-16a | LIT 2-22a |
| LIT 2-26a | | |

literacy and english

| | | |
|-----------|-----------|--|
| ENG 2-03a | ENG 2-17a | |
|-----------|-----------|--|

numeracy: responsibility of all

| | | |
|-----------|-----------|-----------|
| MNU 0-01a | MNU 0-10a | MNU 0-20c |
| MNU 1-20a | MNU 1-20b | |
| MNU 2-20b | | |

numeracy and mathematics

| | | |
|-----------|-----------|--|
| MTH 0-13a | MTH 0-17a | |
| MTH 1-21a | | |
| MTH 2-21a | | |

social studies

| | | |
|-----------|-----------|-----------|
| SOC 0-07a | SOC 0-09a | SOC 0-16a |
| SOC 1-16a | SOC 1-18a | |
| SOC 2-09a | SOC 2-16a | |

JRSO All Together for Road Safety

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

www.roadsafety.scot/learning

Features:

- personal organiser, including badge, notebook and pen
- engaging and interactive activities
- accessible in App Library on GLOW

Aims:

To encourage peer learning and promote road safety through partnership working.



Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 2-12a | HWB 2-13a | HWB 2-16a |
| HWB 2-17a | HWB 2-18a | HWB 2-19a |

expressive arts

| | | |
|-----------|-----------|-----------|
| EXA 2-02a | EXA 2-05a | EXA 2-13a |
|-----------|-----------|-----------|

literacy: responsibility of all

| | | |
|-----------|-----------|-----------|
| LIT 2-02a | LIT 2-06a | LIT 2-09a |
| LIT 2-10a | LIT 2-15a | LIT 2-24a |
| LIT 3-10a | | |

literacy and english

| | | |
|-----------|-----------|--|
| ENG 2-03a | ENG 2-17a | |
|-----------|-----------|--|

numeracy: responsibility of all

| | | |
|-----------|--|--|
| MNU 2-20b | | |
|-----------|--|--|

numeracy and mathematics

| | | |
|-----------|--|--|
| MTH 2-21a | | |
|-----------|--|--|

social studies

| | | |
|-----------|-----------|--|
| SOC 2-09a | SOC 2-16a | |
|-----------|-----------|--|

Reaction Timer

Features:

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

Aims:

To raise awareness of reaction time and its effect on stopping distances.



Experiences and outcomes in:

health and wellbeing:

responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 2-16a | HWB 2-17a | HWB 2-18a |
| HWB 2-19a | | |

numeracy: responsibility of all

| | | |
|-----------|-----------|--|
| MNU 2-20b | MNU 2-22a | |
|-----------|-----------|--|

sciences

| | | |
|-----------|--|--|
| SCN 2-07a | | |
|-----------|--|--|

Your Call

Third & Fourth S1 S2 S3

www.roadsafety.scot/learning

Features:

- variety of interactive activities
- teachers' notes
- two video dramas and a psychologist interview
- accessible in App Library on GLOW

Aims:

To engage young people in a number of interactive activities such as risk taking, decision making, peer pressure and self-reflect about their behaviour in the road environment.



Experiences and outcomes in:

| health and wellbeing: responsibility of all | | |
|--|-----------|-----------|
| HWB 3-04a | HWB 3-16a | HWB 3-17a |
| HWB 3-18a | HWB 3-19a | |
| HWB 4-04a | HWB 4-16a | HWB 4-17a |
| HWB 4-18a | HWB 4-19a | |

| literacy: responsibility of all | | |
|---------------------------------|-----------|-----------|
| LIT 3-02a | LIT 3-07a | LIT 3-08a |
| LIT 3-09a | LIT 3-10a | |
| LIT 4-02a | LIT 4-07a | LIT 4-08a |
| LIT 4-09a | LIT 4-10a | |

| expressive arts | | |
|-----------------|-----------|-----------|
| EXA 3-03a | EXA 3-04a | EXA 3-06a |
| EXA 4-03a | EXA 4-04a | EXA 4-06a |

Reaction Timer

Third & Fourth S3

Features:

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

Aims:

To raise awareness of reaction time and its effect on stopping distances.



Experiences and outcomes in:

| health and wellbeing: responsibility of all | | |
|--|-----------|-----------|
| HWB 3-16a | HWB 3-17a | HWB 3-18a |
| HWB 3-19a | | |
| HWB 4-16a | HWB 4-17a | HWB 4-18a |
| HWB 4-19a | | |

| numeracy: responsibility of all | | |
|---------------------------------|-----------|-----------|
| MNU 3-10a | MNU 3-22a | |
| MNU 4-10a | MNU 4-10b | MNU 4-22a |

| sciences | | |
|-----------|-----------|--|
| SCN 3-07a | | |
| SCN 4-07a | SCN 4-07b | |

www.roadsafety.scot/learning

Features:

- ‘School Daze’, a theatre-in-education class resource for S1 pupils
- relationships, peer pressure and popular sub-cultures influence a typical friendship group as they make their way to and from school

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.

Note

This resource was originally developed to support the ‘School Daze’ touring production. Although the production is not touring in 2020/21, the resource can still be used as an effective class resource.

Experiences and outcomes in:

| health and wellbeing: responsibility of all | | |
|--|-----------|-----------|
| HWB 3-04a | HWB 3-16a | HWB 3-17a |
| HWB 3-18a | HWB 3-19a | |
| HWB 4-04a | HWB 4-16a | HWB 4-17a |
| HWB 4-18a | HWB 4-19a | |

| literacy: responsibility of all | | |
|---------------------------------|-----------|-----------|
| LIT 3-02a | LIT 3-07a | LIT 3-29a |
| LIT 4-02a | LIT 4-07a | LIT 4-29a |

| expressive arts | | |
|-----------------|-----------|--|
| EXA 3-01b | EXA 3-15a | |

| numeracy: responsibility of all | | |
|---------------------------------|--|--|
| MNU 3-10a | | |

www.roadsafety.scot/learning

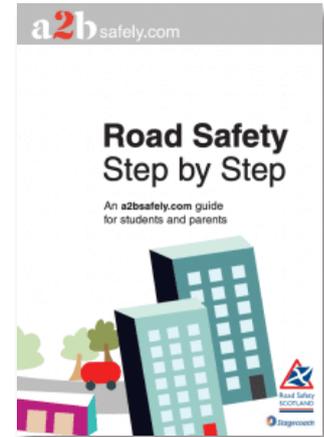
Features:

- Step by Step booklet
- accessible in App Library on GLOW
- the resource can also be used as a tool for learning English as a second/foreign language

Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs.

Through encountering an interactive, real-world road environment children will develop knowledge and understanding and skills to help keep themselves safe as pedestrians.



Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | | |
|-----------|-----------|-----------|-----------|
| HWB 3-16a | HWB 3-17a | HWB 3-18a | HWB 3-19a |
| HWB 4-16a | HWB 4-17a | HWB 4-18a | HWB 4-19a |

literacy: responsibility of all

| | | |
|-----------|-----------|--|
| LIT 3-02a | LIT 3-13a | |
| LIT 4-02a | LIT 4-13a | |

Crash Magnets

www.roadsafety.scot/learning

Features:

- contains activities, case studies and lesson plans
- accessible in App Library on GLOW

Aims:

Through discussion, debate and self reflection, young people will develop an understanding of the responsibilities and risks of being a passenger and becoming a driver.

Senior Phase  



Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 3-04a | HWB 3-16a | HWB 3-17a |
| HWB 3-18a | HWB 3-19a | |
| HWB 4-04a | HWB 4-16a | HWB 4-17a |
| HWB 4-18a | HWB 4-19a | |

literacy: responsibility of all

| | | |
|-----------|-----------|-----------|
| LIT 3-05a | LIT 3-07a | LIT 3-08a |
| LIT 3-09a | LIT 3-18a | LIT 3-24a |
| LIT 3-29a | | |
| LIT 4-05a | 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 |
|-----------|-----------|-----------|

Get in Lane

Senior Phase **S4** **S5** **S6**

www.roadsafety.scot/learning

Features:

- explores topics from pre-driving, to passing your test and getting your first car
- can be used to support Crash Magnets
- includes games, activities and useful links
- accessible in App Library on GLOW

Aims:

Offers practical advice and information on the law and rules of the road.



Experiences and outcomes in:

health and wellbeing:
responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 4-16a | HWB 4-17a | HWB 4-18a |
| HWB 4-19a | | |

literacy: responsibility of all

| | | |
|-----------|-----------|--|
| LIT 3-14a | LIT 3-15a | |
| LIT 4-14a | LIT 4-15a | |

numeracy: responsibility of all

| | | |
|-----------|--|--|
| MNU 3-22a | | |
| MNU 4-22a | | |

Reaction Timer

Features:

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

Aims:

To raise awareness of reaction time and its effect on stopping distances.



Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 4-16a | HWB 4-17a | HWB 4-18a |
| HWB 4-19a | | |

numeracy: responsibility of all

| | | |
|-----------|-----------|-----------|
| MNU 3-10a | MNU 3-22a | |
| MNU 4-10a | MNU 4-10b | MNU 4-22a |

sciences

| | | |
|-----------|-----------|--|
| SCN 3-07a | | |
| SCN 4-07a | SCN 4-07b | |

www.roadsafety.scot/learning

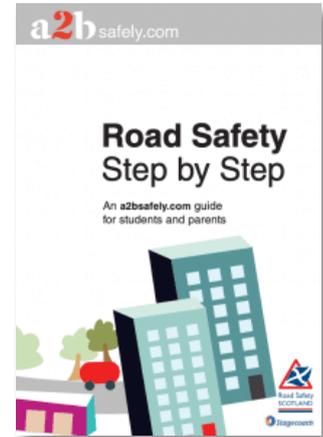
Features:

- Step by Step booklet
- accessible in App Library on GLOW
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Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs.

Through encountering an interactive, real-world road environment children will develop knowledge and understanding and skills to help keep themselves safe as pedestrians.



Experiences and outcomes in:

health and wellbeing: responsibility of all

| | | |
|-----------|-----------|-----------|
| HWB 3-16a | HWB 3-17a | HWB 3-18a |
| HWB 3-19a | | |
| HWB 4-16a | HWB 4-17a | HWB 4-18a |
| HWB 4-19a | | |

literacy: responsibility of all

| | | |
|-----------|-----------|--|
| LIT 3-02a | LIT 3-13a | |
| LIT 4-02a | LIT 4-13a | |

Useful Contacts

Road Safety contacts

www.roadsafety.scot/contact-us

Cycling Scotland

www.cycling.scot

DfT road safety information

www.think.gov.uk

Education Scotland

www.education.gov.scot

National Improvement Hub

www.education.gov.scot/improvement

Royal Society for the Prevention of Accidents (RoSPA)

www.rospa.com

Sustrans Safer Routes to School

www.sustrans.org.uk

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