



Public Health
England



Road injury prevention

Resources to support schools to promote
safe active travel

About Public Health England

Public Health England exists to protect and improve the nation's health and wellbeing, and reduce health inequalities. It does this through world-class science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. PHE is an operationally autonomous executive agency of the Department of Health.

Public Health England
133-155 Waterloo Road
Wellington House
London SE1 8UG
Tel: 020 7654 8000
www.gov.uk/phe
Twitter: @PHE_uk
Facebook: www.facebook.com/PublicHealthEngland

Prepared by: PHE worked with the Royal Society for the Prevention of Accidents, RoSPA, to produce this guide.

For queries relating to this document, contact: claire.robson@phe.gov.uk

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Introduction

Road collisions remain one of the main causes of premature death among children and young people aged 0-15,ⁱ with 35% of child pedestrians killed or seriously injured (KSI) during what is typically classified as the 'school run'ⁱ. A death or life changing injury of a child caused by a road traffic collision has a devastating impact upon the family and school community. However, the chances of an accident happening, and the severity of injuries sustained when they do occur, can be reduced by safer road design, improved driver education and training, and teaching children how to cope with the traffic environment.

This briefing is primarily for staff working in education settings, but will be of wider interest, including to local public health, school nursing and road safety staff. It:

- presents a snapshot of data highlighting key messages of relevance to schools
- signposts to a range of resources that are available to support effective road safety education across key stages 1-4
- shares some insights from local practice by outlining steps that some schools have taken to promote safe active travel

It is usefully complemented by the PHE resources: '[What works in schools and colleges to increase physical activity?](#)' and '[Reducing unintentional injuries on the roads among children and young people under 25](#)'.

What does the data tell us?

The information below provides a snapshot of key data providing a rationale for why schools have an important contribution to make as part of a wider strategic approach to road injury prevention. For access to up to date comparative statistics on deaths of children and serious injuries sustained from road traffic accidents see www.chimat.org.uk/profiles. These are updated annually.

England has seen a long-term reduction in child road casualties. In 1979, 10,175 children were killed or seriously injured as a result of a road traffic collision; by 2014 this had fallen to 1,782. Many factors have contributed to this long-term decline, including improvements to vehicle and road engineering, road safety education, training and publicity, and enforcement measures, such as the breathalyser and the use of child car seats.

However, since 2010 the number of child road deaths and serious injury in England has fluctuated around or just below the 2,000 level, but then fell to 1,732 in 2013 and rose by 50 to 1,782 in 2014. This means that despite the long-term fall in the number of child road deaths and serious injuries, 34 children suffered death or serious injuries every week in England that year.

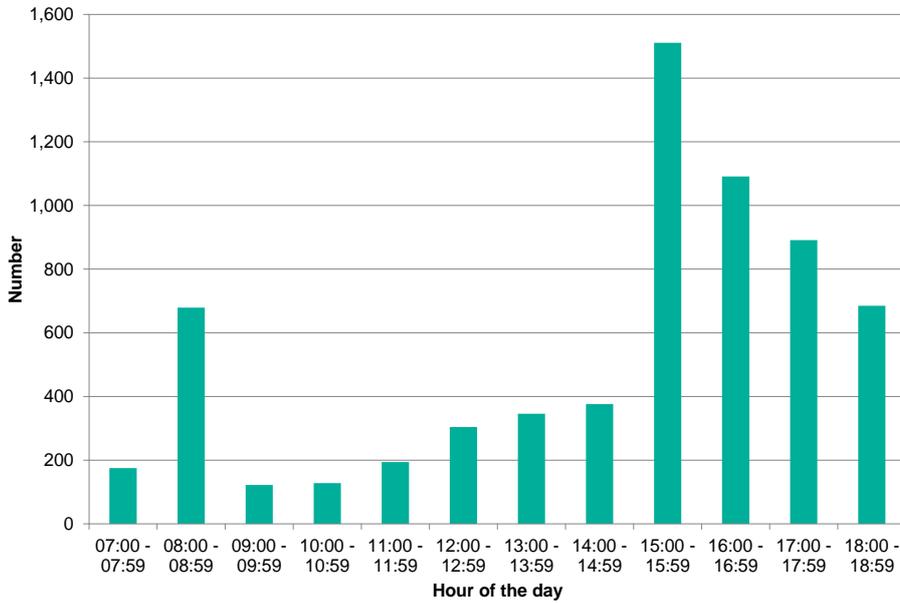
The reasons for this recent fluctuating trend are not entirely clear, but may in part be due to increased road use as the economy has come out of the recession and some periods of unusually poor weather reducing road activity (and so risk exposure) in 2010 and 2012.

Active school travel has also declined (for example, walking trips to school have fallen by 31% since 1995-97ⁱⁱ), with a consequential reduction in the exposure of children to road risk. With only 21% of boys and 16% of girls aged 5-15 achieving the recommended 60 minutes of physical activity a dayⁱⁱⁱ there is a need to promote safe active travel.

The school run period

Analysis of data between 2008-2012 shows peak times in the number of killed or seriously injured pedestrian casualties under 16 years between 08:00-8:59 and 15:00-15:59 – coinciding with the times when children travel to and from school (see fig 1). More children are injured on their way home from school than to school.

Fig 1. Number of killed or seriously injured pedestrian casualties under 16 years, by hour of the day. England, 2008-12.

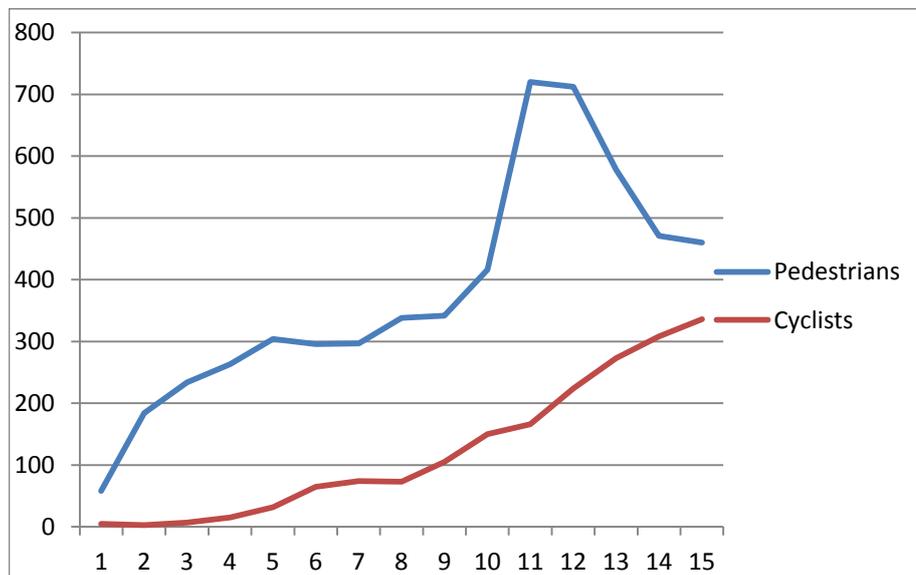


Source: STATS19

Transition to secondary school

As children become more independent and start to travel on their own this corresponds to an increase in the casualty rate (fig 2). Child pedestrian casualties increase rapidly between the ages of 9-12, the time when children start to have more independence and move to secondary school. Child cycle casualties increase progressively with age, rising steadily from the age of eight. So it is important for schools to provide road safety training and to prepare children for the transition to secondary school.

Figure 2. Reported child pedestrian and pedal cyclist casualties (aged 0-15), all severity in England, 2014

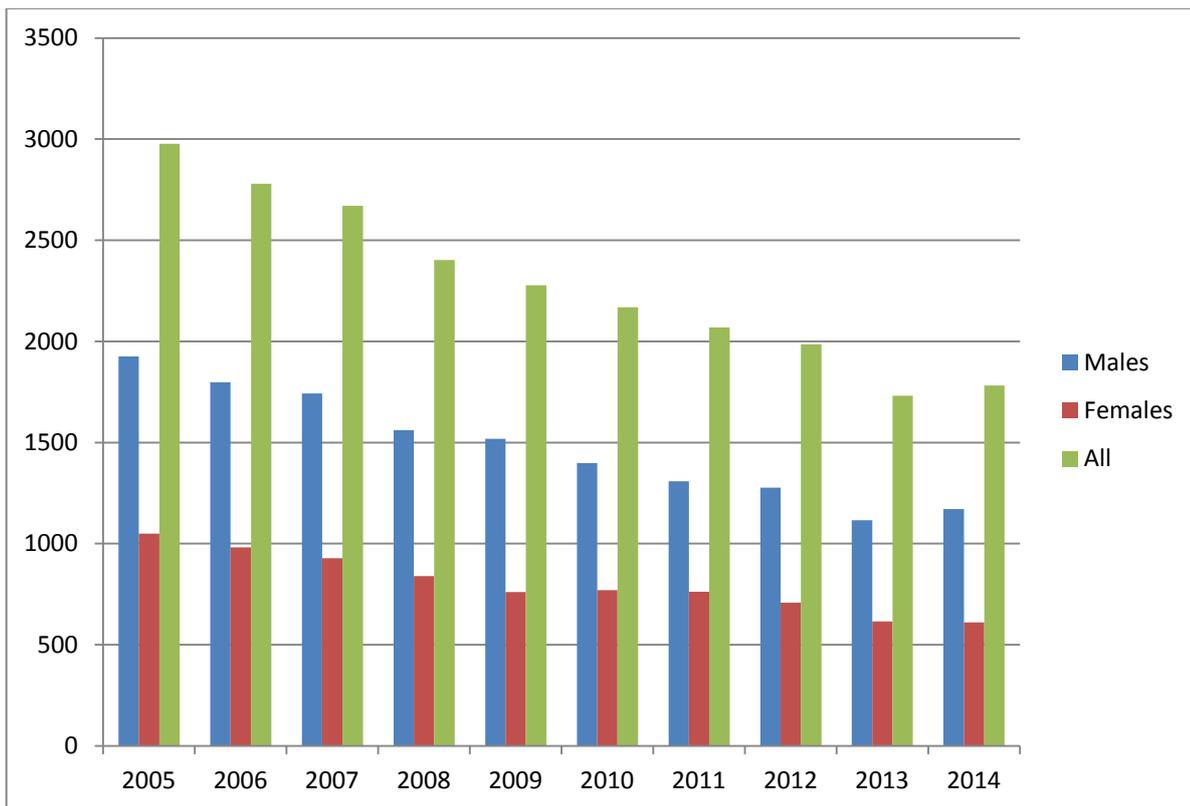


Road injury prevention: resources to support schools to promote safe active travel

Source: DfT (data extrapolated from) Reported Casualties in Great Britain Annual Report 2014 **Error! Bookmark not defined.**

Consistently more boys are injured as a result of a road traffic collision than girls in England. In 2014, 1,171 boys aged 0-15 were killed or seriously injured compared to 611 girls. For a longer term trend refer to figure 3.

Figure 3. Reported children (aged 0-15) killed or seriously injured by gender type in England 2005-2015



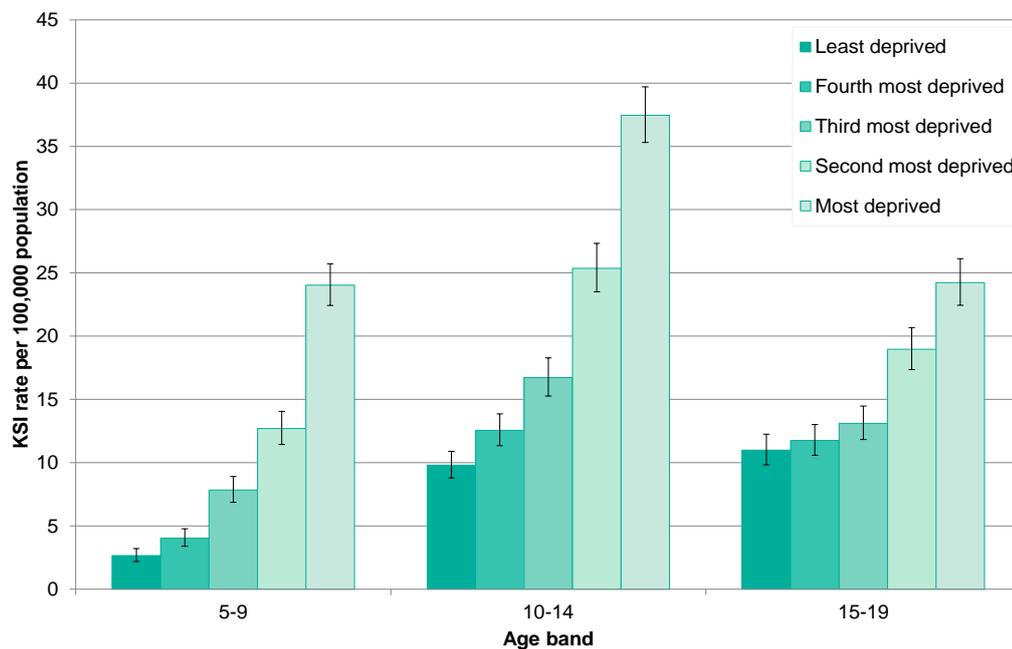
Source: DfT (data extrapolated from) Reported Casualties in Great Britain Annual Report 2014.

Teenagers are also particularly at risk once they learn to drive, and travel as passengers with friends. The highest rates of hospital admissions and police reported serious and fatal casualties occur immediately after young people start legally using cars and motorcycles.

Socio-economic status

The pedestrian KSI rate varies significantly according to socio economic status (fig 4). Overall the fatality rate is 20 times higher among children from the most deprived backgrounds compared to children from the least deprived backgrounds. A similar pattern of inequality exists in relation to higher rates of KSIs in school-age cyclists from more deprived backgrounds.

Fig 4. Rate of killed or seriously injured pedestrian casualties per 100,000 population, by age band and Index of Multiple Deprivation 2010 quintile. England, 2008-12



Note: The error bars shown are 95% confidence intervals.

Source: STATS19 and Office for National Statistics mid-year population estimates

For information about accessing local data sources see p20.

A whole school approach

Evidence shows that taking a 'whole school approach' is more likely to have a positive impact in embedding and sustaining a positive impact across a range of outcomes.^{iv}

A whole school approach includes:

- developing a supportive culture, ethos and environment
- learning and teaching
- proactive engagement with families, outside agencies, and the wider community

The following section focuses on learning and teaching by signposting schools to key resources to support the teaching of road safety across key stages 1-4. It is followed by a small number of practice examples that aim to share insights into how schools are taking wider action to promote safe active travel.

Resources to support teaching road safety across key stages 1-4

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Road safety is referenced within the PSHE education programme of study www.pshe-association.org.uk/uploads/media/27/8113.pdf^v (see appendix 1) and further information can be found at: www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

It should be taught through a spiral programme across all key stages in a way that ensures learning is revisited, reinforced and extended in age and stage-appropriate contexts, and links should be made with other relevant subjects to ensure consistency and continuity for pupils. Road safety education should take account of pupils' prior learning and experiences. It should reflect universal and specific needs of children and young people in the school.

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The following section suggests key learning outcomes for road safety education across key stages 1-4 identified by The Royal Society for the Prevention of Accidents (RoSPA) and provides links to the Department for Transport THINK! educational websites.

Further sources of support are listed on p20.

In the foundation/early years children should have the opportunity to learn about:

- the difference between the footpath and the road
- how to walk with a grown up who they know and hold hands near a road
- be introduced to Stop, Look, Listen and Think
- be introduced to safer crossing places

[think.direct.gov.uk/education/early-years-and-primary/teachers/early-years/lesson-ideas/](https://www.think.direct.gov.uk/education/early-years-and-primary/teachers/early-years/lesson-ideas/) provides lesson ideas, with interactive resources covering five lesson ideas:

- what's on the road (traffic recognition)
- the car seat (seatbelts)
- keep hold (behaviour near traffic)
- stop, look and listen
- bright is right

Teaching packs can be downloaded from: [think.direct.gov.uk/resource-centre/](https://www.think.direct.gov.uk/resource-centre/)

In key stage 1 children should have opportunities to learn about:

- how pedestrians walk on the pavement and vehicles travel on the road
- how to walk with a grown up who they know and hold hands when walking near the road
- safer crossing places and how to use them
- the Stop, Look, Listen and Think sequence
- be able to ride a bike (with stabilisers, if necessary)
- the importance of using a child car seat (if under 135cms tall) when travelling in a car
- how to walk and cycle safely

[think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/](https://www.think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/lesson-ideas/) provides ideas, with interactive resources covering three lesson ideas:

- know the road
- stop, look and listen
- car clever

Teaching packs can be downloaded from: [think.direct.gov.uk/resource-centre/](https://www.think.direct.gov.uk/resource-centre/)

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In key stage 2 children should have opportunities to learn about:

- the Green Cross Code (and how to put it in to practice), recognising safe crossing places on the road
- road signs and pedestrian crossings
- how and when they might feel at risk as a passenger and develop a strategy to speak out
- their responsibilities as a passenger in a car to wear a seatbelt (or use a child car seat if under 12 years old or under 135 cm tall) and behave in a way that doesn't put themselves or others at risk
- the Highway Code and the rules of the road
- how to ride a bike and have participated in some cycle training (Bikeability level 2)
- planning a safe journey to high school

[think.direct.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/](https://www.thinkdirect.gov.uk/education/early-years-and-primary/teachers/upper-primary/lesson-ideas/) provides ideas, with interactive resources covering four lesson ideas

- the road ahead
- careful crossing
- ready to ride?
- car wise

Teaching packs can be downloaded from: [think.direct.gov.uk/resource-centre/](https://www.thinkdirect.gov.uk/resource-centre/)

To support these classroom activities, it is recommended that children be taken off site so that they can observe and practise their pedestrian crossing skills. Practical learning has been shown to be a very effective way of teaching road safety crossing skills.^{vi,vii}

Many local authorities have a road safety team who will be able to advise or assist in organising practical pedestrian training. Local officers are listed on www.roadsafetygb.org.uk/regions/

For further guidance on taking children off site:

[think.direct.gov.uk/education/early-years-and-primary/teachers/lower-primary/introductory-notes/taking-children-off-the-premises/](https://www.thinkdirect.gov.uk/education/early-years-and-primary/teachers/lower-primary/introductory-notes/taking-children-off-the-premises/)

www.gov.uk/government/publications/health-and-safety-advice-for-schools

Transition to secondary school

When teaching road safety to students who are about to leave primary school, it is important to have a balanced approach, emphasising the benefits of active travel at the same time as considering themes such as managing risk and promoting safety. All too often, it is easy to over stress the dangers and inadvertently give the message that children are safest when travelling to school in the car, and lose the personal and health benefits of walking and cycling to high school. However, actual and perceived road

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danger deters cycling and walking, so it is important for schools and local authorities to also work together to make walking and cycling routes to school as safe as possible, so that students' safety is not compromised. School nurses can play an important role in reinforcing messages about safety and managing risks, in particular during transition stages.

In key stage 3 children should have opportunities to learn about:

- their responsibilities as pedestrians, cyclists or passengers
- be able to travel independently to and from school either as a pedestrian, cyclist or on public or school transport
- understand what is acceptable behaviour on public transport
- planning and making longer journeys using a combination of transport modes
- risk and the effect of risky behaviour on safety
- be able to develop strategies to cope with potentially dangerous situations caused by the behaviour of a driver they travel with, or people they walk or cycle with

[think.direct.gov.uk/education/secondary/teachers/](https://www.thinkdirect.gov.uk/education/secondary/teachers/) provides ideas for the teaching of both subject-based and PSHE lessons, with interactive resources for:

- PSHE and citizenship – six lessons (a new journey, challenging risky behaviour, cause and effect, making choices, distraction action, taking action)
- science
- English and drama

Teaching packs can be downloaded from: [think.direct.gov.uk/resource-centre/](https://www.thinkdirect.gov.uk/resource-centre/)

In key stage 4 children should have the opportunity to learn about:

- their responsibilities as pedestrians, passengers and drivers
- the training requirements for drivers
- issues affecting young drivers such as peer pressure, speed, seatbelts and inexperience and overconfidence.
- the legislation relating to drugs and alcohol use and driving
- travelling independently safely and understand the benefits of sustainable travel

At this age young people should be made aware of minimum standards of vision for driving and encouraged to have a free eye check with an optician in preparation for future driving (see www.gov.uk/driving-eyesight-rules).

[think.direct.gov.uk/education/secondary/teachers/](https://www.thinkdirect.gov.uk/education/secondary/teachers/) provides ideas for the teaching of both subject-based and PSHE, with interactive resources for:

- PSHE and citizenship – seven lessons (what's the risk, route planning, challenging risky behaviour, cause and effect, distraction action, road use and the law, taking action)
- science – skids and friction

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- English and drama – two lessons (cause and effect lasting consequences, what's the message?)

Teaching packs can be downloaded from: think.direct.gov.uk/resource-centre/

For advice and support in the teaching of road safety for pupils with special needs contact your local road safety officer.

Promoting safe active travel to and from school

Developing a school travel plan

Developing a school travel plan involves looking at the journeys children and staff make to and from school and how the safety on these routes can be improved. The process provides an ideal opportunity to involve the whole school community in assessing risks and working collaboratively to minimise these and promote safe active travel. Some local authorities may provide support and advice for schools through a school travel plan officer or sustainable travel officer.

The Department for Education's Home to School Travel and Transport Guidance^{viii} states that local authorities must audit sustainable transport infrastructure, assess pupils transport needs and promote the use of sustainable travel and transport in order to comply with their home to school transport duties. The Modeshift STARS National Schools Award scheme can help meet all three of these elements of the duty. Further information on the Modeshift STARS scheme can be found at: modeshiftstars.org/

A similar scheme is organised through Sustrans School Mark Scheme which covers England, Wales and Northern Ireland (see www.sustrans.org.uk/our-services/who-we-work/teachers/school-mark). Both schemes empower children, young people and their families to change the way they travel.

Practice example

Long Crendon Primary School, Buckinghamshire is a rural school with 200 pupils. It has had a travel plan since 2003, delivering 28 types of travel initiative. Junior road safety officers (JRSOs) are an integral and crucial part of the school travel plan working group (STPWG) and play a role in liaising with pupils to represent their views and keep them informed of key decisions. They have been instrumental in leading change within their school. Year 5 pupils determine the criteria for effective JRSOs, who are then elected



just before going into year 6. The JRSOs play an active role in implementing actions linked to the school travel plan, eg, role play with the younger classes, linking into assembly themes, encouraging parental involvement, promoting information about safe travel through a dedicated school noticeboard. Over the past few years, the JRSOs have become increasingly involved in shaping and reviewing the travel action plans. To recognise the valued work of the JRSOs, at the end of their year in office, they are presented with a framed certificate at the leavers' assembly. The year 6 pupils also support the handover to the newly elected JRSOs. As a result of these initiatives car use reduced from 33.3% in 2011-12 to 15.3% in 2013-14

Promoting safe cycling

The government has made clear its intention to make this country a cycling nation. Helping children to start and maintain cycling is an important part of this ambition. Schools can contribute by encouraging cycling or scooting to school, providing lockers and cycle storage. Guidance on producing a school cycling policy can be found on the Bikeability website: www.bikeability.org.uk/ Children should not be encouraged to cycle to school without first receiving practical training. Free training for schools can be accessed through Bikeability or by contacting the local road safety team.

In conjunction with practical training, teachers can use the lesson plans provided on the Bikeability and Sustrans sites to help pupils consider the risks which they face on their route to school and importantly the actions they should take to keep themselves safe.

Bikeability is referenced within the PSHE education programme of study www.pshe-association.org.uk/uploads/media/27/8004.pdf and provides a range of training activities for schoolchildren:

- Level 1 – off-road training, providing the skills to cycle with excellent control
- Level 2 – preparing for on-road cycling through tuition on single lane roads and junctions
- Level 3 – training for busier and more challenging journeys
- Bikeability Plus

The programme has recently been expanded to provide Bikeability Plus, a new range of modules to tackle specific barriers to cycling. The 11 modules include:

- Bikeability Transition – supporting children making the transition to secondary school by planning safe routes to their new schools and participating in led rides
- Bikeability On Show – which allows parents and teachers to learn about and witness the skills that children have learnt during training

Practice examples

Kilham CE VC Primary School, East Riding of Yorkshire is a rural primary school with 136 pupils and has had a travel plan since 2006. It has delivered 27 travel initiatives, with a focus on cycling and road safety and is an example of a school that wished to encourage more active travel. The school is located in a village with limited street lighting. However, the school travel plan indicated a desire for pupils to cycle to school. A bike club was established and pupils in years 5 and 6 went on group cycle rides around the local area. To help instil a road safety culture, the school has worked with the road safety team from East Riding of Yorkshire Council and has appointed junior road safety officers who are responsible for organising road safety initiatives, such as competitions, walking and cycling initiatives and keeping the road safety notice board up to date. As a result of these measures, cycling to school has increased from 0% in 2006 to 12.8% in 2014. Car use is down from 64.3% in 2006-07 to 40.5% in 2013-14.



Burnwood Community School, Stoke on Trent is a large urban school with over 400 pupils and has had a travel plan since 2003. It has delivered over 33 different types of travel initiatives and has had a walking bus since 1996. In 2004, the school and its leadership team had a vision and successfully bid for Safer Routes to School funding to provide cycle tracks and cycle storage and to link to the other schools in the locality.

In 2005, the school council and school governors decided that the overgrown wasteland behind the school needed to be developed. After considering many different ideas it was agreed to develop 'Tri track': a velodrome, mountain bike track and BMX track within an outside learning area, which could be used to support the delivery of the PE curriculum, extended school clubs and by the community.

In June 2006 the velodrome was opened. The school purchased bikes for the children to ride, forged links with Sustrans and promoted 'Friday bike it to school' days. Bikeability was introduced and the school became a British Cycling Go-Ride club. Two staff were Bikeability trained and one staff member was trained as a British Cycling Go-Ride coach.



In June 2007, the mountain bike trail was opened, funded by National Lottery Awards for All. The opening featured on BBC Newsround. A group of children went to Birmingham University to present at a national conference about sustainable travel and in June 2008 the BMX track was opened.

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By 2013, the school still had the highest number of children within the city of Stoke on Trent cycling to school. Car usage at the school has fallen from 19.3% in 2008-09 to 14.7% in 2013-14, and now 13.9% of pupils cycle to school.

The Mountbatton School, Hampshire is a mixed secondary academy with 1,418 pupils aged 11-16. In 2010-11 Bikeability training was offered to Mountbatten School (to pupils in years 7-9) and its four key feeder primary schools. Bikeability is driven through the curriculum and is seen as being a life skill for all pupils, and offered, like swimming, on an 'opt out' rather than 'opt in' basis. The school hub owns over 50 bikes allowing pupils who either don't own a bike, or whose bikes are not fit for use, to borrow a bike in order to take part in the training. The training is differentiated according to ability and special needs are fully catered for.

All four feeder primary schools offer weekly bike clubs run by a combination of local coaches and school staff. At the high school the pupils have gained a level of independence that enables them to access a far wider range of after school activities because they can take responsibility for their own transport.

Working with parents/carers and the community to promote safe active travel

Parents and carers play a key role in shaping children and young people's behaviour. A successful partnership between parents and schools is able to strengthen positive messages about road safety and active travel received by children and young people.

As role models, parents can help their children to stay safe and active by setting a good example when travelling with them. Younger children can find it difficult to judge safe gaps and the speed of traffic, therefore parents/carers play an important role as supervisors and role models. Across children of all ages, parents/carers guide their children's decisions regarding transport to and from school.

Parents can be supported through school newsletters, for example, to the parents section of the DfT THINK! website which provides resources to help parents teach their children to be safe on the road: think.direct.gov.uk/education/early-years-and-primary/parents/ School nurses also provide an important link to parents and can reinforce road safety messages at key transition stages.

An excellent way to engage parents is by setting up a walking bus where parents assume the role of conductors and escort the children along a pre-agreed route, collecting children along the way.

Practice examples

Pirehill First School Walking Bus, Stone Staffordshire Pirehill First School is a smaller than average community primary school for children age 5-9. Walking buses in Staffordshire have been in service since January 1999, and continue to operate. Pirehill First School was one of the first schools to get involved and have since regenerated their walking buses, with two routes operating every day to school. The school has a number of walking bus volunteers, who are parents or friends of the school who take turns on a rota basis taking up to 30 passengers (children) to school.

Headteacher Debbie Breeze said: “The walking bus is great for parents allowing them extra time to get to work without being caught up in traffic. It benefits the children in many ways – they are aware of the health benefits and show more maturity by working together to support each other to stay safe across all age ranges which in turn benefits our school family.”

Staffordshire County Council help to set up the scheme and provide all the resources needed to publicise the idea to parents and pupils. An assembly and volunteer meeting is arranged to inform everyone how the scheme works. A risk assessment is carried out and volunteers receive training. All volunteers are DBS checked and high visibility jackets are provided free of charge to everyone who takes part. Continued support to the school and volunteers is maintained to provide training for any new volunteers as required.

Chuckery Primary School, Walsall Chuckery Primary School is a larger than average primary school with 456 children and 38% entitled to free school meals. The school has been involved in a community led project that was facilitated by Sustrans, delivered in partnership with Walsall Council and funded by the People’s Health Trust. The project involved developing ideas for positive changes to improve ‘pockets of space’ or streets around the school. Sustrans held consultation events with the local community, including running workshops with year 5 pupils at Chuckery Primary, asking pupils about their journey to school and how the local streets made them feel. Pupils identified a manifesto for action to make their school street a more positive place for the local community. The pupils thought that a clear area for action would be to make the school more obvious visually from the road and worked with local artists to create an eye-catching mural.

The Chuckery Primary School
Year 5

We would like our school
street to be...

1. A safer street
2. A tidy street
3. A more sociable street
4. A more playful street
5. A more attractive street



The themes and issues identified through the engagement process with the school, parents and local residents and businesses were used to produce a range of design options for planning changes for the street. The project resulted in a traffic-calming scheme including road-narrowing, priority changes, and a public space outside the main school entrance. Feedback from the school and local residents has been positive. Video monitoring, together with a traffic speed and volume survey, is being used to capture hard evidence of impact. In addition through collaboration with Walsall council a five-minute walk zone has been introduced around the school and is being promoted through maps, leaflets and stickers on lampposts. Permanent artwork will be developed for the school railings, as a lasting replacement for the temporary mural.

Working in partnership with the local authority to promote safe active travel

Oakwood secondary school in Bexley is a small mixed day school catering for students aged 11-16 who experience emotional and behavioural difficulties. There are 52 pupils on roll. Historically over 90% of the school population was being transported to and from school by taxi or mini bus. At the point of transition during key stage 4 from school to college, this over-reliance on taxi/car transport created challenges for students who increasingly needed to travel independently and safely across the borough. With the support of a lottery grant the school set up a bike club, which bought bikes and helped students learn the skills to look after and maintain their own bikes. Bexley council worked with the school to set up travel training, including running workshops for pupils on safe travel and allocating one-to-one travel buddies who supported them in planning journeys to and from school. The buddies accompanied students on their journeys until they felt ready to travel alone. The programme has enabled students to travel more confidently, safely and independently across the borough in particular at the point of transition from key stage 4 (see www.healthyschoolslondon.org.uk/resources/films)

Supporting resources

THINK! is the Department for Transport's dedicated road safety website, with guidance and information for several campaign areas including child and teen road safety. The THINK! resource centre and education websites offer lesson plans, curriculum links, activities for children, advice for parents, and more.

Visit: think.direct.gov.uk/resource-centre/ and think.direct.gov.uk/education/

Sustrans offers in-school programmes, educational materials, and guidance for schools, including curriculum resources, to promote and discuss active, safe and sustainable journeys in the classroom. Many of these resources directly address issues of road safety, including the Big Street Survey where pupils investigate what is good and bad about the roads around their school and create a manifesto for improvements.

For more information visit: www.sustrans.org.uk/schoolmark and www.sustrans.org.uk/our-services/who-we-work/teachers/classroom-resources/learning-journey

Bikeability offer a range of cycling themed discussions, creative ideas and lesson plans that are designed to support the practical cyclist training programme. For more information visit: bikeability.org.uk/resources/

Most local authorities will have a road safety officer who can offer advice on 'teaching' road safety. This is normally free of charge and can be carried out as part of a staff training day or on a one to one basis. As well as providing advice many have developed bespoke resources for use within the classroom. Some will also organise and carryout practical training. To find your local road safety officer visit:

www.roadsafetygb.org.uk/regions/

Road casualty data is available from the local highway authority. CrashMap provides a useful overview of road crashes by location. This is freely available at:

www.crashmap.co.uk/

Child health profiles, updated on an annual basis, give an overview of the health and wellbeing of children in your local area. These include comparative statistics on deaths of children and serious injuries sustained from road traffic accidents.

www.chimat.org.uk/profiles and www.chimat.org.uk/youngpeople/injuries

Living Streets – Walk to School campaign reaches over 13 million people, making it one of the UK's leading behaviour change campaigns for young people. It works directly with over 750,000 children in 2,000 schools and every year thousands more take place in the national schemes and events, including Walk once a Week (WOW) and Walk to School Week. Living Streets provides a range of practical guidance ranging from School

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Route Audit to setting up a 'park and stride' scheme in addition to curriculum resources and lesson plans for head teachers, parents and local authorities. For more information visit: www.livingstreets.org.uk/walk-with-us/walk-to-school

Appendix 1

References to support road safety education within the PSHE programme of study

The following text relevant to road safety education has been extracted from the PSHE programme of study.

Under core theme 1: Health and wellbeing at key stages 1 and 2 pupils should be taught: "how to manage risks to physical and emotional health and wellbeing"	
Key stage 1	Key stage 2
<p>Pupils should have the opportunity to learn:</p> <p>rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)</p>	<p>Building on key stage 1, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • to differentiate between the terms, 'risk', 'danger' and 'hazard' • to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • strategies for keeping physically and emotionally safe including road safety (including the Bikeability programme), safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)

Road injury prevention: resources to support schools to promote safe active travel

Under core theme 1: Health and wellbeing at key stages 3 and 4 pupils should be taught “how to assess and manage risks to health and to stay, and keep others, safe”	
Key stage 3	Key stage 4
Pupils should have the opportunity to learn: to understand risk within the context of personal safety, especially accident prevention and road safety	Building on key stage 3, pupils should have the opportunity to learn: about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)

References

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