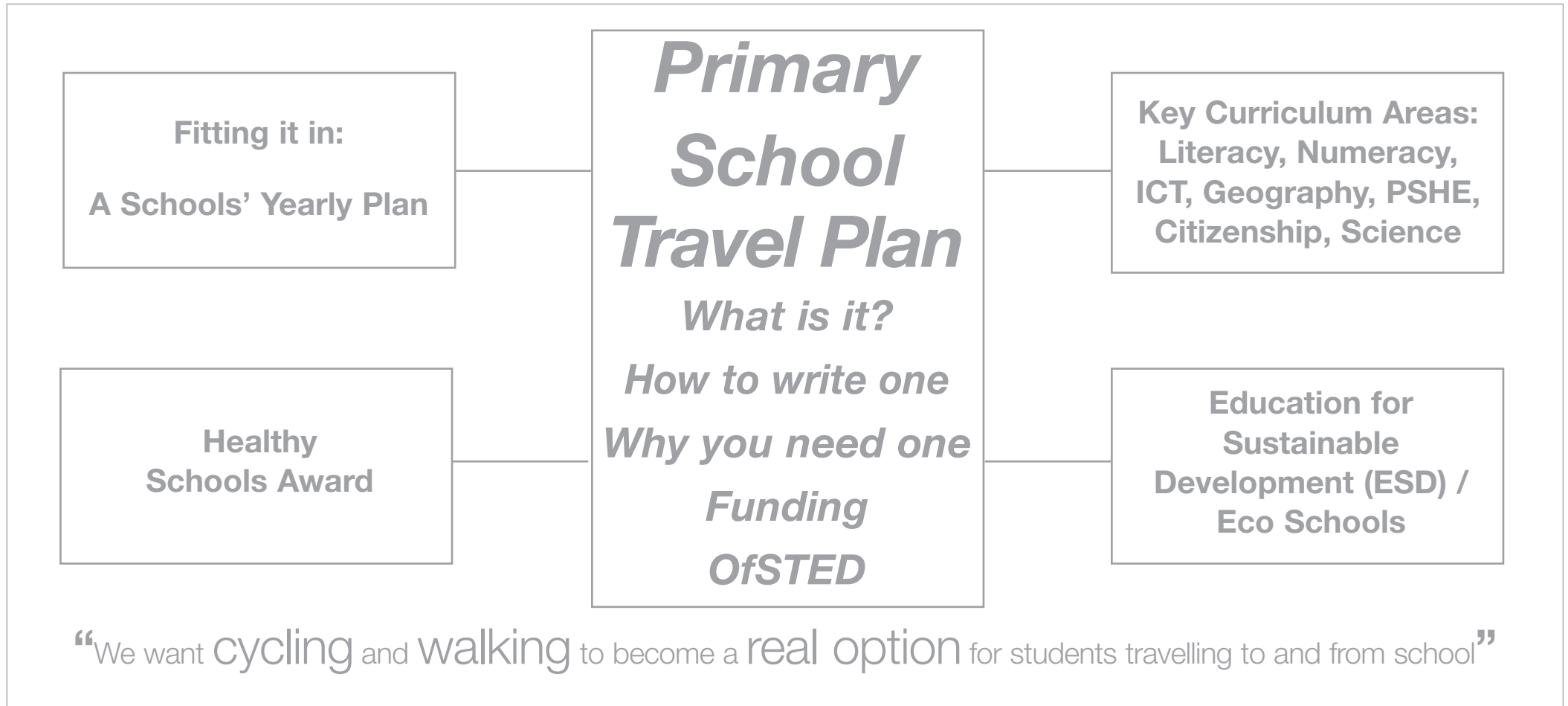


Purpose:

- To demonstrate how School Travel Plans and sustainable travel to school can be used as a topic to deliver the National Curriculum (England) in primary school.
- To show where work on developing and monitoring a School Travel Plan can be undertaken in the classroom.

Contents:

- An overview of School Travel Plans - what it is, why you need one, how to write one, funding opportunities and OfSTED links.
- Key opportunities in specific curriculum areas and key stages, linked to programmes of study and/ or relevant QCA schemes of work with examples and key resources.
- Healthy Schools and ESD links.



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BATH & NORTH EAST SOMERSET

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WHY YOU NEED ONE

- The local authority will require a School Travel Plan when any planning applications are submitted.
- An STP will improve the area around the school by reducing the number of cars making the school journey. This helps to reduce congestion and pollution in the local environment - making it safer and more pleasant for everyone.
- To equip children with the road safety skills they need to cope with the road environment and to provide an interesting, local focus for work within the National Curriculum.
- A plan sets out ways of improving children's health and fitness for life by increasing levels of regular walking and cycling and so establishing healthy travel habits at an early stage.

WHAT IS A SCHOOL TRAVEL PLAN?

- A School Travel Plan (STP) identifies ways of encouraging more children to walk, cycle or use public transport to get to school through a combination of educational and environmental measures.
- A series of practical steps to reduce car use and improve safety, on the school journey.
- A living document with targets, to be reviewed regularly as part of the school's development plan.
- A reflection of the whole schools culture & sense of community.

FUNDING

A STP can open the door to various sources of funding. Some examples are given below but may vary from area to area.

- A government grant is now available to all state schools who have had their STP approved by their local authority. This can be used for capital measures within the school grounds – an average of £5,000 per primary school.

www.teachernet.gov.uk/sdtravel

- By working closely with your local authority, many areas will be able to apply to fund minor improvements to the highway through the Local Transport Plan (local authority contacts via www.tagish.co.uk or contact the Sustrans SRS Information Service on 0117 915 0100 or schools@sustrans.org.uk)
- Local businesses may be happy to sponsor some items e.g. tabards for children on a walking buses, school tool box for bike maintenance.
- For more information on funding, visit the Questions section on the Safe Routes to Schools website, **www.saferoutestoschools.org.uk**

OfSTED

Whilst at present a STP is not a statutory requirement of OfSTED inspectors, there is anecdotal evidence that where one does exist, inspectors have taken a keen interest in it.

A STP can help to support many of the areas where inspectors are expected to comment specifically or make judgements on. e.g. Extra Curricula Activities, PSHE, Community Links, Citizenship, Promoting Healthy and Safe Living, Considering the Wishes of Parents and Guardians, Impact of Parental Involvement at the School, and Involvement of Governing Body in the Running of the School.

Case Study: *Inspectors at Whitchurch Primary School, Bath and North East Somerset made very favourable comments about the value of Practical Pedestrian training as part of School Travel Plan work (Dec 2002) 'A very good feature which promotes pupils' safety well / parents are invited to support their children's learning in school through initiatives such as Pedestrian Training.'*

North Yorkshire Council have done a lot of work on OfSTED links – check out their website:

www.northyorks.gov.uk/environment/travelwise

HOW TO WRITE ONE

- Your local authority will have a School Travel Adviser (STA) who can help. Obtaining the capital grant from government (see the funding section on this page for more details) requires certain criteria to be met, so make sure you are working closely with your STA.
- Establish a working party of interested people from the school.
- Do a travel survey of parents, pupils and staff (and possibly local residents.) Pupils can take a leading role here.
- Identify a package of measures to reduce car use and increase walking and cycling, looking at a combination of practical and educational initiatives.
- Establish targets with measurable aims and outcomes.
- Monitor progress on a regular basis - e.g. by incorporating the completed plan within the school improvement plan and nominating a named individual to be responsible for reporting on progress.

Summary of links with STP's:

Education for sustainable development “enables people to develop the knowledge, values and skills to participate in decisions about the ways we do things locally and globally.” National Curriculum/ QCA/ DfES.

ESD is an approach to the whole curriculum and management of a school, not a new subject. Key concepts such as quality of life, interdependence, citizenship and stewardship at Key Stage 1 and 2 are explained in detail on the QCA website. Working on a School Travel Plan can provide an excellent practical, local application of these concepts. One way of ensuring the necessary ‘whole school’ involvement is to go for the Eco Schools Award run by ENCAMS.

The holistic approach of Eco Schools involves working with pupils, teachers, governors, parents and members of the local community to find ways of running a school that

respects and enhances the environment.

The main environmental issue in any STP is volume and speed of traffic, leading to atmospheric pollution. Developing and implementing a STP would satisfy the Transport module within the Eco Schools programme.

Elements in a STP that link to Education for Sustainable Development and the Eco Schools Award are:

- Finding ways of reducing the number of cars parking around the school (i.e. ‘park and walk’ points for long distance parents, lobbying local councils to change parking restrictions)
- Offering cycle and pedestrian training to cut down on car use (consider devising a walking bus or cycle train for parents concerned about the personal security of their children)
- Promoting alternatives to driving i.e. WOW (Walk to school on Wednesdays)

- Raising awareness of environmental issues by involving children in traffic and parking surveys around the school entrances. E.g. using the online surveys on the Young Transnet website
- Targetting new parents regarding the STP and parking problems around the school
- Encouraging use of public transport / car sharing for those who live a long way away from the school.
- Involving the local community e.g. working with local business, consulting local residents.



Example: Hagbourne Primary School

Richard Jones, headteacher at Hagbourne Primary School, near Didcot, believes that he has met OfSTED's requirements with a variety of options by being both an Eco School and a Healthy School.

The issues of sustainability run right through the school – from promoting high levels of walking and cycling to providing school meals cooked in house with local fresh

ingredients. A new wind turbine provides power for the lights in the bike shed and recycled paper is shredded as pet litter. Forty of the school's 185 pupils cycle to school and a further 30 arrive by walking bus.

‘Everything is complementary to the curriculum’ said Mr Jones. ‘It goes hand in hand.’

Key Resources:

QCA information on ESD

www.nc.uk.net/esd/index.htm

Eco Schools homepage

www.ecoschools.org

Use the resource library on www.saferoutestoschools.org.uk to brief the Eco committee at your school.

Download the Champions pack for pupil guidance on how to get started.

Summary of links with STP's:

All the main strands of literacy can be linked in some way to a STP. Promoting the success of school travel initiatives, communicating with parents, pupils and the community all work well as classroom based activities.

En1 Speaking and Listening:

KS1 & 2: All areas of En1- Speaking, Listening, Group discussion and interaction, Drama, Standard English and Language variation can be covered through various activities in the curriculum as well as in English. Discussion, persuasion and debate on topical issues related to your STP could produce work across the curriculum. Want to assess Speaking and Listening? Why not set up an

activity based on your STP. The four areas given by the DfES in the new Speaking and Listening Pack (Record Sheet page 34, 2003) would easily be covered by setting up an activity at any level of the National Curriculum.

En2 Reading and En3 Writing:

Your STP would provide a range of non fiction and non-literary texts.

KS1 breadth of study includes:

7a, print and ICT- based information texts

7b, dictionaries, encyclopaedias and other reference material

KS2 breadth of study includes:

9a, diaries, autobiographies, biographies and letters
9c, newspapers, magazines, articles, leaflets, brochures and advertisements.

There is plenty of scope here for research and reading.



Example: Delivering the National Literacy Strategy

A STP needs to show what children think about their school journey. Putting forward these ideas to the rest of the school, parents, local residents and councillors is a highly effective means of getting support for the changes proposed. The following suggests ways in which all years can be involved and work to the National Literacy Strategy. Reception – non fiction texts and recounts. Why not link to the STP with a recount of how they cross the road or travel to school?

Year 1- look at signs, captions and instructions. Link to the STP with a walk round your community looking at road signs and writing captions. There is an ICT link here to take photographs of your environment.

Year 2- look at instructions and study information texts.

Road safety booklets, posters, and Junior Highway Codes are very useful.

Year 3- when studying information books on topics of interest link them to your STP. Writing letters for a range of purposes in Term 3 would give you an opportunity to write to the council about particular problems with school travel.

Year 4- study a range of texts from reports and articles in the newspaper about travel issues and then write your own report for a newsletter, website etc. Persuasive writing, adverts, fliers, debates and editorials are all part of Term 3's work - all could be used alongside your STP.

Year 5- news reports, explanations are developed from previous years. Using contents from other subjects is also part of the range this term e.g. how to find a percentage of

children who walk to school. Persuasive writing to put a point of view across, letters, leaflets to persuade, support, object and complain, all lend themselves to STP issues. Using ICT sources is also important.

Year 6- The range includes: journalistic writing, non-chronological reports, discussion texts, texts which balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issues, and policy. Formal writing: notices, public information documents and linking non-chronological reports from other subjects, using reference texts and IT sources.

Key Resources:

'Thinking Actively in a Social Context (TASC) and using this approach across the Multiple Intelligence' in Belle Wallace (2001)

'Teaching Thinking Skills across the Primary Curriculum'. David Fullerton Publishers.

More school travel resources

www.teachernet.org.uk/sdtravel

www.databases.dff.gov.uk/primary

"Literacy through Walk to School", KS1 & KS2, bound document

"On the Move", upper KS2, 5 literacy hour lesson plans on sustainable transport, £10

Both resources from Living Streets

www.livingstreets.org.uk

Go to the news section on

www.saferoutestoschools.org.uk

Your class can research and write a news article about travel issues.

Summary of links with STP's:

All the main strands of numeracy can be linked in some way to a school travel plan. They are; Numbers and the Number system; Solving Problems; Measures; Shape & Space and Data Handling. The design and analysis of the travel survey and on-going monitoring of the plan itself lends itself as a classroom based activity.

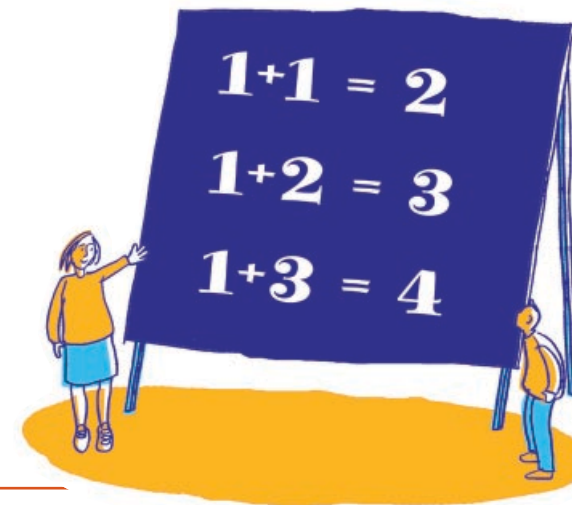
KS1- Knowledge, skills and understanding can be taught through;

- practical activity
- using mathematical ideas in practical activities, then recording these using objects, pictures diagrams, words, numbers and symbols
- estimating, drawing and measuring in a range of practical contexts
- drawing inferences from data in practical activities

- exploring and using a variety of resources and material, including ICT.

KS2 - Knowledge, skills and understanding can be taught through;

- activities that extend their understanding of the number system
- approximating and estimating more systematically
- using patterns and relationships to explore simple algebraic ideas
- applying their measuring skills in a range of contexts
- exploring using a range of resources and materials including ICT
- using mathematics in their work in other subjects



Example:

Solving Problems, Measures, Shape & Space and Data Handling all offer excellent opportunities for linking with STP

- conducting surveys about travel, transport or traffic
- measurement of distance travelled and direction of people to school
- collecting, organising and interpreting data
- plotting graphs and trends
- studying co-ordinates (linked to Geography map work)
- solving problems involving 'real life' money and/ or measures, such as costing a bike shed, planning a traffic calming scheme or producing posters.

Key Resources:

School Traffic & Accident Reduction project (STAR) from Bath & North East Somerset, Worksheets on stopping distances, accident statistics, estimates, graph work linked to road safety. 'Engolve' 01225 787917 office@envolve.co.uk

Go Ahead Education Pack from Go Ahead Group is a free downloadable resource for KS1-3 on using public transport www.go-aheadandlearn.co.uk

More travel resources from www.databases.dft.gov.uk/primary

Download a travel survey from the Routes 2 Action section of www.saferoutestoschools.org.uk

Complete the online travel survey and compare results with schools across the UK and beyond on www.youngtransnet.org.uk



Summary of links with STP's:

ICT is a key curriculum area in which the STP can be developed on its own and through other curriculum subjects. For example, using ICT to produce promotional posters, letter writing or persuasive leaflets, using data bases for the travel survey and producing graphs as part of regular monitoring. Research can be done online on a host of school travel related websites.

ICT breadth of study- pupils can be taught through:

KS1 - Knowledge, skills and understanding

- working with a range of information to investigate the different ways it can be presented
- exploring a variety of ICT tools

KS2 - Knowledge, skills and understanding

- working with a range of information to consider its characteristics and purposes
- working with others to explore a variety of information sources and ICT
- investigating and comparing the uses of ICT inside and outside school



Example: QCA Schemes of Work

Units that link to STP:

KS1

- Unit 1C. The information around us
- Unit 1D. Labelling and classifying
- Unit 1E. Representing information graphically: pictograms
- Unit 2A. Writing stories: communicating information using text
- Unit 2C. Finding information

KS2

- Unit 3A. Combining text and graphics - e.g. poster campaign on safety issues
- Unit 3C. Introduction to databases
- Unit 4A. Writing for different audiences
- Unit 4C. Branching databases
- Unit 4D. Collecting and presenting information:

- questionnaires and pie charts - e.g. travel survey
- Unit 5B. Analysing data and asking questions: using complex searches
- Unit 5C. Evaluating information, checking accuracy and questioning plausibility
- Unit 5D. Introduction to spreadsheets
- Unit 5E. Controlling devices - e.g. traffic light sequences
- Unit 5F. Monitoring environmental conditions and changes
- Unit 6A. Multimedia presentation - e.g. power point presentations to local authority and councillors
- Unit 6D. Using the internet to search large databases and to interpret information

Young Transnet

use the website to develop an understanding of the 'school run problem', exploring the issues through a web based survey. Access to the internet plus two hours of classroom time – one to prepare pupils and explore background issues, and another hour to carry out the survey.



Key Resources:

QCA schemes of work

www.standards.dfes.gov.uk/schemes

Young Transnet website – NGfL approved and School Zone “Highly Approved” site. Online travel survey with capacity to transfer data to excel files, create graphs, compare schools, referendums, young people news,. Local authority portals provide lesson plans for ICT teachers on how to get the best from the site. www.youngtransnet.org.uk

Sustrans Teachers' Resource Pack (Primary, English Curriculum)
– see Sustrans' online shop

www.sustrans.org.uk

School Traffic & Accident Reduction project (STAR) Bath & North East Somerset ,for information contact 'Envolve' 01225 787917 office@envolve.co.uk

There are hundreds of links on www.saferoutestoschools.org.uk website for research,

Mapping software Map Maker Pro MapIT. info@mapitpuk.co.uk

Summary of links with STP's:

Geography is a key curriculum area in which the STP can be developed. There is specific reference to road traffic, road safety & sustainability.

At KS1 & KS2 pupils have to;

- Ask geographical questions e.g. what is it like to live in this place?
- Observe and record and complete charts
- Express their own views about people, places and environments
- Communicate in different ways
- Use geographical vocabulary
- Use field work skills
- Use maps, plans on various scales
- Use secondary sources of information including ICT
- Make maps and plans

• **Knowledge and understanding of places** pupils are required to identify and describe where and what places are like. They need to know how places have become

they way they are and how they are changing. This links to a field study of the local area and to travel issues.

- **Knowledge and understanding of patterns and processes** - pupils need to make observations about where things are located (e.g. a pedestrian crossing near a school) and recognise changes in human features.
- **Knowledge and understanding of environmental change and sustainable development** - pupils need to recognise change in the environment (e.g. traffic pollution in a street) and how the environment may be improved and sustained (e.g. by restricting the number of cars).

In **KS2 the breadth of study** includes the theme of an environmental issue, caused by changes in an environment (e.g. increasing traffic congestion), and attempts to manage the environment sustainably (e.g. improving public transport).



Example: QCA Schemes of Work

Units that links to STP:

- Unit 1** Around our school- the local area (Year 1)
- Unit 2** How can we make our local area safer? (Year 1)
- Unit 6** Investigating our local area (Year 3)
- Unit 8** Improving the environment (Year 4)
- Unit 12** Should the High Street be closed to traffic? (Year 5)
- Unit 13** A contrasting locality –Llandudno (Year 5)
- Unit 18** Connecting ourselves to the world (Year 3-6)
- Unit 20** Local traffic-an environmental issue (Year 5)

Roseberry Community Primary School, Great Ayton
Inspired by activities at the school during Walk to School Week the theme was carried on as part of a Year 5 and 6 geography topic. Pupils carried out traffic surveys on the road outside the school to establish whether it could be closed at particular times or made one way.



Key Resources:

QCA schemes of work www.standards.dfes.gov.uk/schemes2/geography

Mapping software Map Maker Pro- MapIT info@mapitpuk.co.uk

More curriculum resources from

Sustrans Teachers' Resource Pack (Primary, English Curriculum)

– see Sustrans' online shop

www.databases.dft.gov.uk/primary

www.sustrans.org.uk

Summary of links with STP's:

PSHE and Citizenship encompasses many other subject areas (i.e. R.E., Science, Literacy). However, from the 5 strands in the National Curriculum non-statutory guidelines at Key Stages 1 and 2, strands 2 – 4 provide the most opportunity for classroom work on School Travel Plans.

For example:

Strand 2. Preparing to play an active role as citizens.

Strand 3 Developing a healthy, safer lifestyle.

Strand 4. Developing good relationships and respecting the differences between people.

Key activities such as travel surveys and walk/ cycle promotional campaigns may best undertaken at Years 5 and 6, but building an awareness and understanding of the related safety, health and environmental issues of the school journey should be undertaken across the school.

Example:

Using PSHE and Citizenship across the school to deliver a range of essential education and awareness raising aspects of a STP.

Reception – organise pedestrian training from your local road safety officer. Talk about real or imaginary hazards. How do the children perceive themselves as keeping safe on the way to or from school? (Strand 3)

Year 1 – invite children to draw themselves in different places at different times of the day and incorporate a picture of going to school. What are the safest and healthiest ways to travel? Think of some rules for keeping safe on the way to school. (Strand 3)

Year 2 – produce illustrations of safe and unsafe places to play outdoors. Sketch out a storyboard of what makes a healthy day. Think about how friends can lead you into doing

dangerous things - how would you resist? Discuss in circle times. (Strands 2 & 3)

Year 3 – organise pedestrian training at the beginning of KS2 to revisit road safety rules. Through class discussion, draw up a 'circle of feelings' about danger (i.e. things that frighten me, places where I don't feel safe). Make up posters for display showing safe places to play and to cross the road. (Strand 3)

Year 4 – Think of things that make up a healthy lifestyle i.e. diet, exercise. How can walking or cycling to school be good for us? What damage can traffic fumes cause to the body or environment? Explore situations and role play outcomes of things that might happen on the way to school e.g. playing around parked cars. (Strands 3 & 4)

Year 5 - Think of ten ways to cut down on risks outdoors e.g. practise road skills, keep your bike in good condition, etc. What does it mean to be 'in charge'? List all areas of potential danger on the way to and from school, identify the risks, and think of ways to ensure safety. (Strand 3)

Year 6 – Divide the class into groups and list the skills needed to be a 'supersafe' pedestrian, cyclist or car passenger. Pool ideas and devise a master scheme. Carry out a class/school.



Key Resources:

Sustrans Teachers' Resource Pack (Primary, English Curriculum)
– see Sustrans' online shop

www.sustrans.org.uk

The school champion pack can be downloaded from

www.saferoutestoschools.org.uk

Use it to plan school council / STP meetings and to encourage pupils to think about the project from different peoples perspectives.

More curriculum resources from

www.databases.dft.gov.uk/primary

Summary of links with STP's:

Science is a key curriculum area through which an awareness and understanding of the related safety, health and environmental issues of the school journey can be explored. Specific reference is made to healthy, physical activity, and whilst some of the ideas listed below aren't specifically required for a STP, it does make the curriculum more relevant and heightens awareness of what the school is trying to achieve.

Scientific Enquiry

All pupils should be taught the investigative skills of planning, obtaining and presenting evidence, as well as considering evidence and evaluating.

Life processes and living thing

KS1 2c. taking exercise help humans keep healthy - links to walk to school projects.

2g. the senses that enable humans to be aware of the world around them - road safety issues.

KS2 2h. the importance of exercise for good health.

Materials and their properties

KS1 1d. find out about the uses of a variety of materials and how these are chosen for specific uses on the basis of their simple properties - reflective materials for cyclists.

KS2 1a. compare everyday materials and relate the properties to every day use of material.

1b. some materials are better insulators than others - investigate what material is best for walking or biking.

Physical processes

KS1 Forces and Motion– links to car speed and road safety

2a. find out about and describe the movement of familiar things - how fast cars travel.

2c. recognise that when things speed up, slow down or change direction there is a cause.

Light and Sound– links road safety and being seen

3a. identify different light sources.

3b. darkness is the absence of light.

3c. there are many kinds of sounds and sources of sound - sirens to warn of approaching vehicle.

KS2 Forces and Motion – links to car speed and road safety

2c. about friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move.

2d. when objects are pushed or pulled, an opposing push or pull can be felt.

2e. how to measure forces and identify the direction in which they act.

Light and Sound – links road safety and being seen

3a. light travels from a source.

3d. light can not travel through some material, and how this leads to shadows.

3c. light is reflected from surfaces.

3d. we see things only when light enters our eyes.

3e. sounds are made when an object vibrates.

In both Key Stages the pupils are required to recognise the hazards in living things, materials and physical processes, assess risks and take action to reduce risks to themselves and others.



Example: QCA Schemes of Work

Units that link to STP:

KS1

Unit 1A. Ourselves

Unit 1B. Growing plants

Unit 1C. Sorting and using materials

Unit 1D. Light and dark

Unit 1E. Pushes and pulls

Unit 1F. Sound and hearing

Unit 2A. Health and growth

Unit 2D. Grouping and changing materials

Unit 2E. Forces and movement

KS 2

Unit 3C. Characteristics of materials

Unit 3F. Light and shadows

Unit 4E.. Friction

Unit 5 - 6H. Enquiry in environmental and technological contexts

Unit 5F. Changing sounds

Unit 6A. Interdependence and adaptation

Unit 6E. Forces in action

Unit 6F. How we see things (short unit)

Unit 5A. Keeping healthy

Key Resources:

School Traffic & Accident Reduction project (STAR), Bath &North East Somerset, for information contact 'envolve' 01225 787917 office@envolve.co.uk.

"What's in your air?" air pollution pack for KS1&KS2, National Society for Clean Air and Environmental Protection (NSCA)£5, www.nasca.org.uk

More curriculum resources from www.databases.dft.gov.uk/primary

QCA schemes of work

www.standards.dfes.gov.uk/schemes2/science

Download a list of cycle wear suppliers from www.saferoutestoschools.org.uk

Pupils can ask for sample fabrics and investigate the materials they are made from and how light reflects

Summary of links with STP's:

A healthy school is one that takes a whole school approach to education and health improvement and is successful in helping pupils to do their best and build on their achievements. It promotes physical and emotional health by providing accessible and relevant information, and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards.

To reach the National Healthy Schools Standard, schools are assessed on their achievement in relation to specific themes. Schools are allowed to concentrate on two or three themes from a list of ten. Four of the ten have obvious synergy with developing a School Travel Plan.

- **Physical Activity** – encouraging children to walk or cycle to school through a variety of schemes i.e. walking buses, WOW (Walk on Wednesdays) or by cycling training to the newnational standard. The benefits of walking to general health (cutting down on obesity, helping circulation) should be taught.
- **Safety** – initiating a Safe Routes to School project involving a whole school approach can become the main component in achieving Healthy School accreditation
- **PSHE** - one school decided to explore the problems caused by large numbers of pupils being driven to school as part of their PSHE lessons. See Sustrans School Champion Training Pack.
- **Citizenship** - school Council could present the school's travel survey findings to local councillors. Local authority

officers or relevant environmental groups could be invited in to talk at assemblies and be quizzed by pupils about their respective roles.

As Healthy Schools are committed to ongoing development, achievements in safe travelling to school need to be celebrated and consistently reviewed to seek further possible improvements.

Example: Wrington School, North Somerset

Location: Only school in a large village located between 2 major commuter routes to Bristol. Most pupils live in the village

Problems: Narrow, bendy roads with no pavement in areas
Congestion
No school crossing patrol

Approach: Set up a working party of parents, governors and teaching staff, initiated from a PTA meeting and a 'Walk to School' initiative WOW (Walk on Wednesday) Parents informed through a series of posters and explanatory leaflets
Unofficial walking buses were organised

Monitoring: Before and after travel surveys completed by parents
Also asked to highlight hazards along their walking route

Improvements: Fewer cars resulted in improved visibility for those crossing the road and increased safety for those walking along the lanes with no pavement
Minor alterations made to the highway and the school changed the position of it's main entrance gate as a result of parental survey of hazards

Healthy School Criteria met: Annual collection of baseline travel data, evidence of partnership working, delivery through National Curriculum and linking the initiative with other schemes, i.e. SRS.

This case study is taken from information prepared for Avonsafe's accreditation of the National Healthy School Standard.



Key Resources:

www.saferoutestoschools.org.uk

www.wiredforhealth.gov.uk

www.walktoschool.org.uk

www.rospa.com

Fitting it in: A Schools' Yearly Plan PSHE, Citizenship & Practical Training

YEAR GROUP	TERM 1	TERM 2	TERM 3
Reception	<p>Pedestrian Training - including: Holding hands with an adult. Walking on the pavement. Where and why to stop. Looking and listening. Identifying traffic. Strand 3 g) rules for and ways of keeping safe inc. basic road safety. Breadth of study 5 a) take and share responsibility.</p>		<p>Key Theme: Keeping myself safe: Children illustrate how they perceive themselves as keeping safe on the way to and from school. Recognise people who control traffic and how they do this. Strand 3 g) rules for and ways of keeping safe inc. basic road safety. People who help us to stay safe. Breadth of study 5 h) ask for help.</p>
1		<p>Key Theme: Keeping myself safe: Where are the safe or unsafe places to play? Produce illustrations of safe and unsafe places to play when outdoors. Highlight the dangers of playing in car parks or near roads. Strand 3 a) simple choices that improve health and well-being. g) rules for and ways of keeping safe. Breadth of study 5 d) make real choices</p>	
2		<p>Key Theme: Me and my relationships. Look at how to cross the road safely both individually and in groups. Recall last year's work on safe places to play. How can friends lead you into dangerous games and how would you resist? Strand 2 f) belonging to various groups and communities. Strand 3 g) rule for and ways of keeping safe. Breadth of study 5 d) make real choices.</p>	
3	<p>Pedestrian Training - including: Identifying safer places to cross the road. Direction of traffic by its sound. Identify hazards. Use safer places to cross roads with adult. Strand 3 e) recognising different risks in different situations. Breadth of study 5 a) take responsibility. d) make real choices and decisions.</p>	<p>Key Theme: To develop a safer lifestyle: Recap on pedestrian training. Devise some posters to show safe places to cross the road. Display around the school as a reminder to other classes. Strand 3 e) recognising different risks in different situations.</p>	

Fitting it in: A Schools' Yearly Plan PSHE and Practical Training

YEAR GROUP	TERM 1	TERM 2	TERM 3
4		<p>Key Theme: Keeping myself safe: Explore unforeseen situations that might happen on the way to school i.e. someone wants to play around parked cars. Role play: exploring different outcomes to each scenario. Strand 4 a) actions which affect themselves and others. Strand 3 f) pressure to behave in an unacceptable way. Breadth of study 5 a) take and share responsibility. d) make real choices.</p>	<p>Off road cycle training: Skills based off road cycling activities to develop balance, co-ordination and control of bicycle through various structured games. Strand 3 a) what makes a healthy lifestyle - benefits of exercise. e) different risks in different situations - behave responsibly.</p>
5	<p>Pedestrian Training - including: The effects of weather. Judging stopping distance of vehicle. How to cross between parked cars crossing the road using safer places. Planning a safe walking route. Strand 2 b) why and how rules are made. Strands 3 a) what makes a healthy lifestyle – benefits of exercise. e) recognise different risks in different situations. Strand 4 a) realise how their actions affect themselves and others. Breadth of study 5 a) take responsibility. d) make real choices and decisions.</p>		<p>Key Theme: Keeping myself safe: What does it mean to be 'in charge'? How do I feel when I am in danger? List all the areas of potential danger on the way to school i.e. railway, canal, main road. How can we ensure our safety in these areas? Strand 3 e) recognising different risks in different situations. Breadth of study 5 a) take responsibility. d) make real choices and decisions.</p>
6	<p>Key Theme: Developing a healthy, safer lifestyle: Carry out a class/school survey on how children come to school. Discuss the health benefits of walking and cycling. Devise some 'walk to school' posters using traditional art medium or I.C.T. Strand 3 a) what makes a healthy lifestyle? e) recognising different risks. Breadth of study 5 d) make real choices and decisions.</p>		<p>Cycle Safety Training: Off and on road training to develop road awareness, skills, basic manoeuvres, signalling, positioning and rules of the road. Strand 3 a) what makes a healthy lifestyle? e) recognising different risks in different situations. Breadth of study 5 d) make real choices and decisions.</p>