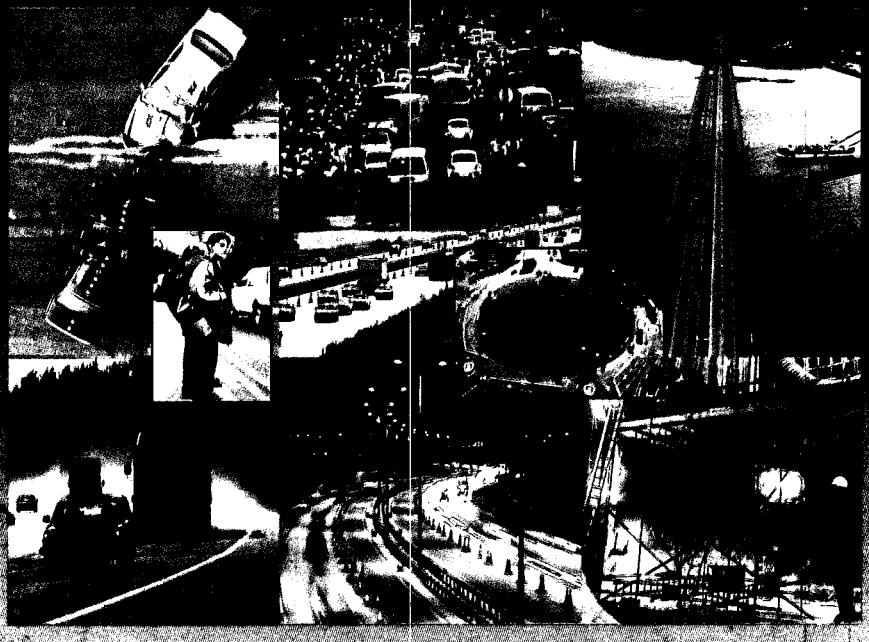

Road Safety Education Good Practice In Sheffield

by Margaret Noble, Steve Kenny
(Sheffield City Council)
and Kathleen O'Leary, Gordon Harland
(TRL)

An executive agency of
THE DEPARTMENT
OF TRANSPORT

TRL Report 149

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TRANSPORT RESEARCH LABORATORY
An Executive Agency of the Department of Transport

TRL REPORT 149

ROAD SAFETY EDUCATION GOOD PRACTICE IN SHEFFIELD

by Margaret Noble, Steve Kenny (Sheffield City Council) and Kathleen O'Leary, Gordon Harland (TRL)

Prepared for: **Project Record:** **S214A/RU Road Safety Education in Schools**
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EXECUTIVE SUMMARY

Background

Sheffield is a large city of some 500,000 people having all the inevitable characteristics of a large city - inner city schools, both deprived and advantaged children, and a number of multi-racial schools, which may contain non-English speaking children, and pupils for whom English is their second language. On its outskirts it presents some schools which are virtually rural in nature.

The experimental design by the Transport Research Laboratory envisaged working to change about 100 schools in a single region of Sheffield. However a policy decision was made not to sample, therefore up to 187 primary, 32 secondary and 18 special schools could be involved.

To initiate the project in Sheffield, the Road Safety Officer canvassed the support of the Education Authority and secured the agreement of the Science Adviser to the appointment of an Advisory Teacher, responsible for Health and Road Safety, who would be funded by the Transport Research Laboratory.

Long before the project started the Road Safety Office had decided that Road Safety Officers (RSOs) would not give "one off" talks to pupils, but provide advice and support to teachers. The RSOs gave more time to schools where good practice was likely to be established in order to use this as an example for others. The RSO sought to influence and support those other agencies such as the police who had dealings with schools, in order that these too could provide support for Road Safety Education (RSE).

Initial Steps

At her own request the Advisory Teacher was based in the Road Safety Office although directly supervised by the Adviser for Science. The benefits of this were easy access to sources of information, professional advice on Road Safety and increased and up to date understanding of the nature of Road Safety. There were also benefits for the RSOs: the location of a member of the LEA Advisory Team in the Road Safety Office gave it a higher profile in the minds of the service and of teachers; the office became an extension of the Advisory Service; and at the end of the project the Road Safety Office would still be seen as the centre for support and advice.

The project had a very clear aim. This was to reduce the number of deaths and injuries on the roads among young people. In order to identify objectives and to form strategies to fulfil this aim it was necessary to find out the following:

What was happening in terms of Road Safety Education (RSE) in schools?

What were the factors which influenced Road Safety in Sheffield?

What was the relation between RSE and the National Curriculum?

The RSE Good Practice Project in Sheffield was intended as a pilot project the results of which would be recommended nationally. Therefore the model had to have a high degree of transferability. It was decided to make the model quite complex, to explore as many avenues as possible, to infiltrate other agencies, and to take advantage of any opportunity that presented itself which might lead to the achieving of our objectives. Although the area of the project was local to Sheffield the focus was firmly national.

With the principle of transferability firmly established the following objectives and general strategies were formulated.

1. To raise the awareness of Road Safety and Road Safety Education.
2. To provide in-service training for teaching staff.
3. To establish RSE in the curriculum.
4. To raise the status of RSE and Road Safety Officers.
5. To increase the use of the Road Safety Office's resources.
6. To co-ordinate the work of agencies and individuals with a responsibility for RSE and establish a network of those who might support RSE in their contact with schools.
7. To construct a model which would <u>not</u> be dependent upon an Advisory Teacher being in post and which would flourish after the end of the project.

Interaction with Agencies

Raising awareness of RSE among members of the Advisory Service was seen to be very necessary in order to establish the importance of RSE and locate it in the curriculum. The Advisory Teacher participated fully in the work of the Advisory Team and actively networked with individual Advisers and Advisory Teachers, in some instances running joint initiatives.

The Advisory Teacher formed links with both institutions of higher education in the city, the Sheffield City Polytechnic and the University of Sheffield.

Governing bodies have an overall responsibility for the curriculum and specifically for Health and Safety and it was recognised that it would be useful to be able to raise the awareness of governors for the need for RSE for their pupils.

Through the Child Health Group (a joint working party convened by the Health Promotion Unit) contact was made with the Literacy Campaign teams. A series of training days on health issues for the teams were arranged, the first one focused, for half the day, on Road Safety and young children.

Implications for Road Safety Officers

As the project began to place demands upon the Road Safety staff it was necessary to hold a series of meetings and review days to examine, among other issues, the role of the RSOs, the relationship of the Road Safety Office with schools and the police service. Training for RSOs on the use of concept key boards was provided by the Advisory Teacher and by the LEA team at the Information Technology Centre. The RSO most closely associated with the project was involved in most of the courses and workshops offered by the Advisory Teacher. Not only was he able to make contributions to these, but it gave him a greater insight into the running of LEA INSET, increased his skills in this field and helped him to understand how he might support other advisory staff in the delivery of these courses.

INSET Courses

There were no funds directly available for supply cover for teachers attending courses offered by the Advisory Teacher therefore it was necessary to look for alternatives. One of the ways in which this was done was funding from other sources, such as running courses jointly with other subject teams, and providing inputs to other groups' courses. Another way was to arrange training when no supply cover was required, by providing school based INSET on curriculum development days, in workshops held after school, or during staff meetings, which were held after school or at lunch times. Centre based INSET was run either after school from 4.00 until 6.00 or was run for half a day: schools found it easier to cover internally for half days rather than for whole days.

As there was a low awareness of the real nature of, and the need for, RSE it was often difficult to attract teachers to RSE courses. This was not helped by the introduction of the National Curriculum which determined the priorities of many schools to the detriment of RSE. Across the board the response to centre based INSET which was not identified as National Curriculum priority was reduced. However the demand for school based INSET increased. Although this caused problems it had real advantages for RSE as it provided more opportunities to engage with whole staffs in the primary sector than were provided by the traditional centre based courses.

Overcoming the reluctance of teachers to recognise RSE as one of their priorities was addressed by looking at what schools were identifying as priorities and using the cross-curricular nature of RSE to support these needs. The information received from schools through their school development plans had identified science and Information Technology (IT) as the two major priorities for primary school staff training, therefore the Advisory Teacher planned courses which would support these two areas while using RSE as the purpose for such work.

The policy of participating in courses run by other advisory teams was still pursued and this too was proving to be fruitful, resulting in, for example, courses on "IT Science and Road Safety", "Continuity and Progression", "The Cross-Curricular Potential of School Visits" and "Fun Days" (Technology, Road Safety and History).

Towards the end of the project, due to the growing awareness among teachers about RSE, it became more appropriate to offer centre based courses which built upon this previous experience of RSE and looked at various aspects of the subject. Teachers who attended these courses were, in the main, from schools that had received training previously and were establishing RSE in the curriculum. Therefore teachers attending those courses were faced with fewer difficulties in reporting back to and influencing other members of staff.

Primary Schools

While teachers, through meetings, workshops, courses and classroom experiences, were exploring the nature of RSE and discovering its contribution to, and its relationship with the curriculum, strategies were employed to address the difficult issue of how to achieve a certain degree of progression. This was addressed in three ways:

> The "Health for Life" materials provided planned and progressive programmes of health education which included RSE to a greater or lesser degree. The books were very accessible and acceptable to teachers and were introduced, in the main, at staff meetings involving the whole staff.
>
> A road safety box containing a set of resources designed to provide progression appropriate to the children's age range was provided by the Road Safety Office for each school.
>
> The topic planning sessions were used by the Road Safety Officer to plan for progression in RSE.

There is now, particularly amongst primary teachers, a greatly increased awareness of safety overall, and road safety in particular. They appreciate its breadth and complexity, the many factors involved, and its cross-curricular nature. As a result there has been a definite shift towards the inclusion of appropriate safety aspects into all topic plan-

ning. The examples given in the full report were not only selected for the work of quality undertaken in RSE, but because they also fulfilled other good educational criteria at the same time.

Secondary Schools

Young people at secondary schools undertake more complicated journeys, many of which involve the use of a cycle, and are usually lacking in adult supervision. The influence of the peer group is quite considerable for these age groups and may be reflected in the reluctance by many to wear safety equipment such as helmets and reflective strips and their sometimes dangerous behaviour on the road, such as playing "chicken". As a result, at age twelve, the number of accidents involving these pupils rises considerably, while at the same time, the amount of RSE received at school markedly decreases. RSE is generally regarded in the secondary sector as being the exclusive province of the primary school. The only reference to it is usually included in Personal and Social Education programmes when modules dealing with alcohol and drugs are considered together with their influence on both driver and pedestrian behaviour.

Nevertheless there is evidence from some Sheffield secondary schools that RSE receives attention, although the inspiration for doing so may be derived from different sources, and success may be variable. As it became apparent that infiltration of the secondary sector was proving to be difficult, it was decided to co-operate with and give support to agencies already working most frequently in the secondary schools, such as the police, the Sheffield/ Rotherham Arts, Post-graduate Certificate of Education (PGCE) students from the University who were in schools on teaching practice and the BTEC drama students from a local tertiary college. Some of the examples of secondary school work, described in the full report, reflect co-operation with these agencies. There were other activities where RSE was being used by a variety of departments from technology to English. Examples of this work are also outlined in the full report.

Links Forged During the Project

Road Safety Engineers

In order to help pupils to understand some of the processes of change and how they might influence and participate in that change, either now or in the future, it was considered to be important to achieve closer co-ordination of the work done by the road safety engineers in the areas around schools and the curriculum work done in those schools.

Police

Informal links between the Road Safety Officers in the police and those in the local authority already existed. At the suggestion of the police, community police officers were trained to work in schools in a number of subjects, including RSE. Regular liaison meetings between the two parties now promote a free exchange of ideas and allow the two to support each other. The way in which the police operate in schools has changed dramatically and this has led to the improvement of educational experience for the pupils.

Health Groups

The Advisory Teacher was involved with officers from the Sheffield Health Promotion Unit through the Child Health Group. This group consisted of representatives from the unit, different departments of the health service, community groups and parents. The group met to consider and take action on several issues concerning the health of children. It was attendance at these meetings which eventually resulted in RSE being the subject of training days for workers in the adult literacy campaigns.

The health promotion officer from Environment Health and Community Services invited the Advisory Teacher to be a member of the group considering the Sheffield Healthy Schools Award. This will recognise the good work going on in the City's schools and will suggest aspects of safety, in and around school.

Conclusions

1. The responsibility for initiating and developing contacts with schools about RSE should remain with the Local Authority RSOs.

2. It is vital for RSOs to preserve close relationships with the major organisations providing advisory services to the school and develop further those structures relating to schools.

3. RSE is best used as a real and relevant context within which much of the curriculum may be delivered. To be effective, and for progression to be achieved, RSE needs to be drip fed throughout the curriculum, with pupils receiving small but frequent and regular inputs which give purpose and meaning to their work, whatever the subject. For this reason RSE should exist within the wider context of safety education.

4. Within the secondary schools where infiltration of RSE has been successful there is the same recognition, as in the primary schools, of the value of road safety as a context for teaching some elements of the curriculum subjects and the recognition of its position within Health and Safety Education.

5. Because of its cross-curricular nature RSE is best included within the development plans of appropriate subjects such as Health Education, Science, Geography, Technology etc.

6. In Sheffield school based courses and workshops have proved to be the best way to provide INSET for schools to raise awareness of RSE and its place in the curriculum. Centre based courses are useful for updating and enriching the good practice established in schools.

7. The close liaison between the Road Safety Office and South Yorkshire Police is now formally and firmly established. The benefits accruing to schools and to the agencies concerned mean that this should be sustained and developed. Training on RSE is now a joint venture.

ROAD SAFETY EDUCATION: GOOD PRACTICE IN SHEFFIELD

ABSTRACT

Sheffield City Council has worked with TRL to develop and extend road safety education in schools within the city. The objectives were to raise the awareness of road safety and establish road safety education within the curriculum, to provide in-service training, and to coordinate the work of agencies and individuals with responsibilities for road safety education.

The experience suggests that the responsibility for initiating and developing contacts with schools about road safety education should remain with the Local Authority road safety officers. It is vital that they preserve close relationships with the major organisations providing advisory services to schools. Close liaison between the Road Safety Office and South Yorkshire Police is now formally and firmly established and road safety education training is a joint venture.

Road safety should be taught within the wider context of safety education but it can also support and enrich the teaching of most other subjects. To be effective, and for progression to be achieved, road safety needs to be drip fed throughout the curriculum, with pupils receiving small but frequent and regular inputs which give purpose and meaning to their work, whatever the subject.

School based courses and workshops for teachers proved to be the best way to raise awareness. Centre based courses were useful for extending established good practice.

1. SETTING THE SCENE

1.1 SHEFFIELD

Situated almost in the centre of England, the City of Sheffield stretches from Derbyshire on the South into part of what was originally the West Riding of Yorkshire in the North, and has a total population of 500,000. It has all the inevitable characteristics of a large city - inner city schools, both deprived and advantaged children, and a number of multi-racial schools, which may contain non-English speaking children, and pupils for whom English is their second language. On its outskirts it presents some schools which are virtually rural in nature.

The original experimental design by the Transport Research Laboratory intended working to change about 100 schools in a single region of the Authority. However it is not the policy of the Authority to section the city for work of this kind. Children are involved in accidents all over the city, so all should benefit from work on road safety. Further it is difficult to define geographical areas in the city to provide an adequate sample of the racial and social diversity of the whole city. The policy decision not to sample meant that a total of 187 primary, 32 secondary and 18 special schools could be involved.

Throughout the period of the project, April 1989 to August 1992, a number of problems have arisen. A closure and amalgamation programme has reduced the number of schools initially in existence, and the recent review and reorganisation undertaken by the Authority has resulted in the elimination of the middle schools. Budgetary problems have caused a reduction in the Advisory Service and a change in the nature of their work, and there have been many changes in the educational scene such as the National Curriculum, the assessment of pupil performance at different levels, the introduction of formula funding which has resource implications, and the newly constituted governing bodies with redefined responsibilities. Persuading schools to add yet another aspect of education, namely road safety, in these circumstances was not an easy task.

During the experimental period some major changes and events in the city have resulted in tremendous political shifts. These include the Student Games and over 100 separate major construction projects currently in progress, the massive closure of coal fields in South Yorkshire and the demise of the steel industry which have affected public attitudes and traffic. The deregulation of buses has had a marked effect on traffic within the city: services on lightly used routes have been reduced, but more buses now run on the main and commercially viable routes. These extra buses and increased car traffic have led to congestion on the busiest roads around the City Centre. The congestion is being exacerbated by the disruption associated with the construction of track for the Sheffield Supertram. A new Authority policy will involve the wholesale closure of suburban roads which will force traffic to use the main roads into the city. Buses will be given priority routes which will only be used by them. Additionally 20 mph zones have been introduced throughout the country, and several of these have been developed in Sheffield.

The road safety project, funded by the Department of Transport, was intended to develop ways to raise the profile of road safety education (RSE) in schools and ultimately influence people to be safer road users both as children and adults. The City of Sheffield and Hertfordshire County Council agreed to help the Department in the development of improved RSE under the leadership of the Transport Research Laboratory, who had invited Reading University School of Education to evaluate the outcome.

In Sheffield, the Road Safety Officer canvassed the support of the Education Authority and secured the agreement of the Science Adviser to the appointment of an Advisory Teacher, responsible for Health and road safety. To facilitate the experiment the Transport Research Laboratory provided the Local Education Authority with funding for the Advisory Teacher's salary.

1.2 THE BEGINNING

1.2.1 The role of the Road Safety Officer

Long before the project started the Road Safety Office had made a decision that its officers would not give "one off" talks to pupils for the following reasons:

A. These talks were often isolated inputs and not part of ongoing work with no activities being undertaken by the pupils, either in preparation for the visit by the Road Safety Officer or as follow-up work. The talks were not part of a programme of RSE in which the Road Safety Officer was working in partnership with the school but often proved to be the only RSE that the children would experience.

   The complex nature of road safety cannot be addressed by such isolated and simplistic inputs. It is well known in educational circles that in order to be really effective, work done in the classroom needs to be part of a planned and progressive programme and this is true of RSE. Single inputs by the Road Safety Officer are not consistent with the philosophy and practice of education. Not only does such practice result in little learning taking place among the pupils, it also diminishes the status of RSE and Road Safety Officers.

   The responsibility for RSE lies with the schools. Teachers should be the ones supplying pupils with the necessary educational experiences they need in order to keep themselves and others safe, now and in the future. The Road Safety Officer should be invited to support that work.

B. In some schools teachers expected Road Safety Officers to be responsible for discipline matters and in some cases to supervise the class in their absence.

A visitor to a classroom should be there to supply the children with an educational experience which cannot be provided by the teacher. The teacher is responsible for discipline and supervision. A teacher who is not in attendance is not only legally at fault but is educationally at fault. Unless the teacher is in attendance and fully conversant with what has taken place there is no possibility of follow up work for the pupils. This calls into question the priority given by the school to RSE and the effectiveness of the input by the Road Safety Officer and the efficient use of his or her time.

C. Even if the inputs to schools were to be done under the best of conditions and therefore were: part of ongoing work; part of a planned and progressive programme of safety/RSE; integrated with other curriculum areas; and were using active learning techniques in partnership with the teacher, there were still problems for the Sheffield Road Safety Office because there were not enough Road Safety Officers to give classroom support to schools across the city.

In order to bring about change which would result in teachers taking on the responsibility for RSE in the schools and which would make the most effective use of the Road Safety Officers' time it was decided that the role of the Road Safety Officer in school should reflect the principles of change which underpinned the role of the Road Safety Officer in the community at large.

In the light of this, the role of Road Safety Officers in schools was to provide advice and support to teachers in planning safety/road education into ongoing work in order that they might be better able to provide their pupils with effective RSE. He or she would give more time to schools where good practice was more likely to be established in order to use this practice as an example for others. He or she would also seek to find ways to make it easier for pupils to keep themselves safe on the roads, for example, the cycle helmet scheme.

This gave a more effective and economical use of the Road Safety Officer's time and the role was more consistent with that adopted by other agencies, such as the LEA Advisory Service, who give support and advice to schools. This consistency and the development of a more professional image should increase the status of RSE and Road Safety Officers.

The Road Safety Officer sought to influence those other agencies such as the police who had dealings with schools, in order that these too could provide support for RSE. The Road Safety Officer could also give advice, support and training to these agencies.

1.2.2 The role of the Advisory Teacher

At her own request the Advisory Teacher was based in the Road Safety Office although directly supervised by the Adviser for Science. For her the benefits of this decision were that she had ready access to sources of information and professional advice on the subject of road safety and was involved in the daily working of the Road Safety

Office. This increased her understanding of the nature of road safety, allowed for regular updating and gave her a greater appreciation of the role of the Road Safety Officers, and therefore a greater awareness of how the relation between the Road Safety Office and the Local Education Authority might develop. Being in daily contact made for quicker responses, easier liaison, more opportunities for collaborative ventures, and the establishment of close working relations as a member of the road safety team.

For the Road Safety Officers the benefits were similar, in that they too had ready access to a source of information and advice on educational matters, and were able to include the Advisory Teacher as a member of the team in forming strategies and putting these into action. Two other important benefits were involved: the location of a member of the Local Education Authority Advisory Team in the Road Safety Office gave it a higher profile in the minds of the service and of teachers; the office became an extension of the Advisory Service; and at the end of the project the Road Safety Office would still be seen as the centre for support and advice.

As the Advisory Teacher's role was to provide a bridge between the Road Safety Office and the Education Department it was equally important to develop and maintain strong links with advisory staff through advisory meetings, active networking and joint initiatives. Because teachers might misunderstand the function of the Advisory Teacher, and confuse her with the Road Safety Officers, it was decided that the education office should be her postal address, thus establishing her connections with the education authority.

It was also decided that there would not be any sudden changes in the Road Safety Office, and that strategies under way should continue. During the first weeks the major concerns were to establish common understandings of road safety and educational philosophy and to begin to formulate strategies to address the objectives that had been identified.

It also seemed appropriate and valuable to encompass health education by naming the Advisory Teacher Health Education/Road Safety. The majority of teachers have a narrow view of RSE and see it as standing apart from the school curriculum. By stating that RSE is located within health education, it is given an acceptable and identifiable context, and may be able to benefit from any available central funding.

1.3 THE AIM OF THE PROJECT

The project had a very clear aim. This was to reduce the number of deaths and injuries on the roads among our young people. In order to identify objectives and to form strategies to fulfil this aim it was necessary to find out the following:

What was happening in terms of RSE in schools?;

What, for us, were the factors which influenced road safety?;

What was the relation between RSE and the National Curriculum?

The following three sections consider these issues.

1.3.1 The current state of RSE in schools

Research on the state of RSE (RSE) provision in British schools had shown:[1]

there was a lack of coherent planning in schools and colleges;

the approaches used were simplistic in nature;

there was no co-ordination across the curriculum;

there were few in-service courses;

RSE was not a part of topic planning;

it was usually limited to single, isolated inputs often from outside speakers;

there was evidence that RSE in schools often placed blame upon the victims;

teachers, advisory staff, and others were unaware of the nature of RSE;

the input of RSE was highest within infant schools and was lowest in secondary schools. This was the inverse to the casualty figures;

RSE had a poor image and this affected its status;

Road Safety Officers were seen as being outsiders by teachers and of low status;

there was a high degree of underuse of both the human and material resources of the Road Safety Officers;

there was no real co-ordination of other agencies interested and involved in RSE in schools.

1.3.2 The road safety issues

It was important that the nature of road safety and what constitutes RSE should be defined. The Advisory Teacher and the Road Safety Officers discussed what they saw as the major influences upon road safety. They agreed that safety in the road environment is a complicated issue, involving the following:

Attitudes and Behaviour. Most incidents which result in injury or death are caused by these factors. Education seeks to influence attitudes which may eventually lead to a change in behaviour, and to promote behaviour which may result in a change in attitudes.

1 Contractor Report 133. (Crowthorne, TRL)

Self Esteem and Valuing Others. If you do not value yourself you will not have a concern for keeping yourself safe, nor will you care for the safety of others if you do not value those around you.

Valuing Safety. The consequences of the undervaluing of safety is very apparent in our society. We need to promote a culture in which safety is understood and has a high status.

Risk Management. The ability to identify and assess risk and then to employ strategies to avoid, remove or lower the risk is what allows our pupils to live safe, active and fulfilled lives. Risk management lies at the heart of safety education.

Rules. These are not only the public rules but those personal rules that we construct for ourselves and which shape our behaviour.

Decision Making. This can involve public decisions made by politicians, designers or manufacturers. It can involve personal decisions about behaviour such as wearing a helmet or not drinking before driving. An investigation into the decision making processes, both public and personal, within our society forms part of the preparation for citizenship.

Public Opinion and Acceptability. There are many instances where measures have been taken to reduce risk and increase safety but lack of public support or even hostility have resulted in those measures being withdrawn. The successful schemes are those in which there is a partnership between the community and the agencies concerned with change.

Priorities. There are tensions over priorities, between cars and people, between money and safety. Over the last few years the balance has begun to move in favour of people and safety. This is becoming apparent in legislation, vehicle design and traffic calming schemes.

History. This has shaped our towns and cities, most of which were designed for earlier forms of transport, others have been designed to give cars priority over people.

Politics and Economics. These two are the determining factors which inhibit or bring about change. It is the understanding of how these might be influenced that empowers our pupils and gives them a voice in the process of change.

Engineering. The way in which the environment is constructed can increase, lessen or remove risk. The road casualty statistics indicate that we have built an environment which poses a real threat to the survival of our young people and our elderly citizens. Currently road safety engineering measures seek to address this problem.

Vehicle Design. Vehicles are increasingly being designed with an emphasis upon safety for passengers, pedestrians and the environment.

The Weather. In the space of a very short time a change in the weather can transform what was a relatively safe environment into one that is extremely hazardous.

Education. This provides the opportunity to acquire the knowledge and skills required to manage risk, the chance to examine and develop attitudes and values, and the ability to make informed choices which concern not only the present but shape the future.

Education in schools should seek to address all the issues outlined above.

1.3.3 RSE and the National Curriculum

There was a need to review the place of RSE in the curriculum in the light of the changes that the newly introduced National Curriculum was bringing to schools. A view of the relation between RSE and the National Curriculum was defined, which was to influence the way in which RSE was presented to teachers.

The Education Reform Act 1988 establishes the legal right of all pupils in maintained schools to "**a balanced and broadly based curriculum which -**

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

(b) prepares pupils for the opportunities, responsibilities and experiences of adult life."[2]

National Curriculum Council Circular No. 6 states that:

> "the basic curriculum (the nine core and foundation subjects plus religious education) ... is not intended to be the whole curriculum. The whole curriculum of a school goes far beyond the formal timetable. It involves a range of policies and practices to promote the personal and social development of pupils, to accommodate different teaching and learning styles, to develop positive attitudes and values, and to forge links with the local community".

The Department for Education core and foundation subject orders state that pupils should be provided with real and relevant contexts for their learning.

Each of these statements has significance for RSE.

2 Education Reform Act 1988 c. 40, Section 1 (2) (London, HMSO)

RSE:

- prepares pupils for the responsibilities and experiences of adult life as users, citizens or managers of the road environment;
- provides a real and relevant context for work across the basic subjects of the curriculum;
- makes a significant contribution to the wider curriculum of the school;
- forges links between the school and the wider community which includes links with public services, business and industry;
- meets the needs of pupils in keeping themselves and others safe, now and in the future.

1.4 THE NEEDS OF THE PUPILS

In terms of the entitlement curriculum outlined in the Education Reform Act how might RSE serve the needs of our pupils? The adults' perceived needs of the child within this area include the following:

They will need:

- to know how to keep themselves and others safe, now and in the future;
- to have a knowledge of the road environment and how it functions;
- to know how to influence the changes in that environment.

In order to address these needs we have to ask questions such as "What attitudes, values, knowledge, skills and experiences will they need in order to achieve this?"

If, for example, they need to have a knowledge of the road environment and how it functions, how do we meet this need? We must then keep asking **how** until we can actually define the educational experience that will meet the need, and it is here that the curriculum is brought in to serve the needs of the pupil.

The National Curriculum Council has sought to serve the needs of the child by doing exactly that across the curriculum. It defines the areas which constitute the preparation for the entitlement curriculum described above. In order to fulfil the requirements of the entitlement curriculum, thereby addressing the needs of the child, it identifies the cross curricular dimensions, themes and skills which help to form the breadth and depth of the whole curriculum[3].

It is at this high level that health education and RSE are identified specifically[4] as well as those other elements that influence road safety[5] .

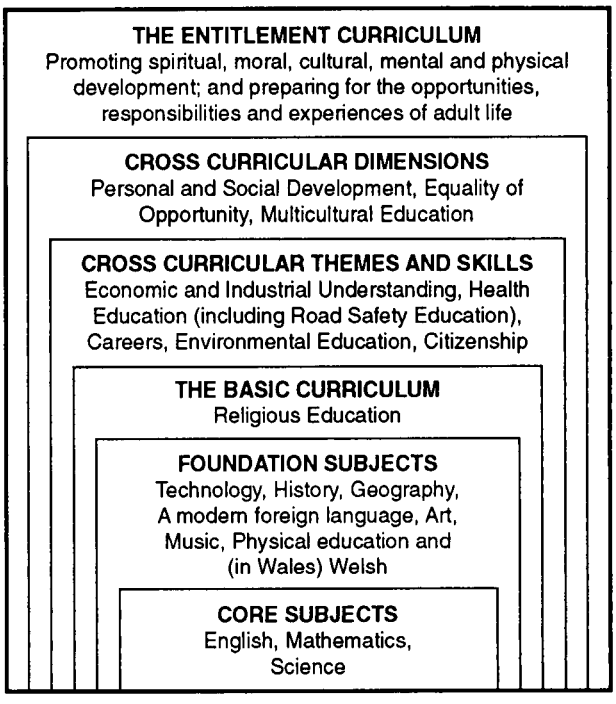

Fig 1 The structure of the curriculum in maintained schools

It is through a consideration of the attitudes, values, knowledge and experiences a child will need in each of these areas that a scheme of work can be developed involving the National Curriculum core and foundation subjects.

The National Curriculum Council identifies the subjects as a set of tools whose role is to help fulfil a much higher function. RSE is part of this higher function and therefore it too should relate to the foundation subjects in a similar way.

It is only by realising the real relation between the Whole Curriculum, the National Curriculum and RSE that the latter can achieve its rightful place within the curriculum of the school.

1.5 RSE AND THE SUBJECTS OF THE NATIONAL CURRICULUM

The following extracts are taken from the documents describing the National Curriculum subjects. The extracts are intended to illustrate further the relation between the curriculum subjects and RSE. Many more such examples may be found within the curriculum documents.

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3 Cross Curricular Guidance 3. The Whole Curriculum NCC.
4 Cross Curricular Guidance 5, Health Education NCC
5 Cross Curricular Guidance documents - 7. Environmental Education; 8. Citizenship; 4. Economic and Industrial Understanding; and 6. Careers NCC.

Science (Science in the National Curriculum NCC)

Programme of Study for Key Stage 1.

> "**Science in everyday life:** as pupils begin to mature and gain increasing knowledge and understanding, they should be given the opportunity to develop an awareness of the importance of science in everyday life including its relevance to personal health and safety. This awareness should be encouraged through visits. Pupils should use a variety of domestic and environmental contexts as starting points for learning science."

These concepts are continued and progressed through Key Stage 2 and Key Stage 3 to Key Stage 4 (below).

Programme of Study for Key Stage 4.

> "**The application and economic, social and technological implications of science:** pupils should be given opportunities to develop awareness of science in everyday life. Building on earlier experience, breadth of knowledge and understanding, and increased maturity, they should study how science is applied in a variety of contexts, including the significance and operation of communication devices which handle large amounts of information. They should use their science knowledge and skills to make decisions and judgements concerning personal health and safety. They should consider the effect of scientific and technological developments, including the use of information and control technology on individuals, communities and environments. Through this study, they should begin to understand the power and the limitations of science in solving industrial, social and environmental problems and recognise competing priorities."

Technology (Technology in the National Curriculum, NCC)

> " .... Technological capability will enable citizens to cope with a rapidly changing society, and meet the challenges of the twenty-first century" (Non-Statutory Guidance).
>
> "Pupils should be able to identify and state clearly needs and opportunities for design and technological activities through investigation of the contexts of home, school, recreation, community, business and industry." (ATI)

Geography (Geography in the National Curriculum, NCC).

> "Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world." (Non-Statutory Guidance.)
>
> "Pupils should be taught:
>
> * to compare different transport networks and the effects of changes in these networks
> * to consider the advantages and disadvantages of forms of transport, and how these change as a result of technological and other developments."
>
> (Programme of Study - Human geography - Key Stage 3.)

Mathematics (Mathematics in the National Curriculum NCC)

> "Mathematics provides a way of viewing and making sense of the world. It is used to analyze and communicate information and ideas and to tackle a range of practical tasks and real-life situations." (Non-Statutory Guidance).
>
> "Pupils should engage in activities which involve:
>
> * specifying an issue for which data are needed; designing and using observation sheets to collect data; collating and analyzing results." (Programme of Study Handling Data.)
>
> For further details of classroom activity see the Programmes of Study.

The cross-curricular themes of the National Curriculum

The following extracts are from "Curriculum Guidance 3 - health education" (NCC). These serve as an example of the many strands to be found within the different cross-curricular themes which are able to make a contribution to RSE. Many more such examples may be found within the other Curricular Guidance documents.

There are nine components suggested by NCC which constitute a health education programme, many of which have implications for RSE. The following are the descriptions of two of those components of most relevance to RSE 'Safety' and 'Environmental Aspects of Health Education'.

Safety

> The acquisition of knowledge and understanding of safety in different environments, together with the development of associated skills and strategies, helps pupils to maintain their personal safety and that of others."

Environmental aspects of health education

> An understanding of environmental aspects of health education, including social, physical and economic factors which contribute to health and

illness, helps to raise awareness of environmental health issues, avoid unnecessary risks and promote good health." (Curriculum Guidance 3 - Health Education NCC.)

Within the 'appropriate areas for study' in health education the following have particular relevance for RSE:

Substance use and misuse

Key Stage 1.

". know that all substances can be harmful if not used properly;"

Key Stage 2.

". know how to make simple choices and exercise some basic techniques for resisting pressure from friends and others;"

Key Stage 3.

". know the basic facts about substances including their effects and relevant legislation;"

Key Stage 4.

". recognise that individuals are responsible for choices they make about drug use;"

Safety

Key Stage 1.

". know the potential dangers in different environments, eg. road, water, home;

. develop and be able to practise simple ways of keeping safe and finding help"

Key Stage 2.

". be able to keep safe and use basic safety procedures;

. be able to accept responsibility for the safety of themselves and others;

. acquire a knowledge of and be able to practise basic first aid."

Key Stage 3.

". be able to analyze and assess situations in terms of safety and know that individuals play an important part in the maintenance of safe, healthy environments;

. become aware of rules and legislation relating to health and safety."

Key Stage 4.

". investigate and be able to demonstrate safe practices in various environments, eg. home, school, work, road;

. know and understand the effects of medicines, tobacco, alcohol, drugs and fatigue in relation to accidents;

. know and understand specific safety issues relating to groups such as the very young, elderly people and people with disabilities."

Environmental aspects of health education

Key Stage 1

". know that there is a range of environments, eg. home, school, work, natural, built, urban, rural;

. know that individuals are part of these environments and have some responsibility for their care; develop an understanding of how and why rules are made concerning the school and other environments;"

Key Stage 2

". know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relations with each other and with the environment;

. recognise some environmental hazards and identify some ways in which these may be reduced."

Key Stage 3

". understand the impact of the media and advertising on attitudes towards health;"Key Stage 4

". understand how legislation and political, social, economic and cultural decisions affect health;

. accept responsibility for and be able to justify personal choices and decisions about health; show some insight into other people's lifestyles, values, attitudes and decisions;

. develop a commitment to the care and improvement of their own and other people's health, community and environment."

Psychological aspects of health education

Key Stage 1

". understand the importance of valuing oneself and others;

. begin to recognise the range of human emotions and ways to deal with these;

. begin to be able to co-operate with others in work and play."

Key Stage 2

". recognise that individuals belong to many groups in which they will have different roles;

. understand that individual responses to events will vary and respect other people's emotions and feelings;

. understand that actions have consequences for oneself and others;"

Key Stage 3

". be able to give and receive praise and encouragement in order to promote the self-esteem and self-confidence essential to mental health;"

Key Stage 4

". be able to carry out honest self-assessment;

. appreciate ways in which they can control aspects of their own behaviour and resist peer pressure;

. be able to understand and manage changes in relations;

. know about factors which influence the process of making decisions, including choosing between alternatives and considering long and short-term consequences of decisions for oneself and others;

(Curriculum Guidance 3 - Health Education NCC.)

2. OBJECTIVES AND STRATEGIES

2.1 EDUCATION FOR THE FUTURE

In school there is a need for an awareness that while it is quite proper to begin with the safeguarding of our pupils by teaching basic survival skills, to be really effective we must attend to the wider issues. We need to educate children for their futures as adults. It is the adult perception of a safe environment and the valuing of behaviour that safeguards others which will ultimately have the most impact on the safety of our children and other road users.

There is a two-fold job to be done:

- to educate our pupils in the appropriate and safe use of the environment;

- to provide them with an educational experience that will influence their adult lives, as parents, citizens, users or managers of that environment, in terms of safety awareness and appreciation.

Road safety is a complex and complicated subject which demands complicated solutions. If we do not seek to bring about radical change by employing a cross-curricular and integrated approach to RSE we shall be continually involved in, at best, a containment exercise.

By making full use of the curriculum and by involving the local and wider communities we help our pupils to understand the road environment and empower them to bring about change.

RSE should play its full part in helping children to acquire the knowledge, skills, attitudes and values that enables them to cope with the probable future and to move towards bringing about the preferable future[6].

The project was intended as a pilot project the results of which would be recommended nationally. It was quite obvious that a model which may be very effective in Sheffield might be totally inappropriate for other authorities. The model had to have a high degree of transferability if it was to be of use to other areas. It was decided to make the model quite complex, to explore as many avenues as possible, to infiltrate other agencies, and to take advantage of any opportunity that presented itself which might lead to the achieving of our objectives. Although the location of the project was local the focus was firmly national.

It was felt that at the end of three years the project could report upon the range of available avenues and opportunities and that such a report would be even more helpful if an account was given of how each fared. It was realised that an initiative which failed, for example, to flourish in the conditions that prevail in Sheffield might very well bloom in more favourable conditions elsewhere. The city was to serve the project as a testing ground.

With the principle of transferability firmly established the objectives and general strategies were formulated.

2.2 OBJECTIVES

1. To raise the awareness of road safety and RSE.
2. To provide in-service training for teaching staff.
3. To establish RSE in the curriculum.
4. To raise the status of RSE and RSOs.
5. To increase the use of the Road Safety Office's resources, both material and human resources.
6. To co-ordinate the work of agencies and individuals with a responsibility for RSE and establish a network with those who might support RSE in their contact with schools.
7. To construct a model which would not be dependent upon an Advisory Teacher being in post and which would flourish after the end of the project.

2.3 GENERAL STRATEGIES

To pursue the above objectives the following general strategies were adopted:

6 Global Futures. D Hicks.

the location of the Advisory Teacher in the Road Safety Office;

the adoption of Health Education in her title;

the identification of the state of RSE in schools;

the identification of the road safety issues;

the clarification of the relation between RSE and the curriculum;

the adoption and application of the principles of change already in place in the Road Safety Office (with some additions):

- Act as a catalyst in society, stimulating and organising the resources of the community for the benefit of the community.
- Look for points of leverage to bring about change (not necessarily be data led).
- Target people and organisations who have the power to influence others.
- Work with the Health parts of the system.
- Liaise with other agencies to develop an integrated and co-ordinated road safety strategy.
- Attempt to create a climate of opinion which values safety and results in a safe culture.
- Make it easy for people to do the right thing.
- When you have something that works and is good then give it away.

2.4 SPECIFIC STRATEGIES

Specific strategies were identified for each of the objectives

2.4.1 To raise the awareness of road safety and RSE

A. Teachers had a very narrow view of road safety and of RSE.

Strategy

- develop material to be used on courses, in work-shops and at presentations which address the nature of the two. This would include the statistics relating to young road users (0-21 years 1988 DOT), the road safety issues and the place of RSE in the curriculum;
- use any opportunity to explore this area with teachers;
- use the strategies outlined below in "in-service provision" to emphasise the cross-curricular nature of RSE;
- use opportunities to publish articles in national publications and to infiltrate curriculum materials with RSE;

Advantages

- it would help them to see the pressing need for RSE to be addressed in schools;
- it would allow teachers to make the links between the curriculum and RSE for themselves;
- it would emphasise the complicated nature of the subject thereby demanding a complicated response rather than a simplistic approach.

B. The Road Safety Office had three Road Safety Officers working in schools, one using most of his time for working with schools, the other two dividing their time between schools and the community. In order to raise awareness on a significant scale there was a need for more people to be involved.

Strategy

1. LEA Advisory Service

- raise the awareness of the LEA Advisory Service. This job was given a high priority. It was to be done through presentations, by running joint courses and initiatives and through individual discussions;
- enlist the help of the members of the Advisory Service to raise the awareness of teachers.

Advantages

- more people to do the job of awareness raising;
- teachers receiving the information from a variety of sources thus avoiding the impression that it is only the Road Safety Team who see it as a priority;
- the information coming from people of high status thereby increasing the status of RSE by association;
- the information coming from those concerned with different areas of the curriculum thereby emphasising the breadth of RSE;
- information coming from across the Advisory Service would indicate the value the Local Education Authority placed upon RSE;
- by involving the Road Safety Office in some of the awareness raising with the Advisory Service this would forge links between the two agencies.

2. South Yorkshire Police Road Safety Officers and Community Liaison Officers.

- raise their awareness of the nature of RSE and its place in the curriculum through close liaison and the provision of courses.

Advantages

- these would include many of those described for the Advisory Service and would ensure that their work within school was consistent with the principles identified by the Road Safety Office.

C. Any aspect of health education needs strong community links and support to be really successful. It was important that parents, governors and others in the community should also be involved in this process.

Strategy

- produce a document for governors and parents to accompany the Road Safety Plan for Sheffield Schools;

- provide courses for governors;

- raise awareness amongst those who work within the community in order that they in turn may raise the awareness of other groups or individuals with whom they are in contact. This was to be done through courses, workshops and individual contact.

Advantages

- support from the community including practical support, for work done in schools;

- support from the governing bodies to look at the provision for RSE in their schools.

D. There was a need to influence BEd (Hons) and PGCE teacher training in order that RSE was considered at that formative stage.

Strategy

- to input to BEd (Hons) and PGCE teacher training at both institutions of higher education in the city.

Advantages

- raised awareness among student teachers of the scope and breadth of RSE;

- RSE shown to be a real and relevant context for other curriculum areas;

- the status of RSE is increased;

- national dissemination through those students taking posts in schools elsewhere in the country.

E. There was also a need to raise the awareness of the other members of the Road Safety Office who had not been directly involved in the work leading to the formulation of strategies.

Strategy

- set up a training programme for all the members of the Road Safety Office.

Advantages

- there would be a consistency in the messages coming from the Road Safety Office whether these be to schools or to members of the public;

- the work done would be consistent with good educational practice.

2.4.2 Provide in-service training (INSET) for teaching staff

A. The project had no budget for in-service training.

Strategy

- look for other sources of funding;

- joint running of courses funded from elsewhere;

- input to other courses;

- run school-based INSET of various kinds;

- run INSET with no supply cover required.

Advantages:

- no cost to the project;

- RSE presented in the context of other curriculum areas or as part of integrated topic work;

- no cost model more transferable than a high cost one.

B. There had been a poor response to the offer of INSET offered by the Road Safety Office.

Strategy

- Joint running of courses and input to other courses as above;

- the courses put on by the Advisory Teacher and the Road Safety Officers to be focused on other subject areas using road safety as the context. These would include science, Information Technology (IT), health education etc.

Advantages

- this would be more indicative of the breadth of RSE;

- road safety would be seen as a useful context rather than as an isolated subject.

2.4.3 To establish RSE in the curriculum

This will include the production of a Road Safety Plan and Road Safety Guidelines.

A. RSE was seen by teachers as being outside the curriculum of the school and this was reflected in the way it was being delivered. There was little evidence of a co-ordinated and progressive approach to RSE-.

Strategy

- it was decided to signal the place of RSE in the curriculum by giving the Advisory Teacher the title of Advisory Teacher for Health Education, Road Safety. This nomenclature was particularly appropriate to Sheffield whereas in other authorities it may have been necessary to use other terms such as personal and social education etc;

- RSE to be presented as a real and relevant context for curriculum work rather than as a subject;

- RSE to be placed in the wider context of safety education making use of the transferable skills necessary for risk management;

- the "Health for Life" materials (Health Education Authority. Pub. Nelson) to be used to locate RSE;

- awareness raising sessions to be aimed at making teachers aware firstly of the vital need of our pupils for RSE within the curriculum; and secondly of the need to marshall virtually the whole of the curriculum in order to do it;

- develop and circulate a plan of action (the Schools Road Safety Plan) for the inclusion of RSE in the curriculum. This to be circulated to all schools and governing bodies;

- draw up and circulate Road Safety Guidelines for classroom activities based on good practice by pupils and teachers during the lifetime of the project;

- provide INSET in various aspects of the curriculum, for example Science and Information Technology, to illustrate the ways in which RSE is able to provide the context and to infiltrate the curriculum;

- the Road Safety Officers to support primary school teachers in planning safety education into their topics and to identify and supply the resources which will help them to deliver it;

Advantages

- RSE would be placed within Health Education and thus occupy a niche in the curriculum;

- of all of the curriculum subjects it is primarily Health Education and Personal and Social Education which best support the examination of attitudes and behaviour, such crucial factors in RSE;

- children are far more likely to experience a progressive, co-ordinated and continuous programme of RSE if it is part of the wider context of safety education. The use of the wider context enables considerations of safety issues, knowledge and skills to be included in a wider range of integrated topic work curriculum subjects and other contexts including such things as out of school and residential visits;

- the Schools Road Safety Plan would help schools to formulate policies and practice in RSE;

- the RSE Guidelines would promote and disseminate good practice and raise awareness of the scope of RSE;

- the use of the "Health for Life" materials would provide a framework throughout the school within which RSE could be located;

- its integration with the rest of the curriculum would be in response to what teachers identified as children's needs and the opportunities to address those needs;

- INSET would provide teachers with the ability to use the curriculum for such a response;

- it would be supported by an Advisory Service from the Road Safety Office in a way consistent with other curriculum areas.

B. The National Curriculum had recently been introduced but was not fully operational and there was a need to address these changes.

Strategy

- to clearly define the relation between the National Curriculum and RSE and to make this explicit to all agencies including schools. RSE is part of the wider "entitlement curriculum" as laid down by the Education Reform Act.

Advantages

- this will enhance the status of RSE;

- it will help teachers to address the issue of the "entitlement curriculum" to the benefit of the pupils and their future lives.

2.4.4 To raise the status of RSE and Road Safety Officers

The two are closely linked, the status of one influencing the status of the other. Some of the issues and strategies outlined earlier in "To Raise Awareness of Road Safety and RSE" and "To Establish RSE in the Curriculum" have a dual purpose in that they are also intended to address the question of status.

A. The subject was not seen as part of the curriculum.

Strategy

- proceed as above to establish it within the curriculum.

B. The general perception of RSE was too narrow.

Strategy

- proceed as above to raise awareness of the nature of RSE.

C. The image of the Road Safety Officer.

The Road Safety Officer is often seen as "not one of us" by those working in the LEA. The philosophy and practice of education in schools and in the Advisory Service is not always matched by the philosophy and practice of the Road Safety Officers;

Strategy

- the Road Safety Office had already made a decision that the function of the officers was to advise and support teachers to deliver RSE and not to provide isolated whole school and classroom talks. This strategy was to continue and be reviewed in the light of the experience gained from the following;

- examine the relation between the Road Safety Officers and the schools to look at how it differs from that of the Advisory Teachers;

- the Advisory Teacher and the Road Safety Officers working jointly to run courses, hold meetings and planning sessions and give support;

- provide Road Safety Officers with training for their role in school alongside newly appointed LEA advisory staff;

- involve the Road Safety Officers in joint initiatives with the members of the LEA Advisory Service;

- base the Advisory Teacher in the Road Safety Office

- provide support and training for the Road Safety Officers.

Advantages

- the Road Safety Officers will develop a working relation with schools based on the relation between the LEA Advisory Service and schools;

- participation in the LEA INSET training for newly appointed Advisory Teachers provides a greater awareness of and an ability to fulfil the advisory role and raises the profile and status of the Road Safety Officer within the Advisory Service;

- the close working partnership between the LEA and the Road Safety Office gives higher credibility;

- the location of the Advisory Teacher in the Road Safety Office raises the profile of that office and its officers in educational terms.

2.4.5 Increase the use of the Road Safety Office's resources

A. There was wastage. Material given to schools was disappearing into the system. Often school staff were unaware of what resources had been given to the school and where these could be found and this also led to duplication. The Road Safety Office had already begun to develop the following;

Strategy

- a RSE Box to be provided to each school with a range of basic resources appropriate for the age range

- development of a more efficient loan scheme.

Advantages

- the box claims a "space" for RSE in the school;

- resources can be efficiently updated;

- updating of the box provides a reason for Road Safety Officer to revisit periodically;

- staff aware of location of resources within school;

- teachers and students who request resources can be referred to the box for basic materials thereby reducing duplication of these;

- staff who move schools know that certain RSE resources will be there

- computerised loan scheme eradicates the duplication of borrowed resources.

B. The resources were wide ranging and of high quality but were under-used.

Strategy

- the Road Safety Officer to hold meetings in school with all the teaching staff to present them with the RSE Box, to inform them of its contents and how these might be used and of the wider range available to them on loan;
- meetings in school to help plan RSE activities into topics and to match resources;
- appropriate resources on display on courses and used as part of the practical activities;
- computer resources to be provided on loan. It was decided to buy concept keyboards and data logging equipment and to provide appropriate INSET.

Advantages

- teachers fully aware of the location of the Road Safety Office and the procedures for obtaining other resources;
- the sessions centred around provision of the RSE box provide an opportunity to raise awareness of the nature of RSE and the need for it;
- loan of computer resources attract a set of teachers who may not have considered incorporating RSE into their teaching. The accompanying workshops also used to raise RSE awareness;
- an increase in demand for the services of the Road Safety Officers and more appropriate and effective use made of their time.

2.4.6 Co-ordinate the work of agencies and individuals with a responsibility for RSE

A. Although there was contact there was little co-ordination of the work of other agencies concerned with RSE and little networking with those who might promote RSE through their work with schools.

Strategy

- identify all agencies and individuals within those agencies who have a role to play in RSE in schools;
- establish a formal structure of communication between the City Council Road Safety Office and police officers from South Yorkshire Police Force with a special responsibility for RSE in schools;
- raise the awareness of RSE within those agencies and with those individuals who might support it through their normal contact with schools. This to include:
  * LEA advisory staff;
  * South Yorkshire police community liaison officers and community constables;
  * Community health workers and health promotion officers;
- set up liaison structures and joint initiatives with agencies and individuals.

Advantages

- a higher degree of consistency in both the messages going into schools and the practice;
- a clearer picture emerges of what is happening and when it is happening in schools;
- better able to give one another support for either initiatives happening in schools or for in-service training;
- schools benefit from a co-ordinated and consistent approach which enables them to integrate more easily the contributions of the different agencies;
- training needs can be identified;
- more people involved in spreading the word and sharing the work, bringing with them their own perspectives and expertise;
- schools receiving RSE from a variety of valued sources raising their awareness of the breadth of RSE and its place in the curriculum, thereby enhancing the status of RSE.

B. There was no training available locally, for the above agencies or individuals, on the place, nature and implementation of RSE in schools.

Strategy

- provide training.

C. There were road safety engineering initiatives happening in the city with little co-ordination between this and work in schools.

Strategy

- develop liaison structures with the road safety engineers which will allow this to happen;
- involve schools in the process of change in their local community.

Advantages

- develops pupils' awareness of the role played by the engineers in bringing about change. This, plus their own involvement, contributes to the empowerment of the pupils and to the entitlement curriculum (Education Reform Act 1988);

- knowledge and understanding gained by the pupils of the role of the road safety engineer and the contribution made by road safety engineering, will eventually result in members of the community having a more informed and realistic view of what road safety engineering can and cannot do;

- provides a real context for the National Curriculum cross-curricular elements (Citizenship, Economic and Industrial Understanding, Environmental Education, etc.) and the National Curriculum subjects (technology, Mathematics, Science, Geography, etc.)

2.4.7 To construct a model which would not be dependent upon an Advisory Teacher being in post and which would flourish after the end of the project.

While the project sought to construct a transferable model there was also a need to make it a durable one. It was essential that the effects of the project should last beyond the time span of the project, that the progress made should be sustainable.

Strategy

- establish a model which did not depend on an Advisory Teacher being in post

- work closely with the Road Safety Officer in order that the experiences and understandings were shared;

- set up initiatives which could be handed over fully to the Road Safety Officer, the Advisory Teacher working alongside the Road Safety Officer when these initiatives were being established and withdrawing from the process when the Road Safety Officer felt that this support was no longer needed. This included topic planning sessions, courses etc;

- set up networks, both outside and inside schools, which would function after the end of the project;

- locate the project in the Road Safety Office so that when the Advisory Teacher left, the point of contact for teachers remained the same;

- raise the status of the Road Safety Officers so that teachers would see them also in an advisory role;

- enlist the help of other agencies working in schools on road safety issues and develop a structured and continuing liaison structure.

3. RAISING AWARENESS OF RSE

3.1 RAISING AWARENESS OF RSE AMONG MEMBERS OF THE ADVISORY SERVICE

This was seen to be very necessary for the success of the project. It was important that the Advisory Teacher was seen as a member of the team and that her area of work and its relationship with the curriculum was recognised.

There was a danger that, through lack of awareness of the subject, the narrow view of RSE and of the role of the Road Safety Officer might be perpetuated, stereotypical ideas reinforced, and that the Advisory Teacher would become marginalised, she would be "not one of us", thereby maintaining the status quo in the relationship between Road Safety Officers and advisory staff. Adding to this problem was the decision to locate the Advisory Teacher in the Road Safety Office. Being in daily contact with the road safety staff and having ready access to up-to-date information and initiatives brought many benefits and opportunities which would have been lost if she had been placed in a teachers' centre, but such a location was also potentially marginalising.

To counteract these difficulties the Advisory Teacher participated fully in the work of the Advisory Team and actively networked with individual Advisers and Advisory Teachers, in some instance running joint initiatives. The work with advisory colleagues is summarised below.

3.2 THE SHEFFIELD EDUCATION BUSINESS PARTNERSHIP

The team, which consists of two people, one seconded from education and one from industry, was established to arrange teacher placements in industry. The Advisory Teacher made contact with the team believing that the placement of teachers within the Department of Design and Building Services would influence the work of children in school by giving the teachers a deeper understanding of the process of change in the built environment and the capabilities and limitations of the department. As a result of the contact made with the team by the Advisory Teacher, meetings were arranged with representatives from a variety of local authority departments including Highways and Design and Building Services. It was agreed that half a dozen teachers would be taken as industrial placements over the year, usually for five days.

One secondary Geography teacher had spent three days in Highways and two days in Design and Building Services and now sixth formers from the school contact these departments for help with projects. A primary school head teacher was interested in a placement in connection with Supertram but this was not possible due to uncertainty over the start of the Supertram project.

3.3 SHEFFIELD AND ROTHERHAM ARTS

The Advisory Teacher had been involved with this organisation while working in schools and suggested to the City Road Safety Officer that RSE might be used as the context for some of the dance workshops done by the artists in Sheffield schools.

The City Road Safety Officer met with the artist responsible for dance productions and together they decided to present the Combined arts project to schools. The project was to be piloted in one pyramid and then repeated if this was successful.

The project led to three performances and also to the involvement with a BTEC performing arts theatre company who toured the schools with a physical theatre production and TIE (Theatre in Education) workshops based on road safety issues.

The Advisory Teacher gave support to both projects.

3.4 RAISING AWARENESS AMONG FUTURE TEACHERS

The Advisory Teacher formed links with both institutions of higher education in the city, the Sheffield City Polytechnic and the University of Sheffield.

3.5 RAISING THE AWARENESS OF GOVERNORS

Governing bodies have an overall responsibility for the curriculum and specifically for Health and Safety and it was recognised that it would be useful to be able to raise the awareness of governors for the need for RSE for their pupils. In order to do this the following strategies were adopted.

- Because of all the changes to schools and to governing bodies it took time before the issue of RSE was able to be put on the agenda for governor meetings. Before the meetings took place the schools were circulated with the Road Safety Plan for Schools and a booklet for governors which explored the main issues in the plan and looked at how they might address these, these two publications were written by the Advisory Teacher. The governors' newsletter also featured RSE in one of its main articles and this was illustrated by a photograph of pupils wearing the helmets offered to schools in the local authority low cost scheme.

- The Advisory Teacher approached the Adviser for Health and Safety who was responsible for a series of governor training courses and suggested that some of these could focus on RSE. This suggestion was accepted and two courses were held centrally at one of the local tertiary colleges during the evening. A governors pack was produced and distributed before the courses. The course programme included road safety statistics relating to under 21s; the road safety issues; children's perceptions of how they kept themselves safe; and how the curriculum could serve the safety needs of their pupils.

The contacts made at these meetings have led to some initiatives with schools and has raised the profile of RSE in others but it must be said that under the present pressure of work for governors, which has of late included issues of amalgamation, closure and even redundancy, even those governors very committed to RSE find that they have had to give it a lower priority and attend to more pressing matters. The intention in the Road Safety Office is to build on these contacts in the future when it is hoped the turmoil of the last few years is subsiding.

3.6 RAISING THE AWARENESS OF ROAD SAFETY ON A WIDER SCALE

From the beginning of the project opportunities were sought to address an area wider than the city for several reasons. It was felt to be important not only to support the wider debate about the value of RSE in our society, but also to signal to local teachers that the project was part of a wider scenario. The model of RSE used by the project was one which promoted integration with other curriculum subjects, permeated topic work and was provided through small but regular inputs, therefore, it would seem useful to influence and infiltrate nationally distributed materials in this way.

It was also realised that by influencing city based BEd (Hons) and PGCE courses the students upon becoming teachers, would be distributed across the country and would hopefully add to the growing awareness of the value of RSE.

The philosophy and practice promoted by the project needed to be brought to a wider audience, not only to inform others but also to allow the ideas contained within the philosophy and practice to be challenged by those coming from different backgrounds and with different experiences.

3.7 ADULT LITERACY CAMPAIGNS

The population of Sheffield is made up of many different ethnic groups. There was concern that road accidents involving very young Asian children were showing up disproportionately in the statistics. Engineering measures among other things were being used to address this but there were difficulties in setting up an educational model which would effectively reach the parents of young Asian children. The main difficulties were firstly getting the

information to the parents and secondly there was a translation problem.

Safety messages cannot simply be translated from English into another language, the translation needs to be informed by an understanding of the culture and the language and it requires an understanding of the road safety issues and RSE.

The Advisory Teacher looked for ways to address the difficulties. Contact was made with an Asian Road Safety Officer from Calderdale who had been looking at the research on the incidents of road accidents and children from ethnic minority groups. She agreed that she would visit Sheffield.

Through the Child Health Group (a joint working party convened by the Health Promotion Unit) contact was made with the Literacy Campaign teams. A series of training days on health issues for the teams were arranged, the first one to focus, for half the day, on road safety and young children.

The Calderdale Road Safety Officer was invited to give a presentation and supply issues for discussion in small groups. The group then moved on to make materials to be used in their work in the literacy campaigns, with the Road Safety Officer acting as consultant to this process.

3.8 OTHER INITIATIVES

The Advisory Teacher worked with a colleague to produce materials intended for a nationally distributed science pack. The focus of the pack is Light and the activities, involving a light box, use road safety as the context. These will be published in the near future. Further materials for Technology, again with a road safety element, have been written and submitted and are being considered for publication.

An article describing the RSE component of the Polytechnic Technology unit has been submitted to a professional publication for consideration.

The BBC programme "Top Gear" featuring the first 20 mph traffic calming scheme in Sheffield included some of the work done by pupils in the local junior school including the dance drama.

An article appeared in the Times Educational Supplement which referred to the work of the Sheffield Road Safety Office and the project.

3.9 RESPONSE TO THE INITIATIVES

There has been feedback on many of the initiatives. The articles have been commented upon by teachers in a way which appears to suggest that if something does appear in a national publication it gives the work going on locally a higher credibility. Teachers and institutions have welcomed the first Technology booklets and there is a demand for the others in the series.

3.10 EXAMPLES OF RAISING AWARENESS AMONG THE ADVISORY SERVICE

3.10.1 Health Education Team

On her appointment to the post and having identified, by her title, the area of the curriculum in which she saw RSE being located, the Advisory Teacher became a member of the Health Education Team. This led to joint running of several one-day courses with the Health Education Co-ordinator focused on the "Health for Life" materials. The supply cover needed to release teachers to attend these courses was funded by the co-ordinator. The "Health for Life" publications were provided free of charge to participating schools, copies were also lodged in the local health promotion unit for schools to borrow, and copies were given to the Advisory Teacher to use in workshop sessions with schools. The funding for this provision was made available by the Health Education Co-ordinator.

Funds were also made available by him for a one day RSE course for 24 teachers.

The member of the health education team, with a special responsibility for HIV and AIDS was also responsible in tertiary education for nursery nurse education (NNEB). She was able to use materials from the Child Accident Prevention Trust supplied by the Road Safety Office in her work with nursery nurses, many of whom will be working in schools at the completion of their course.

3.10.2 Presentation to the whole Advisory Service

The Advisory Teacher ran an awareness raising session with the whole of the Advisory Team. This consisted of an overview of the state of RSE in schools, based on the available research; the road accident statistics for the under 21 age group; the road safety issues; the initiatives to date; and the nature of RSE. The input was very well received and in some instances directly influenced classroom work.

3.10.3 The Technology Team

Contact with the Technology Team resulted in road safety being used as a context for some of their work with schools and an input by the Advisory Teacher to the workshops which prepared teachers for the "Fun Day" events. The Technology "Fun Days" are funded by SATRO (Science and Technology Regional Organisation) and are held in a hall in Sheffield Polytechnic. Groups of pupils from primary schools in South Yorkshire may attend for a day. Teachers from Sheffield schools which participate in these "Fun Days" are offered the opportunity to attend prepara-

tory workshops at the Technology Centre. The theme of a Time Travel Tunnel had been used in previous years but the concept of introducing safety had never previously occurred to the organisers. Three early evening sessions were planned and repeated for two groups of teachers. The Advisory Teacher and the Adviser for History ran the sessions which looked at contexts, showing how historical concepts and safety concepts could make a contribution to technological activities.

A member of the Technology Team later moved to the Polytechnic and his understanding of the potential of road safety as a context for technological work was one of the factors involved in establishing RSE as the focus for a module in a curriculum technology unit for BEd (Hons) students.

3.10.4 The Science Team

Work with the Science Team included input to the 16 workshops held city wide to introduce the NCC orders for Science, the joint running of some courses, such as those referred to below, which also involved other teams, and support for Science in schools. The Advisory Teacher for Secondary Science invited the Advisory Teacher to make a presentation to the heads of secondary science departments on the issue of RSE. Through her links with the Advisory Teacher for Science two units featuring road safety issues have been accepted for publication in "Early SATIS".

Because Science had formed part of her post of responsibility in school the Advisory Teacher was also able to run Science courses and workshops focused on road safety and entitled "Streetwise Science". Towards the end of the project, the Road Safety Officer, after gaining experience and confidence in his own understanding of the relationship between Science and RSE through his involvement in the "Streetwise Science" workshops and courses run by the Advisory Teacher, made an input to a workshop on light and sound run by the Science Team in which he helped teachers to see how the science activities related to issues of RSE and made a contribution to the safety of their pupils. He will be invited to support other science workshops in the future.

3.10.5 The Information Technology Team

Contact with the Information Technology team led to joint running of courses which also involved other subject teams. The courses used road safety as the context for workshops projects on data collection and science, and one of these featured the data logging equipment which formed part of the Road Safety Office's resources for schools.

A member of the IT team was on secondment to a project developing the potential of data logging equipment: through links made with her the resulting published materials "Sensing Science" (NCET), which are available nationally, contain many examples of how road safety provides contexts for data logging.

Road Safety was also used as a context for the HIT project (Humanities and Information Technology) a co-operative venture involving the Humanities Advisers and the IT teams. Work in the schools involved the use of computer resources which allowed for data collection, data handling and control technology. The participating schools were given road safety resources and support from the Road Safety Officers and engineers as well as the advisory staff. The resulting work is described in the documentation illustrating good practice in RSE in schools. As a result of work done on the HIT project one of the schools was nominated for the "Autoglass Safe Journey to School Award".

Because Information Technology (IT) had been part of her post of responsibility in school the Advisory Teacher was able to give support to some of the work of the IT team, particularly data logging and the concept keyboards. The Road Safety Office purchased six sets of data logging equipment and 56 concept keyboards for loan to schools to be used in the context of RSE. Further details of both are to be found in the section referring to resources. Teachers borrowing the equipment were offered training, if it was required, by the Advisory Teacher. Road Safety Officers were given training in its use by the IT team and the Advisory Teacher. The training by the former brought an added benefit as this contributed to the RSE awareness of the Information Technology Team.

The Advisory Teacher prepared a paper outlining the potential of road safety as a reason for data collection based on the work done at the Polytechnic, on INSET courses and in schools and this was used by the secondary Advisory Teacher for IT at a meeting of secondary IT specialists.

3.10.6 The Early Years Team

The Advisory Teacher made an input to a course on continuity and progression. She looked at the patchy provision of Health Education and the fact that it tends to have little continuity or progression. She then described a conceptual approach to the subject that allowed for both of these.

The large concepts described were those used in the "Health for Life" materials - ME AND LOOKING AFTER MYSELF; ME AND MY RELATIONSHIPS; ME AND MY COMMUNITY AND MY ENVIRONMENT. This provides a unifying structure and allows questions such as the following to be asked and thereby ensuring continuity and progression.

- What does a **five year old** need to know, to understand and to experience in order to

* begin to look after herself?;

* begin to manage relationships?;
* begin to have an understanding of and a care for her community and her environment?

- What does an **eleven year old** need to know, to understand and to experience in order to

* look after herself?;
* manage relationships?;
* have an understanding of and a care for her community and her environment?

All three of these large concepts and the strategies employed to explore them have implications for RSE.

3.10.7 The PRAE (Primary Records of Achievement and Experience) Team

The PRAE team consisted of a team of seconded primary teachers. They asked the Advisory Teacher to run a one day course on the 'Health for Life' material in preparation for their return to school.

One result of this was a one day course on RSE and technology held in one of the schools to which they returned.

3.10.8 The History Adviser

Links made with the History Adviser resulted in co-operative work which also involved other teams. This included the "Fun Days" as outlined above, and a course looking at the cross-curricular potential of school visits, the latter also included the Science and Technology Advisory Teachers and the Adviser for Geography. The History Adviser also recommended to schools that they introduce a safety strand to their topics.

3.10.9 The Geography Adviser

The Adviser for Geography became an enthusiastic exponent of RSE after meeting with the Advisory Teacher and promoted it within the context of the HIT project (see above) and in his dealings with schools. He was developing a project to be used in schools which looked at the restructuring of the local environment with special regard to traffic flow but his involvement ended when he decided to take early retirement. The acting Adviser who replaced him has been involved in the course which explored the cross-curricular potential of school visits mentioned earlier.

3.10.10 The PLUM Project

Links were made with a teacher seconded to the PLUM project. This looked at the use of primary Logo and mathematics with young children. Logo is a powerful computer language. The software packages for primary schools make use of a form of Logo which allows access to computer programming for even quite young children. The programmes created by the children can be used for a variety of purposes; in this project they were used to control a device called a "turtle". The "turtle" is a type of motorised vehicle connected to the computer by a lead, the programs created by the children control its movements. Possibilities were identified for using road safety as a context for some of the pupils' activities such as journeys but the direction taken by the PLUM project which was to look at geometric shapes meant that these could not be realised.

3.10.11 The integrated topic initiative

The Advisory Teacher participated in a team from across the Advisory Service which attempted to look at the role of the integrated topic; to critically reflect upon its role within the primary school curriculum; and to examine the effect of the introduction of the National Curriculum. This led to some work by the Advisory Teacher, with schools on the breadth of integrated topic work and the place of RSE within it.

From the integrated topic project emerged working parties co-ordinated by a member of the Advisory Service with the responsibility for producing the eventual materials. The working groups consisted of advisory staff (including the Advisory Teacher for Health Education, Road Safety) and primary school teachers. These working parties have now produced guidelines for integrated topic work entitled "'Fitting it all together' Topic Work in the Primary School" Sheffield City Council Education Department. The material includes tools and processes to enable schools to further develop good practice in integrated topic work.

3.10.12 The "Changing People" Courses

The Advisory Teacher was one of a group of advisory team members consulted by the Information Technology Adviser over proposals for a three day induction course he had planned for newly appointed members of the Advisory Service. The course was entitled "Changing People". On first looking at the proposals for the course two things became apparent to the Advisory Teacher, firstly that it would be a useful course for one of her road safety colleagues to attend, it would provide him with support and training for his RSE advisory role, it would allow him to get to know some of the advisory staff over the three days of the course, and it would raise the profile of his role and his subject. Secondly, with some changes, the course would meet some of the needs of Road Safety Officers from around the country.

The Road Safety Officer and the Advisory Teacher attended the course and together with the Adviser who had planned the original "Changing People" course they restructured it to make it suitable for Road Safety Officers. With support from the Road Safety Office the course was advertised nationally and run in Sheffield with inputs to the course by the Road Safety Officer and the Advisory Teacher.

The course has subsequently been run in various venues around the country by Imagination Technology, the company founded by the Information Technology Adviser after he had left the Advisory Service. It has been welcomed and praised by the Road Safety Officers who have attended.

3.11 EXAMPLES OF RAISING AWARENESS AMONG FUTURE TEACHERS

3.11.1 Sheffield City Polytechnic BEd (Hons) and PGCE

The Advisory Teacher had some links with the Polytechnic prior to the project but she made new links with the institution through some of her advisory colleagues who had formed close links with the Centre for Science Education.

The Advisory Teacher for Science made introductions to staff and involved her in a SATIS writing group located at the Polytechnic.

The former Advisory Teacher for Technology was appointed to the School of Education as Lecturer in Primary Science and Technology. From his contact with the Advisory Teacher and from using road safety as a context for work with schools, he was convinced of both the need for RSE to be included in the BEds (Hons) and PGCE courses and the real and relevant context that RSE provides for the curriculum subjects.

The Advisory Teacher was invited, initially, to run in conjunction with a member of the LEA technology team, two sessions of the curriculum technology units for BEd (Hons) students, the first for lower primary specialists, the second for upper primary specialists.

When the curriculum primary technology unit was being rewritten it was decided that road safety should provide the context for a three week module. This is currently in operation and the evaluation of this unit appears to support its inclusion in the unit for the future.

The aims of the module, as expressed to the students, are:

- to provide an opportunity to have experience of a referenced task in technology, though it is not completely open-ended because it is set as a context within road safety;

- to provide an opportunity to make use of expertise beyond your own and know some of the outside agencies from whom they can seek advice and help when planning technological activities for children. This is particularly important in teaching as a teacher cannot know everything - use visitors in classrooms, or take pupils out for first-hand experiences. NCC evidence on cross-curricular activities refers to Education for Citizenship, Environmental Education, Careers Education, Health Education and all of this can be included in the keeping safe context;

- to provide an opportunity to work in a real and relevant context which affects you, ie. the community. All the students either live or work in the locality so local issues directly affect them;

- to provide an opportunity to introduce students to data collection as a starting point for technological activities and to develop IT capabilities;

- to provide an opportunity to experience a particular type of group work, known as the jigsaw technique - mentioned in the oracy project of National Curriculum Council - which is about empowering children and giving them some expertise so that they can talk about their work with some authority;

- to develop students' abilities to work effectively in groups and raise their awareness of the implications of group work for their own teaching.

The stated aims of this safety project were met in full, and additionally the students were given valuable opportunities for communication, working in groups, and considering group dynamics, making decisions and accepting responsibility for them, and evaluation of the completed work. This provision of an opportunity to work in a real and relevant way in a context which affects individuals and the community is of particular value to students training to be teachers.

The Advisory Teacher was also invited to make an input to the curriculum science unit for PGCE students. This was based on the "Streetwise Science" workshops for teachers.

3.11.2 The University of Sheffield

The former Adviser for Information Technology, now part of Imagination Technology, the company responsible for the "Changing People" course for Road Safety Officers, had links with the university and it was through this that the Road Safety Officer was asked to contribute to a module of a unit of the PGCE course. This course is for those wishing to teach in secondary schools.

The module used road safety as the context for work on communication. The students were given the task of observing the local traffic scene. The Road Safety Officer conducted the debrief in which the issues of road safety and the nature of road safety was covered by the ensuing discussion.

The students then prepared for a school based input with a whole year group within a secondary school. This was then put into practice with the pupils. The school based work

was conducted using a variation of the "jigsaw" process as described above in the report of work at the Polytechnic. The context was an accident and the product in this case was the production of a newspaper.

Following this the Advisory Teacher was asked to run a workshop at the PGCE Education Fair at the University. The fair was an attempt to look at some other education issues which the students did not encounter during the year's course. The groups that attended the various education workshops were constituted from a variety of subject specialists.

The workshop run by the Advisory Teacher began by looking at the road safety statistics and the road safety issues. The students were then given the task of observing the behaviour of drivers and pedestrians on the roads around the hall. After the debrief and discussion they were given activities based on material from "Streets Ahead" (RoSPA). The results of these were presented to the whole group and provided a focus for further discussion.

The last activity was a reflection on the workshop and it was obvious from this that they had changed their views considerably about the nature of RSE and could see its relevance for their own subject.

3.12 EXAMPLES OF RAISING AWARENESS ON A WIDER SCALE

3.12.1 Science and Technology in Society (SATIS)

Two units written by the Advisory Teacher, one of which was initially developed in co-operation with advisory staff and teachers, have been accepted for inclusion in Early SATIS 9 to 14 (published in 1992). The Early SATIS project is funded by charities and industry, including the Gatsby Foundation. The aim of SATIS is to place science and technology in context for children and young people. It is concerned with the social impact of science and technology, making links with industry, agriculture, medicine and business; and the promotion of active learning methods.

The Advisory Teacher was invited to join the Sheffield and South Yorkshire SATIS writing group as a result of her infiltration of RSE within the science curriculum and through links with the Science Advisory team. She welcomed the opportunity for RSE to be associated with such a high quality product.

Initially a group consisting of the Road Safety Officer, Advisory Teachers and teachers worked together to produce ideas and the Advisory Teacher developed these ideas further to produce the unit "Supertram". This unit is concerned with public transport issues and focuses upon moving loads efficiently in terms of time and energy costs.

Subsequent to this and based upon ideas prompted by a product which was given an award for safety innovation - the flat traffic cone - the Advisory Teacher developed and wrote a second unit "Design a better Traffic Cone". This looks at the design problems of one piece of safety equipment and is meant to illustrate the possibilities for technological activity in schools based on the artefacts, systems and environments within the environment of the road.

3.12.2 My World (World Wildlife Fund) pub. Scholastic

The Advisory Teacher was asked to contribute to an edition of My World whose focus was to be "The Future". It was intended that this should be explored in various ways by the contributors. An article was submitted and subsequently published which illustrated how work involving pupils in RSE and road safety engineering could support the exploration of alternative futures.

3.12.3 "Science Starts Here" Central Television

Through links with SATIS the Advisory Teacher was invited to work with Central TV in the production of one of the units for their primary schools' science programme. The focus was communication but the context used was road safety.

3.12.4 "Sensing Science" NCET

This is a teachers' pack for use with data logging equipment which makes use of the software "Prism". The materials were being developed in Sheffield by a former member of the Information Technology Team who was seconded to the project. She was invited to the Road Safety Office by the Advisory Teacher to look at how road safety might provide a context for some of the classroom activities. The pack is now published and contains many references to road safety issues.
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3.12.5 "Primary Technology. I. Homes" (Pub. Sheffield Polytechnic)

The Advisory Teacher along with the Lecturer for Primary Technology was asked to produce a series of technology booklets for teachers. The first in the series is published and others are being written. The booklets contain a range of technological classroom activities and illustrate, in practical terms, the integration of safety education.

3.12.6 Association of Science Annual Conference, 1992, Sheffield

The Advisory Teacher was invited to contribute to the conference. In conjunction with the Road Safety Officer a symposium was held on the nature of RSE and its relationship with Science.

3.12.7 National Police Course on Road Safety

Following a three day course for officers from South Yorkshire Police it was decided by the Road Safety Office to run a five day course in Sheffield based on this, which would be offered to other police officers, from around the country, who were concerned with RSE in schools.

3.12.8 The Institute of Road Safety Officers

The Advisory Teacher was invited to talk to the members of the local branch of IRSO at Wakefield. This consisted of a presentation which looked at the model being used in Sheffield, the road safety issues and the nature of road safety that was being presented to teachers; and a workshop involving activities used with schools.

3.12.9 Leeds Road Safety Office

The Advisory Teacher and the Road Safety Officer were invited to a seminar in Leeds arranged by the newly appointed Road Safety Officers and attended by representatives of various organisations with an interest in RSE in schools. The first part of the meeting was discussion based: the second part was a presentation focused on the philosophy and practice of the project.

3.12.10 Yorkshire and Humberside Road Safety Officers Group

The Advisory Teacher and the Road Safety Officer held a meeting for this group in Sheffield. The meeting was a series of informal presentations based on aspects of the project.

3.12.11 Sheffield Under 5s Association Conference

The Association has membership which includes parents as well as those who are associated with services for the under fives. The Advisory Teacher ran a workshop which was intended to raise the awareness of road safety, the need for RSE.

3.12.12 Parliamentary Advisory Committee on Transport Safety (PACTS)

The Advisory Teacher was invited to attend the meetings of this committee. From her experience arising from the project, she was able to give advice on the relationship that should exist between the curriculum, the National Curriculum and RSE. This informed a paper which was presented to members of parliament for discussion.

4. IN-SERVICE COURSES

4.1 FUNDING

There were no funds directly available to cover the cost of supply cover for teachers attending courses offered by the Advisory Teacher therefore it was necessary to look for other sources of funding; to investigate the joint running of courses funded from elsewhere; to make inputs to other courses; to run school based INSET of various kinds; and to provide centre based INSET with no supply cover required.

Some of the ways in which this was done were as follows:

4.1.1 Funding from other sources

Sole running of courses:

* Funding was provided by the Health Education Co-ordinator from the Health Education supply cover budget. This allowed for 3 x 1 day courses.

Joint running of courses:

* The Advisory Teacher worked in close partnership with several subject teams in planning and delivering courses which had budgets for supply cover and which made use of road safety as the context or as a major element.

Input to courses:

* These too made use of the budgets of other groups but the contribution by the Advisory Teacher to planning and delivery was less. In some instances, especially at the beginning of the project, these inputs were mainly intended to publicise and establish the project, the Road Safety Officers and the Advisory Teacher.

4.1.2 No supply cover required

School based INSET:

* This was done mostly on days set aside for curriculum development, in workshops held after school, or during staff meetings which were held after school or at lunchtimes.

Centre based INSET:

* This was either run after school from 4.00 until 6.00 (twilight sessions) or was run for half a day. Schools found it easier to cover internally for half days rather than for whole days.

4.2 ATTRACTING TEACHERS TO COURSES

As there was a low awareness of the real nature of, and the need for, RSE it was often difficult to attract teachers to RSE courses. This was not helped by the introduction of the National Curriculum which determined the priorities of many schools to the detriment of RSE. Access to money for supply cover was initially a good way of ensuring the attendance of teachers on courses but such a model is very expensive and was becoming obsolete in that money for cover was being devolved to schools.

After this devolution process had taken place the lack of awareness among teachers was yet again a factor which inhibited the take up of places on courses which needed supply cover. Even when schools had supply money devolved to them, persuading teachers to use this for road safety courses was difficult. Devolution had brought problems to many schools that had traditionally had a high attendance record on INSET courses of all kinds. The money, previously earmarked for the provision of courses by the Advisory Service, was now shared equally among the schools, therefore some schools, in effect, faced a drastic reduction in the number of INSET days for which they were able to afford cover.

Whereas previously all the money had been used to fund supply cover for centre based courses, under the new conditions some was still used for this purpose but it was also used in a variety of other ways; to release teachers from the school to plan and deliver INSET with other staff; to further in-school curriculum development in specific areas; to release teachers to liaise with other schools and so on. Schools were also faced with the needs for training brought about by the demands of the National Curriculum which not only included the content and processes of the subjects but also record keeping and assessment. Across the board the response to centre based INSET which was not identified as National Curriculum priority was reduced. However the need for school based INSET increased.

Although this caused problems it had real advantages for RSE as it provided more opportunities to engage with whole staffs in the primary sector than were provided by the traditional centre based courses. Centre based courses assumed that course members would continue the dissemination process upon returning to schools. The problem with this for RSE was that it was a new area for teachers, and for some, that initial course resulted in a massive change in their perception of the subject. Such teachers were not in a position to run training sessions for colleagues in their own schools. It was realised quite early in the project that the main function of the initial centre based courses, which had to address awareness raising as a first step, was to act as an advertisement for RSE. Often those who had attended, followed this up by requests for Advisory Teacher or the Road Safety Officer to provide training for their colleagues. If RSE is to be effective pupils need a planned progressive programme which consists of short, frequent and regular inputs in ongoing work, and for this to take place it is necessary to raise the awareness of the whole staff, and then to support the needs of the school to achieve such a programme. This could be done most effectively through school based courses.

This still left the problem of overcoming the reluctance of teachers to identify RSE as one of their priorities for INSET of any kind. This was addressed by looking at what schools were identifying as their priorities and using the cross-curricular nature of RSE to support those needs. The information received from schools through their school development plans had identified science and Information Technology (IT) as the two major priorities for staff training, therefore the Advisory Teacher planned courses which would support these two areas while using RSE as the purpose for such work. These courses were not only more acceptable to teachers but also presented RSE in the way it was hoped it would be located in the curriculum, as a real and relevant context for the cross-curricular skills such as Information Technology and subjects such as Science.

The policy of participating in courses run by other advisory teams was still pursued and this too was proving to be fruitful, resulting in, for example, courses on "IT Science and Road Safety", "Continuity and Progression", "The Cross-Curricular Potential of School Visits" and "Fun Days" (technology, road safety and history). Further details of these courses and those mentioned earlier are described below.

Towards the end of the project, due to the growing awareness among teachers about RSE, an awareness which developed through courses and classroom practice, it became more appropriate to offer centre based courses which built upon this previous experience of RSE and looked at various aspects of the subject. Teachers who attended these courses were, in the main, from schools that had received training previously and were establishing RSE in the curriculum. Therefore teachers attending those courses were faced with fewer difficulties in reporting back to and influencing other members of staff.

4.3 TRAINING FOR THE ROAD SAFETY OFFICERS

The philosophy and practice of the Road Safety Office were not at variance with the philosophy and practice of schools therefore there was no urgent need to provide initial training for the officers. It was decided instead to review the needs for training as the project developed and as the initiatives and the demands these might create began to affect the running of the office.

However there was a problem initially as there was only one Road Safety Officer directly involved in the project. To run training courses for one person is difficult and not very effective. Much of the "training" of the Road Safety Officer by the Advisory Teacher (and vice versa) was done through involving him in the courses and workshops run by the Advisory Teacher; and through discussions which included the analysis of activities done together in schools or on courses.

There was also a need for the Road Safety Officer to have more formal training and the opportunity to provide this came through the "Changing People" courses in which he participated both as a member of the courses and as a facilitator and speaker. Other Road Safety Officers, from the Road Safety Office, also attended the "Changing People" courses.

As the project began to place demands upon the road safety staff it was necessary to hold a series of meetings and review days to examine, among other issues, the role of the Road Safety Officer in general; the specific roles of the Road Safety Officers; the relationship between the Road Safety Office and schools; and the relationship between the Road Safety Office and South Yorkshire Police Service.

Training for Road Safety Officers on the use of concept key boards was provided by the Advisory Teacher and by the LEA Information Technology team. Training on Apple Macintosh applications was provided at the LEA Information Technology Centre.

The Advisory Teacher and the Road Safety Officer provided training for the other members of the road safety staff on the philosophy and practice arising from the project. This was followed by a course, run by the Road Safety Officer, on working with teachers to plan RSE into integrated topics in the primary school, and into subjects in the secondary school.

4.4 THE INVOLVEMENT OF THE ROAD SAFETY OFFICER

The Road Safety Officer most closely associated with the project was involved in most of the courses and workshops offered by the Advisory Teacher. Not only was he able to make contributions to these, but it gave him a greater insight into the running of LEA INSET, increased his skills in this area and helped him to understand how he might support other advisory staff in the delivery of their courses. He is now able, not only to provide INSET for teachers in areas with which he feels confident as a trainer, and which are appropriate for his role, but also able to make a RSE input to curriculum subject focused training run by other Advisory Teachers. Such an input provides both a purpose and a context for the course.

4.5 TEACHERS' COMMENTS ABOUT THE COURSES

Teachers were asked to comment upon the INSET provision in two ways, during an oral reflection at the end of the session and by completing an evaluation sheet. The overall assessment of the courses and workshops was high. The majority of teachers acknowledged that the course or workshop had changed their views on the nature of RSE.

The following comments are examples taken from the evaluation sheets. Teachers were asked what the most valuable aspects of the RSE inputs were:

> "Awareness of the variety of RSE which you can put into topics."
>
> "Its relation to everyday situations - how to develop work already in progress."
>
> "Drawing our attention to the breadth of the subject and how to fit it into what we are already doing."
>
> "Realisation that "road safety" extends beyond the Green Cross Code."
>
> "Getting down to the children's level and realising how little they know of road safety or safety generally but then finding that there are strategies you can work on" - this refers to the "Health for Life" Write and draw and the materials.
>
> "Involving me at the level of the children - drawing me 'safe'."
>
> "Stimulus to cross-curricular questioning, problem setting/solving etc..."
>
> "Hands on experience."
>
> "Being made aware of the range of materials available to assist teaching and how it is cross-curricula."
>
> "Availability of help and advice."

4.6 EXAMPLES OF COURSES AND WORKSHOPS DESIGNED TO ESTABLISH RSE IN THE CURRICULUM

RSE courses were held early in the project. The first ones, advertised as RSE or as "Keeping Safe" were funded by the health education co-ordinator. The funds paid the supply cover costs for teachers attending the course. These were well attended.

ROAD SAFETY EDUCATION

9.15 INTRODUCTION

9.20 WHAT IS ROAD SAFETY?

9.35	HOW DO WE KEEP SAFE?
9.50	CHILDREN'S PERCEPTIONS OF SAFETY "Health for Life" materials
10.30	COFFEE
10.45	ALTERNATIVE FUTURES
10.55	ROAD SAFETY ISSUES AND STATISTICS
11.30	USING THE LOCAL ENVIRONMENT Video of a local school.
12.00	LUNCH
1.00	ENGINEERING FOR SAFETY
1.45	PRACTICAL ACTIVITIES
3.15	RESOURCES
3.30	PLANNING TIME
3.50	REVIEW OF THE DAY

"KEEPING SAFE"

9.15	INTRODUCTION
9.25	WHAT MAKES ME FEEL SAFE?
9.35	THE SAFETY PROMOTING SCHOOL
10.00	SAFETY EDUCATION IN THE PRI MARY SCHOOL video
10.30	COFFEE
10.45	CHILDREN'S PERCEPTIONS "Health for Life" materials
11.35	PRACTICAL ACTIVITY
12.15	PRESENTATIONS
12.30	LUNCH
1.15	ROAD SAFETY STATISTICS AND ISSUES
1.45	THE ROLE OF THE POLICE IN SAFETY EDUCATION
2.00	ROAD SAFETY EDUCATION AND THE CURRICULUM
2.15	PRACTICAL ACTIVITIES
3.30	RESOURCES
3.50	REFLECTION ON THE DAY

However some courses advertised specifically as RSE courses did not run due to lack of interest. The factors contributing to this were as follows: these courses were not funded, and schools had either to provide cover internally or pay for cover from their own resources and teachers were not aware of the nature of RSE and its place in the curriculum. The first courses had already met the needs of that small group of teachers who already valued RSE. Schools were faced with the introduction of the National Curriculum and were using their limited resources for this. The provision of courses was reviewed and it was decided to employ the following strategies.

* Courses and workshops to be put on at times when no cover was required. These to include centre based twilight sessions (4.00 pm - 6.00 pm), school based curriculum meetings, school based curriculum days.
* To run half day courses for which schools were more willing to provide internal cover.
* To continue to look for opportunities to make inputs to courses run by other teams.
* To run subject focused courses using road safety as the context and the purpose.
* To continue to seek to raise the awareness of the breadth of RSE and its place in the curriculum, among teachers.
* **School based awareness raising curriculum meeting, sample programme**

  These were one hour long and mostly took place after school; a few were held at lunchtime.

ROAD SAFETY EDUCATION

12.00	INTRODUCTION
12.05	ROAD SAFETY STATISTICS
12.15	ROAD SAFETY ISSUES
12.30	ROAD SAFETY AND THE CURRICULUM
12.45	RESOURCES
12.50	DISCUSSION

* **School based "Health for Life" (HFL) workshops**

One hour workshops with all the staff, usually at the end of a school day but some at lunch time.

These were preceded by a classroom activity. This activity is the appropriate "Write and draw" activity from the HFL books:

Sample programmes

HEALTH FOR LIFE 1 - KEEPING HEALTHY

3.30	INTRODUCTION
3.25	THE "WRITE AND DRAW" RESULTS: Keeping Healthy

Analyze these under the following headings:

THEMES; TO CHALLENGE; OMISSIONS.

3.45	REPORT BACK

Does Safety appear?

4.00	THE "HEALTH FOR LIFE" MATERIALS

Background and research.

4.05 THE SCOPE AND SEQUENCE CHART

4.10 THE ACTION PLANNERS:

- Which boxes for Safety input?
- List of health education themes. Using all action planners to look at continuity and progression.
- List of school topics. Using own year group action planner, how can the material support your topics and for your children's needs as indicated in the "Write & Draw". Which will support safety education?
- Recording using the action planners.
- The classroom activities.

4.25 WHERE DO WE GO NEXT?

4.30 END

HEALTH FOR LIFE 2 KEEPING SAFE

3.00 INTRODUCTION

3.02 THE "HEALTH FOR LIFE" MATERIALS

Book 2

3.07 THE WRITE AND DRAW RESULTS

Analyze the results under four headings:

THEMES; TO CHALLENGE; OMISSIONS; STRATEGIES.

Whose job is it to keep them safe?

3.17 REPORT BACK

3.27 ACTION PLANNERS 1

One safety topic through the years, Rec. to Y6.

Starting point - "What do children need to consider to keep: a. themselves safe?; and b. others safe?"

3.37 ACTION PLANNERS 2

How can safety be an aspect of your current and future topics?

3.42 BOOK 2 ORGANISATION

3.45 PROVISION OF SUPPORT FROM THE Road Safety Office

Planning, INSET, resources

4.00 END

* **Subject focused school based or centre based day courses.**

In the case of school based courses the content and balance of each course was negotiated with the schools and depended on their particular needs at that time. The majority of these courses focused on either Science or Technology and some featured both, but all used road safety as the context and the purpose.

The "Health for Life" materials were also used and the teachers were asked to do the "Write and draw" activity with their pupils before the course.

Sample programme

ROAD SAFETY, SCIENCE AND TECHNOLOGY

9.00 INTRODUCTION

9.15 THE "HEALTH FOR LIFE" MATERIALS

9.20 THE "WRITE AND DRAW" RESULTS:

9.40 REPORT BACK

9.45 THE SCOPE AND SEQUENCE CHART

9.50 THE ACTION PLANNERS

10.20 ROAD SAFETY ISSUES:- How can we use science and technology to address these?

10.30 COFFEE

11.00 SCIENCE ACTIVITIES

12.30 LUNCH

1.00 PREPARE PRESENTATIONS

1.15 PRESENTATIONS

1.30 REFLECTION ON ACTIVITIES AND AT1

1.45 A. TECHNOLOGY)These two activities B. PLANNING SESSIONS) to run side by side.

3.00 EVALUATION OF PRODUCTS

3.10 REFLECTION ON ACTIVITIES

3.25 REFLECTION ON THE DAY AND LOOKING TO THE FUTURE.

Sample programme

"Streetwise Science"

This course consisted of a series of three "twilight" workshops - MOVING; LIGHT AND COLOUR; MATERIALS.

The following is the programme of one of those workshops.

STREETWISE SCIENCE - MOVING

4.00 INTRODUCTION

4.10 BACKGROUND

The Road Safety Statistics

4.20 SCIENCE AND ROAD SAFETY Helping children to understand how and why things

happen. Movement is particularly signifi cant to safety in the road environment. Description of the activities.

4.25 THE ACTIVITIES

* Friction - shoes
* Downhill travel - affect of gradients on speed or distance to stop.
* Stopping - unsecured loads.
* Data-logging - monitoring traffic outside and inside.
* Gears - how they work.
* Rules that govern movement.
* Moving loads.

5.45 REPORTING BACK

6.00 END

* **School based science workshop sample programme**

These have been planned in conjunction with a member of staff and usually consist of a series of one and a half hour workshops after school with road safety providing the context and focused on one area of Science.

SCIENCE AND ROAD SAFETY - WORKSHOP 1 FRICTION

3.30 INTRODUCTION

3.32 ALTERNATIVE FUTURES AND RSE

3.47 SCIENCE AND RSE

4.00 SCIENCE ACTIVITIES - FRICTION

4.45 REPORTING BACK

* **School based environmental course sample programme**

The following was one of a series of different workshops and meetings focused on road safety. The Road Safety Officer had made a video of visits which the whole school had made around the immediate vicinity of the school. This workshop was to look at the cross-curricular potential of safety in the local environment.

SAFETY IN THE LOCAL ENVIRONMENT

3.30 INTRODUCTION

3.32 THE EDUCATION REFORM ACT

3.40 ALTERNATIVE FUTURES

3.55 THE LOCAL ENVIRONMENT video of the locality and the pupils

4.15 MEETING THE NEEDS OF CHILDREN

4.20 THE NEXT STEP

* **Information Technology and RSE**

* Workshops held in school or at a centre to which the teaching staff of a school travelled.

The workshops were focused on concept keyboards or data logging. The teachers were able to familiarise themselves with the equipment and the programmes and were given ideas of how these might be used to support RSE.

* **Examples of courses run in conjunction with advisory colleagues**

A. TECHNOLOGY "FUN DAYS"

The input was as follows:

ROAD SAFETY AND TECHNOLOGY

TIME TUNNEL - A STORY

TECHNOLOGICAL ACTIVITIES

Answering the following needs raised by the effect of travel in time and distance:

- to keep oneself safe;
- to keep others safe;
- to keep the environment safe.

B. INFORMATION TECHNOLOGY, SCIENCE AND ROAD SAFETY

WEATHER

The input was as follows:

WHY RSE?

WHAT ASPECTS ARE WE LOOKING AT IN THIS WORKSHOP?

* The effect of weather on the environment
* the effects of forces upon that environment
* The road safety issues
* Information Technology and RSE

PRACTICAL ACTIVITIES

DATA LOGGING

The input was as follows:

THE POTENTIAL FOR RSE

LOAN OF DATA LOGGING EQUIPMENT

FOLLOW-UP OF INDIVIDUAL SCHOOLS

SUPPLY OF RESOURCES

C. CROSS CURRICULAR POTENTIAL OF SCHOOL VISITS

The input was as follows:

QUESTIONS TO ASK OF A HISTORICAL SITE

- What were the main risks faced by the people at that time?
- How did they manage the risks?
- What are the main risks for today?
- How do we manage the risks?
- What might be the risks in the future?
- How might these be best managed?
- As technological changes occurred what were the benefits and what were the costs?
- What are the latest technological changes?
- What are the benefits and costs?

D. INTEGRATED TOPIC

This has been a major Advisory Service initiative developed over two years and has implications for the implementation of RSE. The Advisory Teacher participated in the process. She has also worked with some of the schools directly involved in the development work and this has led to road safety initiatives in those schools.

E. SCIENCE WORKSHOPS

The Road Safety Officer made an input to centre based courses run by the Advisory Teacher for Science for teachers wanting to increase their knowledge of scientific areas. The Road Safety Officer provided the real and relevant context for the work done in the workshop and also highlighted resources. These inputs will continue.

F. CONTINUITY AND PROGRESSION IN THE EARLY YEARS

The course looked at continuity and progression in different areas of the curriculum. The Advisory Teacher looked at Health Education. If RSE, located as it was in Health Education, is to be of benefit to pupils it must be provided within a Health Education Programme which has continuity and progression.

The input was as follows:

THE STATE OF HEALTH EDUCATION IN SCHOOLS

THE UNIFYING CONCEPTS
(from "HEALTH FOR LIFE")

ME AND LOOKING AFTER MYSELF;

ME AND MY RELATIONSHIPS;

ME AND MY COMMUNITY AND MY ENVIRONMENT

QUESTIONS TO HELP PROVIDE CONTINUITY AND PROGRESSION

- What does a **five year old** need to know, to understand and to experience in order to

* begin to look after herself?;
* begin to manage relationships?;
* begin to have an understanding of and a care for her community and her environment?

- What does an **eleven year old** need to know, to understand and to experience in order to:

* look after herself?;
* manage relationships?;
* have an understanding of and a care for her community and her environment?

More detailed descriptions of certain courses follow.

1. Streetwise Science. Session 3 of four twilight workshops in a primary school.

The Advisory Teacher and the Road Safety Officer were in school from 2.30 pm. engaged in preparation - setting up video, concept keyboard etc. The actual twilight session was from 3.30 pm to 4.30 pm, though the majority of the staff stayed until 5 pm. The purpose was - as at previous sessions - to see how, through understanding scientific investigation, pupils may make safer use of the road environment. This session was concerned with further understanding of road safety issues - movement, energy, forces.

An extract from a video made at a local school was used to simulate a class observing local traffic, and examples given of the questions they could subsequently be asked.

Possible investigations covered making a vehicle, making a vehicle that would go downhill and considering the effect of different loads, different surfaces and different cambers. Children can make a simple force meter to measure pushes and pulls.

Some members of staff looked at factors which affected stopping and stopping distances - weight, speed, road surface, angle of slope and considered adding lights to the vehicle for signalling, warning and visibility. Others explored the potential of the concept keyboard using the prepared overlays.

The consensus view of the staff was that such activities in the classroom provided an opportunity to develop the skills of manipulation and communication, social skills of co-operation, and certain processes such as planning, raising questions, estimating and measuring and recording, as it would be necessary to read a scale and make an appropriate table. They were most enthusiastic and interested in the work undertaken.

2. A Curriculum Day on Road Safety and Science in a Primary School.

This curriculum INSET day was attended by all 13 members of staff, including the head teacher. One member of staff had attended a day's INSET on Health for Life. The Road Safety Officer had taken the box of resources to the school and the Advisory Teacher had previously visited the school to run a Health for Life course for one hour with all staff and to plan this curriculum day.

Preparation for the course was excellent. A variety of resources were available for the staff to review which they did with considerable interest, and the Advisory Teacher had set out a series of experiments which could be used in school and which related to road safety aspects - the dimmer boxes, light reflection, simple circuitry, concept keyboard materials, pictorial aids relating to street noises, recognition of road signs and their meaning, and the effect of different surfaces and angles on the rate at which vehicles and shoes slipped down a surface.

A good balance was achieved between talking and discussion and practical activities. This was a very lively, enthusiastic and perceptive group of staff who applied themselves wholeheartedly to all the sessions, particularly the workshop sessions in groups of three which were based on "Streets Ahead" materials. The video of a local school was particularly stimulating as it displayed views of environmental aspects concerned with road safety which the teachers had not previously considered.

The staff applied themselves with enthusiasm to the various activities and experiments prepared for them, evaluated them according to the needs of their own individual classes and started to consider how they would include RSE in their curriculum.

The Advisory Teacher distributed copies of the road safety plan for Sheffield and the information which has been distributed to governors. The consensus view was that this had been a very worthwhile and stimulating curriculum day.

3. Day Course on Information Technology, Science and RSE held at Nether Edge Curriculum and Professional Development Centre.

The course organiser was the Advisory Teacher for Information Technology. Also present were two Road Safety Officers, two members of the IT Team, the Science Advisory Teacher and the Advisory Teacher for Health Education.

She introduced the course by saying that good practice in Primary science involves all of the pupils in first hand experiences, largely or partly inspired by their own questioning. Children and teacher will be communicating in an atmosphere of mutual respect, rethinking and modifying their ideas in the light of new experiences. As data is interpreted the class will make informed choices and decisions about further investigations.

The purpose of the course was to show that this classroom process, through which good Primary science develops, can be supported and enhanced by the effective and appropriate use of Information Technology. Collaborative experiences can be developed, not only through the shared production of word-processed text but in the processes of constructing a database or participating in practical work as part of a simulation or adventure game. The freedom to redraft text and data without totally rewriting is a powerful encouragement for children to rethink and modify their ideas. IT gives speed, variety and flexibility to the displaying of data which helps to extend the possibilities of interpretation and pattern-seeking.

IT has relevance and value in three broad areas:

a. information handling

b. communication

c. data-logging.

Information handling programmes **used in conjunction with practical activities, can motivate children to observe more skilfully and record their observations in a careful and systematic way. The data which is generated can become a useful resource which may be consulted, reorganised or extended to stimulate further investigations. The use of the computer will encourage children to discuss and communicate their findings.**

Communication - **Text handling using word processors can significantly** improve both the quality and quantity of children's writing. Very young children with limited vocabulary can generate substantial pieces of writing by "touching in" whole words using an overlay keyboard. This facility can also support children with learning difficulties. The ease with which text can be written encourages more extended composition than does the use of paper and pencil. Knowing that text can be easily manipulated encourages children to put their ideas into words.

Data-logging. This is probably the least developed use of IT in Primary science. Use of data-logging equipment will encourage children to develop their investigative skills and their understanding of science in activities using equipment and measurement. Children will gain confidence to make decisions about when, what and how to measure.

The Advisory Teacher for Health Education introduced the weather project. The group took readings of precipitation, temperature, light, visibility, wind speed and cloud cover in pairs at half hourly intervals and then transferred the data to a database. A variety of graphs were subsequently produced from the database, and the relationship of this exercise to RSE fully discussed.

The slipping exercise, based on slippage heights of different shoes on plain board, wet board and oiled board was also related to the implications in respect of RSE. Data was put on computer and various forms of recording subsequently produced eg. histograms, pie charts.

A wide variety of IT equipment had been prepared for the use of course members - including concept keyboards using prepared overlays which proved to be particularly popular with the group.

In addition a paper had been prepared and was distributed by the Advisory Teacher in Health Education, Road Safety, which demonstrated the links between IT, Science and RSE. This was a very successful day, much enjoyed by all the participants.

5. PROGRESSION IN RSE

One of the major objectives of the project was to give pupils access to planned and progressive programmes of RSE.

In order to plan for progression in any curriculum area it is necessary for those involved in the planning to have a good understanding of that area. Such an understanding should include the nature of the subject, its concepts, skills and knowledge, the ways in which it might best be learnt, how it relates to the rest of the curriculum, how it contributes to the entitlement curriculum and what is appropriate for pupils different ages and stages.

The fact that road safety is complicated and highly complex, influenced as it is by a wide and varied number of factors which range from the personal to the global, has implications for the way it needs to be handled in school. Such a complicated and complex area needs to be addressed by an educational model which matches this complication and complexity.

From the available research it was known that teaching staff in general had little understanding of the real nature of RSE and experience of working with teachers on this issue bore that out. This seemed to indicate that few schools were in the position of being able to plan confidently and to put into practice a progressive programme of RSE which would address the complicated nature of the subject.

The need for the establishment of a sophisticated educational model when set against the teachers' lack of awareness of the true nature of road safety and RSE, raised immediate doubts as to whether it would be possible to establish, within a short time, planned and progressive programmes of RSE which conformed to the required model.

It was therefore necessary to set realistic short term objectives and identify strategies which would lead in the long term to the desired outcome.

It was recognised that the teachers were on a journey and that it was necessary to give support to them which recognised that fact. The first priority was to raise their awareness of RSE, the second priority was to enable them to use RSE as a context for curriculum foundation subjects and to see the links with the National Curriculum cross-curricular elements. Teachers then needed time and support to become more skilful and more confident in putting ideas into practice.

While teachers, through meetings, workshops, courses and classroom experiences, were exploring the nature of RSE and discovering its contribution to, and its relationship with the curriculum, strategies were employed to address the difficult issue of how to achieve a certain degree of progression through initiatives which in their turn could help staff to see how this might be achieved. This was addressed in three ways.

The "Health for Life" materials provided planned and progressive programmes of health education which included RSE to a greater or lesser degree. The books were very accessible and acceptable to teachers and were introduced, in the main, at staff meetings involving the whole staff.

The road safety box contained a set of resources designed to provide progression appropriate to the children's age range.

The topic planning sessions were used by the Road Safety Officer to plan for progression in RSE.

Increasingly since the advent of the National Curriculum, primary schools are working with a bank of integrated topics which are repeated, usually on a yearly or two yearly cycle. The topics and the accompanying resources are regularly reviewed and modified. The continuity achieved by the use of the same topics, and the process of review, allows the Road Safety Officer to support the school, through topic planning sessions and to gradually build a

progressive programme of RSE into these topics along with the necessary resources.

As schools gain in expertise and in confidence the issue of progression becomes one, which for them, is easier to address.

5.1 PLANNING RSE INTO INTEGRATED TOPICS

It was apparent that even after teachers had attended meetings to raise their awareness of the nature of RSE and had participated in workshops and courses where they looked at the possibilities for classroom action, they still needed support to plan RSE into their integrated topic work.

The gap between being aware of the need to do something and seeing how this might happen in practice is always a wide one. The teachers involved in the various initiatives of the project gave weight to research which stated that teachers were unaware of the true nature of RSE. One teacher summed up the usual reaction of teachers after the awareness raising session by saying in her evaluation "You have opened a door into a room I didn't know existed".

To move from this position to one in which she and others like her could confidently identify all the possibilities for integration of RSE with integrated topic work, and then be able to translate this into classroom activities would normally require a great deal of training and experience. In order to attempt to short cut this process and enable teachers to translate their enthusiasm into action quite quickly the integrated topic planning sessions were initiated. This was one of the ways that the time and the expertise of the Road Safety Officer could be exploited and best used for the benefit of the schools.

5.1.1 Organisation

* The planning sessions are arranged at lunchtimes. The organisation of the session is not suitable for after school unless only one "topic group" is involved.

* The teachers are divided into groups working on the same topic or topics. Each "topic group" meets with the Road Safety Officer for about ten minutes. This usually means that the Road Safety Officer can spend an hour in school and see up to six groups. The benefit for teachers is that it takes only ten minutes of their valuable time.

* The teachers are asked to bring their topic planning sheets with them so that the Road Safety Officer can look at what the teachers have already planned.

* The Road Safety Officer then suggests concepts, activities and knowledge which will support the work the teachers are intending to do and which will be appropriate for the topic and for the age of the pupils.

* The Road Safety Officer suggests resources if these are felt to be necessary. If the Road Safety Officer does suggest resources it is important that these are intended to support the direction and the time scale of the topic. However in the majority of cases resources are not needed. It is often enough to help the teachers see how what they have already planned can make a significant contribution to the RSE of their pupils. This might be achieved from a change of emphasis which makes clearer links between the pupils' activities and experiences and how these might help the latter keep themselves and others safe, or from a small input to the topic which enriches the topic and gives it an added sense of purpose.

* The Road Safety Officer fills in a sheet, for each group, detailing the suggestions made during the planning session, to serve as a reminder to the teachers, and makes a list of any resources required, when they will be required and when they may be collected.

* If resources are needed these are delivered to and collected from the school at the times specified during the planning session.

The benefits of this system are as follows:

- it is a very economical use of time for both teachers and Road Safety Officers;

- it gives useful and concrete support to teachers willing to do RSE;

- it intervenes in the integrated topic planning process at the right time, allowing for the safety issues to emerge out of the ongoing work of the school;

- it increases awareness of:

- how RSE integrates with the curriculum;

- the road safety issues;

- the nature of RSE;

- by working with all the staff the Road Safety Officer is able to help to identify and build progression through the school in terms of the concepts, skills and knowledge of RSE and the Road Safety Officer is able to identify the ways in which succeeding integrated topics can build upon children's previous experiences in this area;

- it allows for the building of a complicated and complex educational model which is needed to address the complicated and complex nature of road safety;

- safety education and RSE is recognised as providing the "real and relevant context" demanded by the subjects of the National Curriculum.

The following section contains the Plan for RSE for Pupils aged 5-16 years devised by the Advisory Teacher based upon the 'Good Practice Guidelines' and Sheffield LEA's Health Education Guidelines. It was distributed to head teachers and governing bodies.

5.2 EXAMPLE SCHOOL PLAN

A PLAN FOR RSE FOR PUPILS AGED 5-16 YEARS. 1991.

SETTING THE SCENE

While Britain has in comparison to its European partners a good road safety record in overall casualty figures it does have a very real and disturbing problem in terms of child road accident statistics which are among the worst in Europe.

The Statistics (1988).

A. Children aged 5-16

Pedestrians	Child cyclists
5,413 were killed or seriously injured.	1,799 were killed or seriously injured.
17,793 were slightly injured.	8,199 were slightly injured.

30,204 children aged 5-16 were injured or killed while walking or cycling.

B. Young people aged 16-19 - one third of all deaths and serious injuries resulting from moped, motorcycle and scooter accidents happened to this group.

C. On average 14 people die on the roads every day - one third of all those who die on the roads are 18 or under.

D. It is estimated that for every reported road accident there are nine which go unreported. Most accidents are potentially serious or fatal.

Figure 2 shows how the risk of becoming a road accident casualty varies with age.

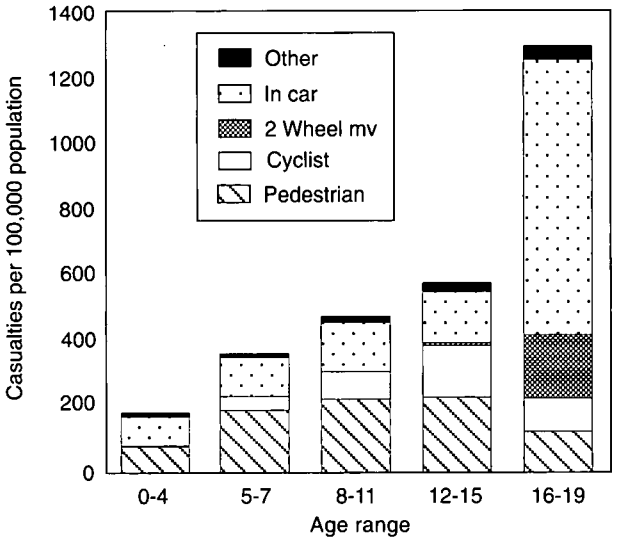


Fig 2 Casualty rates (Road accidents Great Britain 1992)

THE COST

In financial terms the total cost of road accidents in 1988 was estimated to be £5 billion. In human terms there are thousands of bereaved families, and many young people suffer permanent mental or physical disablement.

Human error is a factor in the overwhelming majority of road accidents. Despite the many technological solutions developed, greater efforts need to be made to increase the body of knowledge which might help in changing people's attitudes and behaviour. Education is an effective method of imparting traffic awareness and safety consciousness to schoolchildren, influencing their behaviour in the short term and in the longer term as adult road users, thereby helping to reduce the incidence of road accidents.

ROAD SAFETY

Road safety is a complicated issue. At a personal level it involves skills, knowledge, attitudes and values; an appreciation of one's worth and the worth of others, decision making and risk management. At a public level it involves such things as rules, design of vehicles, engineering, politics, economics, public opinion and public acceptability. It is affected by decision making which establishes priority between vehicles and people or between levels of cost and degrees of safety.

RSE

In schools we quite properly begin with the safeguarding of the child by teaching survival skills, however to be really effective we must attend to those wider issues outlined above. We must also be aware that it is the adult perception of a safe environment for people and the valuing of behaviour that safeguards others that will ultimately have the most impact on the safety of children, young people and other road users.

We therefore have a twofold job - to educate our children in the appropriate and safe use of the road environment and at the same time provide them with an educational experience that will influence their adult lives in terms of safety awareness and appreciation.

RSE should provide enough knowledge and understanding to enhance the quality of life by lowering the number of road accidents and thus reducing the personal and social consequences.

It should seek to provide enough knowledge and understanding to enhance the quality of life by lowering the number of road accidents and thus reducing the personal and social consequences.

It should seek to provide the skills necessary for the safe use of the road environment; to value safety; to identify and examine behaviour and attitudes that have an influence upon safety; to move towards an understanding of how systems work and how they may be changed; to contribute towards the development of decision making skills which will enable pupils to make choices and to take responsibility for their own safety and that of others; and to promote self-esteem and care for other people.

Thus by placing RSE in the curriculum the hope is to provide experiences which will help our children to make safe use of an environment which plays a major role in their lives and empower them to play a part in the shaping of that environment in the future.

Road safety is a community issue and RSE in schools should include governors, parents, teachers and pupils in partnership. This partnership should form links with the wider community.

RSE should be part of the curriculum in all schools from 5-16; and should be an entitlement for all pupils of whatever sex, age range, ability band, ethnic group or special need in order to help them to make safe use of the road environment; to understand its complicated nature and their role within it.

KEY IDEAS

Within these statements above lie six key ideas upon which the view of RSE expressed here is founded. From these arise issues which need to be considered.

a. Knowledge, Skills, Attitudes and Values.

The focus of RSE should be within the context of an active learning approach. Pupils should not only be given knowledge, it is important that they should have the ability to use and to question it. Hence the activities should be child centred, participative and experiential where appropriate, and across the curriculum. Teachers should endeavour to involve and interest their pupils through open-ended and open routed opportunities. Through these experiences opportunities should also be given to clarify their own attitudes and values, and to develop their abilities in making choices, taking decisions and accepting responsibility.

b. Choices and Responsibility.

RSE needs to recognise that children make choices. It should afford them the opportunities to identify available choices and likely outcomes; it should help them to realise which choices are personal and which are social and how to affect the latter; it should also help them to develop a sense of social responsibility.

Situations should be created in schools to enable pupils to exercise responsibility, both personal and social, and make real choices. To make effective use of pupil involvement there needs to be provision for a regular exchange of views, either at policy planning level or within the classroom, and the contributions of pupils must be seen to be of value and followed up.

c. Self-Esteem and Care for other People.

Self-esteem is the intrinsic feeling of self-worth. If an individual places a low value on herself or himself there are implications for the amount of importance given to keeping herself or himself safe. Schools should consider how they promote the worth of the individual and how they encourage pupils to appreciate their individuality while at the same time promoting the valuing of, and respect for others.

d. Safe Use of the Road Environment.

Pupils should be helped to develop and to practice the appropriate skills that will enable them to move safely within their environment. This will be achieved through a planned and progressive programme which takes into account their different ages, stages of development and experiences.

e. How Systems Work

RSE should not only be about the present but also about the future. While schools very properly help pupils to practice skills etc. in order to make safe use of the road environment, pupils also need to be made aware of the complicated nature of that environment; of the influences that have shaped it and those which are currently affecting it; of the way in which it is managed; and of the ways in which they may influence it as users, citizens or managers.

The political and economic dimensions of RSE should be explored in order that pupils receive an education that is relevant to their futures and empowers them to be active participants in determining the nature of that future.

f. Valuing Safety.

Schools should seek to promote the valuing of safety and road safety among their pupils and within the community.

It is often the value placed upon safety that determines the priorities upon which decisions are made. Decisions which directly affect safety within the road environment.

DEVELOPING RSE

Curriculum.

To help pupils make sense of the complicated nature of road safety issues schools need to employ a cross-curricular and integrated approach to RSE. RSE can provide a wide range of examples from the pupils' everyday world that support the attainment of educational objectives across the curriculum.

The links to be made with the National Curriculum are numerous, and are in many cases specified in the programmes of study, and range from Forces, Materials, Light etc. in Science; Data Handling in Maths and Science; artifacts, Business, Systems and Community in Design and Technology; Change, Location, Connections, People/Environment in Humanities; Measurement in Maths; to Industrial and Economic Awareness and Health Education in the NCC Cross-Curricular Themes.

Continuity and Progression

To achieve this there needs not only to be co-operation and liaison within schools but also between the different schools (infant, junior, secondary etc.) through which the pupils progress in order that the RSE is a continuous experience. This implies that the programme of RSE should be subject to regular review.

The Need for Planning

In order that RSE be really effective it requires a clear structure within a recognised curriculum with a planned, sustained and coherent programme of learning. It should be part of the school's overall policy and scheme of work for health and safety education. This planned and progressive whole school policy should involve the wider community in both the planning of that policy and in its implementation.

In planning, account has to be taken of the mental, physical and emotional development of the children. It would be appropriate to help children to judge speed and distance of vehicles in preparation for the change in environment that is experienced upon transfer to secondary school at the very time they are beginning to move towards adult strategies for crossing roads. It is also appropriate to revisit certain key RSE aspects in different ways and at different ages.

Although RSE is a cross-curricular issue it is important that teachers realise that RSE does have special characteristics of its own, along with specific aims and objectives, including skills and knowledge that pupils should have at certain ages in order to move about the road environment in relative safety.

Organising the Planning.

Primary Schools:

In primary schools road safety education should be incorporated into a variety of topics right across the curriculum (eg. making oneself conspicuous could be an aspect of such topics as Myself, Weather, Light, Colour etc.) rather than exist as a topic on its own or as a curriculum slot labelled 'road safety'.

Secondary Schools:

In secondary schools the organisational pattern will require more complicated planning. These patterns can be organised as follows:

- while taught right across the curriculum, RSE can be largely concentrated in a number of subjects such as English, Mathematics and Science, usually with a great degree of overlap, and with each subject treating the content from its own perspective;

- RSE can be incorporated into a central core course of Health Education, Life Skills or Personal and Social Education with important contributions from other relevant subject areas;

- RSE can also be organised through the pastoral, tutorial or guidance systems.

In both primary and secondary schools it is important that someone has responsibility for ensuring that effective implementation takes place. This could be within the brief of teachers with posts of responsibility for the areas of health education or personal and social education described above or of someone with a responsibility for curriculum development.

Teaching Methods

In order to help pupils understand the intellectual and emotional aspects of issues in RSE and the social and political contexts in which they arise, a variety of teaching methods are required. These will range from group and individual work to lectures; from questioning and discussions to reading and written reports; from experimental and discovery learning to talks from outside speakers.

THE SCHOOL AND THE WIDER COMMUNITY

RSE is an issue for the school community and the wider local community. In planning a road safety education policy it is important to take account of the other groups and agencies that have a concern in road safety issues, parents, governors, Road Safety Officers, the police, Health Education Officers.

Governors.

They should help to formulate a policy on RSE which reflects the RSE commitment of the local authority with reference to the LEA's booklet which provides guidance for governors.

The governing body's annual report to parents should include an account of the school's efforts and interest in RSE and outline current actions on issues of concerns. This should encourage further parental involvement and give an indication of the ways in which parents may support the work of the teachers.

Parents.

The role of the parent as educator in RSE is extremely important and is of particular significance in the case of the pre-school child. Young children learn by example, so it is crucial that the parents themselves are model pedestrians and road users and are seen to be so by their children.

This responsibility remains after children enter school, so it is essential that any school programme includes a contribution from parents in its development. The convening of parent-teacher-pupil forums, regularly or as and when the need arises, would be of benefit to discuss such matters as local environmental issues which may affect local traffic conditions. Road Safety Officers could be invited to hold meetings for parents on different aspects of road safety to support them in their continuing role as road safety educators. The views of parents for whom English is a second language should be considered and included. Parents can also be involved in many aspects of RSE in the school or classroom.

Pupils.

By virtue of their age and lifestyle pupils have a special knowledge of the local road environment. This covers the use they make of it, the attitudes prevalent in their peer groups towards it, their experiences and their observations. This particular knowledge is of great value when planning a road safety education programme.

They have a role to play in the education, and the care, of other pupils, parents and members of the wider community. This may involve the testing of public opinion, the collection and dissemination of information, the planning and running of activities, approaching those with responsibilities for the management of the road environment and setting a good example to other road users.

Involving pupils from the earliest age, in active partnership, should give them a sense of ownership and they will approach the subject with deeper understanding.

Road Safety Officers.

Road Safety Officers (RSOs) have a statutory duty to provide RSE for the community and have an important role to play in the formation of road safety policies and practices, and in promoting the teaching of road safety, including the provision of resources.

The Road Safety Officers will deliver school based INSET, help teachers to plan aspects of RSE into topics and into curriculum areas and will provide matching and appropriate resources.

Road Safety Officers also provide an essential link with the community and will work with groups of parents or other community groups identified by the schools.

The Police.

The police can, and in many cases do, become involved in the contribution to and the promotion of RSE in schools.

To ensure that the police input is relevant to the children's area of study it will be essential for the Police Road Safety Officer and teacher involved to have early discussion, preferably during the teacher's planning stage of the topic.

KEY QUESTIONS WHICH SCHOOLS SHOULD CONSIDER IN THE PROCESS OF PLANNING THEIR POLICIES FOR RSE.

* What RSE is already going on? Could it be better planned?
* What aims of RSE are appropriate for your school?
* Are the approaches consistent with the aims?
* Where is the cover patchy, and how can we avoid areas from being missed?
* How can we arrange for the social, emotional, behavioural and attitudinal aspects to be included?
* Do the ethos and the environment of the school promote or hinder the development and practice of the attitudes being encouraged?
* Is the road safety curriculum overloaded with information?
* Which member of staff should be given responsibility for the development, co-ordination and resources of the road safety curriculum?
* What are the INSET needs of the staff: How can one cater for these?
* Is there an effective and efficient storage and loan system for resource materials?
* Are the children's road safety needs being taken into account?

* Is road safety included in the preparatory activities for the transition from primary to secondary school?

* How can children best be helped to relate information to themselves?

* How do we ensure that the content is appropriate for the children's development?

* What learning experiences have been identified for pupils 7, 11, 14 and 16 and how do we ensure that these are achieved?

* How can parents and the community be involved in planning, implementing and participating in the programme?

6. RESOURCES

The Road Safety Office had a wide range of high quality resources and people who were in themselves a supportive and valuable resource for schools, but both of these were underused and there was a need to address this. The officers were very selective in their choice of materials, selecting only those they thought would reflect both good educational practice and the philosophy of RSE held by the Sheffield Road Safety Office. There was money available to provide more resources but there had to be guarantees that these would be used. Strategies were developed to encourage the greater use by schools of the resources, and the Road Safety Officers, and to identify those resources which, while satisfying the criteria of the Road Safety Office, would also meet the needs of teachers.

6.1 THE ROAD SAFETY RESOURCES BOX

Although there has never been a problem with Road Safety Officers gaining access to schools, and being welcomed by teachers, because the number of schools involved is large it was difficult for the Road Safety Office to maintain regular contact. Additionally, other Road Safety Officers were being drawn away from the school scene to become more involved in other initiatives such as in car safety/cycle helmets etc. For these reasons, it was decided to supply a box of road safety education resources to all schools. This would fulfil the following functions:

* **It will provide a basic RSE "kit" thereby supporting the schools in the absence of the Road Safety Officer.** The box contains resources, on permanent loan, which are suitable for work at the appropriate level for pupils of that school and covers the basics that those children require. The resource list and contact with the Road Safety Officer makes provision for the borrowing of special or limited resources.

* **It will provide consistency and continuity throughout the schools in Sheffield providing an equality of opportunity for all teachers to do RSE.** Teachers and pupils moving from one school to another in Sheffield will find the same provision of resources. Teachers will not be tempted to take their accumulated road safety education resources with them.

* **It will provide a comprehensive structure suitable for the age range.** The contents of the box varies according to the type of school whether it is a nursery, an infant school (or department), a junior school (or department) or a secondary school. A school for children with special educational needs is provided with a box whose contents are tailored to fit that school's own requirements. This begins to address the need to provide pupils with a progressive and continuous programme of RSE.

* **It will raise awareness of the true nature of RSE as we see it in Sheffield**. The one hour presentation to all the staff that accompanies the giving of the box to the school allows the Road Safety Officer to raise awareness of RSE among all the teachers and to arrange follow up sessions on planning RSE into integrated topics or within subject modules.

* **The box will occupy a permanent space in school.** The box is large, colourful, indestructible, clearly labelled and cannot be lost easily in cupboards, drawers or at the back of shelves as so often happens to folders for example. It will represent the Road Safety Office in absentia.

* **It will raise the profile of the Road Safety Office by serving as a colourful reminder of the existence of the office.** The box is clearly labelled with the contact telephone number and it contains a resource list with details of how to obtain further resources and support.

* **It will make the Road Safety Office more attractive to schools.** The provision of free, useable resources, allied with the quality of the one hour presentation, plus the free delivery and collection service, will increase the popularity of the Road Safety Office.

* **It will provide a central location for resources and reduce waste caused through loss or duplication.** The box is clearly labelled as to its function. On the side of the box is an index of resources

with spaces for the list to be updated as new resources are added. All items are labelled to the effect that they are from the resource box and should be returned to the box. The staff will be aware of the location of RSE resources in school.

* **It will prevent duplication of resources within school.** Teachers and student teachers requesting resources are first of all referred to the resource box for basic materials and then given advice as to which special resources might be borrowed on temporary loan. This is also checked against the computerised loan records to make sure that no other member of staff has these in school already.

* **It will provide a focus for interaction with schools.** This works in various ways. In the primary phase the box is only given to the school at a meeting led by the Road Safety Officer and attended by all the staff. In the secondary phase this is most likely to be given at a meeting with members of the PSE department.

The provision of a free box of resources allows the Road Safety Officer to be pro-active in approaching schools. The fact that the school is being given something free makes it much more likely that the school will make time for all the staff of the primary schools, and concerned staff in secondary schools, to be present for such a meeting. The Road Safety Officer can contact the school subsequently to update the box and to introduce new resources to the staff, or to find out how the box is being used.

The school in turn is being encouraged, by the provision of the box, to contact the Road Safety Officer for further support, allowing for a reactive approach by the latter, all of which helps to provide easier access to the school. It is at these points of interaction that the Road Safety Officer can build up a relationship with the staff and promote the development of good practice in RSE within the school.

6.1.1 The Road Safety Officer's evaluation of the success of placing the RSE box in schools

The use and success of the box and its resources varied from school to school, as did the reception of the talk which accompanied it. The National Curriculum was being introduced at the same time and while this did present some problems it also presented opportunities for giving schools support for this through provision of resources and ideas.

The ratio of schools to Road Safety Officers meant that distribution has been a slow process and it has had repercussions in the secondary schools. Requests for resources from secondary school teachers have lessened as there has been less time to visit these, the time being taken up with talks to primary staff. Again, because of staffing, it has been difficult to do follow-up visits and to update resources as originally envisaged.

The box did help the Road Safety Officer to target schools and teachers for further visits. Schools who had not received the box but had heard about it rang the Road Safety Office to enquire about acquiring one. Students and teachers who rang the office for advice on topics and road safety were referred to the box for useful resources as well as being supplied with others.

Because they were confident in finding the same resources in the schools to which they moved teachers did not take resources with them when leaving a school, even if it did mean contacting the Road Safety Office to have the box delivered. Some schools appointed a teacher to be responsible for the box and to add resources to it.

There were some problems with the initial distribution to secondary schools and it was not possible to talk to the whole staff. A three day course for all heads of PSE (Personal and Social Education) Departments provided the opportunity for an input about the boxes and allowed them to be distributed at that time. However, there was not enough time allowed to raise teacher awareness of PSE and four secondary schools were not represented. The results of this distribution have been poor with the majority of staff unaware of the existence of the box.

The concept of a box for secondary schools may not be the right one to pursue and the provision of resources for secondary schools will have to be reviewed.

6.2 OVERVIEW OF RESOURCES USED ON THE INSET COURSES

It was felt that teachers would be more likely to do follow-up work after attending courses if they had worked with and had access to good quality resources which were attractive and relatively easy either to use as they were or to adapt for their own use. Each workshop or course included a display of resources or made use of them in order to illustrate opportunities for further work in schools.

The resources below were those used most frequently to support activities in courses for primary schools. None of the work sheets or work cards were used as they were, some of them supplied ideas which were adapted, others were put alongside the activities to give ideas for other work in school. This way of using them was also the pattern in schools.

For courses and workshops where the main focus was health education, including safety education and RSE, the Health Education Authority's "Health for Life" Books 1 and 2, (pub. Nelson) were used. These were also used to supply the relevant context for courses where one of the curriculum foundation subjects provided the focus.

The following were used to augment and support a wide variety of science, technology and health education activities written and planned by the Advisory Teacher.

" Go with Science" RoSPA (Northumberland County Council)

" The Trafford Bicycle Pack" Ciba-Geigy.

" It's Really Brilliant" Written and devised by Brian Taylor, Valerie Platt. Sub. by BM United Kingdom Plc.

" Children and Traffic" work cards. Pub. MacMillan.

" Streets Ahead" Books 1, 2, 3 and 4. RoSPA

" Sounds" Tape RoSPA

RoSPA Pictorial Aids.

The following were used either as tools within workshops and courses on Science, Technology or Road Safety etc., or they provided the main focus of workshops and courses with road safety as the context:

Concept Keyboards plus:

"RoSPA Infant Touch Explorer Pack"

"Our School" Scenario

"Prompt Writer"

"Touch Explorer Plus"

"Measure It" Data Logging Equipment plus:

"Sensing Science" teachers' pack NCET.

"Prism" Software NCET.

Other resources made use of on courses were:

"Accident in Park Road" video

"Cycling Forever" video

"Survival Code " video

"Dangerous Journey" video

A display of resources, appropriate for supporting the focus of the course or the target age range accompanied most workshops, meetings and courses. Teachers were encouraged to order the resources during the workshops, meetings or courses. These were then delivered to school. The delivery of these resources provided an opportunity for the Road Safety Officer to continue the process of awareness raising with the staff. Those ordering resources were also offered topic planning sessions.

6.3 IMPROVING THE LOAN SCHEME

At the start of the road safety project loans of resources to schools were recorded by the Road Safety Officers in a loan book. This created problems:

- it was difficult to discover what resources had already been issued to a school and schools were being issued with duplicate resources
- it was difficult to detect if several teachers in one school were providing RSE and so opportunities for co-ordination were being lost
- it was difficult to control stock and plan and order efficiently, or to discover which resources were least popular
- losses and wastage were not being registered and replaced.

The Road Safety Office purchased a computer and a member of staff was given the responsibility to develop a system which would address the issues outlined above. This would include the organisation and location of resources; control of resource stock; a centralised communication structure for the ordering of resources, both within the office and between the office and schools; the necessary documentation to assist this; the setting up of a computerised loan system; and the restructuring of the accompanying delivery and collection service.

One of the results of this is that the day to day delivery and collection of resources is dealt with by the member of staff with responsibility for resources with the Road Safety Officers dealing only with delivery and/or collection of resources when they need to visit a school, either as part of ongoing support, or as an opportunity to make or to renew contact.

6.4 DETAILED EXAMPLES OF THE RESOURCES USED IN TEACHER INSET

6.4.1 The "Health for Life" materials

"Health for Life" Books 1 and 2. Health Education Authority (Pub. Nelson). The material was produced by Trefor Williams and Noreen Wetton after they had conducted research into children's perceptions of health issues. The research made use of the **"Write and draw"** technique (A Picture of Health. Williams and Wetton).

It provides a flexible framework for planned and progressive health education throughout the primary sector. It carefully builds, using the spiral curriculum, a core of

health education from which the child can begin to address the proliferation of health issues.

It is a very secure framework in which to set RSE. It is very child centred in the best possible sense of the word, it employs techniques which help the teacher to match the curriculum more closely to the child, achieving a more efficient match between teaching and learning. It provides starting points to help the child make sense of her own experiences and of new ones.

Book I identifies health education under three broad concepts, each of which have direct relevance for RSE, "Me and looking after myself"; "Me and my relationships"; and "Me and my community and my environment". From this it is possible to identify progression - what does a five year old need to know, for example, in order to look after herself? What does a ten year old need?

Book 2 provides the possibility of looking at three issues in greater depth "The World of Drugs"; "Keeping Myself Safe" also concerned with child protection; and "Me and My Relationships" which addresses sex education. The first two are of obvious relevance to RSE, the second issue in particular. Copies have been purchased to use in workshops and to lend to schools.

6.4.2 Concept keyboards

The INSET and school development plans returned to the LEA (1990) indicated that support for Information Technology was one of the two main areas of need, the other being Science.

The Road Safety Office was able to provide support in this area through resources and training thereby helping to further the cause of RSE within schools.

In order to respond to the need it was decided to examine the various initiatives in IT that had taken place in the Authority or were currently under way, and to build upon these, making use of the experience and expertise that existed.

After consulting the Information Technology Advisory Team it became apparent that the provision of concept keyboards would answer the needs of schools and satisfy the demands of the Road Safety Office.

The concept keyboard gives quick access to the computer without the need to use the computer keyboard. With the appropriate software it can be used as a word processor, a data bank, as part of a problem solving exercise, as a stimulus for further investigation and as a recording device, for example, in science. Because of its flexibility there are endless possibilities for its use and for further development. It has a major advantage for RSE in that it allows teachers to put information into the computer related to the children's local environment and to themselves. This also was an important factor in deciding to buy the boards as young children need resources which relate to them in this way and there were few available.

Seen initially as a tool for the younger age group and for children with special needs it is now being used throughout the different phases of education as its potential is recognised.

Fifty A3 (paper size) and six A4 (paper size) machines and some software packages, were bought for loan to schools. The boards are lent on termly basis with a review of need at the end of the term. Teachers who need training are either provided with this by the Advisory Teacher or by the IT Team.

The software packages used for schools are:

A. Pre-determined Content Packages

* **My School"** (Scenario). This is for young children, it shows, on screen, a picture of a school and the road outside. The children use the concept keyboard to place people and vehicles in different positions on the screen. The names of the child characters can be changed to those of the children in the class. Its main subject area is language development.

* **"Touch Explorer Infant Pack"** (RoSPA). Despite its name it has proved to be useful throughout the primary school depending upon the ability levels of the children and the activities it forms part of. Unlike scenario this shows only words on screen but being "Touch Explorer" (see below) it makes use of the different "levels" to provide information and to ask questions. It also has an excellent companion word pack this time definitely appropriate for the younger children, featuring the same characters. The major focus is language development and it is explicitly RSE. It provides ideas for teachers and pupils of ways of using the "Touch Explorer" program.

B. Content Free Packages

* **"Prompt Writer"** (NCET). A simple word processing package which allows concept keyboard overlays to be made easily by teachers and children. It works on a single level and the computer keyboard may be used in conjunction with the concept keyboard. **"Writer"** is the better of the two programs on the disk. "Prompt" was an earlier and less flexible program.

* **Touch Explorer Plus"** (MESU). This is the program which begins to really exploit the potential of the boards. It allows the board to be used as a large data bank, with up to six levels of information. Information, for example, from the local

environment can be collected and files written for the board, by pupils or the teacher, which can then be used as a quickly accessible data bank for a problem solving activity.

* **List Explorer"** (MESU). A simple data base which allows information to be put in and handled.

Comments by Teachers who had used the concept keyboards.

The Road Safety Office made a decision to buy as many keyboards as they would eventually need, rather than buy in batches. This would make the boards cheaper to buy and would also take into account the fact that the prices of the boards would rise over time, which indeed they did.

Having purchased them it was decided that rather than have the machines sitting on the shelf while the concept of using them for RSE was introduced to, and established with schools, and knowing that in many cases the boards would be used for subjects and areas other than RSE it would be far better for them to be used by teachers.

The concept keyboards loan system gave the Road Safety Office a high profile and was responsible for establishing new contacts with teachers and schools.

The following comments are from evaluation forms completed by teachers in response to the question "Could you have taught road safety education as well using other resources?"

- "I would doubt it. The children were highly motivated by the program and the quality of their discussions was excellent."

- "Probably not as program caught the imagination of the children and was an excellent stimulus."

In response to the question "How valuable is the concept keyboard as a resource for teaching road safety education?"

" Advantage - further use of keyboard - new concepts in maths co-ordinates/grids."

" Disadvantages - time to develop resource within the classroom as it needs two staff to get the group started."

" Excellent stimulus, easy to use, promotes discussions, permits the creation of a number of varied situations. Uses across all ranges of ability and age groups."

" Obvious advantages across the whole ability range. My first impressions led me to believe that perhaps less able children were likely to derive more benefit from concept keyboards. However, practical use has not shown this not to be the case."

" A very useful resource but as with all computers not sufficient concept keyboards for every class and only a very small group of children able to use it at one time."

" Advantages - Good support for those children with special educational needs. Child friendly - linking pictures with words."

" Very valuable - links computer to topic work. Widened the range of uses of the computer in the classroom."

Concept Keyboard Overlays - Samples

1. Shoes- This was produced to show teachers how to use the concept keyboard to record work in science. It accompanied an activity which explored the concept of friction and its relationship with road safety. The activity was part of 'IT, science and RSE' and of 'Streetwise Science' workshops.

2. Weather- This was produced to show teachers how concept keyboards might be used as part of long term observation work. It was also intended to fulfil the requirements of the National Curriculum which states that pupils should look at the effects of weather on everyday lives.

   The resulting printouts can be kept in a folder for analysis and prediction.

   The pupils are encouraged to use the daily record to look at risk management issues.

   This activity was part of 'IT, Science and RSE' and of 'Streetwise Science' workshops. It was also suggested as a support for data logging.

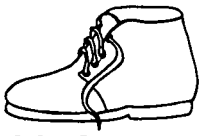
The software package used in both cases is 'Prompt Writer' NCET. The preferred programme being 'Writer'.

SHOES

PROMPT WRITER - SHOES

We are trying to find out which shoe is the best gripper slider

TRAINER



DESERT BOOT

TENNIS SHOE

HIGH HEELED SHOE

0	1	2	3	4	5	6	7	8	9	cm

WALKING SHOE is the best worst shoe my sec.

we used a ramp shoes timer fast slowly

slid gripped did not move higher lower

Our games are

CAPITAL | SPACE | RETURN

Fig 3 Concept keyboard overlay - Friction

WEATHER

PROMPT WRITER - WEATHER

Today's Weather Monday Tuesday Wednesday Thursday Friday Weekend

1 2 3 4 5 6 7 8 9 0 Comments storm changeable it was

Temperature degrees Sun none full sunny periods Yesterday Last Week's Weather Weather News

Cloud wispy thick high low white dark Cover total patchy clear Forecast For Tomorrow very cold

Wind Speed Beaufort Scale Direction North South East West wet sunny windy and dry warm hot

Precipitation rain snow hail sleet drizzle light heavy Main Risks sunburn slippy roads cars hard to see drivers can't see you being blown into the road

Visibility very poor poor average good very good fog Our Advice Today Is..... rain on windscreens more difficult for cars to stop

Capital letter	↑	→	↓	←	Return	Delete	Today's Weather Facts By.....	SPACE BAR

Fig 4 Concept keyboard overlay - Weather

6.4.3 Data logging

Again due to the expressed needs of schools for support in the field of Information Technology, the realisation that benefits would also accrue to RSE and the requirement made of schools by the National Curriculum orders for Science that pupils should be using data logging equipment, it was decided to buy six sets of this equipment and the accompanying software. The hardware was "Measure It" (NCET) and the software was "Prism". A copy of the teachers' pack developed in Sheffield for NCET. "Sensing Science " was bought as a reference package for teachers to evaluate on courses and to provide ideas for the Road Safety Officers on the use of the data logging equipment in RSE.

A common theme suggested to schools was that of monitoring the local environment to help pupils to look actively at risk management. The data logging equipment makes use of the computer to monitor the environment. The kit contains various sensors and switches. There are two temperature sensors, a light sensor, an optional sound sensor (not thought too necessary for the Road Safety Office kit) and a switch. The Advisory Teacher added a switch made of a five metre long lead ending in two crocodile clips to the basic kit.

The data logging equipment has been used by schools, for example, to measure reaction times; to look at the effectiveness of highly visible materials; to monitor traffic flow outside the school; to monitor pedestrian flow within the school, using pressure pads; and to look at the effects of signs and or static measures upon the flow; etc.

One training pattern is for a school to book a "twilight" session at the IT centre, for its whole staff. The data logging workshop being run by the Advisory Teacher and the Road Safety Officer. Another pattern is that the Advisory Teacher and the Road Safety Officer make an input to the centre based data logging courses run by the Information Technology Team and the Science Team for schools from across the city. Support is given to the schools borrowing "Measure It" by the three teams during the next two terms. The data logging equipment has also played an important role in the "Streetwise Science" workshops where its potential for use in RSE is displayed to those schools who have their own equipment or are thinking of buying it.

6.4.4 The Road Safety Officer's video film

The Road Safety Officer accompanied each class of children from a local infant school as they walked around their local environment with their teachers. The role of the Road Safety Officer was to make a video of these visits for the school to use as a resource with the children.

The Road Safety Officer edited the video and made the following set of notes to accompany it. The video was copied and proved useful on courses.

Schools are encouraged to make videos and take photographs of their local area to use in classrooms. They are also encouraged to make use of the Road Safety Officer, police officers, parents and in the case of older children, to use the children themselves to make the video or photograph the area.

Free slide films are made available to interested schools. The Road Safety Office can also supply the video camera (operated by a Road Safety Officer) as can the police service.

WATERMEAD VIDEO - SAFETY IN THE BUILT ENVIRONMENT

Safety Points	Possible Topics
1. Crossing the Roads	
Always cross the road with an adult Hold hands Always stop at the kerb - feet back from the edge Look and listen - all around Be aware of potential hazards	Journeys. Planning routes. Map work. Block graphs- how many roads do I cross? Behaviour on school trips. People who help us. Stranger danger. My body. Boundaries, vocabulary, momentum.
Think, concentrate Brow of hill, corners, bends Parked cars Safe places to cross	Senses - judging speed, distance,direction. Observation skills, sounds. Distractions,influences. Vocabulary. Size, being seen.
Pelican, central refuge Cross in a straight line Walk don't run Do not play near houses Keep the gate closed	Engineering, design and technology. Diagonals. My body - physical skills - feet. Safe places to play. Protecting others. Toys.
Busy roads. Quiet roads	Shadows, light/dark - weather. Time. Seasons. Different environments - different dangers.
2. Building the Roads	
Surface of road v child's body Do not play around vehicles and machinery or roadworks.	History of roads Engineering structures, bridges Materials. Hard/soft, Rough/smooth Size,weight,power,force Safe places to play
Workmen's fluorescent and reflective clothing	Be safe be seen. Light, colour Materials, design, communication Protective clothing
Roads are for traffic	Types of roads, path, ginnels, tracks and different dangers Fences, barriers
3. Street Furniture	
Telephones, satellite dish, post box, gas, electric, water hydrants, sewers	Engineering, design, technology Potential hazards/what helps us? Communication - learn my address/tel.no. Under the road - power, energy, waste conservation, pollution, drought weather How the telephone works - sound Journey of a letter. Water cycle. Pattern rubbings. Colour. Materials. Structures.
Do not climb over barriers Do not climb up and swing from streetlights Street furniture may be a hazard	Safe places to play - boundaries. Vandalism, graffiti Being seen, size, camouflage
At night cross near a streetlight	Light/dark/shadows
Weather changes in the environment and creates new dangers, e.g hoods affect looking and listening	Weather, change, seasons Hot/cold, dry/wet, slippery

Continued...

Safety Points	Possible Topics
3. Street Furniture (Continued)	
Danger of broken glass, etc	Litter bins Recycling waste Being tidy Packaging
Danger to animals	Conservation Responsibility to others Design
4. Signs and Markings	
Meaning of signs	Non-verbal communication, colour, shape, symbolism, pattern Orders, warnings, information Prohibitive, compulsory Art, craft, design, adverts
Rules and laws	Why do we need rules? - at home, at school, outside, self discipline, law enforcement
Speed limits	Speed = distance/time Stopping distances Symbols/logos (pub. sign) Mythology (pegasus sign)
House numbers	My address, number, shape, design plaques
5. People and Vehicles	
People who help us	Parents, teachers Milkman - food production Dustmen - waste, recycling, rubbish tip Postmen - communication Police - uniform, 999 calls Ambulance - accidents - my body - hospitals Lollipop Lady - crossing behaviour Clothing materials, be safe be seen
Don't go with strangers	
Vehicles are big, hard, heavy, fast; children are small, soft, light and slow	Size, type, weight, function, colour, shape, speed, number, traffic, surveys, data handling, graphs History of transport Types of transport
Behaviour on buses	Journeys
Dangers of mobile shops/ice-cream vans	Food - likes/dislikes Shops
Stop, look, listen, think, don't dash	Safe journeys
Warning sirens/lights on vehicles	Light, colour, sound, senses
Learner driver In-car safety - seat belts, child seats Car design - crumple zones, laminated windscreens, etc.	Learning safety skills, Highway code Packaging - force, momentum, design, technology, materials, problem solving
What do car lights/indicators mean? White at front (white reverse lights), red at rear	Light, colour, communications Senses

7. CO-ORDINATION WITH THE WORK OF OTHER INVOLVED AGENCIES

7.1 ENGINEERS AND SCHOOLS

In order to help pupils to understand some of the processes of change and how they might influence and participate in that change, either now or in the future, it was considered to be important to achieve closer co-ordination of the work done by the road safety engineers in the areas around schools and the curriculum work done in those schools.

This developed over the period of the project. The stages in that development, which is ongoing, were as follows:

* Schools were supplied with accident data relating to their own areas by the road safety statisticians;

* Schools looking at design related projects were encouraged to invite an engineer to comment upon the work they had done;

* A school in an area that was being restructured to reduce the speed of vehicles used the restructuring as the basis for a Humanities and Information Technology project and secured support from the road safety engineer.

* When the first 20 mph zone was planned for Sheffield, the Advisory Teacher, the Road Safety Officers and the engineers involved schools from the outset. The involvement led to work within the infant school and participation in the Combined arts Project by the junior school.

* Arising from work done at Sheffield Polytechnic, by the Advisory Teacher, with BEd (Hons) students, the road safety engineers, along with a Road Safety Officer and a police officer with responsibility for RSE were invited to take part as visiting "experts" in a three week module for students. The module which was part of the curriculum technology unit, used RSE as its context and focused upon data collection. This unit was repeated twice during the academic year and will form part of the technology unit for at least the next academic year.

* When the second 20 mph zone was planned, the Advisory Teacher, the Road Safety Officers and the engineers co-ordinated their approach to the schools. Alongside work done in the curriculum, the pupils were asked to participate in three main initiatives. The first was to help to design part of the signs which signalled the approaches to the zone. This was done with the co-operation of the Department of Transport and the local authority designers and the signs are now in place. The second was to take part in an investigation into unreported accidents to children. This has been done and some use has been made of the raw data but this now needs further processing. The third was to contribute to the restructuring of the area through pedestrian networks. This was initially received enthusiastically by teachers but through pressures of time it was not completed. In the future, schools will be given more support to make this happen.

* A company of BTEC performing arts students from the tertiary college made use of the themes of road safety and traffic calming in their touring physical theatre piece (dance and drama), "Calming Transitions", performed in local secondary schools to pupils aged 9 to 14 from both phases of education. The aim was to heighten awareness of road safety issues, particularly to help the community to understand the purpose of the engineering measures.

  The performance piece was followed by workshops, for the pupils, held in the participating schools and led by members of the company. The schools were also provided with a teachers' pack for further work on road safety education. The engineers were invited to the final performance to see how the issues of speed and of traffic calming were being raised in schools through this medium.

* The engineers suggested that they might co-operate with advisory staff and teachers to produce a resource pack for schools based on the introduction of the Supertram system to the city. Interest was expressed by teachers and advisory staff but there were problems in getting the initiative under way. The engineers withdrew due to lack of funds and time and there was a period of uncertainty over funding the Supertram project itself with no clear date for the start of the project. However construction has now commenced, and there is the possibility that a pack may be produced focusing on the safety issues concerning the changes in the environment brought about by the installation of a light rail system. Meanwhile the Advisory Teacher has produced a SATIS unit on the theme of "Supertram".

* The engineers are currently investigating ways of taking the 'Real Accidents Statistics' initiative further by researching this in more depth.

7.1.1 Evaluation of the project by the Engineering Department

The following considered opinions of the influence of the project on the engineers were stated by a senior member of the Department.

1. There is growing appreciation by the engineers of the skills of the Road Safety Office - eg. publicity for any engineering measures is now a combined effort - the city Road Safety Officer is consulted.

2. It is unfortunate that there is now a geographical separation of the two departments which does not facilitate close working. However, one of the assistant statisticians is also trained as a teacher which makes for better understanding of the department's participation in education based courses.

3. The project has had an effect in that, because of it, new fields of work have been opened in schools, creating new demands.

4. Multi-faceted approaches to local engineering projects have been made eg. Nether Edge and Tinsley, whereas a single department approach might possibly have been made prior to the project.

5. The engineers put great emphasis on safety measures around schools even though the number of child accidents in these areas is very small. The reason for such measures is in part to signal the value placed on child safety, and also to present pupils leaving the school grounds with tangible evidence of the value placed on their safety by the community. The engineers see this as support for road safety education within the school.

6. The engineers see the work done in schools, work focusing on engineering measures and the role of the engineer, as helping to achieve one of the long term aims of the department. The aim is to educate members of the community in order that they might:

a. be better able to participate in the consultation process to which the engineers are committed;

b. have a more realistic view of what is, and what is not possible in terms of road safety engineering, and

c. be more aware of their own responsibilities and capabilities in this area.

7. For similar reasons, there is considerable commitment to the Polytechnic:

a. this is a way of influencing those who talk to others - resulting in permeating ideas

b. this may then change the perceptions of what contributes to accidents,

c. this may lead to a valuation of road safety as it affects road safety education and possibly behavioural change,

d. it raises expectations of what the department can do - it is intended to consult the community.

8. Future aspirations include:

a. more involvement in Business/Education Partnership which at present the Department cannot support as this increases understanding of what the engineers can do. Some half a dozen pupils a year come on work experience and it is suggested that in future they have a session with the Road Safety Officer.

b. Repetition of what has been done in Sharrow schools on another scheme. There is a need to identify community groups already in existence, and schools provide a very good focus, particularly primary schools. Their facilities can also be used to distribute information.

c. If resources were greater, other schemes could be used as a focus for pupil understanding - but finance does not permit the necessary amount of time to be available, and it is better not to create expectations which must remain unfulfilled at present.

Summary

The project has created opportunities, demands and expectations which we struggle to meet.

7.2 THE POLICE

The close liaison which now exists between the Police Road Safety Officers and the Authority Road Safety Officers has been formed as the result of a series of events. The Advisory Teacher became aware soon after her appointment that the work being done by the police in road safety education in schools would seem more effective if all those involved worked towards the same ends in road safety education. Informal contact had been established with the police Road Safety Officers when they came to borrow resources from the Road Safety Office, and formal contact through a police inspector who had been invited to join the project steering committee. Through these links, the Advisory Teacher was invited to meet the Chief Inspector and police officer who were currently engaged in writing the guidelines for police officers working in schools, and she subsequently collaborated with them in this work, which led to a rethink of all materials used in schools.

These contacts led to discussions of the financing needs of police officers, and ways in which a closer liaison could be formed. It was felt desirable to establish the different roles of police officers dealing with road safety education and that of the Authority Road Safety Officers, and provide an educationally sound model on which the police could work

in schools. It was very important to distinguish the different roles and contributions of both parties, as some concern was expressed by Road Safety Officers that the police would take over their functions; expertise and sources of information should remain with Road Safety Officers, who have a statutory duty to provide road safety education.

A day meeting was then arranged at the Road Safety Officers headquarters between the Authority Road Safety Officers, the Advisory Teacher, involved members of the South Yorkshire police force, including several of senior rank, which was chaired by the Assistant Chief Engineer from the Highways Department. The current scene was described, and the different roles of the various professionals explained, resulting in the establishment of a close liaison structure between all interested parties.

It was subsequently decided that a three day course, attended by all South Yorkshire police Road Safety Officers, and one from Community Liaison should be held. The programme included inputs by the Advisory Teacher, Road Safety Officer and engineers, workshop activities and case studies in primary and secondary schools. The course did raise awareness amongst the police of the cross-curricular implications of RSE, its complexity and breadth, and its links with the National Curriculum Core and foundation subjects. It provided an excellent venue for exchanges of views between the police, and those concerned with education and engineering, and a greater degree of mutual understanding as a result.

Six months later an informal 'follow-up' day was arranged, when the police were invited to raise any problems encountered, and share any successes. Problems included mileage allowance, which can have a limiting effect as the school programme has to be constructed with mileage in mind, and teachers who do not remain with their class when the police visit. Successes included working closely with a science teacher in science lessons where Salters Science formed the basis of the course, and joining English lessons in a secondary school which has a multi-ethnic population, to introduce road safety matters.

This initiative subsequently led to a dramatic production presented, amongst other audiences, to the Sheffield Pensioners Action Group, which is described in detail in the section on good practice in the secondary schools. This has been followed by half day meetings, facilitated and attended by a Chief Inspector and the Senior Road Safety Officer. At the request of the police, these meetings are chaired by the Advisory Teacher. Regular liaison meetings are also held with the Sheffield police, the Road Safety Officers, and the Advisory Teacher, and chaired by a Chief Inspector, when matters pertaining only to Sheffield are discussed.

Recently the police have approached the LEA for formalised links for training community police to work in schools across a range of aspects, including road safety education. Unquestionably the improved relationships and free exchange of ideas information has led to dramatic changes in the way in which the police operate in schools, and improved the educational experience of the pupils.

Prior to the project, all concerned agencies worked independently, were not aware of each others specialisms, and did not appreciate that they could complement each other. Now strong links have been forged, and the regular liaison meetings provide opportunities for the exchange of ideas and for each party to be aware of future schemes which are being planned - for example, the cycle helmet scheme, so that they may be mutually supportive.

The often didactic lecture approach in schools, by the police has completely changed. They now spend more time discussing their input with staff to ensure its relevance to the needs of the pupils; they have learned alternative ways of getting their message across, such as how to achieve pupil participation and how to set up groups and get them working together; they have a better understanding of the education system and are more involved in curriculum matters, helping with specific subjects such as science and English; have increased confidence in their work in schools, and are therefore prepared to try something new such as role play with pupils which would not have been attempted previously. For example, one police officer deliberately cheated when playing a game with pupils to demonstrate to them the need for rules to be followed - a process she would not have attempted before, and which has far greater impact on pupils than a lecture on rules and the consequences of breaking them. Teachers have also changed in their attitude to the police. They now fully appreciate the police role and are very willing to pool resources and participate in mutual support.

The Advisory Teacher has unquestionably been a major facilitator in making the education personnel aware of the police view point and the worthwhile work they achieve, and reaching a better understanding between the police and involved educational parties which has resulted in closer working relationships. She has also helped the police to formulate evaluation forms which can be used with pupils in school, and will often provide the avenue by which pupils can anonymously bring up their own problems for discussion.

However, this has meant an increased work load for the police in planning, and a greater number of schools approaching them for help, and this has created a dilemma. As the amount of work done in schools in increasing, the availability of the police to help all schools is decreasing, due to the few numbers of police available to do so. It is becoming increasingly difficult to strike a balance and may mean that some schools will be deprived of their valuable help in the future.

7.3 HEALTH PROMOTION OFFICERS

The Advisory Teacher was involved with officers from the Sheffield Health Promotion Unit through the Child Health Group. This group consisted of representatives from the unit, different departments of the health service, community groups and parents.

The group met to consider and take action on several issues concerning the health of children. It was attendance at these meetings which eventually resulted in RSE being the subject of training days for workers in the adult literacy campaigns.

The health promotion officer from Environmental Health and Community Services invited the Advisory Teacher to be a member of the group considering the Sheffield Healthy Schools Award. This will recognise the good work going on in our schools and will suggest aspects of safety, in and around school, as one of the areas of improvement to be considered by pupils and teachers.

8. GOOD PRACTICE IN SHEFFIELD CLASSROOMS

8.1 RSE IN PRIMARY SCHOOLS

It is only by observing work in classrooms that the effectiveness of any educational strategy or change may be assessed, and so, many schools have been visited during the course of this project. The majority admitted, that prior to the project, RSE received only marginal attention. It could be a "one-off" talk by a police officer or Road Safety Officer, part of a police safety week, the result from an accident to a pupil, and be included in end of term assemblies. The teachers' perceptions of RSE were mainly confined to the Green Cross Code, Tufty Club, Cycling Proficiency, and the Jolly Green Giant, and the work undertaken was concerned with safe places to play, the Green Cross Code, different types of crossings, the work of the lollipop lady and policeman, and random unfocused traffic counts. This indicates that RSE was not considered to be an integral part of a structured curriculum, and that no consideration was given to the basic problem that children lack perception of speed and distance, and this makes road crossing particularly hazardous for them.

There is now, particularly amongst primary teachers, a greatly increased awareness of safety overall, and road safety in particular. They appreciate its breadth and complexity, the many factors involved, and its cross-curricular nature. As a result there has been a definite shift towards the inclusion of appropriate safety aspects into all topic planning. Figure5 is an example of a topic plan on Roads, Routes and Safety undertaken at Key Stage 2. Obviously the safety aspect taught will depend on the topic, but the progression and continuity of any aspect can be easily checked as topic plans are kept on site. It must be remembered that it can also appear quite spontaneously in discussion of other matters - an infant group discussing a new dark winter coat were quick to point out that reflective armbands were necessary, and an older group discussing Halloween and witches suggested that reflective strips should decorate the witches hats.

The examples given were not only selected for the work of quality undertaken in RSE, but because they also fulfilled other good educational criteria at the same time. Lessons were the result of careful individual and collective planning by teachers, and there was concern to identify what pupils needed to learn and what they had learned. Pupils were encouraged to participate in the learning process through a range of activities clearly related to the objective of the lesson and supported by relevant materials. This links directly to the criteria within the National Curriculum that education should involve "exploration and investigations" which are set within the everyday experiences of children. Discussion is important to enable children to learn to express their views, and opinions and substantiate them, and this was particularly true when pupils worked in groups with certain videos such as "Dangerous Journey" and had to devise experiments to obtain information. Much of the work encouraged the development of vocabulary and language skills by recording and discussion and provided some mathematical experience. Links with science frequently appear and observation and study of the environment which may or may not contribute to RSE were included. Discussion of the causes of accidents and the statistics often led to consideration of the human behaviour and attitudes that caused them to happen, and personal responsibility in terms of ethics and morality. Some work shows how pupils can participate in shaping their environment and make suggestions for its improvement through an investigation of real life issues. The range of activities offered covered a wide range - oral, written, individual, group and class, provided opportunity for problem solving and classroom making, and there was an increasing use of technology as exemplified by concept keyboards, data logging and video viewing, much of which was related to the realism of life on the road. Some work was of particular value in raising self-esteem - children who are valued and value themselves are more likely to behave with due regard to their own and the safety of others.

Every attempt was made by the teachers to give their pupils transferable skills in terms of road safety, and children appeared to listen, learn and remember what they had been taught, but, sadly, we still cannot legislate for those who fail to put what they have been taught into practice in their daily lives. Pupils were encouraged to see that they themselves have a part to play in keeping safe, and language and concepts that they could understand were used.

YEAR Y3/Y4

TOPIC TITLE Roads Routes and Safety

KEY IDEAS	SKILLS	KNOWLEDGE	STRATEGY	RESOURCES
Responsibility for our own actions -risks Caring-others care for us Awareness of local roads. road codes, signs Road safety Rules-dangerous/ safe behaviour What's moving? Movement is all around us Energy can be stored and transferred.	Making judgements re: people environment Recognition, listening looking being aware Searching for patterns, observing decisions mapping-plans Using Equipment measurement construction interpretation evaluation recording approximately.	We all have responsibility for Road Safety. Some people care in our community Roads routes transport Vehicles can be safe/unsafe Pedestrians can act safely or unsafely Maps and plans are symbols Movement is around us and can be measured and controlled.	Local police visits Inter-active video use in group. Road Awareness -observation of local roads and mapping History of Roads & Transport Unit Movement Circus a day exploring movement Designing a 'buggy' wheel construction Elastic power explored	Computer Programme 'Road safe' Inter-active video Road Safety materials Local Safety Officer and Police Science video on 'Movement' C.D.T. Trolley card, wood, appropriate tools-glues

Fig 5 Topic plan on roads, routes and safety, undertaken at Key Stage 2

The first set of examples are those observed at Key Stages 1 and 2. Key Stages have been chosen as dimensions of representation because attainment targets may be in the process of change. Further, the basic safety objective is weakened if the teacher is faced with the complex task of identifying attainment targets in more than one subject, eg. maths and science. It is simpler to write a programme of study for a specific key stage than to consult several National Curriculum subject documents. It should be remembered that at Key Stage 1, children are more likely to be involved in road accidents as pedestrians or as passengers in cars. At Key Stage 2, pedestrian casualties are even more frequent, and cyclist casualties are becoming noticeable.

8.1.1 Involvement of parents

Schools involve the parents of their pupils in RSE in a variety of ways. The most usual is enlisting the aid of parents on school trips and residential visits, and they are thus well aware of all the safety aspects involved in such ventures. One school gives its accompanying parents details of routes, class lists and all necessary journey details such as possible weather conditions, and particularly hazardous road situations and each parent has a small group of pupils for whom they are responsible. Some parents help in school on a regular basis, and are thus very conscious of the classroom work, including that which relates to RSE. School workshops are formed in some cases: one father worked with his daughter to produce an excellent road safety board game; another school was proposing to run a workshop on safety to include work on conspicuity - the use of reflective coats and armbands - and new laws on the use of seat belts. It was hoped to provide a display of safe clothing for children by approaching various manufacturers. A third school hopes to involve parents in the Health for Life work, possibly through working with pupils in workshop situations. Parents who are members of the fire service, ambulance service or police will talk to a class, and the mother of one pupil is a relief lollipop lady who will always demonstrate her work, and join with any class following aspects of RSE. Other initiatives include reporting those who park on the zig-zag yellow lines to the head teacher, preventing other parents from letting their children out of cars on the off side, and being so concerned about the level of pollution due to unending streams of traffic that monitoring equipment has been installed in the nursery to ensure that an acceptable level - if such it can be described - is never exceeded.

8.1.2 Road Safety Education: Guidelines 4-12 Years

Work undertaken in Sheffield schools in RSE which arose out of the avenues and initiatives explored by the Advisory Teacher is represented in the road safety education Guidelines for pupils in the 4-12 year age range. These were the subject of an official launch by the Lady Mayoress, held at a primary school which has been involved in work with the project since its inception. Copies of these guidelines, which have been distributed to all primary schools, are included as an appendix to this report.

8.2 SECONDARY SCHOOLS

Within Key Stages 3 and 4 young people undertake more complicated journeys, many of which involve the use of a cycle, and are usually lacking in adult supervision. The influence of the peer group is quite considerable for these age groups and may be reflected in the reluctance by many to wear safety equipment such as helmets and reflective strips and their sometimes dangerous behaviour on the road, such as playing chicken. As a result, the number of accidents involving these pupils rises considerably, while at the same time, the amount of RSE received at school markedly decreases.

This may be due to several factors. Secondary schools are traditionally subject orientated, and while subject staff may realise the implications of their subject in respect of road safety education, they will maintain that conveying knowledge of their particular specialism is their main responsibility. The much larger numbers of staff makes school-based INSET for all staff on a cross-curricular aspect of education such as road safety virtually impossible. Aiming such INSET at a specific subject department would be equally difficult as this would imply identification of particular subject areas as concerned with safety, rather than the National Curriculum dictate that this is a cross-curricular matter.

In any case, RSE is generally regarded by the secondary sector as being the exclusive province of the primary school. The only reference to it is usually included in Personal and Social Education programmes when modules dealing with alcohol and drugs are considered together with their influence on both driver and pedestrian behaviour.

It must always be remembered that in the final analysis the decision concerning the identification of RSE within the broad curriculum remains with the school. This was clearly demonstrated when the Advisory Teacher was invited by the deputy head of a secondary school to give a presentation to all heads of departments. An excellent, carefully prepared talk was given which emphasized that teachers were not being asked to take on an extra subject, but to look at the programmes of study for their various subjects and identify where there was a relevance for RSE. The help and re-

Fig 6 The Lady Mayoress launching the Sheffield Primary Guidelines

sources available, both from herself and the Road Safety Officer were clearly indicated. The only subsequent request from the school, received some months later, was for a display on road safety, made by the member of staff responsible for setting up displays in the school entrance hall.

It must also be appreciated that for the secondary sector the full thrust of the National Curriculum occurred when the project was at the half way stage, and it was upon the implementation of the National Curriculum that attention was concentrated. This, together with the advent of local financial management (LFM) and the Sheffield school review which resulted in a programme of school amalgamations and closures, and teacher redundancies has meant that secondary schools have not always been able to devote as much attention to the project as they might have wished.

Nevertheless there is evidence from some secondary schools that RSE receives attention, although the inspiration for doing so may be derived from different sources, and success may be variable. As it became apparent that infiltration of the secondary sector was proving to be difficult, it was decided to co-operate and give support to agencies already working most frequently in the secondary schools, such as the police, the Sheffield/Rotherham Arts, PGCE students from the University who are in schools on teaching practice and the BTEC drama students from a local tertiary college. Some of the following examples of work seen in the secondary schools reflect co-operation with these agencies.

Apart from the initiatives shown in detail below there were many more activities taking place in secondary schools, RSE being used by a variety of departments from technology to English. Examples of this work are outlined below.

In some schools pupils used road safety as the context for scientific investigation of such concepts as materials, light or forces. This resulted in one school putting on a fashion show of clothing which made use of highly visible materials; in another school, the teacher invited the police to support work on forces through lessons on radar detection, speed enforcement and stopping distances. Forces was the theme for work done by pupils in two other schools, in the first the forces investigated were those experienced by passengers involved in an accident; in the second a police officer, who is a keen racing cyclist, took his bike in to support work on the forces which affect cyclists. Other schools were using Salter's Science, two modules of which are focused on issues affecting road safety.

In one school pupils engaged in Technology were in close contact with the Road Safety Officer on a project involving the redesigning of cycle helmets. It had been acknowledged that it was difficult to persuade young people in secondary education to wear such helmets and the pupils were attempting to find solutions to this. They borrowed a range of helmets from the Road Safety Office and designed and made prototypes for submission to the helmet manufacturers. In another school the brief was to design a car park for a supermarket in a new shopping plaza. This involved the consideration of safety and environmental issues as well as economics.

Personal and Social Education was the curriculum area most widely used by schools in which to locate road safety using both the resources and planning service of the Road Safety Office to support this and often inviting the police Road Safety Officers to make inputs to classroom work. The pupils of one school, in co-operation with the police, set up a Youth Action Panel the aim of which is to look at crime prevention and environmental issues in the local community. One of the results of this was the running of a project, named "For What?", in which the police provided advice and information on cycle safety and security. The former included the use of helmets, reflective clothing, the state of tyres and brakes; the latter included measures pupils could take such as post coding, and looked at the range of cycle locks.

In one school pupils in Year Eight made a video film to illustrate various aspects of safety. This was done in their English lessons and was supported by a police Road Safety Officer. The preparation included the use of the video films "Watch Out" and "Accident in Park Road", plus advice on what to do at the scene of an accident. The resulting film was shown at a variety of school events such as career meetings, parent evenings, and open days and is now used by the police officer with other schools. Other schools have made use of the pack "Front Page News" in tutorial or English periods, with pupils role playing those involved in the accident and its consequences.

For some schools the stimulus to do work involving road safety education has come about through local environmental problems, usually because of concern about the risk pupils face when arriving or leaving school. One such school was provided with the statistics on accidents, speed counts and traffic flow and large scale plans of the surrounding roads along with suggestions from the engineers on the way in which to collect data and the kind of information which would be useful. The pupils then collected data and produced design solutions, both of which were submitted to the engineers to be used in their future consideration of that area.

8.3 EXAMPLES OF RSE AT KEY STAGES 1 AND 2

8.3.1 Example 1 Links with topic work. Infant School

Several members of staff from this school attended different courses on science and Health for Life. Additionally there was a series of after school meetings on RSE, Health for Life, the resources box and topic planning jointly supported by the Advisory Teacher and Road Safety Officer. The teacher of the class observed - Year 1 - works ideas about safety in with all her work. A recent topic on books included the reading of "The Wind in the Willows". Toad and his vintage car and his dangerous driving provided fertile ground for RSE. The pupils subsequently looked at their teacher's car and considered headlights, full beam and dipped, fog lights and brake lights, and their brightness relative to visibility on the road. They stood behind the car to show how difficult it would be for a driver to see them. They also observed the reversing lights of delivery vans, and the bleeping which accompanies the manoeuvre.

On foggy days, the pupils went out into the playground, and in turn distanced themselves so the rest of the class could decide who could be mostly easily seen in the clothes they were wearing. As a follow up, they studied visibility. They looked at the colours children were wearing, and used a viewing box into which pieces of material could be placed to see how visible they were in different kinds of light. A topic on machines involved pupils looking at machines in the home, making electrical circuits and using candles for secret messages. Pupils looked up the definition of vehicle in the dictionary, and using wood (which involved saw safety) designed and made their own vehicles. Pupils also carried out a traffic count of the busy road outside the school and translated the results into graphs, and have studied traffic lights and the reasons for the colours used, also zebra and pelican crossings.

The links to the National Curriculum here are very obvious and should forestall those who claim that room cannot be made for safety education.

8.3.2 Example 2 Cross curricular work. Infant School

Originally RSE in this school was based on the Green Cross Code, and ad hoc talks by the police. However, a member of staff attended a day INSET on Health for Life/safety education and also worked with the Road Safety Advisory Teacher on the development of the current integrated topic model developed by the LEA, which includes road safety. As a result a much broader view is taken of safety and appropriate aspects are automatically included in any topic work and activity. For example, a visit to the museum involved designing an outfit for the trip which could be clearly seen and children were asked to wear their brightest clothes. Bus safety was compared with car safety.

Year 1/2. Pupils had made models of Town Hall, factories and houses including one futuristic design. On corrugated card roll they had made a plan of the school and surrounding roads on which their models were to be sited, including a working model of a windmill. A park was sited opposite the school - though one does not exist there in actuality - in which children could play. Pupils decided to put a hospital in the park in case they had an accident and a cafe for refreshments, and crossings were sited across the roads surrounding the park. Signs etc. were yet to be made and the whole finally assembled.

Year 2/3. Pupils were being introduced to co-ordinates using road safety education symbols - policeman, traffic lights etc, set out on charts. Others had a large plastic road map on the floor and had placed blocks to indicate buildings they thought should be there - church, flats, terraced houses, factories, chemists, grocers, station and the hospital. The teacher had placed labels indicating starting points, and pupils had to plan routes to various localities using north, south, east and west directions.

The pupils then had to design their own villages putting in essential resources and shops - and this involved a lot of discussion - eg. hospital should be located in a quiet area, houses and school should be away from the main road, factory buildings should be near the main road so that lorries and deliveries can be facilitated. Each pupil then wrote their own story about their village.

a. "This is a map of Gnomes Village and is very busy with school, hospital and lots of shops - roads are very busy with cars and lorries so to make it safe there are lots of traffic lights and crossings. There is a bridge over the river so children don't drown."

b. "This village is called Spot Village. It is a busy village and lots of people live there. Mums and Dads work in the factory or offices where they make spotty cakes. The roads are busy so there are lots of crossings and traffic lights for people to be safe."

c. "We need zebra crossings because if the traffic lights are green, and the traffic speeds along we can get knocked down and killed. This is a map of a village called Strawberry Town - it has lots of houses and shops. It needs lots of crossings to make it safe to live there.

From this pupils would design their own mystery islands, and work out route maps around them using north, south, east and west directions.

Year 2/3. Pupils were working in groups, some were working on an ordnance survey map, and mapping routes

to schools. One map of the school was on the Concept Keyboard and two pupils were working with this, while two others were preparing an overlay of their classroom and the things to be found in it. This provoked discussions on a simple scale.

Year 2/3. Part of the class - younger ones - were discussing various pictures from the RoSPA alphabet poster with a teacher - others were playing a matching game with mounted road safety education cards. Two more were playing Playwise "Fun and Safety in the Playground" - a snakes and ladders type game. Also in the room were mounted cards of street scenes with appropriate labels - safe; danger etc.

Year 2/3. A group was in the library studying a picture of the delivery of milk by horse and cart in milk churns. Among other discussion points, eg on hygiene, was the link to the state of roads in those days, the vehicles available and why roads have become far more dangerous over the years - related to the fact that at one time children could play reasonably safely in the streets outside their own homes.

The Combined Humanities Exhibition subsequently staged in the school hall included written descriptions of crossing the road, the purpose of different crossings, and an exercise on Certain and Impossible, based on Streets Ahead, Module 4: Risks. Classroom plans and exercises on orienteering which involved drawing street plans and inserting crossings and roundabouts were displayed, and another was concerned with a "Be Seen, Be Safe" display. This included photographs of children in bright clothes, and designs of bright outfits by pupils to wear on a school trip. A fun and safety in the playground game - snakes and ladders type was available for pupils to play. On the floor was a superb model of a mystery island across which were placed ribbons dividing the area like a Concept Keyboard. Alphabetical letters marked top and bottom, numbers on sides. As one imagined a walk around the island one encountered signs indicting danger. The co-ordinates of the sign were read off and then these were pressed on the adjacent Concept keyboard, which revealed the danger eg. ice, dark tunnel, swarm of bees. Pupils then had to select the appropriate safety protection out of a nearby box - hard hat, net hat, reflective strips, a tabard, wellington boots etc. This exercise represents a real cross-curricular input - modelling, geography, maths and safety, and literature as there could be a link with Treasure Island. This was the final outcome of the work described earlier.

This school believes that the children who attend it should develop sturdy independence, self-reliance, self-discipline and respect for their fellow creatures, the community and the environment. To this end, they are expected to work to the best of their individuality and level of attainment, and the place of RSE in the very cross-curricular work undertaken in the school as evidenced by this exhibition which reflected a lively, imaginative approach to History, Geography, Road Safety and Environmental Studies.

Fig 7 Road safety work with a Concept Keyboard

A subsequent development was the temporary transformation of a small cloakroom in the school into an outsize 'dimmer' box where pupils could evaluate the conspicuity of different materials and colours under different light conditions. An important development was that parents were invited to see this evaluation by their children, and therefore realised the importance of fluorescent and reflective clothes to the pupils.

8.3.3 Example 3 RSE. Junior School

Previously RSE did exist as an occasional topic, as the school has always been conscious of RSE, but it was not taught in a concentrated or regular way as it will be from now on.

The present situation has arisen because two members of staff attended an INSET course on Health for Life organised by the Advisory Teacher. As a result she was invited to a staff meeting to discuss possible approaches, and the consensus view was that a topic "Safety and Myself" should be included. It was decided to run a workshop on the subject jointly with parents, governors, nursing staff, support staff, community police liaison officer and members of staff and Advisory Teacher. Representation from parents, governors and nursing staff was good.

Curriculum development in RSE followed with pupils working in groups on (a) Safety in School, (b) Safety in the Home, (c) Safety in the Environment, and (d) Safe Places. The woman police liaison officer was closely involved working with children on that part of the topic which related to safety and themselves. She now views the subject as of great importance and in actual fact had borrowed some of the pupils' work. "Safety" in future will form a very important part of the school ethos, a central pivot now rather than an appendage.

Its inclusion is facilitated by the fact that staff in the school are quite accustomed to team teaching - even with supply staff - so themes may be easily coped with. Lower and Upper Junior sections have a general two year theme in which appropriate topics such as safety may be included. The current theme for Lower Juniors is "Journeys in Time", "Space and Cultures": for Upper Juniors "Changes". In lower school a lot of work has been done on Science and Technology, both taught in a cross-curricular manner, and fitting NCC requirements.

With older pupils staff try to assure every term has a base such as Information Technology, Science, Geography, History etc. Staff discuss and decide themes and topics within themes and select those which give greatest breadth, balance and continuity to the curriculum. One day each week is devoted to topic work though this is always flexible.

Years 3/4 - Three topic parallel classes - approximately 132 pupils overall were following Roads, Routes and Safety. Time was allocated to basic work and topic work occupies

Fig 8 Primary science and road safety

two days per week, one of which is more specifically concentrated on the art and technology aspects.

The topic started with a brainstorming session when pupils looked and considered roads in historical and environmental terms, routes - through life, in planning as well as travelling - and safety in the widest aspects - home, road, car, etc. Six pupils, two from each class had carried out a half hour traffic count at the nearby bus terminus which, since buses were deregulated, presents problems both for those who wish to park near the shops and pedestrians, as the buses do not necessarily park in their designated spaces. They could discuss their results very knowledgeably with the visitor and were doing a large scale graph representation. They had also observed some drivers without seat belts, and a cyclist who wore no helmet. They were going to make a map of the area, discuss the danger spots and how the site might be improved. This provoked a lot of discussion and decision making. Pupils had many ideas for improvement and were knowledgeable about such matters as conspicuity.

The school had also had the interactive video on loan, and had shown "Dangerous Journey", and "Change of Mind", both spoken of with great enthusiasm by the staff. In Lower School pupils had made their own booklets based on the videos, containing work by pupils on accident statistics, routes to school, and stories about the characters depicted in the videos. These booklets were mounted on paper surrounded by coloured cut-out road signs. Older pupils had concentrated more on the attitudes, feelings and responsibility, for example - being excited, or sad can cause loss of concentration when crossing the road. Pupils also carried out some of the activities included in the attached collection of science work - swinging pendulum - a turning wheel - Melchester - Planning your Route.

Many examples of children's work related to RSE - with their own captions: eg. "Keep your eyes open - danger is all around" - "Don't mess on the road - use your brain, don't be a pain" - "Use the Green Cross Code - don't wobble across the road" were displayed around the school.

Some were attached to appropriate illustrations: Dennis the Menace - "Don't be a menace on the road." "Be rooted to the spot until it's safe to cross" - (tree illustrated). "Never rush across the road" - (snail). "Do not cross between cars - road safety is not a game."

Conversation with groups of pupils revealed how much they had enjoyed the work, how much they had learned, and how they had changed in behavioural terms on the road since carrying out the work.

Future action will result from the three Year 5/6 parallel classes who are studying a topic which includes safety in a variety of aspects, and the use of Health for Life material which is discussed when appropriate with pupils. A healthy body is a safe body, and discussion on this statement with the pupils indicated that work on keeping the body safe would start with a study on their own environment, considering local dangers at home, in school and on the roads. Pupils were to be grouped according to their interests in the different aspects,will have to decide what is 'local' and report back their ideas. They will then compile a booklet on 'My Safety' following their own interests, so some will be on safety in the home, school and on the road, and will include a study of appropriate services eg. ambulance and fire service. From these, they will prepare a booklet to be given to parents and teachers in the infant department, giving information on safety in local areas.

This school was the venue for the official launch of the Primary Road Safety Education Guidelines and photographs were taken of the work seen on that occasion.

8.3.4 Example 4 Dance/drama. Junior School

Three schools, a secondary, junior and infant, are sandwiched between a motorway to the rear, and an extremely busy and dangerous major road to the front. The area was to be the subject of traffic calming measures by the Highways Department. It was felt that these measures might be incorporated into the studies of the pupils to facilitate their road safety and environmental education, and to this end a meeting to explain the measures was convened, and attended by staff representing the three schools, the Road Safety Office, an engineer from the Highways Department, the Advisory Teacher and two representatives from the Rotherham Dance and Drama Group.

The Advisory Teacher introduced the session and explained how a study of the traffic calming measures could be undertaken to widen the pupils' awareness of road safety education and the part that the environment can play. This could be done either by specific study or incorporating the work into, for example, an integrated topic. It could involve statistical work, on traffic surveys and accidents in the area, alternative suggestions for slowing traffic, environmental study, etc. It could encourage pupils to be aware that a community can also exert pressures to make roads a safer place by campaigning for crossings etc.

A statistician from the Highways Department presented statistics on deaths/accidents with particular reference to Sheffield and the 6-9, 10-14 and 14-17 age groups. He illustrated this part of his talk with maps of various areas of Sheffield indicating danger spots and sites of child accidents over five years, and stated that experiments had proved that traffic calming measures can reduce accidents. The Highways Department has identified the accident prone areas in Tinsley and prepared a map of the area showing the proposed environmental treatment and speed reducing measures. These included by the use of ramps at all junctions together with a proposed speed limit of 20 mph. A design for the 20 mph sign was needed, and this could well involve the pupils.

Fig 9 Inauguration of the first 20 mph zone in Sheffield

The Road Safety Officer indicated the wide range of resources available from the office and his willingness to help with any planned project work.

Two members of the Dance Drama Group indicated how they could help to give the road safety message a greater impact by working with staff and pupils as required.

This meeting caused the head teacher and staff of the junior school to think seriously about RSE. The topics for the forthcoming term were reconsidered to include aspects of road safety education and it will be included where appropriate in the curriculum development plans on which the staff were currently engaged. The school also decided to link RSE with Dance/Drama and two members of the group held a half day INSET course with the staff on dance/drama/music techniques. The Advisory Teacher also worked with the staff on the concept keyboard, and provided ideas for the inclusion of RSE within topics. The dance/drama project preparation took place over four weeks. Pupils were involved in selecting the themes for the project after much discussion with their teachers, and their ideas were incorporated to produce a programme covering many aspects of road safety. Their supportive work in the classroom included a study of their journeys to school, conspicuity, traffic observation, and friction which included braking and gears. Year 4 spent some 50% of their time during the four weeks on associated creative writing and art work. They used the Concept keyboard and did much work on stopping distances, routes taken to school and danger points, and linked the work with graphs. The classes also followed an "If only" theme which resulted from discussion with pupils doing some creative writing: one example of this is:

> "There was a boy who was walking to school. He was talking and his friend was walking with him. As he walked beside a road his friend said 'Look, there's Jason. Let's cross the road.' Where they were crossing it was very sloping. They thought that there was no car coming. Jason called 'Come on' so they walked. Suddenly there came the noise of a car. His friend ran, but he couldn't. He was just standing there. The car came and it knocked him down. He thought if only I was more careful I shouldn't have had an accident."

Their art work included posters - "Stop, Look and Listen before Crossing" and "Follow the Green Cross Code", and seven different paintings, entitled "Events leading to an Accident" which depicted the following story:

1. A boy playing football at a park.
2. When he leaves the park, he still plays with the ball on the road.
3. Along comes a driver whose full attention is not on his driving because he is smoking and has the radio on very loud.
4. The driver sees two cars parked.
5. The boy chases the ball and it goes out of control.
6. The driver sees the boy and slams on the brakes, but it is too late.
7. The driver gets out of the car, and finds him badly hurt.

This was displayed in the school hall for the performance.

One Year 3 class had done some work on electricity in the street resulting in models of traffic lights made out of waste materials which were, nevertheless, correctly wired and in working order. One pupil had also produced a working street lamp with a hidden switch. Links with fabric work were indicated by a collage of a car approaching traffic lights.

The final dance/drama presentation on road safety was an excellent production, an extract of which was shown on one of the BBC's "Top Gear" programmes. Every pupil in the school was involved, either in Art, Music or Dance groups, and very full consultation took place between the staff, pupils and the dance/drama team. Brief resumés were given before each dance so that the audience knew what to expect; some were given by the dance/drama team tutor responsible for dance, and some by the pupils. The school hall was used for the performance and was superbly stage-set by artistic panels and models made by the pupils. Percussion music was excellent and very appropriate for each theme. The dress rehearsal was attended by the contributory infant school, and the performance was also to be seen by secondary school pupils. Parental support was excellent, both in attendance at the performance and in helping to make costumes.

Conversations with pupils at random indicated that they were far more aware now of the dangers of the road and the care that they must take, and some were educating their parents on the techniques of road crossing. Without exception, they had enjoyed working on and participating in, the dance programme, and the fact that an extract was seen on BBC 2, enhanced their self-esteem. Unquestionably, environmental changes such as traffic calming can give rise to the development of good RSE in schools. It provided the

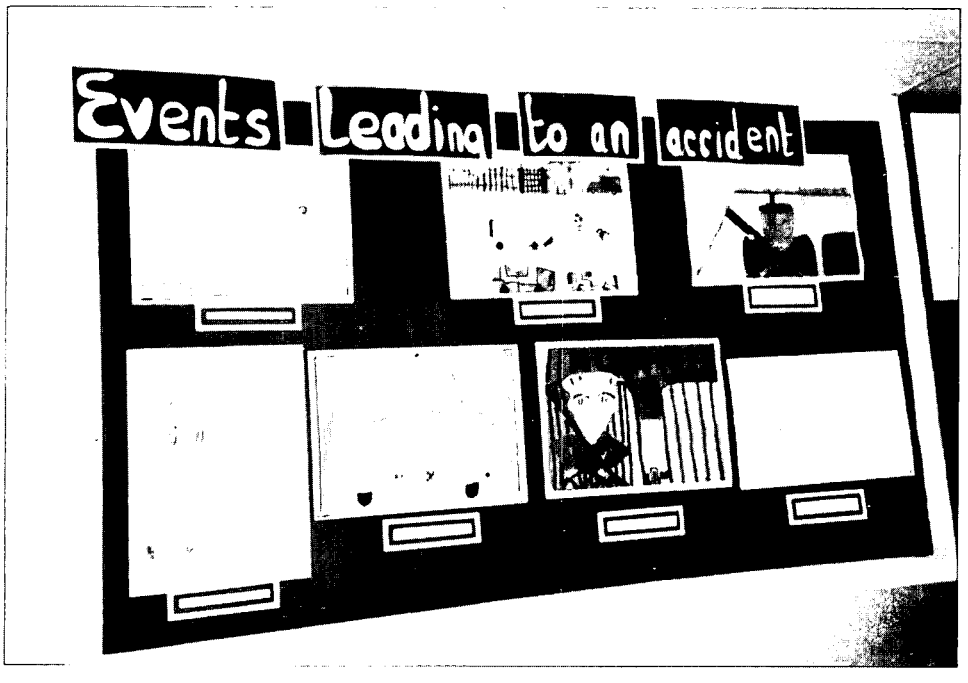


Fig 10 Accident display

stimulus in this case, and staff will now ensure the inclusion of appropriate RSE in topic work undertaken in the future.

It must be noted that the contributory infant school, although not participating in a dance/drama production themselves, also worked around RSE issues and the traffic calming measures, making good use of the concept keyboards. They also took the opportunity to see a touring production prepared by a nearby secondary school which focused upon RSE issues.

8.3.5 Example 5 Motor show. Junior School

The three Year 5 classes in this school had been doing a topic on cars, maths and motion, so the pupils thought they could do nothing better than organise a Motor Show. At this point RSE was only briefly mentioned - colour in Science -stopping distances used as a small support in Mathematics - and response to publicity on cycle helmets and reflective clothing. This situation changed when one of the Year 5 teachers met the Advisory Teacher at a curriculum day on the Integrated Topic in the Primary School, realised how much help she could offer, and after discussion with her two Year 5 colleagues, decided to follow up this useful contact. The Advisory Teacher took a school-based workshop after school on the concept keyboard, and discussed the broad aspects of RSE with the staff. The Road Safety Officer presented the box of resources, and explained ways in which they might be used. The staff had no previous knowledge of the many science-based activities and cards, and support learning materials which could be obtained from the Road Safety Office. They considered these to be excellent, and one member of staff has successfully linked RSE with electricity and circuitry.

All three classes in Year 5 were involved in organising the Motor Show because their topic for the previous summer term was based on a computer programme called "Cars, Maths in Motion". On average the topic occupies three to four hours a week, though at present it is longer as the Motor Show draws near.

In connection with the Show, pupils have visited 12 different car dealers in groups, and all the Year went to Silverstone. Those who are printing T-shirts in connection with the show have visited a textile printer and those responsible for catering went to the wholesalers to order food for the show. All these trips involved reminders on safety matters.

First letters to dealers were written just before Christmas, by the pupils. Staff have ensured that every child has written a letter, used a telephone or has input into at least one organising committee - eg. printing T-shirts, invitations committee. Pupils have opened and recorded all replies and the file containing these is open access to pupils. Some have interviewed motor dealers/managing directors. At intervals, all three classes meet together with their three teachers for a progress report on the Show. The progress report was interesting - one pupil had prepared very attractive menu sheets and cards on his own computer, showed these to the Year and talked with confidence of the catering arrangements - others made good organisational points and an excellent rapport exists between the pupils and between them and their teachers.

Pupils were told there would be publicity in the national press -the Sunday Times, the Daily Mirror and the Sheffield Morning Telegraph.

One class was using "Go with Science" and was challenged to make a model using rubber bands and electrical currents and waste materials, which would move. They worked in pairs and some very lively discussion took place between them as to the solution of the problem, and their teacher who provoked them into thinking for themselves and making decisions. Their obvious delight when the models moved was a pleasure to see, and two girls who found the exercise difficult, insisted on bringing the model to show me in another classroom - and demonstrated it with great triumph.

In the same class the pupils were preparing a sound track to accompany the video which was made of the Silverstone visit which would describe the main features of the track.

Later this class was concerned with Friction 1 - an excellent discussion between teacher and class on the nature of friction which led to footwear. This is designed for different purposes. When you move on different surfaces a different sort of grip is obtained eg. football studs sink into the ground to give grip - and this was related to Wimbledon and lack of grip on wet grass.

Pupils had to work in pairs using four types of footwear and were set the problem of how to decide which had the "grippiest" grip and this work was subsequently to be related to tyres on the road and their grip. They set to with enthusiasm and soon grasped the idea of a ramp and increased the angle of tilt. Measurements were recorded and the test written up in pupils' books in their own words.

In the other two Year 5 classes, one was finishing off art work and written presentations for display in connection with the Show; the other was engaged in race time prediction associated with the Silverstone visit. There were 15 cars, pupils knew the times of the test runs for each car for one lap, that the length of the course was 40 laps and the starting time was 2.00 p.m. Pupils had to work out the time when both the winning and last car finished the course.

Displays in school and classrooms included:

1. Display of manufacturers' publicity and brochures - all will be represented at the Show.

2. Participating dealers listed on computer printout with cuttings concerning the Show from the Tel egraph, Sheffield Gazette, Motor Guide and Week end Guardian.

3. Display of road signs and highway code right along cloakroom wall.

4. Some excellent pencil drawings of vintage cards by pupils.

5. Examples of posters designed to be displayed in local shops, advertising the show.

The children's books included the following work

1. Designing logos for cars, and helmets and driving suits for Silverstone drivers.

2. Early roads from Roman to present construction.

3. Story of Henry Ford.

4. Writing on the London to Brighton race.

5. Some creative writing on "Journeys in an Early Motor Car".

6. Survey of the field to see how many cars can be accommodated for the show.

7. Planning a journey using the underground/timeta bles; assignment contained in RoSPA "Streets Ahead" - Movement Module. This work took a week, and teacher hopes to follow it with the Accident Module.

8. Safe Distance Experiment - from one book

"We all lined up, some people were on bikes, some were on skateboards and others just walked. We had 15 seconds to get from start to finish, but it was not a race, and if you got to the finish line before 15 seconds were up, you had to keep going. After that we had to find out many paces there are in one metre. The average is two paces to one metre. Then we went and stood on the pavement on Furniss Avenue. We got into pairs and we had to estimate in pairs how far 100 metres was, using trees, lamp posts and postboxes. A lot of people underestimated at first because it was very hard. Mine and Kate's estimates re: school entrance to second telegraph pole 83 paces. School entrance to red postbox 211 paces. We then worked out the time it took two cars to travel 100 metres. We did this by splitting into two groups - one at the top of the hill and the second 100 metres further down. Group 1 raised their hands when a car came down the hill, and Group 2 started the stop clock.

Car 1 - 8 seconds

Car 2 - 8 seconds

Car 3 - 10 seconds

Car 4 - 10 seconds

Car 5 - 8 seconds

Car 6 - 10 seconds

Car 7 - 11 seconds

Car 8 - 10 seconds

Then we added them up and got the total of 75 and we divided it by eight because there were eight cars. We used nine seconds as an average from the two classes. Then we calculated speed. Speed - distance/time - distance in metres, time in seconds. 100/9 = 11. Therefore we found out cars must travel approximately 11 metres/second and to cross a road safely a car must be at least 55 metres away. In research, scientists have found that you have to be at least 9 years old to know how far away a car is, and it could be very dangerous to cross a road under that age."

Another child wrote up the same experiment, but added "I would have to cross the 77 metres away from a car. If a lady with a pram crossed the road she would need more time to cross the road. If an old person wanted to cross the road she would need quite a few seconds to cross the road. Don't run out in front of a car - which would you prefer - being alive or being dead?"

9. Reaction/Distraction time.

"We got a number sheet with numbers 1-12 on it, which were all mixed up. Someone had a stop watch, and when we said 'Go' you had to turn over the sheet, and try and point to all the numbers in the right order. When you had finished, you stopped the watch to see how long it took you and we did this three times. Once when you were silent, when you were also singing a nursery rhyme and when you were chatting with someone. Here are the results.

Method	**Time in seconds**
Silently	13 secs.
Saying nursery rhyme	10 secs
Chatting	46 secs.

There was a lot of difference in the time when we used the two distractions. It was because you have to think of two things at once, and it's hard to do that. There is a risk for drivers being distracted because they cannot concentrate on their driving as well, and therefore their reaction, if a child runs in front of them, may be affected. Passengers must be

aware that they need to behave sensibly and not mess around, and not ask the driver to change the cassette - but the front seat passenger instead."

10. Designing an advertisement for a motor company.

11. Accounts of the visit to Silverstone.

12. Estimating how many litres of petrol were supposed to be used in the race at Silverstone.

13. Challenge - to produce a vehicle powered by elastic band or bands.

14. Making a brake-metre, making a ramp, and using the brake-metre to test cars going down the ramp at different heights.

15. Using model cars, design and test to discover how you can improve the car's performance in terms of the distance it travels.

On the day of the Motor Show the school field was transformed by the motor dealers with their displays, tents and pennants flying in the breeze. Groups of pupils were positioned at strategic points to marshall cars, sell programmes, raffle tickets, candles and refreshments. One girl made an excellent short speech of welcome to the Lord Mayor, who was presented with a bouquet by another pupil.

The main hall, used for serving refreshments indoors, contained a drink/driving display, and excellent displays of pupils' poems and writings on cars, imaginary journeys, and their Silverstone visit. Displays on braking distances, and the maths involved with the T-shirt production enlivened a main corridor, together with those listed previously in these notes.

Child safety seats for cars were presented, together with cycle helmets, and the interactive video programmes proved very popular with the pupils.

Publicity had been widespread - pupils have been on radio, in BBC1 Newsround, and articles have appeared in the local press and nationally in The Sunday Times, Daily Telegraph and Daily Mirror. Press and TV were present for the official opening. A very noteworthy and memorable event for the school and its value to pupils in terms of safety education, and personal development cannot be adequately assessed - they have gained so much self-esteem and confidence.

The motor dealers have formed a committee to assist with a similar Show next year as they particularly appreciated the opportunity to be involved in the community which this location afforded. One very large dealer has now set up a classroom in the showroom, and children from this school who were involved in the Show will continue RSE at intervals in this setting - the dealer will provide transport for the pupils - 12 Porsches!

Fig 11 The school motor show

Some eight months later, the school was given a special award for road safety education by the Prince Michael Award organisation.

8.3.6 Example 6 Road safety and Information Technology. Junior School

One group of pupils in Year 6 became involved in the Humanities and Information Technology project on "Journeys" through liaison with the Advisory Teacher, the Advisory Teacher for Technology and the Adviser for Geography. As much Information Technology as possible was included in the project and the class teacher borrowed equipment from the Media Centre at Netheredge.

Preliminary work included looking at traffic lights and their automatic sequence, then at crossing busy roads as pedestrians, using pelican crossings, where the sequence is not automatic but subject to pedestrian control. Class were also interested in the concept of Supertram - an unmanned vehicle, where the track is linked to stopping and starting. Problems can arise with the elderly getting on and off in limited time, so building in safety factors such as light sensors and buzzers was considered by the class.

Much work had been done in connection with traffic calming measures to be taken in Hucklow Road, a very busy suburban road on which the school stands, which is also a bus route, and used as a short cut to another road by private motorists. After considerable consultation with the local residents, it was decided to put traffic humps at intervals in Hucklow Road. One of the Highways Engineers came to talk to the pupils about accident statistics and how a final decision was reached concerning the humps to be made in Hucklow Road. He demonstrated the use of the police radar gun and referred to automatic devices such as touch packs which check up on numbers of vehicles passing over.

The Media Centre lent data-logging equipment and materials for the children to make pressure pads to use with them - there is now one at their classroom entrance - and this led to the class investigating how speed traps work. The engineer gave the class a map showing the position of the humps to be installed. The class then recorded vehicle speeds along Hucklow Road over 50 metres in km per hour and entered them on a spread sheet, enabling pupils to decide which stretches of road were the sites of the fastest traffic, and thence into a discussion on the reasons why they did or did not like the decisions of the engineers.

Not far from the school is an extremely complex set of lights at a junction of five roads with right and left flowing traffic lanes and pupils took a traffic count here. They repeated this exercise at a nearby roundabout with four exits, and discovered that a roundabout could not cope with the volume of traffic at the lights. Touch Explorer plus concept keyboard programme was used to demonstrate the volumes of traffic along the five roads at the traffic lights junction.

Pupils have looked at crossings generally, and have monitored the traffic along a nearby road which, it is suspected, may become the route taken by motorists to dodge the humps. The pupils will repeat their speed checks and traffic counts on Hucklow Road when the humps are installed to see what difference they have made.

A group of four pupils also enacted an accident - calling for help etc - and this is displayed in the classroom as a photographic sequence.

The teacher made an interesting point: the Green Cross Code drill is viewed somewhat contemptuously by these older pupils as being "kids' stuff"!

This work was subsequently submitted for the 'Safe Journey to School Award' given by Autoglass.

One class of Y3 pupils made use of the video "Accident in Park Road" as a stimulus for work they were doing in control technology. This work was supported by members of the Information Technology Team, the Science Team and the Road Safety Officer.

The children watched the video and wrote a scenario of an accident based on ideas gained from the film. They constructed models which included cars, emergency vehicles, traffic lights and a telephone box, all of which made use of circuitry to operate lights, buzzers, bells, etc. The children wrote a script and used the computer to write control programs for each model. The programs were linked to form a sequence which would fit the story line. The resulting piece was performed for an audience. The story was narrated by members of the class and at appropriate times in the story the computer programs were used to control the models to give emphasis to the performance. This included the car indicators signalling, traffic lights working, an ambulance with flashing lights and siren sounding, a telephone ringing, and so on.

The work formed part of a much wider integrated topic which focused on the local environment, a topic which lent itself easily to the inclusion of other aspects of safety and safety education and which were fully exploited by the teacher.

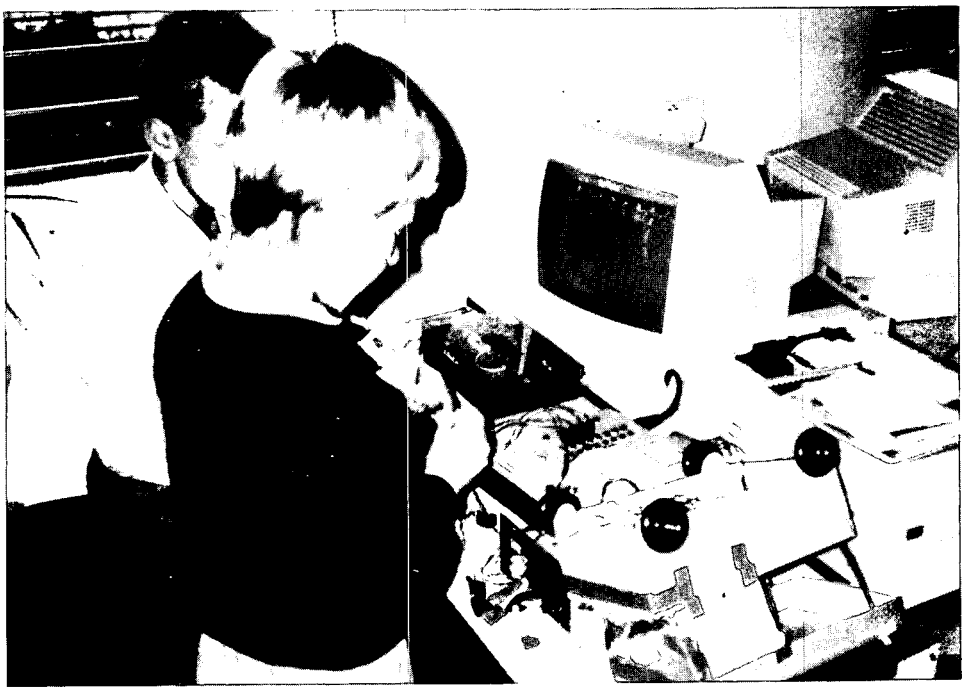


Fig 12 Using a computer to develop traffic signal controls

8.3.7 Example 7 Cycle safety week for parents, staff and pupils. Infant School

One group of parents suggested a Bike Safety Week. As this concerned an infant school, there was an initial dilemma for the staff. Were they encouraging pupils to use cycles at this age, or installing early good habits? On balance they felt it was important to start the acquisition of good habits, both for parents and pupils, as soon as possible.

The week was organised by the Parents Association to combine fund-raising with safety education, one aspect of which is learning to use bicycles properly. The main aim was to raise the awareness of parents, staff and children to the risk of accidents to young children who ride cycles on the pavement, in parks, gardens etc. The emphasis was on "off road" safety, and the control of the machine, in order that there should be no suggestion whatsoever that pupils would be encouraged to ride bicycles on the road. The Advisory Teacher was consulted, and acted as a facilitator in this event.

Preparation was very detailed and careful. Parents were notified and their help enlisted, after the concerned agencies, police and Road Safety Officer had been consulted for their approval. Prepared papers for distribution to parents included a bike week sponsor sheet, diagram 13 from Cycleway "How well do you know a bicycle?", and a sheet entitled "Bike Control and Safety" which provided 25 questions for sponsorship, one on the skill of riding a bicycle, and the other on observation and knowledge about bicycles. Parents were asked to discuss these questions with their children as the sponsor sheets were completed, and the majority did so.

Pupils brought their cycles to school on a different day and arrangements were made for pupils to borrow another child's bicycle if necessary. The police designed the course in the playground around which the children rode and were there to check each child around the course. It took 7-8 minutes to complete and each child's performance was commented on by the policeman.

Discussions with pupils two months after the event showed that they clearly remembered the week and had enjoyed the experience. The things they most remembered were:

a. how to manoeuvre round obstacles - control of steering and need for both hands

b. how to use brakes correctly - riding on them wears down the brake pads, and increases accident risk

c. the different parts of the cycle

d. the need to wear the right clothing - long scarves, belts, and untied shoe laces can get caught in parts of the machine and cause an accident

e. the need to wear their safety helmets - and some do so even when not cycling. Two of the boys did not

have helmets, saying their mothers would not purchase them.

In a discussion with a group of parents the following points emerged:

a. cycle helmets are now worn by the majority of the pupils, even in the garden and other places where the cycle is not involved - pupils want to wear them. One parent remarked that the enthusiasm of his youngest child for his helmet had reinforced his hitherto not always successful efforts to persuade his older children to wear them.

b. Parents were surprised at pupils' lack of knowledge of correct use of brakes and the number of bells that did not work when checked. They now realised the need to ensure that their children had appropriate knowledge concerning the working of the bicycle, and the necessity for regular checks - preferably involving the child owner.

c. The amount of riding by the pupils had not markedly increased and they rode mainly in the park and their own garden, though parents admitted some rode on the pavement. The small increase was attributed by parents to the ownership of the safety helmet - suddenly the "in" thing.

d. Parents were provided with an opportunity to work with their children through the sponsor sheet.

e. They were very appreciative of the displays set up in the school of cycle helmets and safety clothing. Although conspicuity aroused great interest - even though pupils do not go out at night - some parents expressed frustration when trying to purchase small jackets due to lack of knowledge of suppliers. In future, it would be better to have a prepared "package" or alternatively supply a list of suppliers of protective clothing and prices of each item.

f. In each class some three parents opted their children out as they felt they were too young to participate or did not own a bike.

g. Pupils who are "opted out" might then increase the pressure on parents to purchase a cycle for them, and this could create problems.

h. Parents were very grateful for the involvement of the police, as this leads to the establishment of good relationships in the future.

i. Unquestionably, parent awareness of safety generally, as well as specifically cycle safety, has been raised and they feel they must make more effort themselves at home to reinforce safety education.

j. An excellent opportunity for children, parents and teachers to work together - and for children to actually see this happening. It was real community involvement and co-operation.

This venture was of educational value for three reasons. Awareness of safety education was raised in the community, parents and school worked together, and an opportunity was provided for first hand teaching for the children. A short time working with their own cycles, and expert help from the police is preferable to classroom theory.

Whether this model would be transferable to other schools would depend on the level of parental co-operation and support - so essential for success - and also on the willingness of the staff to carry out the necessary preparation and organisation and disrupt the normal school routine.

8.3.8 Other primary examples

Although the examples in the previous sections have been described in some detail, it must not be assumed that there was no further work of considerable interest and value being implemented in the other schools that were visited. Two schools were using data-logging equipment, (Measure-it Kits) with the appropriate software (Prism) in order to investigate the effects upon road safety of different temperatures, light conditions and weather in general: reaction times, and traffic flow outside the school. Particularly popular with many schools were activities using the light box which had been designed and made by the Advisory Teacher for Technology. This enabled pupils following such topics as 'Ourselves', 'Light', 'Colour', 'Journeys' to investigate the conspicuity of different colours and materials, and in some cases extending this work into technological application such as designing and making clothing suitable for different weather conditions.

All schools used RSE as a context for language development as exemplified by a reception class learning the vocabulary of the road and the many discussions held by pupils which arose from RSE activities including the use of concept keyboard overlays, and the interactive video.

There were many examples of schools using the local environment to study issues of RSE, for example pupils in Year 3 following a topic on 'Play Space' investigated their local parks, with particular reference to the safety of the children's play equipment provision, and hazards involved in travelling to the parks. The study increased concern amongst the pupils about a very dangerous crossroads near the school, which many had to use, and they were hoping to set up a pressure group to have traffic lights installed. This exercise thus provided a simple introduction to the use of peer group pressure and citizenship education.

There were many examples of the requirements of National Curriculum in science being met by work associated with

road safety issues such as friction, forces, materials and weather. Mathematical concepts are supported by traffic counts which provide opportunities for graphs and for problem-setting and solving concerned with the local environment. Studies of roads and vehicles and their development included in topics on 'Transport' revealed the historical associations which may be made with RSE. Children's paintings and drawings are universally used together with creative writing to portray different scenes and situations in RSE. There was overwhelming evidence that strands related to RSE were threaded throughout a multiplicity and variety of topics, ranging from tropical rain forests to the four seasons.

8.4 EXAMPLES OF RSE AT KEY STAGES 3 AND 4

8.4.1 Example 1 Design and Communication

The CDT (Design and Communication) Design Assignment for the 1991 Examination of the Northern Examining Association was concerned with the design of road safety publicity. For part of this, the examination candidates had to design and make either something which could be displayed in primary schools to remind young children of road safety or a cheap, small and safe but attractive present to help children think about road safety. This assignment was undertaken in several Sheffield secondary schools. The Advisory Teacher and the Road Safety Officer visited the schools and gave a presentation of an hour in each. This consisted of information on accident statistics, and discussion of road safety issues, examples of Write and Draw which indicated primary school children's perceptions of keeping themselves safe, examples from 'Streets Ahead' of primary school activities, a pack prepared by the Road Safety Officer of primary school campaign materials and suggestions for the design brief which the pupils could consider. On average the pupils had ten weeks for two hours weekly in which to formulate, execute and complete the exercise, and the majority also spent time at home working on their projects. Pupils from three participating schools were interviewed to gain their views on the assignments.

1. Both staff and pupils were most appreciative of the input by the Advisory Teacher. They remembered its content and commented particularly on the young children's perceptions of keeping themselves safe on the road and elsewhere, the influence of environmental factors on road safety, and were appalled at the statistics of death and injury concerning their own age group.

2. They clearly realised that young children do not have the judgement, or ability to assess speed and distance to be safe on their own on the roads, that their height also restricts their vision of the road, and that some are barely tall enough to reach the control button on a Pelican crossing.

3. They considered their own age group had high accident statistics for a variety of reasons:

   a. little education on road safety at secondary level - most took place in the primary school.

   b. they probably take greater risks when crossing roads, and referred to challenges from peer groups that are involved in playing chicken

   c. cyclists admitted that they did not wear safety helmets - one seemed to regard the fact that he only rode on country paths on his mountain bike as a safeguard against injury.

4. They had difficulty initially in appreciating the limitations of small children - eg. those who chose to do booklet or poster representations often had to produce six versions before achieving a version simple enough for young children to understand.

5. Pupils particularly appreciated the individual package of materials for evaluation and statistics prepared for them by the Road Safety Officer. Their evaluations of materials - and they made their own choice for this purpose - were, in the main, purposeful and clear and several made alternative suggestions for booklets and posters.

6. The selection of statistics involved pupils in an increased selection process, and their graphs were illustrated in several interesting ways - one pupil represented them in a pie chart illustrated to resemble a cake, another produced a bar graph to show types of injury - deaths column was surmounted by a tombstone, serious injury by ambulance, and minor injury by a pack of Elastoplast, and another used heads in an interesting way.

7. A variety of end products appeared, and it must be remembered that certain restraints were placed by the examinations board. Any display had to fit into an A3 wallet, and any present had to be cheap, small and safe, as well as attractive to young children. They included:

   a. jigsaws representing road safety aspects - one particular one was made in hexagonal shapes, and backed with velcro so it could be propped up on a wall or board

   b. several games with a board base, involving the use of prepared cards on a road layout - most on a snakes and ladders principle

   c. very attractive badges, many making use of current popular figures such as Garfield and Turtles, and made in a variety of ways and a variety of materials - one was moulded plastic, several were wood

(lightweight), and several also made use of reflective materials. Most carried the "Stop, look, listen" theme, or "wait at the kerb". Some pupils designed different types of "stick-on" badges, all bearing appropriate road safety slogans.

d. There were interesting examples of products that could be used by commercial organisations and gifts for the children of customers. One simple but viable proposal was a pop-up card with a safety message that could be distributed at McDonalds outlets. Another similar proposal involved the preparation of an educational slide for distribution in a Kelloggs cereal promotion.

8. The pupils had enjoyed the assignment, though one or two admitted a certain dislike of statistics. They had appreciated the limited skills and abilities of young children, and several said it would make them more aware of the need to protect their children if and when they became parents. Their awareness of environmental influences on roads and transport systems had been increased.

8.4.2 Example 2 Suspended timetable

The first attempt by one secondary school to cope with cross-curricular issues of the National Curriculum consisted of suspending the timetable for the afternoon so that there could be a concentration on Health and Safety and Citizenship. Years 7, 8 and 10 were involved with approximately 80 pupils in each group in the safety module. The intention was to address the following extracts from the cross-curricular themes taken from Health Education and Education for Citizenship:

> Two of the nine components from "a framework for a health education curriculum" (NCC 5):
>
> **Safety**
>
> The acquisition of knowledge and understanding of safety in different environments, together with the development of associated skills and strategies, helps pupils to maintain their personal safety and that of others.

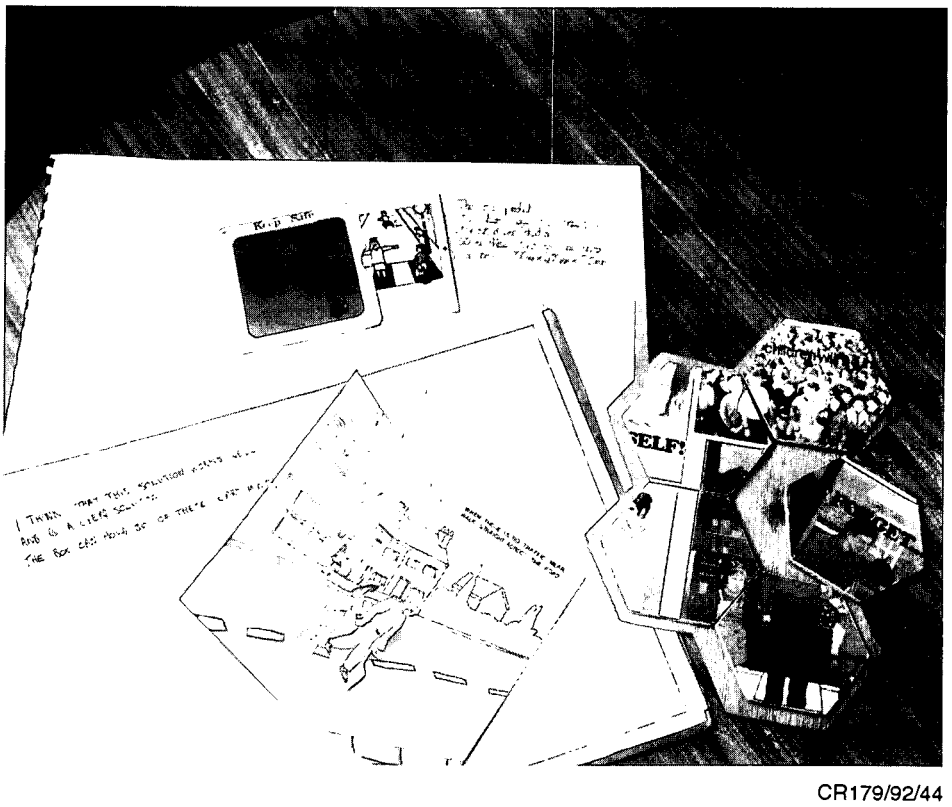


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Fig 13 GCSE CDT road safety publicity products

Key Stage 3

"Be able to analyze and assess situations in terms of safety and know that individuals play an important part in the maintenance of safe, healthy environments."

"Become aware of the rules and regulations relating to health and safety."

Key Stage 4

"Investigate and be able to demonstrate safe practices in various environments eg. home, school, work, road."

"Know and understand the background and importance of legislation affecting the workplace, including statutory and voluntary bodies concerned with safety."

"Know and understand the affect of medicines, tobacco, alcohol, drugs and fatigue in relation to accidents."

"Know and understand specific safety issues relating to groups such as the very young, elderly people and people with disabilities."

Environmental aspects of health education.

An understanding of environmental aspects of health education, including social, physical and economic factors which contribute to health and illness helps to raise awareness of environmental health issues, avoid unnecessary risks and promote good health.

Key Stage 3

"Understand the importance of a balanced healthy life style."

"Be able to distinguish between infectious and non-infectious diseases - know how they are spread, and be able to assist in their prevention."

"Understand the impact of the media and advertising on attitudes towards health."

"Know about the NHS."

Key Stage 4

"Understand how legislation and political, social, economic and cultural decisions affect health."

"Accept responsibility for, and be able to justify personal choices and decisions about health; show some insight into other people's lifestyles, values, attitudes and decisions."

"Be aware of how food shortages and surpluses occur, and the health effects of malnutrition and over-consumption."

"Develop a commitment to the care and improvement of their own and other people's health, community and environment."

From Education for Citizenship (NCC8)

The aims of education for citizenship are to:

"Establish the importance of positive, participatory citizenship and provide the motivation to join in."

"Help pupils to acquire and understand essential information on which to base the development of their skills, values, and attitudes towards citizenship."

Objectives

The pupils should develop knowledge of the following:

The nature of the community:

the variety of communities to which people simultaneously belong - family, school, local, national, European and worldwide."

How communities combine stability with change.

How communities are organised and the importance of rules and laws.

How communities reconcile the needs of individuals with those of society.

Roles and relationships in a democratic society.

"The nature of co-operation and competition between individuals, groups and communities - diversity and interdependence.

The experience and opportunities of people in different roles and communities.

"The nature and basis of duties, responsibilities and rights:

The role of custom and law in prescribing duties, responsibilities and rights.

Fairness, justice and moral responsibility.

At the beginning of the afternoon all students assembled in the hall for an introductory talk on the activities and the importance of the broad field of road safety and all the issues involved - engineering, politics, pressure groups, etc.

The video "Accident in Park Road" was then shown as a stimulus to activity and thought. Pupils' attention was drawn to the consideration of the ripple effects of a fatal accident - the effects on all participants and spectators.

Students then joined one of the following group activities to which they had previously been allocated by teachers. Most groups contained only one year group. Only students studying French and Urdu were allocated to the group concerned with the language.

1. Computer based work

Using control technology hardware and software pupils had to construct traffic light sequences to control vehicle pedestrian movement at the Caterknowle/Bannerdale Road junctions and using concept keyboards simulate traffic conditions and control. The Road Safety Officer withdrew small groups from this activity to work with the interactive video re. road safety. Other pupils were compiling reports showing the list of accident black spots from data sheets, and suggesting reasons for their occurrence.

2. Drama 1

This was based on the theme of "Congestion and Traffic Movement" and pupils had to portray this in the form of a TV advert/musical video - showing the effects of traffic jams on the pedestrians, residents and drivers in terms of stress, frustration and accidents. This they did very effectively illustrating difficulties of being jammed on main roads, drivers who cut into and across traffic lines, pedestrians taking risks by dodging between the traffic to cross the road, culminating in an accident.

3. Design and Make

The work was based on the proposals made by the engineers to alter the road system in the locality to restrict the use of the residential area by commuters trying to avoid traffic jams. Wood had been previously cut by the technology department and pupils set to work to make model roads with houses, informative instructions and mandatory road signs, and to position in their roads appropriate traffic showing measures such as humps and road narrowing. Some excellent results were produced.

4. Drama 2

The group were given a leaflet called "Anatomy of an Accident" and had to improvise a short play in the form of a hard-hitting video to prevent unnecessary accidents.

5. French translation

Using "On the Road in Great Britain" and Max and the Green Cross Code as starting points and sources of information, the pupils were compiling a simple French language guide that could be used by foreign exchange students visiting the school and the surrounding locality. Some very creditable draft proposal pages were produced, and hopefully this will be 'worked up' by graphic artists at a later date.

6. Geography

Pupils were to determine and discuss why traffic behaves the way it does through the Netheredge and Sharrow area by studying limited aspects of some of the localities within that area. The teacher had made a video and estimated traffic speeds on two nearby roads - Caterknowle and Bannerdale. Pupils worked out the speeds of cars, but concluded that the survey was not very accurate because the teacher had guessed the moment at which the cars passed, and the start and finish points, and more cars should have been monitored. A study of the area was to be conducted using large-scale maps - observing road connections, potential rat runs and reasons for these. It was hoped that the outcomes could form part of a Text/Graphic display or leaflet gained from Archimedes computers and/or hand work.

7. Graphics

Using the leaflet "The Roads' Story" the pupils were devising a leaflet or poster using appropriate language - mother tongues and appropriate English - to explain the dangers of urban traffic to children of primary school age. Most produced posters which were of excellent standard, well-presented, with very appropriate punchlines.

8. History

Pupils were discovering and discussing the origins of street patterns and land usage within the Netheredge and Sharrow districts of Sheffield by comparing them with the computer programme/data base "Garden Street" and drawing parallels from the information available. Their aim was eventually to produce a Fact/Graphical report mounted as a display to help the local community to understand the reasons behind the engineering and subsequent alteration of the road system.

9. Mapping homes and routes to school

Pupils had large-scale photocopied maps of Netheredge and Sharrow and the list of pupils' home addresses from the school role. They identified the location of pupils' homes and guessed the route they would take to school. They then mapped the main routes to the city along the arterial roads and guessed which suburban roads motorists might try to take to beat traffic jams. This work resulted in a colour coded display on the maps, which identified areas of conflict between residents and motorists, and pedestrians and motorists.

10. Urdu

These pupils were using "On the Road in Great Britain" and "Max and the Green Cross Code" as starting points and

sources of information to compile a simple non-English language guide to be used by foreign exchange or newly arrived students visiting the school and surrounding locality. Progress was somewhat slow, but a few pages were finally produced and it was hoped that a draft proposal of reasonable standard could be "worked up" by graphic artists at a later date.

At the end of the afternoon everyone re-convened in the hall bringing any work completed for display and pupils and staff spoke of the work of their different groups.

This was a very well-prepared, well-executed first attempt at a cross-curricular session. It is hoped that much of the work will be followed up although there are no specific plans to do so in the immediate future - but awareness of road safety has quite definitely been raised and its potential for cross-curricular work demonstrated and appreciated. Interest may well be sparked again when actual engineering work begins in the locality.

8.4.3 Example 3 Personal and Social Education

The school has a sophisticated tutorial programme to which is allocated at least one and a quarter hours weekly of curriculum based tutorial time. RSE is contained within the curriculum in three avenues:

Core - Year 9 tutorial programme contains specific road safety elements, although these may occur only occasionally as part of a year assembly.

Optional - "Emergency 999" is an option selected by approximately a quarter of Year 11 which studies emergency services, and includes a fairly detailed study of road safety. "Integrated Humanities" presented as an option, has a very large component on roads, their development and use, and is selected by nearly all the pupils in Years 10 and 11.

PSE - In May/June 1991 for Years 10 and 11, the PSE programme was allocated a full day of the week and called Day 4/5. All PSE/Careers/PE were amalgamated for a single day which provided opportunity for a very flexible programme. Opportunity was given for a "World of Work" day - part of the programme being a scheme called "Inside Business". Despite its situation on the less-favoured east side of the city the school has established a very sophisticated network of partnership links with various business undertakings.

For six successive Fridays, for the whole day, a group of four pupils worked inside the various partnership offices operating on a commission set up by the business, which had to be written up in report form. On average a quarter of the year group chose this option - last year some 30-40 pupils.

Because of the number of near misses by the children on the roads outside the school, it was decided to give a business initiative inside the school. Pupils had to take six weeks to consider the problem of road safety and report their findings to the head. The report was well researched and included traffic counts at various times of the day, speed estimations of passing traffic, observation of pedestrian behaviour and the production of appropriate charts and diagrams. Ten recommendations were included, and were sent to the police, the borough surveyor and the Advisory Teacher. The borough surveyor wrote back suggesting various possibilities - speed humps, and moving the school entrance, and the police have held several speed traps at intervals. Pupils have learned how to approach local responsible bodies and have realised that they can provoke them into taking action.

The school has become even more conscious of road safety issues as a result of a near fatal accident with a pupil in Y8 several weeks ago. The pupil crossed by a parked bus, was hit by a motorist and is now brain-damaged.

The school intends to repeat the "Inside Business" project in the school next year, and put a group of able students on the commission to try and make something happen. The school would like to link this work with an urban aid bid if possible.

There is close liaison with parents - newsletters are sent on a variety of matters including road safety issues and a parent/forum system exists which has already had a plenary session with the police.

8.4.4 Example 4 Communication

As part of the PGCE course at the University of Sheffield a group of students worked in one secondary school for one afternoon with the whole year group of 80 pupils using road safety as the context for the activities.

Through links made earlier with members of the LEA Advisory Service, the Road Safety Officer was invited to the University to take part in the preparation for this work in school.

The module on communication occupied three days; the students prepared over the first two and a half days for the school-based activity on the final afternoon. The tutor had referenced the work to road safety issues because he had recognised the need for RSE in the curriculum and valued the relevance of road safety issues as a context for work with school pupils.

The Road Safety Officer made an input into the activities organised by the tutor for the first morning. This included an observation of the local road environment, which provided a focus for the following discussion in which all the road safety issues were raised. Other activities followed which were intended to raise the awareness of the students

of specific issues and to explore and clarify their own understanding. The next four sessions were spent in preparing activities for the secondary pupils. The school suspended the timetable to allow the whole year group to take part. The scenario used for the work was a road accident involving a young person. The pupils took on the roles of journalists and photographers working on local newspapers. The task was to create the front page of a newspaper which featured a considered report of the accident. The process used was the "jigsaw" whereby each member of the base group (in this case the staff of a newspaper) becomes a member of an expert group (in this case a group interviewing, for example, a witness) and then has the responsibility for reporting back to the base group in order for that group to complete the task.

The resulting newspapers were then displayed along with differing perceptions and interpretations of the event.

8.4.5 Example 5 Personal and Social Education

The Advisory Teacher and the Road Safety Officer met with teachers from PSE, Technology and English to support work done earlier by the Road Safety Officer who had provided the school with resources and advice.

As a result the school has developed a Personal and Social Education programme for all pupils which includes a unit on RSE in each year. Year 7 study risks on the road with particular reference to their own age group. Year 8 are concerned with cycling and pedestrian safety, Year 9 follow the 'Fatal File' from the police documents which deals with a motor cycle accident and its implications. Year 10 have an input from the police, and consider the action to be taken at the scene of an accident linking this with first aid, personal responsibility and police accident procedure and Year 11 have also had an input from the police, in considering the drinking and driving unit. Much resource material has come from the RSO including packaged varieties such as "Teenagers and Traffic" and videos such as "Killing Time".

This represents a real attempt at secondary level, despite the pressures of time and subject curriculum to ensure some progression and continuity in RSE and a consideration of issues particularly relevant to the separate year groups.

8.4.6 Example 6 Drama presentations

This secondary school produced, as part of its media studies, a touring production using the theme of road safety. The play had been designed with young children in mind. The school had successfully taken this to various infant schools in Sheffield and Rotherham. The Advisory Teacher heard about the play through her liaison with the police and contacted the school to arrange for a presentation to the infant school in an area that was to be "traffic calmed". The production was extremely competent. The students had

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Fig 14 Secondary school RSE presentation to infants

thoroughly researched the needs of the audience both in terms of the appropriate style of production and in terms of RSE.

In the following year the head of department responsible for the first production decided that road safety should once again provide the context for drama and in consultation with the police Road Safety Officer and a member of the Drama Department it was decided that one of the drama groups should explore the problems faced by the elderly road user.

The Advisory Teacher and the Road Safety Officer were invited to an initial meeting with the member of staff who was going to work with this group. The meeting focused on raising her awareness of the breadth of RSE and the particular road safety and RSE issues concerning the elderly road user. She admitted at the end of this meeting that she had not felt much enthusiasm when faced with doing drama around road safety. She had previously worked with Theatre in Education (TIE) and she had thought that road safety would not present the political and social issues with which she was used to working. But the awareness raising session had changed her views and she was very enthusiastic.

She explained that the pupils she would be working with would research, prepare and produce a touring piece which would seek to engage with audiences made up of elderly people. The Advisory Teacher and the Road Safety Officer were asked to support the project by acting as consultants to the pupils and supplying any necessary resources.

The teacher began by looking with the group, at the role of the older person in our society. The school has a diversity of ethnic groups within it and the status of elderly people within these groups was examined.

The Advisory Teacher and the Road Safety Officer were then invited to work with the students for one session. This began with a brainstorm based on what road safety meant to them. This was followed by a discussion and short presentation which included statistics and road safety issues in general and then focused on the needs of the elderly road user and the problems associated with both reaching this group and trying to "educate" them.

The teacher had made contact with a group of elderly people and she took the students along to talk to them. The students asked them to say what conditions on the roads had been like in their younger days and of incidents that had happened to them on the roads now they were older.

These stories were taken away to be worked on by the pupils ready to present them back to the elderly people. This prevented the situation arising in which the adults would feel that they were being told what to do by a group of children.

Basically the performance consisted of two main characters, an elderly lady and teenager who gradually become friends, and a series of flashbacks to scenes of the old lady's youth - eg. picking up pieces of coal from the street cart because the family could not afford to buy a bag - going on holiday in a train etc.

Other problems faced by many young people were also brought out eg. the teenager - Tom - had problems at home and had no money because dad drinks.

In January the pupils gave a performance to members of the Sheffield Pensioners Action Group (SPAG). Considering that they were not familiar with the premises, and late arrivals walked straight through their acting groups, the resulting performance was very creditable. Comments were invited from the audience and a great many issues concerning road safety problems for elderly people were aired eg. difficulty in crossing roads where no crossing is provided, the timing speed of controlled crossings - too rapid for some - problems of conspicuity - a walking stick with reflective strips would be helpful - the problem of the speed of the current traffic flow - and some more interesting comparisons between streets of today and when these elderly people were young. Elderly audiences are notoriously difficult as their attention can wander and individuals can be very anecdotal, but these pupils dealt with this politely - and did not react when some of the audience - inevitably - criticised the young people of today en masse.

On the following Tuesday, pupils met at school for a full discussion - and criticism of their own performance. It was decided to eliminate the youth club scene which was intended to illustrate their problems at home, and substitute one where Tom helped his elderly friend Winnie to cross the road.

Drama unquestionably provides opportunity for the presentation of different aspects of road safety, and has the added advantage that many slower learning pupils have talent in this field.

8.4.7 Example 7 TVEI initiative

This school participated in a project entitled "Cluster Links Project - A problem Solving Partnership between Industry and Education". This was a TVEI initiative, sponsored by a variety of local and national businesses and organisations, and organised by the tertiary college for schools within one cluster. Two teachers, from the Science Department, decided that a suitable context for their pupils' work would be road safety. Through their community police officer they were put in touch with the police Road Safety Officer for the school. This resulted in three planning meetings; the first was an exchange of ideas which led to the need to identify some problem areas for the pupils to consider; the police officer arrived at the second meeting with three alternative proposals. These were:

A. Investigating an area where accidents were frequent. The area included indoor and outdoor markets, lots of shoppers and heavy traffic, and a pedestrianised area bounded by a six lane trunk road and a narrow feeder road for the city centre open only to buses. The buses were the major problem, there were so many of them, they could not overtake in the narrow road, so jams were normal and they hid pedestrians trying to cross to the shops.

B. Several accident problem areas could be considered to try to identify common factors.

C. Looking at solutions to the high accident rate among older pedestrians, probably through the consideration of conspicuity.

The first option was chosen as being feasible in the time allowed. The teachers felt that option C was one to which they would like to give more time and would be used in one of the science units. At the third meeting the three of them looked at possible solutions in order to be able to anticipate the needs of the pupils and to be able to give some assistance if they were slow in coming up with ideas; and discussed the practical issues of transporting pupils and resourcing the project.

It was at this stage that the teachers went to discuss the project with the Road Safety Officers and were given support in terms of information, maps, planning and resources.

The activities were to take place over four days in one week. The last afternoon was to be an exhibition of the work to which the Lord Mayor, representatives from the sponsors, people from education etc. were invited.

The pupils constructed and carried out very detailed surveys of all the groups represented in the area, carried out pedestrian and traffic counts and did observations of pedestrian and driver behaviour, some of which they photographed and videoed. In order to illustrate the problems to those attending the exhibition the pupils made a video film which looked at the area through the eyes of a bus driver and then through the eyes of a pedestrian. This was extremely effective.

The data was organised using charts and tables and was used to inform the problem solving processes. The group then put forward several design proposals which included:

* the use of single deck buses - there was a footbridge but during the time this was observed noone used it. Interviews revealed that shoppers found it difficult to negotiate. Single deck buses would allow it to be lowered and thereby perhaps increase its use;

* the building of a pedestrian subway;

* the widening of the road and the introduction of a tidal flow system - this would reduce the problems of traffic jams;

* the pedestrianisation of the whole area;

* diverting traffic

* driver and pedestrian education

These proposals, the accompanying designs and the benefits, costs and feasibility of each were displayed along with the data, the photographs and the video films. The pupils attended the exhibition to make presentations to council members and others about their findings and their ideas.

Leaflets were produced for various user groups and will be available at the checkout points of local stores.

8.5 EXAMPLES OF RSE IN DRAMA

8.5.1 Sheffield/Rotherham Arts

Collaboration between Sheffield and Rotherham Dance Project and the Sheffield Road Safety Unit resulted in the offer of a Road Safety Combined arts Project to be conducted with a 'Pyramid' of Sheffield schools. The pilot scheme for the project involved a comprehensive school and four of its feeder schools and a group of performance and creative artists working closely with staff from the schools, leading the pupils in various activities. The aim of the project was to identify a new and exciting way to promote an awareness of road safety, in the minds of young people, through the arts - Dance, Music, Language and Visual arts. Work was spread over three weeks and involved one whole day each week in preliminary workshops at school, organised by the teachers and visiting members of the Dance Project. The project ended with a performance and display of work at the comprehensive school to which parents and other interested parties were invited. The performance pieces were included from the various schools. Participating pupils obviously enjoyed their work, but the clarity of the road safety messages conveyed to uninvolved individuals was uncertain, particularly since the spoken word was conspicuously absent. The evaluation of the project, which had not realised its potential, made the following recommendations:

1. Aims and objectives need to be clearly stated, and sufficient notice of intention given to participating schools.

2. Teachers need to be involved from the initial concept. This entails planned meetings both before, during and after the event to ensure that preliminary preparation is good, the work is monitored during its implementation and

that follow-up and evaluation by those involved takes place. This would also foster the necessary sense of "ownership" in those participating.

3. Themes should be discussed with schools, and should relate to any particular physical situation eg. a school sited on an extremely dangerous main road.

4. The liaison structure must be careful established to avoid schools and teachers working in isolation from each other and being ignorant of what is going on in all areas related to the work.

5. The underpinning theme of RSE must always be at the forefront of the work, and the messages conveyed by the dance drama must be in terms that children not involved with the presentation can clearly grasp. Further, whatever the nature of the final presentation, children should be the target audience, not necessarily the parents, and thought has to be given to the needs of pupils in all age groups.

6. Verbalising is necessary, despite the concept that the dance portrays intention, in order to facilitate understanding by those not familiar with this type of communication. Following this evaluation, representatives of the Road Safety Office and the Sheffield and Rotherham Dance team met to draw up agreed principles for future work in schools. These were employed in other locations in Sheffield where the implementation of 20 mph zones led to the project being offered initially to the secondary and subsequently the two primary schools affected by this traffic calming exercise. Only one junior school accepted the offer, and the agreed set of principles for the project were implemented, leading to a highly successful performance.

A second comprehensive school expressed interest in the project although no feeder schools were involved as participants - they provided the audience for the dress rehearsal. By means of 'The Hazard Show' the school aimed to cover the concepts of possession of space, self-responsibility, the rejection of rules, the speed of modern life and the basic fact that people have had, and will always have, accidents. Unfortunately, the previously agreed principles were not adhered to, so, although the project provided pupils and staff with some valuable and enjoyable experiences, the end result, in terms of quality of product and educational experience gained, did not justify the considerable outlay, the amount of work and the level of staff stress involved, and the level of uncertainty concerning the amount of information about RSE absorbed by the pupils.

Nevertheless, the appropriate use of various arts media including dance, music, visual arts, theatre design and creative writing can enable young people to gain a very personalised and vivid insight into the concepts of survival and safe environment, and emphasise the cross-curricular nature of RSE. Successful projects in the form of dance and drama are always possible, providing that clear principles of conduct, and working model which is agreed by all interested agencies are established, and scrupulously followed. This was clearly demonstrated by work subsequently undertaken in one of the Sheffield tertiary colleges.

8.5.2 BTEC performing arts

Through the work done with Sheffield Rotherham Arts it was suggested that the Advisory Teacher and the Road Safety Officer should contact a tutor at one of the tertiary colleges with responsibility for students on the BTEC performing arts course.

Students from the final year of the course had worked with Sheffield schools on a dance drama project in the preceding year. This had been done as part of the student games cultural festival and the focus was on health education. It was suggested that road safety might be welcomed as a context for this year's project.

Contact was established and the form and implications of the initiative were discussed. The outline of the project and the eventual outcome of the discussion were as follows:

* The students, in the final unit of their course had to form themselves into a company.

* The company would develop a performance piece to be performed in schools along with supporting "Theatre in Education" workshops, plus a teachers' pack of follow up materials.

* The company would establish themselves in three venues, most probably secondary schools, spending one week in each, and perform to pupils of those schools and to pupils from nearby schools invited to the performances.

* All participating schools would be offered follow up workshops by the TIE company. The workshops to take place in those schools.

* The schools would be charged a small amount to attend the performance and to have the workshop.

* The Road Safety Officer would give guidance and support to the group around the issues of road safety and would run, with the Advisory Teacher,

an initial road safety awareness raising session for the students.

* The Advisory Teacher would also give support on the educational aspects of the work and upon issues of class management for the TIE team, working closely with them on the organisation of the workshops.

* Both the Road Safety Officer and the Advisory Teacher would act as consultants to the members of the performance group as they assembled the piece to make sure that it was a true reflection of RSE at its best and that the road safety messages were correct.

* The Road Safety Office would sponsor the events with a sum of £400.

The awareness raising session, which the director also attended, looked at statistics and issues and at children's perceptions of keeping safe. Following this input the students were given the task of observing behaviour on the roads in the locality. This was followed by a reporting back session and a discussion followed by an introduction to the resources. The students then decided upon the nature of their own research into road safety issues. This was to take place over the next seven days.

From this starting point over the next few weeks the performance piece, the workshop activities and the teachers pack were put together under the direction of the director and the college tutors with support from the Advisory Teacher and the Road Safety Officer.

The venues were confirmed and advertised, and bookings for the performances were taken. The students quickly learnt from their contacts with schools, when attempting to arouse interest in the performances, that there was still a massive need to raise awareness of the nature of RSE. They found that if they identified the piece as being about road safety, misconceptions abounded, particularly among members of senior management in secondary schools. One head teacher actually said that road safety was the preserve of the junior schools and therefore of no interest to his pupils.

The students learnt to avoid mentioning RSE to the uninitiated and to highlight the fact that the piece was about the effect of technology upon the environment (another way of saying road safety). This reflected the problems faced by Road Safety Officers and the Advisory Teacher when advertising courses that were identified as "Road Safety Education".

The performance, a piece of physical theatre, involving dance and drama, called "Calming Transitions" reflected the traffic calming initiatives taking place in the city. it received great acclaim by teachers, pupils, police officers, engineers, fellow students and tutors. The piece was powerful, sensitive, enjoyable and very moving. The messages conveyed were clear and well understood by the pupils in the audiences.

1. "I thought the play was good. The best part I liked was with the sticks when they were fighting the car. It was a good example for road safety. I had never seen a play like that before. It was very different and interesting. I liked the dance as well. There were four things that I thought were brilliant, which were earth, water, fire and air and the actions they did were good. I liked some of the songs they sang. I liked Mother Earth when her voice was echoing all around, and the words she said were good. The music was fast and good, and they were all good actors." Sahdya.

2. "We saw a play on road safety. It started with Mother Earth with a broken microphone and some girls lying down, who got up and started dancing around. There was Earth, Water, Fire and Air. I started to think what has this got to do with road safety. The machines were taking over the people. Then the car came on and the people were trying to stop the car, but it was too strong and was taking over the people and they were polluting the air and the rivers and using them. Then the car was talking about crashing. He said at 20 miles an hour one tenth of the people knocked down were killed; at 30 miles an hour half of the people knocked down are killed, and at 30 40 miles an hour nearly all the people are killed, and the rest are seriously injured. Three times as many boys as girls are killed on the roads, and two thirds of accidents happen 100 yards from your home." Marie.

3. "We went to see a sort of road safety play. Mother Earth, Fire, Air, Water and Earth explained how humans are causing pollution and a man came on as a car. They told us about how many children get killed a year by road accidents and more boys get killed than girls. They also showed us the car banging into people at 20, 30 and 40 miles per hour, so I think the play was quite effective and it showed you things like car accidents. It wasn't exciting as it's not the best play I've ever seen, but I thought it was far better than one of these how do you cross the road things." Alison.

4. "I went to watch a play about road safety which was a mix of singing, acting and dancing. Mother Earth, Air, Fire, Water and Earth showed how the earth was formed, and that at first, when the humans came, there was harmony. Then the humans started building machines which began to pollute the world, and when Mother Earth, Water,

Air, Fire and Earth complained, the humans said they were there to be used. After this along came the car, which was attacked by Mother Earth and her group, and successfully defended by the humans. Then there were accidents when two actors ran at each other and one fell down and the other carried on. Then the car told us how many people were in accidents during the year, that one out of 20 hit at 20 miles per hour are killed, half of those hit at 30 miles per hour are killed, and at 40 miles per hour all are killed. In general I thought the play was pretty good and so were the various activities the group gave us to do afterwards." Paul.

The students, who comprised the Theatre in Education Group responsible for devising the workshops, which either followed the performance or were taken subsequently at the school, performed a valuable task, much enjoyed by the participants. Workshops commenced with warming up activities, followed by pupils working in groups to revise the main characters, by imitating them. Pupils then had, in their groups, to devise a machine, where they would enact the component working points, and the rest of the group had to guess what had been portrayed. Students demonstrated the effect of impact in car crashes, and selected some pupils to run as fast as possible down the hall, and stop immediately upon command. Pupils realised that it is impossible to do so, and this was related to the stopping distances needed by car drivers, and the safety implications for pedestrians.

Students then donned masks and demonstrated different moods suggested by the pupils eg. sad, happy. Pupils were then grouped to enact an accident. These included "crossing a road on a pelican crossing and being hit by a motorist who did not stop" and "a group charging across the road without looking and then being hit by cars". Pupils were then asked what could have been done to prevent these accidents and asked to re-enact them following safety rules. A final calming down session followed. These workshops were very well conceived, with the right balance of calming and very active exercises, good pupil participation and every opportunity seized to demonstrate the importance of responsible behaviour by the pupils. Students quickly formed excellent relationships with both pupils and teachers.

The Theatre in Education group also prepared a pack for teachers entitled "Calming Transitions". This contains a selection of suggested activities and exercises, providing ideas and resources for teaching safety education, which aim to involve pupils in their own learning, and recognise the constructive use of the pupils' own environment and experience. They have been imaginatively conceived, well presented, clearly written, cover a wide variety of safety issues, and should prove an extremely valuable resource. The entire project, both through the quality of the work, the quality of the individual members, and the messages it conveyed was an excellent ambassador for RSE.

9. GOOD PRACTICE IN THE SHEFFIELD LEA

The success of the demonstration project in Sheffield has depended on the support and enthusiasm of all the participating teachers and officials and especially upon the efforts of the Advisory Teacher. The Adviser for Science writes:

> "I am delighted to have had an Advisory Teacher for road safety education. It has given emphasis to this important subject and it has highlighted all the road safety issues for the schools. It has made for co-operation between all the involved agencies and cemented the bonds between them.
>
> The way in which teachers were helped to engage with the subject, through both awareness raising sessions and courses which looked at practical classroom application, has resulted in them rationalising road safety education and bedding it into the curriculum. I am fairly confident that, now they have done this, it will remain in our schools."

The City Road Safety Officer stated:

> "The project has been very valuable and worthwhile as it has enabled us to accelerate and expand the direction in which we were already heading. We were very fortunate in the choice of the Advisory Teacher and have had excellent support from the Transport Research Laboratory. Many of the difficulties which have arisen over the three year period have been overcome by the professionalism and goodwill of those involved.
>
> We have been forced to look at ourselves as others see us - a very valuable, albeit painful experience. Having done so, we had to change our approaches and methods in some radical ways and have achieved a better organisation as a result. The massive increase in the work load resulting from the project, has caused us to prioritise and change our policy. We shall now concentrate on relatively few schools at any one time, aiming to obtain developments of real worth in road safety education, before moving on to others. With this in mind we have devised a five year development programme. In the first year, concentration will be on a group of schools, in the second year, contact will be retained with these schools, and at the same time a second group of schools will be the subject of concentrated attention. By the third year it is hoped that fruitful results will be obtained from the original schools, and a self-perpetuating programme established. By the fifth year, all schools should have been covered, and the cycle can recommence to take account of any changes which

may have occurred in the interval. He would value an independent assessment of work in Years 1, 3 and 5 to coincide with the development programme. He would also like to see more educationally qualified staff in the Road Safety Office who would be both flexible and adaptable, and an Advisory Teacher within the Education Department who would carry a responsibility for liaison with the Road Safety Office."

The Senior Road Safety Officer writes:

> "The project has been an enjoyable experience, albeit hard work, which has enhanced all our work in schools, and strengthened our links with other agencies. I believe we have developed a powerful educational model which locates road safety education firmly in the curriculum and yet is flexible and easily adapted to the needs of children, teachers and other local authorities.
>
> The model does not require expensive resources, and does not burden teachers with extra responsibilities - rather, it enriches what they are already doing. All that is required is a slight re-focus of awareness amongst teachers and Road Safety Officers for them to totally integrate road safety education in a continuous and progressive way with work currently in progress. I hope that when the model is disseminated, this subtle, but vital change of awareness, will not be lost."

The Road Safety Police Officer said:

> "As a new road safety PC I arrived with the old image of road safety education, but contact with the project at the road safety course run by the Council Road Safety Officer and the Advisory Teacher gave me a new image with which to work. The new approach has been invaluable. I am now much more acceptable to schools as they are presented with a model which is more consistent with the educational model. A few years ago, as a community liaison officer, I worked for one year with a road safety police officer and the only contact he had with schools was through cycling proficiency. For me, it is very different, I am contacted frequently by schools for support of all kinds and I am asked in at the planning stage. I also liaise closely with the Council Road Safety Officer and this provides me with practical support for the work I do with schools. Another benefit from this has been the links made with the community constables.
>
> I would like to see this approach taken by the police nationally, and I think this way of working is here to stay."

Authorities, other than Sheffield, who wish to introduce a similar project may not have the resources to afford an Advisory Teacher, or may feel that education in their authority has evolved in such a way that the role of the LEA Advisory Service is much reduced. Nevertheless such a project should be possible following the suggestion of the Sheffield Advisory Teacher:

> "When I began on the project I put road safety education firmly into health education. In schools there cannot be really effective health education without community involvement and road safety education is no exception. The safety of our children and young people is the concern of all the members of the community.
>
> Through this project and the efforts of individuals and agencies from our community, the Road Safety Officers, the engineers, the police, members of the LEA Advisory Service, staff at Sheffield Hallam University (formerly Sheffield City Polytechnic), and others, many pupils in Sheffield schools are now beginning to receive road safety education which reflects the breadth of the subject and addresses more closely their needs.
>
> But this is only a beginning, I hope that the structures left in place by the project will firstly, continue to support the growth of road safety education in those schools which have recognised the need for it and are building it into the curriculum; and, secondly, eventually infiltrate those schools where either the need for road safety education is not recognised or where it is still thought to be someone else's responsibility.
>
> Although I have come to the end of the project, and my formal connection with road safety education has ceased, this does not mean an end to my involvement with the subject. Throughout the project I have said time and time again that road safety education provides a real and relevant context for work done in classrooms giving a purpose to what we do with our pupils and answering such questions as "Why are we doing this work for example, in science?" Therefore it will continue to provide a context and a purpose for work I shall be doing with teachers and student teachers in the future".

10. CONCLUSIONS

1. The responsibility for initiating and developing contacts with schools on road safety education should remain with the Local Authority Road Safety Officers for the following reasons:

a. Road safety evolves as the local transport systems change and it is important that road safety education promoted to and by schools should reflect current transport developments. The staff in the Road Safety Office, working as part of the Transportation Department are better placed to give such advice than even the most diligent and enthusiastic member of an Education Authority.

b. However it is important that the professionalism of the Road Safety Officer is recognised by teachers and advisory staff and this recognition is made easier if the philosophy and practice of those working in Education is reflected in the philosophy and practice of the road safety staff. This can be brought about through training and by co-operative working. Experience gained during the project has enabled the Road Safety Officers to be as effective as the Advisory Teacher at approaching and forming links with schools.

c. The fact that road safety education is the responsibility of an agency outside Education brings great benefits to schools as it allows teachers to help their pupils engage with aspects of the wider community. Road Safety Officers by their location bring a different set of experiences to the curriculum and their links with other agencies provide further enrichment. Throughout the project the two roles of Advisory Teacher and Road Safety Officer were complimentary rather than interchangeable, the partnership strengthened by each others' expertise.

2. While it is not necessary for the development and maintenance of road safety education that an Advisory Teacher for RSE should be permanently seconded to the road safety team the links between the two agencies, the Road Safety Office and the Education Department proved to be very beneficial for teachers and pupils and therefore efforts should be made to maintain these links. Many will be maintained through the networks and the personal contacts that have been established. However it is vital that the Road Safety Officers should preserve close relations with the major organisations providing advisory services to the schools and develop further those structures relating to schools. In the case of the former this contact could be strengthened by:

a. inviting the Advisory Service members to provide further training for Road Safety Officers in both the management of INSET and curriculum issues. This will not only develop further the professionalism of the Road Safety Officers but will also raise awareness of RSE and of the role of the Road Safety Officer among those INSET providers;

b. Road Safety Officers attending the centre based courses offered by the Advisory Service to teachers. As well as increasing their understanding of educational issues this will help to forge new links with trainers and teachers and it will have the additional advantage of supporting the Road Safety Officer's professional standing with teachers.

c. in order to continue reaping the benefits bought about in schools by the project the LEA should also strive to build upon the links that have been forged and to develop further the use of such a valuable resource as the Road Safety Office. This can be done by those in schools and in the advisory team continuing to develop and promote RSE within the curriculum and making use of the Road Safety Officers to support this.

3. Experience in Sheffield has shown that road safety education is best used as a real and relevant context within which much of the curriculum may be delivered. It is of a higher order than the National Curriculum subjects and indeed it is identified by the National Curriculum Council in the cross-curricular theme of health education. If it is regarded as a subject much of its effectiveness is lost, it becomes marginalised. To be effective, and for progression to be achieved, road safety education needs to be drip fed throughout the curriculum, with pupils receiving small but frequent and regular inputs which give purpose and meaning to the work in which they are engaged whatever the subject. For this reason it is also better for RSE to exist within the wider context of safety education, thus allowing the teacher to address safety at each planning and delivery stage, bringing in the appropriate aspects of safety education, including RSE, as the need occurs. This will help to ensure that opportunities for road safety education are maximised. In the Sheffield primary phase safety education overall is now considered when teachers plan their topics and it is integrated into the curriculum. This means that RSE finds its rightful place and should be sustained in the future.

4. In the secondary schools, where teaching is subject based and led by the need to develop and qualify pupils for their adult careers, there is resistance in some schools to the inclusion of RSE. In addition some staff mistakenly believe and claim that road safety is a pre-school and primary issue and that secondary pupils are sufficiently mature to cope with conditions on the road. This goes against the evidence of the accident statistics, which identify their pupils and those who have just left school as the group most at risk from road accidents. No matter how well a pupil has been prepared for a career, this will come to nothing if that person is killed or injured in a road accident. Nevertheless within the secondary schools where infiltration of RSE has been successful there is the same recognition, as in the primary schools, of the value of road safety as a context for teaching some elements of the curriculum subjects and the recognition of its position within Health and safety education.

5. Because of its cross-curricular nature RSE is best included within the development plans of appropriate subjects such as Health Education, Science, Geography, Technology etc.

6. In-service training in Sheffield has been most acceptable to teachers when it has reflected the points made above and RSE has provided the context for courses focused on curriculum subjects or skills. School based courses and workshops have proved to be the best way to provide initial training for schools because of the lack of awareness about the road safety issues, the nature of RSE and its place in the curriculum. This will still be the case for some time as not all the schools are fully aware, but this is changing as awareness grows and centre based courses are becoming appropriate for updating and enriching the good practice established in schools. However school based courses are extremely valuable and should continue the benefit of such courses being that they are designed to meet the particular needs and aspirations of the school.

7. The close liaison between the Road Safety Office and South Yorkshire Police is now formally and firmly established. Again the benefits accruing to schools and to the agencies concerned mean that this should be sustained and developed. Training on RSE and general education issues is now offered jointly by police, educationalists and Road Safety Officers for community police officers who have contact with schools. This could be developed further.

ACKNOWLEDGEMENTS

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APPENDIX - EXAMPLE GUIDELINES FOR SHEFFIELD SCHOOLS

SHEFFIELD GUIDELINES - STAGES 1 - 4

ROAD SAFETY EDUCATION GUIDELINES

RULES
* Personal
* Social
* Legal

RISK
* Assessment
* Management
* Strategies
* Getting Help
* Safe / Unsafe
* People / Places

CHANGE
* How Things Change
* Who Makes Things Change
* Influencing Change
* Politics
* Economics
* Engineering

***Not Capable Of Using Roads Safely**

4 to 8 YEARS
***Requires Adult Help At All Times**
***Cannot Judge Speed And Distance**
***Risks Head Injuries From Falls From Off-Road Vehicles**

COMMUNICATION
* Signs And Symbols
* Seeing
* Being Seen
* Senses
* Understanding
* Messages
* Communicating Clearly With Others

UNDERSTANDING
* Forces
* Effects Of Weather
* Light
* Materials
* How Things Work
* Rules
* Words

FUTURES
* Choices
* Decision
* Probable Futures
* Possible Futures
* What Kind of Future Do I Want ?

KNOWLEDGE
* Vehicles
* Traffic
* Rules
* Risk
* Consequences

MOVEMENT
* People
* Vehicles
* Starting
* Stopping
* Speed

ATTITUDES AND VALUES
* Oneself
* Others
* Effects On Behaviour

Road Safety Education is most effective if fully integrated with the curriculum, occupying a niche within each integrated topic

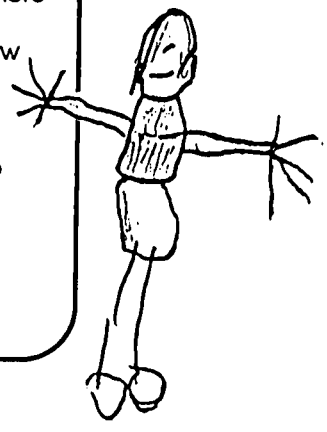
WHAT IS APPROPRIATE FOR THE 4 - 8 YRS. AGE GROUP?

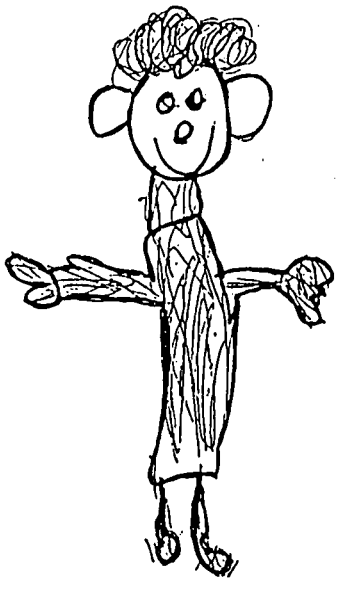
CHILDREN OF THIS AGE SHOULD BE LOOKING AT SAFETY IN A WIDE CONTEXT IN WHICH ROAD SAFETY IS ONE ASPECT.

They need to:

LEARN -

* Who they are; where they live; who is there; their telephone numbers; where they can go if nobody is at home.
* Where they are and are supposed to be; who knows where they are; how long it takes to get somewhere.
* Safe places to play, safe routes to get there. The rules for safe play.
* What are dangerous places and why these are dangerous.
* Who to trust and who is safe to be with. Who are the people who help to keep them safe.
* To ask for help.
* The causes of accidents.
* That keeping safe is their job too.
* The difference between real and imaginary dangers.



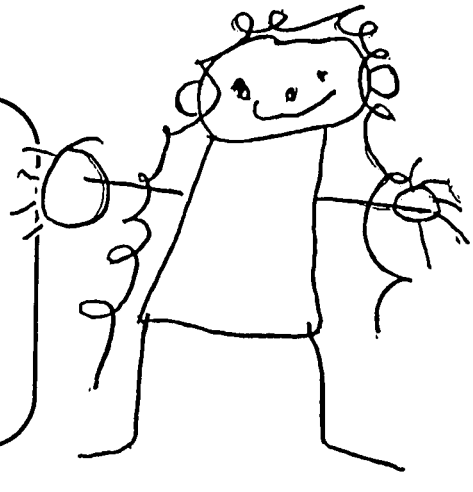


PRACTISE -

* The skills needed to keep themselves safe.
* The rules that help to keep them safe.
* How to have fun, play safely and keep safe.
* Being a good passenger.
* Doing things on their own.
* How to ask for help and how to explain things clearly.
* Assessing risk in and around the school and in the places they visit.
* Using their senses to help keep safe.
* Making decisions and reflecting on the consequences.

UNDERSTAND -

* The many causes of accidents.
* That they can prevent accidents.
* The meaning of the words STOP, LOOK, LISTEN.
* What traffic is.
* What vehicles are.
* The vocabulary of the road - kerb, pavement, road etc..
* That the road environment is designed and built, that it can be changed; and how those changes can be brought about.



WHERE DOES ROAD SAFETY EDUCATION FIT INTO THE CURRICULUM?

SCIENCE

Movement, Friction, Stopping, Uphill/Downhill Travel, Forces, Energy Sources.

Uses of Materials; Conspicuous/Protective Clothing; Surfaces and Friction.

Effects of Different Light and Weather Conditions on Safety; Headlights, Signals - Visible, Audible, Information, Orders, Warnings; Senses.

Human Influences on the Earth, Vehicles, Street Furniture, Safety, Risk, Pollution.

ENGLISH

Rules, Communication - Non Verbal, Signs and Symbols; Ordering Events, Interpreting Information; Acting Out Events and Reactions.

MATHS

Collecting, Classifying and Interpreting Data about How the Environment is Used.

TECHNOLOGY

Modeling the Artefacts, Systems and Environments Involved; Identifying Needs and Opportunities; Examining Costs and Benefits.

HISTORY

Cause and Effect; Risks Now and in the Past; Protective Clothing; Keeping Safe.

GEOGRAPHY

Mapping the Local Area, Safe/Unsafe Places; Changing the area, Engineering.

HEALTH EDUCATION

Looking After Myself/Others; Me and My Community and Environment

CITIZENSHIP

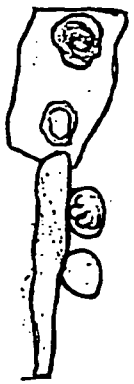
The Needs of the Community; How Change Occurs.

INDUSTRIAL & ECONOMIC UNDERSTANDING / CAREERS

The People Who Design and Build the Roads; the Costs of Change.

ENVIRONMENTAL EDUCATION

The Effects of the Motor Car; The Future.



Design and make:
- A bag
- A set of clothes

That will help keep you safe when you go to the shops with your family. (Dress a doll or cut and stick)

Technology; Science.

SHOPS; MYSELF; CLOTHES; JOURNEYS; COLOUR

Design and make a vehicle and add things to protect the family and other road users.
Use your vehicle to test forces.

Technology; Science.

MOVING AROUND; HOLIDAYS; JOURNEYS

Collect data on traffic flow at different times of the day. Use I.T. to handle the information.

Maths; Science; Technology.

MOVING; LOCAL STUDY; TRANSPORT.

Design and make warning signals that can be seen or heard in different light / weather conditions.

Science; Technology; English.

LIGHT & COLOUR; SIGNS & SYMBOLS; JOURNEYS; TRANSPORT

Act out what these mean:
Stopping; looking; listening

English.

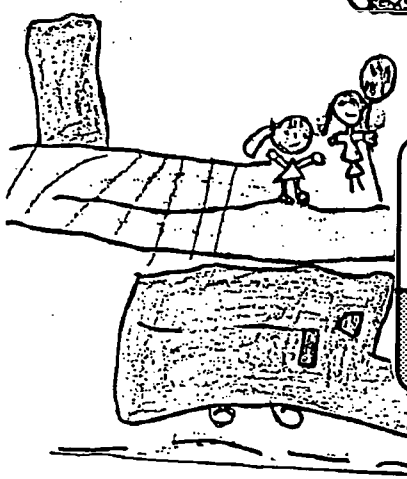
SENSES

EXAMPLE ACTIVITIES AND RELATED TOPICS

Design and make a game to help the family go to the local shops safely.

Technology; English.

LOCAL STUDY; SHOPS; TOYS AND GAMES



Draw a map of your school and grounds, put in all the areas of risk and ways to manage those risks. Use a concept keyboard so that others can look at your ideas.

Technology; Geography; Health Education; English.

OUR SCHOOL; LOCAL STUDY

Design and draw up a set of rules for behaviour in different parts of the school. Make a set of signs to go with the rules.

Technology; Health Education; English; Citizenship.

LIVING TOGETHER; OUR SCHOOL; JOURNEYS; COLOUR; SIGNS & SYMBOLS

Investigate which shoes are the best grippers/sliders. Look at tyres, brakes, road surfaces.

Science.

CLOTHES; TRANSPORT; JOURNEYS; MYSELF.

Invite visitors into the school to find out;
- What the risks were when they were young.
- How they help to keep others safe - Engineers; police; fire brigade; crossing wardens etc.

English; Careers; Econ. & Industrial Understanding; History; Citizenship.

PEOPLE WHO HELP US; CHANGES

RESOURCES

The following resources will help you to integrate Safety Education with the whole curriculum. They all have an inter curricular approach.

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Pub. Nelson
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Activities looking at verbal and non-verbal communication, signs, symbols, pictures, codes; how messages are sent; and how we communicate to keep safe.

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Activities investigating movement on land, in water and in the air; science investigations into how things move; using and making maps; planning journeys; movement and accidents; and looking at the effect of traffic movement on the local environment.

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Activities designed to help children to formulate and to understand rules. These include setting ground rules in the classroom; where rules are found i.e.rules for washing clothes, cooking food, keeping safe etc.; school rules; road rules; local rules; 'crime and punishment' and fair play; cause and consequence; sporting rules; using scientific investigation to find out the 'rules' governing movement.

MODULE FOUR - RISK
Activities that look at the very foundation of Safety Education itself RISK MANAGEMENT. These include looking at probability; statistics; assessing risk, risk in activity, risk in the environment; managing risk, eliminating it, reducing it; taking calculated risks; and developing strategies.

TRAFFIC EDUCATION IN THE PRIMARY SCHOOL

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CONCEPT KEYBOARDS (A3 & A4) on termly free loan.

CONCEPT KEYBOARD SOFTWARE

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LANGUAGE DEVELOPMENT MATERIALS

DRESSING UP CLOTHES

STREET FURNITURE MODELS

VIDEOS

LEAFLETS FOR PARENTS.

AND LOTS MORE

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COURSES AND MEETINGS FOR PARENTS AND GOVERNORS looking at RSE, the curriculum and the part they can play.

All of the above may be centre based, school based, daytime or twilight sessions. If school based then the nature of the course will be negotiated with the staff.

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TEL. 736162/3

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ROAD SAFETY EDUCATION GUIDELINES

RULES
* Personal
* Social
* Legal

RISK
* Assessment
* Management
* Strategies
* Getting Help
* Safe / Unsafe
* People / Places

CHANGE
* How Things Change
* Who Makes Things Change
* Influencing Change
* Politics
* Economics
* Engineering

* Reaching the peak age for pedestrian accidents.

8 TO 12 YEARS

* Are out on their own on roads.
* Not yet capable of judging speed and distance.
* Are easily distracted.
* Older ones beginning to adopt adult crossing strategies.
* Are at risk of head injuries from falls from on and off-road vehicles.

COMMUNICATION
* Signs And Symbols
* Seeing
* Being Seen
* Senses
* Understanding
* Messages
* Communicating Clearly With Others

UNDERSTANDING
* Forces
* Effects Of Weather
* Light
* Materials
* How Things Work
* Rules
* Words

FUTURES
* Choices
* Decision
* Probable Futures
* Possible Futures
* What Kind of Future Do I Want ?

KNOWLEDGE
* Vehicles
* Traffic
* Rules
* Risk
* Consequences

MOVEMENT
* People
* Vehicles
* Starting
* Stopping
* Speed

ATTITUDES AND VALUES
* Oneself
* Others
* Effects On Behaviour

Road Safety Education is most effective if fully integrated with the curriculum, occupying a niche within each integrated topic

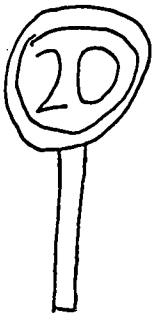
WHAT IS APPROPRIATE FOR THE 9 - 12YRS. AGE GROUP?

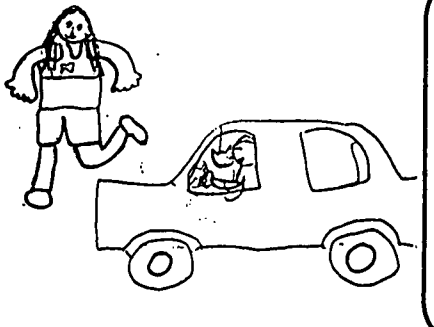
CHILDREN OF THIS AGE SHOULD BE LOOKING AT SAFETY IN A WIDE CONTEXT IN WHICH ROAD SAFETY IS ONE ASPECT.

They need to:

LEARN -

* Where they are and are supposed to be, who their friends are, the person in charge, and the person who needs to know where they are.
* How to get out, how to get home, how to contact home, another safe place to go. How to tell the time, use a telephone, judge speed and distance.
* How to get help when they need it.
* The risks and hazards they might find when they are on their own.
* Which people are safe and not so safe and how to recognise them.
* Where and when accidents might happen and what to do if one happens.
* The skills to keep them safe in traffic, when they are alone or with other people; simple lifesaving skills.
* To resist pressure from their friends to do things they know are not safe or sensible, and the words they need to use to do this.
* The safety rules for different situations and how to keep them.
* How things in their local environment are changed and how they might influence those changes now and in the future.



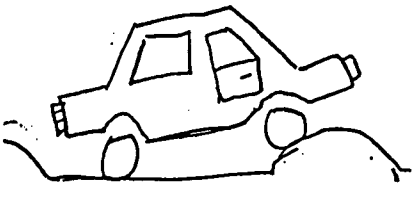


PRACTISE -

* Using things safely and playing safely.
* The skills they need to have fun, feel good, feel safe and keep safe.
* Being a good example to younger chidren and passing on their skills to others.
* Resisting threats, persuasion and bullying.
* Identifying and weighing up the risks in any new situation.
* Speaking and writing to those people who can help them to bring about changes to their local and/or national environment to make it safer.

UNDERSTAND -

* There are people who help to keep them safe, but that it is also their job.
* If something is frightening or upsetting to them that they have a right to say "No." and that this is not rude or silly.
* That being able to do more things away from the family means they must have more personal responsibility.
* That they will still need help to keep safe and asking for help is useful.
* That their actions can have consequences for other people.



WHERE DOES ROAD SAFETY EDUCATION FIT INTO THE CURRICULUM?

SCIENCE

Movement, Friction, Stopping, Uphill/Downhill Travel, Forces, Energy Sources.

Use of Materials; Conspicuous/Protective Clothing; Surfaces and Friction.

Effects of Different Light and Weather Conditions on Safety; Headlights;Signals - Visible, Audible, Information, Orders, Warnings; Senses; Data Logging.

Human Influences on the Earth; Vehicles, Street Furniture, Safety, Risk, Pollution.

ENGLISH

Rules, Communication - Non Verbal, Signs and Symbols; Ordering Events, Interpreting Information; Acting Out Events and Reactions.

MATHS

Collecting, Classifying and Interpreting Data about How the Environment is Used.

TECHNOLOGY

Modeling the Artefacts, Systems and Environments Involved; Identifying Needs and Opportunities; Examining Costs and Benefits.

HISTORY

Cause and Effect; Risks Now and in the Past; Protective Clothing; Keeping Safe.

GEOGRAPHY

Mapping the Local Area, Safe/Unsafe Places; Changing the area, Engineering.

HEALTH EDUCATION

Looking After Myself/Others; Me and My Community and Environment

CITIZENSHIP

The Needs of the Community; How Change Occurs.

INDUSTRIAL & ECONOMIC UNDERSTANDING / CAREERS

The People Who Design and Build the Roads; the Costs of Change.

ENVIRONMENTAL EDUCATION

The Effects of the Motor Car; The Future.

Make safety audits of the school and local area. Ask road safety officers and police to help. Take photographs or video. Use your findings to make recommendations. Present these to the head and governors.

Health Ed.; English; Environmental Ed.; I.T.: Citizenship.

LOCAL STUDY; OUR SCHOOL; SAFETY

Use bus and rail timetables to plan journeys around the city or to other parts of the country. These might be for school visits or family visits and holidays.

Geography.

LEISURE; TRAVEL; JOURNEYS; HOLIDAYS; SCHOOL VISITS

Investigate rules for getting on with people, cooking, class ground rules, being out with friends etc.

Health Ed.; English; Maths; History.

COMMUNICATION; LIVING TOGETHER; MIGRATION AND SETTLERS

Interview local people about the traffic situation. What are the problems? What might be done? Whose fault is it? What about public transport? Identify main concerns and suggest action.

Citizenship; English; Technology.

LOCAL STUDY; TRANSPORT; MOVEMENT

Write to the road safety office for the official accident statistics around your school. Do your own survey of accidents and near misses, and where they took place, among your schoolmates. Compare the two sets of statistics. Use I.T. to handle the data. Use O.S. maps to indicate where it happened.

Maths; English; Geography; I.T.

LOCAL STUDY; TRANSPORT; STATISTICS.

Write a story about an accident. Make models such as cars, pelicans, telephone boxes. Read out your story and use control technology to make things work at appropriate times in the story.

I.T.; English; Technology; Science.

COLOUR AND LIGHT; VEHICLES; ELECTRICITY

Investigate the main risks in the historical period you are studying. How were these risks managed? Compare this with the main risks of today and how we manage these.

Health Ed.; History

HISTORICAL TOPIC

Design and make a vehicle that keeps its occupants safe, is safer for pedestrians and is environmentally friendly. Use your vehicle to test forces. eg. What happens to different material when they are hit?

Science; Technology

TRANSPORT; FUTURES; ENERGY; FORCES; MATERIALS; VEHICLES.

Design and make a safety game for use with other classes

Technology; Health Ed.; English.

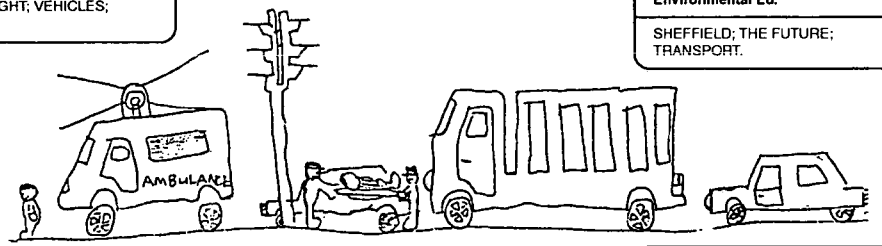
TOYS & GAMES; LEISURE; LOCAL STUDY.

Collect data on the movement of traffic at different times of the day. Use I.T. to collect and handle the information.

Maths; I.T..

TRANSPORT; MOVEMENT; POLLUTION; ENERGY.

SAMPLE ACTIVITIES AND RELATED TOPICS



Estimate the time it takes for vehicles to cover measured distances and their speed. Time them, work out the speeds. Compare your estimates. Can you get better at estimating.
Find out how long it takes you to cross measured distances.
Investigate which surfaces make the best tyres and brakes. Test trainers for grip.
Investigate the effects of slopes upon speed and stopping distances. Change the surfaces and look at the results.
Compare stopping distances on foot, skates, skateboards, bikes. Use data logging to compare reaction times.

Maths; Science; I.T..

FORCES; MATERIALS; TIME; TRANSPORT; MYSELF; MOVEMENT; FRICTION; LEISURE

Use data logging to measure the pedestrian traffic flow in school. From the results design a way of managing that more effectively. Make signs to control and inform people using the school. Research traffic signs to find out the international meanings of shape and colour to make signs that give orders, warnings and information.

I.T.; English; Science; Technology.

COMMUNICATION; SIGNS & SYMBOLS; MOVEMENT; OUR SCHOOL.

Look at alternative futures for transport. Begin by looking at now. The good and the bad points. What might the probable future be like? What would you want it to be like – your preferable future?

Health Ed.; English; Citizenship; Environmental Ed.

SHEFFIELD; THE FUTURE; TRANSPORT.

In dance explore the concepts of fast/slow; priority; pollution; hard/vunerable; managing risk; change; forces. Express through painting, drawings etc., using pattern and shape.

P.E.; Art.

FORCES; THE ENVIRONMENT; JOURNEYS; TRANSPORT.

Design tourist information which also includes areas of risk and how to manage that risk. Use a concept keyboard or other I.T. to make it available to others. You could describe a real or imaginary place or one from history.

Technology; E.I.U.; Health Ed.; English; I.T.; History; Geography.

SCHOOL VISIT; HISTORY TOPIC; LEISURE; ISLANDS.

Model clothing that was used in the past to manage risk. Design and make clothing that will keep people safe today. You will need to test the materials for such things as impact absorption, conspicuity, water resistance, insulation etc.

Technology; Science.

CLOTHES; JOBS; WEATHER; OUTDOOR PURSUITS; VEHICLES.

Keep weather records and give daily reports alongside the risks this might bring and how to manage these risks. Use a concept keyboard to handle your report.

Science; I.T.; English; Health Ed..

WEATHER; COMMUNICATIONS

Redesign parts of your local area. Make models, submit your ideas to the road safety office, police, R.S. engineers, M.P. and governors. Ask them for comment. Some may come in to discuss your ideas

Technology; English.

CHANGE; COMMUNITY; JOBS.

Collect data on how the community uses the area. On a large scale O.S. map identify pedestrian routes and problems with these routes. Write to the road safety office for the maps and for details of how to do pedestrian networking.

English; Geography; Environmental Ed.

THE LOCAL COMMUNITY; JOURNEYS

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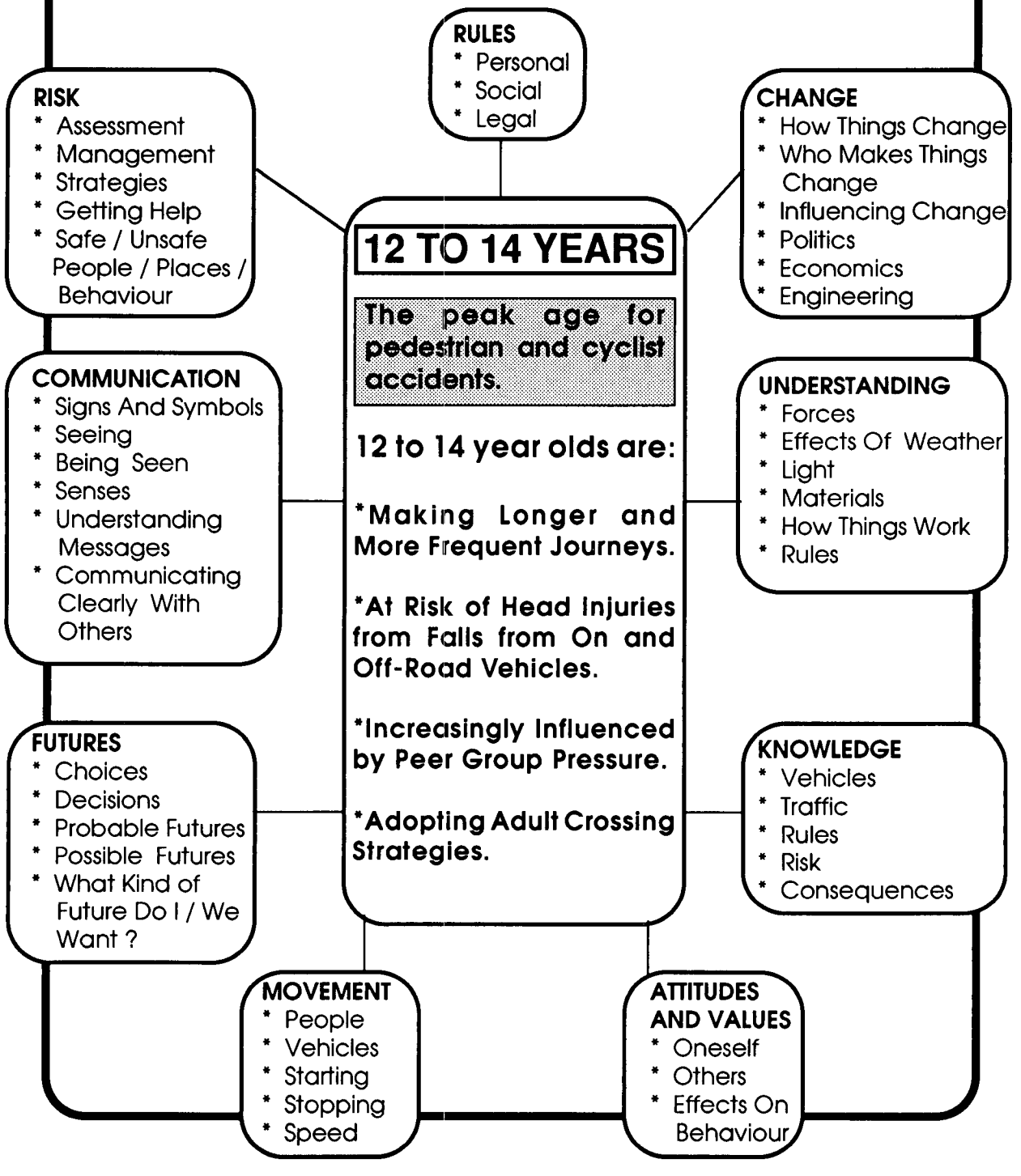

Road Safety Education is most effective when it is integrated with the subjects and areas of the curriculum, where it provides relevant contexts for learning.

WHAT IS APPROPRIATE FOR THE 12 - 14 YRS. AGE GROUP?

PUPILS OF THIS AGE SHOULD CONTINUE TO EXPERIENCE ROAD SAFETY EDUCATION WITHIN THE WIDER CONTEXT OF SAFETY EDUCATION.

They need to:

LEARN

* How to assess risk in different situations.
* About the risks and hazards associated with different activities and how to manage these.
* How to keep safe: in traffic; when out alone; or out with friends.
* How to identify real friends and "safe" adults.
* To resist pressure from others to do things which they know to be unsafe or not sensible, and the words they need to use to do this.
* About local roads and traffic conditions and the effect these have upon their own behaviour.
* The rules regulating traffic especially those applying to young road users, particularly pedestrians and cyclists.
* How to maintain on and off road vehicles in a safe condition.
* Safe crossing strategies.
* How to plan and time journeys, read maps and use timetables.
* How to identify and plan the safest route to and from places.
* How to inform others of where they are going, how long they will be and who they are with.
* The causes of common traffic accidents involving young people.
* What to do if an accident happens.
* How to get help when it is needed.
* How changes are brought about in the local community and how they can influence these changes, now and in the future.

PRACTICE THE SKILLS NEEDED:

* To use things safely and to travel safely;
* To assess and manage risk in different situations;
* To have fun, feel good, feel safe and keep safe;
* To resist threats, persuasion and bullying;
* To plan and time journeys;
* To react properly and effectively in the event of an accident;
* To present problems and solutions and requests for action to those who control change in the local and / or national environment.

UNDERSTAND -

* That greater independence means greater responsibility for the safety of themselves and others.
* That they have a right to resist pressure to do things which they know are unsafe or not sensible.
* That they still need help to keep safe and that asking for help is acceptable and sensible.
* That accidents have far reaching consequences and affect the victims, the families and the community.

WHERE DOES ROAD SAFETY EDUCATION FIT INTO THE CURRICULUM?

PERSONAL, SOCIAL AND HEALTH EDUCATION
Responding to Greater Independence; Resisting Pressure; Responsibility for Others; Risk Management; Community Invovement; Survival Skills.

CITIZENSHIP
The Law ; Public Services; the Routes to Change - Democracy in Action; Responsibility; The Needs of the Community.

INDUSTRIAL & ECONOMIC UNDERSTANDING / CAREERS
Scarcity of Resources; Economic and Political Decisions affecting Provision of Services; the Role of the Road Safety Engineer, the Police and Others involved with Roads and Transport; Public Debate around Transport Issues.

ENVIRONMENTAL EDUCATION
Maintaining and Protecting and Improving the Quality of the Environment; the Need for Prudent and Rational Utilisation of Resources; Personal Influence; Environmental Impact of the Motor Car; Probable and Possible Futures.

ENGLISH
Communication - Non Verbal, Signs and Symbols; Rules; Ordering Events, Interpreting Information; Acting Out Events and Reactions; Debate on Transport Issues; Role Play; Bringing about Change through Use of Different Media.

MATHS
Using Networks to Plan Routes; Collecting, Classifying and Interpreting Data about How the Environment is Used and the Impact of Transport Systems on People and the Environment; Modelling.

SCIENCE
TheContribution of Scientific Knowledge to Personal Health ,Safety and Care of the Environment

LIFE AND LIVING PROCESSES The effect of the motor car upon the environment e.g. pollution; road building.

MATERIALS AND THEIR PROPERTIES The use of materials for protection e.g.car construction; protective clothing; road surfaces; the Effects of Weather upon Materials and implications for Safety.

PHYSICAL PROCESSES Motion; Friction; Human and Vehicular Movements with Particular Reference to Road Safety;Speed; Distance / Speed / Tiime: Speed and Stopping Distances;Turning forces;Stability;Energy resources; Fuel Economy; Science, Technology and Transport in the Future.

TECHNOLOGY
Within the Road Environment: Identifying Needs and Opportunities; Artefacts, Systems and Environments ; Benefits and Costs; Presenting Solutions.

HISTORY
Cause and Effect; Growth of Transport and the Benefits and Costs; Management of the Major Risks and Hazards in Different Periods.

GEOGRAPHY
Mapping the Local Area, Identifying Usage and Problems; Changing the Area e.g.Engineering; Planning Routes; Local Transport.

EXAMPLE ACTIVITIES

INVESTIGATE the number of reported accidents for areas of the city using Stats. 19 information (available through the road safety office). Suggest reasons for contrasting and similar sets of figures and types of accident.

SURVEY pupils to discover the difference between reported and unreported accidents in your area. Plot the results of your survey and give possible reasons for such occurrences.

REDESIGN and model the locality in response to both your observations of the safety needs and the results of your investigations into official and unofficial accident statistics.

REFLECT on the accidents of all types, in the home, at play, on the road etc., experienced by the group. Use media reports to look at the broader picture.

EXAMINE the consequences of accidents - physical, emotional, economic and social; and their effects upon the individual, the family, friends and the community. Identify the probable causes and suggest how the accidents might have been prevented.

IDENTIFY the routes taken by pupils to and from school and the conflict between pedestrians and vehicle traffic.

PLAN journeys close to home and further afield, using timetables if appropriate. Identify the risks and plan to reduce or remove these.

USE drama or role play to stimulate discussion about how those involved in the aftermath of an accident will behave.

WHAT is risk and what is risk management? Look at personal experiences and your own abilities to reduce or remove risk.

IDENTIFY the official rules that are aimed at protecting pedestrians. Compare these with the personal rules that pedestrians and drivers display in practice. It is useful not only to reflect on your behaviour and that of family and friends but also to stand and observe behaviour on local roads.

DESIGN and make relevant educational materials for younger members of the community which will help them to understand how to keep themselves safer when out with parents and friends. Consider the use of approprate language (mother tongues as well as appropriate English). Research the target group and trial your materials before producing the finished product.

INVESTIGATE the forces involved when vehicles are moving and when they are stopping. What forces are involved in an accident? investigate the reasons behind the 20mph speed limit.

RESOURCES

The Road Safety Office provides an extensive range of resources which are available to schools at no cost. The service also includes free delivery to, and collection from school.

The resources provide support for curriculum areas and subjects and for work across the curriculum.

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"STREET TALK" Intended for use in English. It is divided into five sections; a. Comprehension; b. Discussion; c. Creative Writing; d. Drama; e. Script Writing.

"IN CASE OF ACCIDENT" An illustrated guide to the essential action to be taken at the scene of a road accident.

"TRAFFIC EDUCATION IN SECONDARY SCHOOLS" Teachers' guide which covers the basic needs of pupils at Key Stages 3 and 4.

"SECONDARY STEPS" Made available to all secondary schools by the British Institute of Traffic and Educational Research (B.I.T.E.R.). Designed for use within the tutorial and P.S.E. curriculum and specifically aimed at pupils in years 7 and 8. It contains worksheets covering ten activities and a video film.

Additional modules which provide an opportunity to integrate such work with other curriculum areas are available from the Road Safety Office. (See Below for details)

EXAMPLES OF RESOURCES AVAILABLE ON LOAN.

TEACHING PACKS

"SECONDARY STEPS" ADDITIONAL MODULES:

1. **"PEDESTRIANS LOOK OUT"** Focus TECHNOLOGY. Provides an opportunity to examine the local road environment and to propose safe solutions.
2. **"KEEPING IN STEP"** Focus ENGLISH. Communication with particular reference to the use of the medium of video recording.
3. **" STEPS IN STATISTICS"** Focus MATHEMATICS. Data handling with reference to accident statistics.
4. A module focusing on GEOGRAPHY will be available shortly.

"GETTING THERE" A collection of short stories written by secondary pupils which reflect the wide variety of road safety problems they encounter. This is suitable for both English and P.S.E. programmes.

"STOPPING DISTANCES" A short project which explores the mathematical skills used to calculate the stopping distance of vehicles.

"SALTERS' SCIENCE" - "SAFE JOURNEY" Traffic safety is used as the theme for introducing ideas of visibility, distance, time and speed and to develop understanding of the forces needed to stop moving objects.

"FRONT PAGE NEWS" This is based around true-to-life road accidents. It is designed to actively involve every member of the class. Can also be used to integrate English, Science and Technology.

VIDEO FILMS

"KILLING TIME" A video film. Shows the correct procedures to be adopted in the first few minutes after an accident.

"WHEELCHAIR PROFICIENCY" A video film. The RoSPA Wheelchair Proficiency award scheme.

THE INTERACTIVE LASER VIDEO PLAYER AND LASER VIDEO DISKS The disks cover a variety of subjects. The equipment is usually provided on short loan. This resource is very popular and needs to be booked well in advance. South Yorkshire Police also have a player and disks available for loan to schools.

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MOVEMENT SENSORS

CONCEPT KEYBOARDS (A3 AND A4)

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TEL.644010 (Southfield)
562621 (Northbank)
735652 (Leopold Street)

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THE CITY COUNCIL ROAD SAFETY OFFICERS (R.S.O.s)

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EXAMPLES OF MEETINGS
"The Real Nature of Road Safety Education" - an awareness raising session suitable for all staff.

"Road Safety Education and Your Subject or Area of the Curriculum" - e.g Technology, Science, English, P.S.H.E., etc., looking at how work in these areas contribute to the safety of pupils.

"Road Safety Education as a Cross Curricular Context" - how the full range of the curriculum can be used to identify and solve problems presented by our current transport sustems.

"Road Safety Engineering" - how data is collected, the factors influencing action, the range of engineering solutions, the involvement of pupils in useful data collection and real problem solving.

"Road Safety Education and the Whole Curriculum" - The Cross Curricular Themes of Citizenship, Environmental Education, Health Education, Economic and Industrial Understanding, Careers and their connection with Road Safety Education.

THE POLICE

TEL. 768522 EX 8101

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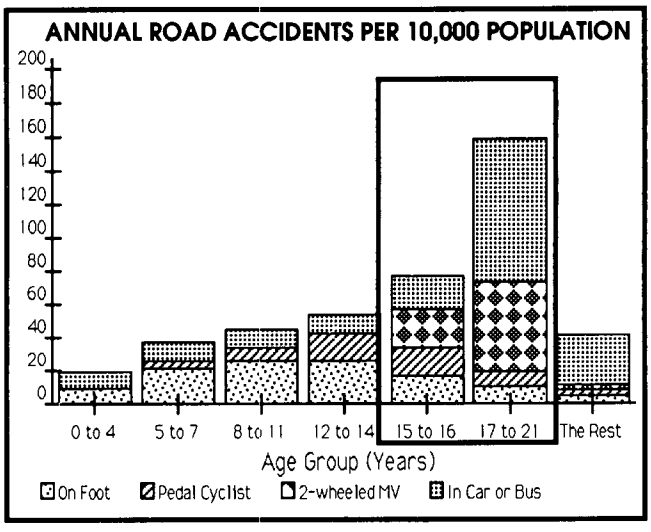
ROAD SAFETY EDUCATION GUIDELINES

RULES AND RESPONSIBILITIES
* Personal
* Social
* Legal

ATTITUDES AND VALUES
* Oneself
* Others
* Effects On Behaviour

FUTURES
* Choices
* Decisions
* Probable Futures
* Possible Futures
* What Kind of Future Do I / We Want ?

UNDERSTANDING
* Forces
* Effects Of Weather / Light Conditions
* Materials
* How Vehicles Work
* Rules and Regulations



14 TO 17 YEARS

* **Approaching the Age Group Most Likely to be Killed Or Injured on the Roads as Young Drivers.**
* **Heavily Influenced by Peer Group Pressure.**

COMMUNICATION
* Signs And Symbols
* Observation and Interpretation
* Conspicuity
* Understanding Messages
* Communicating Clearly

MOVEMENT
* People
* Vehicles
* Starting
* Stopping
* Speed

KNOWLEDGE
* Vehicles
* Traffic
* Rules
* Risk
* Consequences

RISK
* Assessment
* Management
* Strategies
* Getting Help
* Safe / Unsafe
* People / Places / Behaviour

CHANGE
* How Changes are Made and Who Makes Them
* Influencing Change
* Politics
* Economics
* Engineering

Road Safety Education is most effective when it is integrated with the subjects and areas of the curriculum, where it provides relevant contexts for learning.

WHAT IS APPROPRIATE FOR THE 14 - 17 YRS. AGE GROUP?

From the age of 16 they are legally entitled to drive a motor cycle and at 17 a car. The statistics show a rapid increase in the number of very young car drivers and the accident figures reflect this disproportionately to the rest of the population. Pupils of this age need an education which prepares them for this common and important aspect of adult life.

Therefore they need to:

LEARN

* How to assess risk in different situations and how the degree of risk varies when in the company of different people.
* How to manage risks associated with different activities including those involving motor vehicles.
* How to keep themselves safer in motor vehicles either as passengers or drivers.
* How to identify and to resist pressure from other people or from media messages.
* About local roads and traffic conditions and the effects these will have upon their own behaviour as pedestrians and drivers.
* The rules regulating traffic, especially those applying to drivers.
* The law which applies to vehicle ownership.
* How to maintain vehicles in a safe and legal condition.
* How to apply for insurance.
* How to plan and time short and long journeys by car, using maps and timetables.
* The causes of common traffic accidents involving young drivers and how such accidents can be prevented.
* What to do if an accident happens.
* How changes are brought about in the local community and what part they can play in this, including the career opportunities available.

PRACTICE THE SKILLS NEEDED:

* To use things safely and to travel safely.
* To assess and manage risk in different situations.
* To have fun, feel good, feel safe and keep safe.
* To resist threats, persuasion and bullying.
* To plan and time journeys.
* To react properly and effectively in the event of an accident.
* To present problems and solutions and requests for action to those who control change in the local and / or national environment.
* To anticipate the likely actions and behaviour of other road users.
* To consider the purchase and ownership of a motor vehicle.

UNDERSTAND -

* That the right to own and drive a vehicle means greater responsibility for the safety of themselves and others.
* That they have a right to resist pressure to do things which they know are unsafe or not sensible.
* That they still need help to keep safe and that asking for help is acceptable and sensible.
* The problems of other road users including chidren and the elderly.
* That accidents have far reaching consequences and affect the victims, the families and the community.

PUPILS OF THIS AGE SHOULD CONTINUE TO EXPERIENCE ROAD SAFETY EDUCATION WITHIN THE WIDER CONTEXT OF SAFETY EDUCATION.

WHERE DOES ROAD SAFETY EDUCATION FIT INTO THE CURRICULUM?

PERSONAL, SOCIAL AND HEALTH EDUCATION
Responding to Greater Independence; Resisting Pressure; Responsibility for Others; Risk Management; Community Invovement; Survival Skills.

CITIZENSHIP
The Law ; Public Services; the Routes to Change - Democracy in Action; Responsibility; The Needs of the Community.

INDUSTRIAL & ECONOMIC UNDERSTANDING / CAREERS
Scarcity of Resources; Economic and Political Decisions affecting Provision of Services; the Role of the Road Safety Engineer, the Police and Others involved with Roads and Transport; Public Debate around Transport Issues.

ENVIRONMENTAL EDUCATION
Maintaining and Protecting and Improving the Quality of the Environment; the Need for Prudent and Rational Utilisation of Resources; Personal Influence; Environmental Impact of the Motor Car; Probable and Possible Futures.

ENGLISH
Communication - Non Verbal, Signs and Symbols; Rules; Ordering Events, Interpreting Information; Acting Out Events and Reactions; Debate on Transport Issues; Role Play; Bringing about Change through Use of Different Media.

MATHS
Using Networks to Plan Routes; Collecting, Classifying and Interpreting Data about How the Environment is Used and the Impact of Transport Systems on People and the Environment; Modelling.

SCIENCE
TheContribution of Scientific Knowledge to Personal Health ,Safety and Care of the Environment

LIFE AND LIVING PROCESSES The effect of the motor car upon the environment e.g. pollution; road building.

MATERIALS AND THEIR PROPERTIES The use of materials for protection e.g.car construction; protective clothing; road surfaces; the Effects of Weather upon Materials and implications for Safety.

PHYSICAL PROCESSES Motion; Friction; Human and Vehicular Movements with Particular Reference to Road Safety;Speed; Distance / Speed / Tiime: Speed and Stopping Distances;Turning forces;Stability;Energy resources; Fuel Economy; Science, Technology and Transport in the Future.

TECHNOLOGY
Within the Road Environment: Identifying Needs and Opportunities; Artefacts, Systems and Environments ; Benefits and Costs; Presenting Solutions.

HISTORY
Cause and Effect; Growth of Transport and the Benefits and Costs; Management of the Major Risks and Hazards in Different Periods.

GEOGRAPHY
Mapping the Local Area, Identifying Usage and Problems; Changing the Area e.g.Engineering; Planning Routes; Local Transport.

EXAMPLE ACTIVITIES

THROUGH observation of the local environment explain the ways in which traffic flows and the impact of modifications to that flow.

HOW do insurance companies forecast the probability of risk? Use statistics to look at estimating risk.

HOW do those in high risk occupations manage risk? Evaluate practice, equipment and clothing. Design and make artefacts which will help others to manage risk on the road. These must be appealling to the target groups.

INVITE police road safety officers into school to talk about the laws that apply to driving and to vehicle ownership; and about personal safety in different situations.

LOOK at the statistical probability of becoming a road accident victim. Identufy the high risk groups and plan ways in which risk might be lowered for these groups.

INVESTIGATE the physics of vehicle movement including inertia, speed and momentum.

DESIGN and model measures intended to put pedestrians first in selected areas in the locality.

DISCUSS the effectiveness or otherwise of media campaigns promoting road safety, e.g. not drinking and driving. Suggest reasons for the results they achieve and alternative approaches.

CREATE and present a dance drama to illustrate the conflict between vehicles and people, explore concepts such as vulnerability, priority and speed.

USE the material in the insurance pack to practice writing letters and completing the claim forms needed to recover the cost of repairs after an accident.

INVESTIGATE the liabilities and the costs of vehicle ownership.

EXAMINE the images manufacturers use to sell their cars. What do those images project? Do these images support or conflict with safety considerations? Do the images influence the behaviour of drivers? How?

SURVEY attitudes towards drinking and driving among different groups, both in and out of school. If there are differences suggest reasons. Does age make any difference?

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"TEENAGERS AND TRAFFIC" A comprehensive traffic education course designed to stimulate informed discussion of traffic issues. It is presented in three packs, each of which contain a teachers' guide and a set of discussion sheets.

a. **One For The Road** - examines the problems of drinking and driving.
b. **Accidents On The Road** - deals with the causes, consequences and prevention of accidents.
c. **Ready For The Road** - covers the financial, legal,moral and safety aspects of choosing and running a vehicle.

"BIKE TALK" - a pack containing photographs of eight accident scenes involving teenagers and motorcycles. Designed to stimulate discussion among the young people at risk.

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TEACHING PACKS

THE ROAD USER - a series of 15 separate but related units designed to fit the needs of 14 to 16 year old pupils. Each Road User pack contains a video cassette; 10 student tasksheets; a script for audio visual sequence; teachers' notes; and follow-up suggestions

INSURANCE GAMES (British Insurance Association)

a. **I Declare** - a simple role play designed to teach students how insurance premiums are calculated and which factors are taken into consideration.
b. **Crunch** - another role playing game which examines the necessary actions to be taken to recover the costs of repair after an accident. Students have to write letters and fill in mock claim forms.

THE ROAD USER AND THE LAW - a guide to the law and how it affects the road user

SALTERS' SCIENCE - MOVING ON - covers inertia, speed, momentum, acceleration etc. in the context of road safety

AA ROAD SAFETY AND SCIENCE - physics module on the transfer of forces, pressure, prisms, reflection etc.

YOUR OWN CAR, YOUR OWN MOTORCYCLE (Careers and Occupational Information Centre) - Two workbooks designed to provide a stimulating base for teaching and learning skills (communication, literacy, numeracy etc.) which young people find are essential in adult working life.

ENGINEERING SOLUTIONS - simulation which follows the processes and techniques used by highway engineers when deciding upon remedial measures to be taken at the site where accidents frequently occur. Contains plans, charts, slides, etc.

PROTECT ELDERLY PEDESTRIANS - aims to promote links and understanding between school pupils (14+) and the elderly.

VIDEOS

DRINK AND DRIVE and **WHERE'S THE PARTY THEN?** - two videos which cover all aspects of drinking and driving including why we drink; the effects of alcohol on the body; and the law governing drinking and driving

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