

SAFER JOURNEYS AHEAD

Practitioner Guide

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Introduction

Welcome to the Safer Journeys Ahead Practitioner Guide.

Safer Journeys Ahead (SJA) is a programme that encourages and empowers educators supporting children in EYFS and KS1 year groups to integrate positive Road Safety messaging into an existing National Standard Curriculum.

It was created and developed by Norfolk County Council Road Safety Team and developed in partnership with active travel leads, teachers and pupils across a sample of Norfolk schools.

The original trial reached over 1000 pupils aged between 4-7 years and the findings showed: (The Safer Journeys Ahead Evaluation Report is available on request from roadsafety@norfolk.co.uk)

1. A significant growth in educator confidence.
2. Improved road safety knowledge and understanding across pupils.
3. The successful integration of road safety life skills into the national curriculum.

The purpose of the programme is to:

- Build resilience and road safety knowledge across the community by upskilling individuals who teach and support children across the identified year groups.
- Support and coach the educator to use published road safety material or empower the teacher to consider bespoke lesson plans, material, campaigns that meets their school, pupils needs.
- Help schools and educators to bench mark the change in children's learning in the key areas identified below so more targeted learning can be repeated.
- Encourage a culture where road safety is embedded with the curriculum and act as a building block for future road safety learning to be built upon.

This practitioner guide can support a teacher, teaching assistant (TA), youth worker, education worker, parent, or volunteer. It will

- a. Guide you through the implementing stages of this intervention.
- b. Link you to the teacher presentation pack that can be used/adapted to introduce teachers to the intervention.
- c. Offer ideas and suggestions of work that can be completed by educators to instil road safety messages.
- d. Provide links to useful resources/tool kits that are already available.
- e. Consider opportunities to complete quality assurance.
- f. Detail the learning outcomes this intervention is seeking to achieve.
- g. Provide clarity about how to disseminate feedback, pupil quizzes and how to interpret the findings and complete reports that can be shared with the educator.

The intervention incorporates the Kirkpatrick approach to evaluation and behaviour change techniques (BCTs), along with existing road safety delivery experience, current research, and constructive participant feedback.

Aims & Objectives

“Figures in 2021 show that 512 children aged seven or younger were killed or seriously injured on British roads. That’s one young child every 17 hours – and the equivalent of a whole class of young children (27) being killed or seriously injured every 19 days.”

Road Safety GB & Brake – road safety charity

Young children can be particularly vulnerable when on, using or near roads. Instilling positive road safety behaviours at an early age can lead to; improved awareness, confidence, and resilience.

Jean Piaget’s cognitive development theory proposes that a child’s intelligence changes with age and that they construct knowledge through creating a mental picture of the world around them. Children can achieve this through being able to explore, experiment, discuss and question with their peers, from being able to make mistakes and to learn from them.

A study by SDERA (School Drug Education and Road Aware) found “Developmental Theory, based on the work of Gibson, Piaget and Vygotsky, is essential for the effective planning of road safety programs to ensure children learn key skills appropriate to their developmental phase, hence the need for road safety education across a student’s school career to reinforce existing concepts and introduce new skills as children develop.”

Safer Journeys Ahead pairs this educational approach with behaviour change techniques that encourage learning through repeated learning and behaviour rehearsal and in socially supportive settings with their peers, whilst guided through the activity by teachers.

Full findings can be found within the [Safer Journeys Ahead Project Evaluation Report](#).

Aim of Safe Journey Ahead

The aim of this initiative is to support, increase capacity and confidence amongst EYFS and KS1 educators within the community so road safety messages can be imbedded across national curriculum lead subjects or any road safety lead lessons.

Objectives of Safe Journey Ahead

1. Increase the number of teachers, educators, and schools to commit to delivering road safety messages.
2. More children to receive key road safety messages regularly as part of their day-to-day learning routine from teachers who understand their learning needs best.
3. Reach parts of the community who are harder to reach. For example: those not in mainstream education, home schooled children, children supported by youth workers, social workers.
4. Champion Public Health, safe active travel outcomes to promote healthier lifestyles/choices by increasing pupil awareness and improve knowledge retention to act as the building blocks to increased road safety behaviour change.

Implementation Process

How Safer Journey Ahead works?

The principle of Safer Journeys Ahead is to support and empower educators of EYFS and Key Stage 1 pupils to reflect on how they can integrate positive road safety messaging into their lesson plans, The key outcomes at this level are to; build knowledge, confidence and encourage safer behaviours when using or travelling on or near the road.

The key areas of focus are based on the following learning outputs: A Pedestrian Skills, B Active Travel and C Passenger Safety.

Output A: Pedestrian Skills

A.1: To know and understand the Green Cross Code

- *Pupils know the stop, look, listen, think sequence.*
- *Pupils understand why we stop, look, listen before crossing the road.*
- *Pupils can demonstrate the use of the sequence in a real environment.*

A.2: To know and understand why being visible is important

- *Pupils know what they can do to make themselves more visible when using the road.*
- *Pupils understand the importance of being seen when using the road.*

A.3: To know and understand what a safe place is to cross

- *Pupils know the distinct types of crossing and how they work.*
- *Pupils can identify the following:*
 - Pelican crossing*
 - Puffin crossing*
 - Zebra crossing*
 - Island crossing*
 - Toucan crossing*
- *Pupils can cross the road without a crossing.*
- *Pupils understand the importance of holding an adult's hand when walking.*

A.4: To know and understand what safe behaviour is, on the road.

- *Pupils understand what safe behaviour is, for example:*
 - holding hands with an adult*
 - not running across the road*
 - crossing at a crossing*

A.5: To know and understand what rear car lights tell us

- *Pupils understand and be able to identify and distinguish between:*
 - Car Indicators (Amber)*
 - Reverse Lights (White)*
 - Brake Lights (Red)*

Output B: Active Travel

B:1: To know how to actively travel safely

- *Pupils know about riding a bike safely.*
- *Pupils know about riding a scooter safely.*
- *Pupils understand why wearing a helmet is important.*

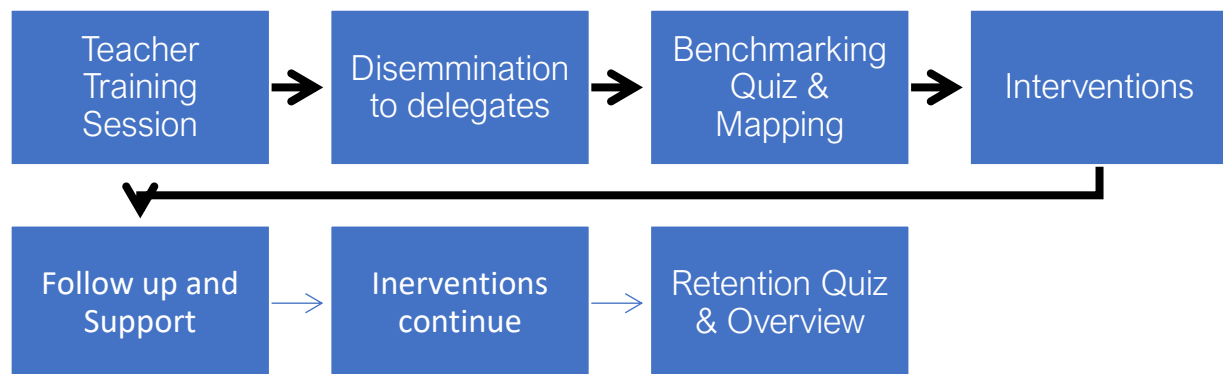
Output C: Passenger Safety

C:1: To know how to act when travelling in a car or on a bus

- *Pupils recognise that they must wear a seat belt while travelling for the whole journey.*
- *Pupils understand the reasons why we don't distract the driver.*
- *Pupils know they should be sitting in a child car seat while travelling in the car.*

It is recommended that the project runs throughout an academic year (September – June), however the programme is flexible and can be adjusted to meet the settings needs.

The intervention is structured to promote bitesize messaging on a frequent, 'little, and often' approach, Safer Journeys Ahead can be included across all core subjects or can be adapted to feature within one subject or imbedded across a school/individual settings core values and culture.



Teacher Training Session

The training consists of 60 mins of online/face to face facilitated guided training and discussion, to explain the principles of the intervention, the benefits to the school and pupils, what is involved, examples of how to include the messaging in the curriculum and how their road safety team can support them. Please see [Appendix 1 SJA Teacher Training Presentation](#).

Dissemination to delegates

Once there is interest to deliver Safer Journey Ahead, the next steps are offering a period of dissemination to allow the participants to determine the classes/year groups that will be involved. To offer inclusivity and sustainable change, for those in a school setting it is encouraged to have full coverage across EYFS and KS1.

Please see [Appendix 2 - SJA Welcome & Benchmark Quiz Instruction Email Template](#)

Benchmarking Quiz & Mapping

A link to a quiz in an MS form format is provided with completion instructions. It is important educators are given plenty of notice to complete this stage of the process. Please see [Appendix 3A - SJA Benchmark & Retention Reception Quiz Template](#) & [Appendix 3B - SJA Benchmark & Retention KS1 Quiz Template](#)

The purpose of a quiz at the start is to establish a benchmark of what the pupils know and understand prior to any additional lessons and learning is delivered.

It is important educators are given clear instructions about how to collect this data. Please see [Appendix 2 - SJA Welcome & Benchmark Quiz Instruction Email Template](#). Each individual child will be asked to complete this activity within a class session with support provided by the teaching staff. EYFS children will receive a link to 5 questions and KS1 pupils will receive a link to 10 questions.

Once submitted, Road Safety leads will mark and map the results and provide an overview, which will highlight areas to focus on and produce a benchmark for evaluation purposes. This would be completed ideally within one month of introduction.

Intervention

When it comes to children's learning needs; teachers, educators and teaching assistants are best placed to know the abilities and motivations of their pupils and classes. This intervention encourages an approach of; flexibility and creative freedom to share road safety messages.

The intervention does not mandate a set delivery schedule or mandatory time allocation within the intervention. Experience and research suggest that bitesize messaging, delivered consistently and alongside other 'one time' interventions. The 'Toolkit for Meaningful Youth Participation in Road Safety and Sustainable Mobility' (Amsterdam, The Netherlands, YOURS, 2002) outlines that messages that encourage meaningful participation applied to real-life situations, and that offer practical engagement opportunities, provide a deeper sense of understanding, resilience and behaviour change than pure theoretical application.

Follow ups

To support with quality assurance and to ensure educators have a point of contact to discuss things with, it is good practise to offer a programme of follow ups, at key stages which is led by the educators needs. Identifying these needs in the early implementation stages will help with planning and committing to these sessions.

Retention Quiz and Overview

In line with the benchmark stage, a link to a quiz formatted within an MS form format is provided with completion instructions. Please see [Appendix 3A - SJA Benchmark & Retention Reception Quiz Template](#), [Appendix 3B - SJA Benchmark & Retention KS1 Quiz Template](#) & [Appendix 5 - SJA Retention Quiz Instructions Email Template](#). The purpose of this quiz is to establish what the pupils understand and recognise post any learning completed within the Safer Journeys Ahead programme. This post-questionnaire helps to create the retention evaluation for the class as a whole.

Each child is asked to complete this activity within a class session with support provided by the teaching staff. EYFS children will receive a link to 5 questions and KS1 pupils will receive a link to 10 questions. This would be completed ideally within the final full month (June) of the academic

year. This quiz will have the same questions asked at the benchmarking stage to map growth and retention.

Once submitted, the data will need to be marked, results mapped and translated into an overview, It is important this information is shared with teachers so successes can be shared and a view can be taken if additional sessions are needed to further imbed learning in key areas. Refer to **Results** section for how to complete the marking and mapping process.

Please see [Appendix 6A - SJA Retention Quiz Feedback Graph Summary](#) & [Appendix 6B - SJA Retention Quiz Feedback Email Template](#) for examples

Linking The Safe System Approach with Safer Journey Ahead.

Safer Journey Ahead is designed to act as a building block for vulnerable young road users to gain basic road safety understanding so future road safety learning can support this foundation level learning.



Image: YOURS (Youth for Road Safety) Policymakers Toolkit for Meaningful Youth Participation in Road Safety and Sustainable Mobility, Amsterdam, The Netherlands, YOURS, 2022

How SJA links with a Safe System Approach

Safe Speeds – stopping distances, distances covered at speed, speed considerations when crossing, signage awareness.

Safe Vehicles – seat belts, air bags, identification of what car lights mean and tell us, importance of avoiding driver distraction, helmet & bike checks.

Safe Road Use – Green Cross Code, identifying Safer places to cross, safer places to cycle, considerations, other road user perspectives.

Safe Roads & Roadsides – identifying and promoting safer infrastructure, better roadside behaviours.

Linking the FLOURISH Promise with Safer Journey Ahead.

Safer Journey Ahead has been designed to align with the pledge to commit to the FLOURISH principle, to take positive measures to improve the lives of children and young people.

To find out more, visit - [Flourish - Norfolk County Council](#)

Safer Journeys Ahead embraces this principle by putting young children at the heart of the intervention and acting in a way that best supports positive relationships, learning opportunities, developing resilience and independence, while promoting healthier, safer, active lifestyles.

Inclusion for all

The Safer Journey Ahead offers inclusive learning that can be adapted to meet the needs of the child or class so that road safety learning can be made available to all children in different education or training establishments.

Basic road safety knowledge and skills are important at an early age and supports a commitment to build on road safety learning as we become more independent and start to consider using different modes of travel. Safer Journey Ahead is the starting block of a lifelong journey for all chosen methods of travel.

Ideas: Whole School Approach

Embedding road safety messages as a whole school approach can help promote a positive school culture, improve awareness of issues, encourage change and positive modelling from parents/teachers and help find collective solutions to concerns.

A survey by Cambridge University ([RA in the UK \(cam.ac.uk\)](http://RAintheUK.cam.ac.uk)) found that “a whole school restorative approach can be seen as building a culture of strong, mutually respectful relationships and a cohesive community upon which the foundations of good teaching and learning can flourish. In schools that adopt this principle, children are encouraged to have meaningful participation and responsibility for decision-making on issues that affect their lives, their learning, and their experience of school.”

Setting a progressive school ethos that is inclusive, nurturing and based upon collective goals that the school want to see happen can create positive behaviour change. Setting expectations and modelling positive road safety behaviours from the earliest point of a child’s development can create an empathetic environment, school unity, positive ethos and where road safety become a collective social norm.

In school opportunities

Idea	Definition
Road Safety Mascot	Introduce a road safety mascot to act as a focal point for road safety messaging.
Stop, Look, Listen, Think Corridors	Introduce a traffic flow direction in corridors (like it was a road) and encourage all pupils to stop, look, listen, and think before they join the "road"
Road Safety School Council	Implement a road safety school council with representatives from every class to discuss road safety needs, concerns, ideas, and information. Create road safety links with health, active travel, and climate.
Active travel audit	Work with your local authority and complete an active travel audit to support and establish your schools active travel policy. This policy can be used to promote and encourage safe active travel, increase numbers of those that walk, wheel and bus to school, and support your school to achieve its long-term goals around healthier lifestyles, improved air quality, reductions in inconsiderate parking and lower traffic congestion.
Parent Communications	Set clear road safety and active travel behaviour expectations at the very beginning when communicating with potential new parents. Consider road safety activities when you invite parents into schools.

Safe School Run Pledge	Implement or sign up for a Safe School Run Pledge to engage parents to pledge to park responsibly and where possible to walk to school, scoot or cycle to school more frequently.
Road Safety Courses	Engage with your local authority or road safety partnership around road safety education programmes that might be available.
In School Road Safety Week	Introduce your own road safety week in school
In School Newsletter/Website	Promote positive Road Safety messaging within school's newsletter or on the school's website
In School Road Safety Noticeboard/Active Travel competitions	Running in school active travel competitions can be a successful way of affecting behaviour change, i.e., Walk n Wheel Wednesdays
Getting your PTA and Governors on board	Adding road safety and active travel as an agenda item at these meetings. Celebrate successes, discuss any current road safety challenges, and have a plan agreed at the beginning of the year to promote a road safety culture from within the school.

National Campaigns

National Road Safety Week	Actively participate in National Road Safety Weeks, Walk to School Week, Big Wheel Week's Road Safety Week Brake
Modeshift stars	Consider signing up to mode shift stars. Modeshift STARS – Travel Plan in Education, Business & Communities
Bikeability	Pre book Bikeability Cycle Training opportunities and any other local cycle learning offered by your local road safety partnership. Cycle Training for Everyone - Deliver Safer Training Bikeability

Ideas: In the Classroom

The aim of Safer Journeys Ahead is to imbed positive road safety messages into the national curriculum. Incorporating road safety into everyday learning ensures that there are more opportunities for children to practice and rehearse the desired behaviours and internalising this basic but vital life skill.

Below we have some suggested ideas of how this can be achieved.

This is not a definitive list and the below may encourage creativity in methods of how the message can be delivered and other ideas.

Please share your ideas with your local road safety partnership team and your colleagues.

English

Idea	Definition
Writing Composition	Have children work in groups to produce a road safety story/poem/play. Create a road safety/active travel leaflet or a poster. These can be printed in the school Newsletter, shared with parents or added to the schools website.
Spelling	Use flashcard words like stop, look, listen, think, sign, different vehicle types etc and use them in a road safety sentence.
Vocabulary, Grammar, and Punctuation	Use missing words to create positive Road Safety messages or decode sentences.
Reading	There are several road safety themed books available to purchase or loan through local library services.
Phonics	When using phonics/Flash cards', use a road safety quote i.e. If the word is 'walk,' get the children to put it into a road safety context: "walk across the road, don't run across the road"
Story Resources	Create a road safety story sack with a high vis jacket, slap bands, miniature signs, flashcards, picture cards etc
Spoken Language, Actions and Listening	Encourage basic conversations about road signs, different vehicles, and their sounds, discuss positive road safety behaviours and aspects of road safety.
Role Play	Get the children to adopt the role of Police officer, lollipop person, doctor, firefighter, paramedic, car driver, cyclist, or pedestrian to make up a short play based around road safety words they have learned.

Maths

Idea	Definition
Number and Place value	Use speed limit signs as units of ten, sequencing etc
Addition and Subtraction	Adding and subtracting passengers on a bus.
Multiplication and Division	Use speed limit signs as multiples of 10.
Fractions	Count how many pupils walk, cycle, scoot, or travel by car to school. Then create simple fractions, graphs, charts etc. You can even compare classes within the school.
Measurements	Get the children to measure themselves, then work out how much further they must grow to not have to use their car seat. They must be 135cm or taller.
Properties of Shapes	Road signs and some road layouts are made up of shapes. Talk through what the different shapes are and mean. Circles are orders that you must obey. Triangles are warning signs and squares/oblongs are information signs. Have children design their own road signs.
Distance	Get the children in the playground to estimate where a car would stop from a set point at 30 MPH. Then measure out 23 meters, that's the stopping distance, get the children to work out how many cars, lorries, buses etc would fit into the space.

Science

Idea	Definition
Seasonal Changes	When the clocks go back the nights get darker earlier. Why it is important to be seen? Discuss high visibility clothing and how it helps other people see you. How the changing of the seasons creates challenges for road users as a pedestrian; snow, ice, wind, etc.
Animals including humans	Discuss with the children why many of these animals are well camouflaged, ask why they don't want to be seen. Discuss why it is important why we as humans want to be seen when we are near the road.
Everyday materials	Use varied materials in the construction of toy cars to protect an egg i.e., cotton wool, bubble wrap.
Animal Crossings	Discuss which animals have a road crossing named after them: pelican, puffin, toucan, and zebra
Human Senses	Stop, look, listen, and think. Discuss the human senses. Why should you stop near the road? What should you look out for? And why should you look for vehicles?
Healthy Exercise	When discussing the importance of exercise and nutrition for humans, use examples that relate to the pupils and how they can walk, bike or scoot to school.

Geography

Idea	Definition
Locational knowledge	Using Google Street view, have a treasure spot that the children must find using the safest route with the fewest crossings. Every time they cross a road they must stop, look, and listen and explain why these things are important. Use road safety messages whilst planning a school event that requires you to walk to that destination.
Place knowledge	Using Google satellite and street view, have the children find the safest way to school from their local library. Look for junctions, traffic islands, pedestrian crossings etc. Work out the best route with the fewest crossings of the road.
Human and physical knowledge	Look at diverse types of environments - urban, rural etc
Geographical skills and knowledge	Organise a class walk or use a planned trip to local church (if appropriate). Using Google satellite and street view, discuss the route. Look for junctions, traffic islands, pedestrian crossings, and big gates where lorries may go into and out of etc. Work out the best route with the fewest crossings of the road. Undertake the walk.

Art, Design & Technology

Idea	Definition
Bunting	Ask the children to draw around their hands, colour them in, cut them out, then make bunting out of the hands to remind them to hold hands with their parent/guardian.
Design their own road crossing	Creative thoughts around crossings - dinosaur crossing, unicorns etc
Design Road Safety posters for the school	Children could design a road safety avatar. Have students design posters to remind parents about the importance of parking safely around the school. These posters could become a display piece, with a different theme chosen every few months
Design a Road Safety Pebble	Paint small pebbles with a road safety messages and then the child keeps it in their school bag or bookbag to look after when crossing the road.
Colours	Create a traffic light and explain what the distinct colours mean.
Collage	Create a road safety themed collage
Everyday materials	Use different 'junk' materials in the construction of toy cars to protect an egg i.e., cotton wool, bubble wrap.

Computing

Idea	Definition
Road Safety Story	Write a short story or use digital pictures to sequence crossing the road
Road Safety Poster	Children could design a road safety avatar. Have students design posters to remind parents about the importance of parking safely around the school. These posters could become a display piece, with a different theme chosen every few months
Stop n Go motion capture	Create a road safety short video using Lego, toy cars, plasticine etc to show to other year groups in the school
Road Safety Quiz	Create your own road safety quiz
Guess the road signs	Look at different road signs or use the online Tales of the Road
Road Safety Presentations	Create your own mini road safety presentations

Music

Idea	Definition
Road Safety Anthem	Learn the road safety anthem or listen to road safety songs
Vehicle noises	Can they guess the vehicle from the noise it makes

P.E

Idea	Definition
Stopping Distances	Get the children in the playground to estimate where a car would stop from a set point at 30 MPH. Then measure out 23 meters, That's the stopping distance. How many children standing side by side holding hands fills that space? How fast can they run that distance?
Red, Amber, Green Games	Looking at games that introduce red as stop and green as go.
Balance Bikes/Scoot	Balance bike/Scoot activities
Role Play Road Crossing	Use the school playground to mock up road crossing or use available local infrastructure
Journeys to School	When discussing the importance of exercise and nutrition for humans, use examples that relate to the pupils and how they can walk, bike or scoot to school.

Ideas: Additional Practical Activities

During the Safer Journeys Ahead pilot, we saw some schools take the decision to incorporate some practical road safety training into their curriculum.

Below is a summary of some of these activities:

Idea	Definition
Practical Road Crossing	As the school had a zebra crossing within the school grounds, the teachers took the children out and delivered 'real-life' training on how to use the crossing.
Practical Road Crossing with Parents	As part of National Road Safety week, the class teacher invited parents to join a Road Safety Walk within their local village. During this walk, the teachers worked with parents to demonstrate the Green Cross Code and identify safer places to cross.
Road Crossing Patrol	In a school where they have Road Crossing Patrol (lollipop person), the classes invited them to come in and talk to them about their job and to show them the different equipment they use.
School Trip	In preparation for a school trip, we saw a few schools engage in a "safety on our school trip" session. During this session, the pupils discussed the importance of wearing a seatbelt, how to behave while travelling, the reasons not to distract the driver, the importance of holding hands while crossing and the benefits of wearing their high vis jacket.

If you are considering undertaking activities outside of the school, please ensure all insurance, safeguarding, risk assessment and consent requirements are covered.

Celebrating Success

Celebrating success is an important part of measuring the impact of any project and it will be a motivating factor for teachers, governors, head teachers, parents, children, and road safety practitioners to see the positive impact Safer Journey Ahead has had.

Being able to clearly see where life skill gains and road safety knowledge retention have been achieved acts as an inspiration to continue delivering this intervention and it can also help direct and target additional learning to achieve future success.

Success can be shared in many ways and the below are some of the ideas that schools, teachers, and road safety practitioners used during the pilot:

- Case studies
- Shared best practice with peers, children, and parents by creating PowerPoint presentations that were shared in school and emails home to parents with featured links.
- Participant Feedback
- Dissemination of results
- Professional support
- Developing resources

Results

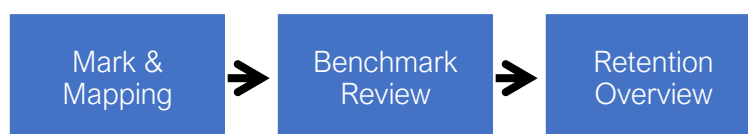
During the Safe Journey Ahead pilot, teachers and TA's reported that receiving both benchmark figures at the beginning of the project and a retention overview at the end of the academic year, was beneficial to support and guide their interventions.

Safe Journey Ahead can also be adapted to tutor a single child, integrated into homeschool delivery and modified to suit smaller groups of children that may only be available for a limited or reduced amount of time.

Model One: Within a School Class Set Up with Road Safety Practitioner Support

Understanding that teaching time is precious, road safety practitioners can offer support to mark, map and complete data overviews on an individual class or year group basis, provide coaching, guidance, and encouragement. This means staff time in class is focused solely on delivering positive road safety messaging and not adding additional paperwork.

Below is a brief description of how the road safety practitioner could disseminate results:



Mark and Mapping

Upon receipt of the quiz responses via the MS forms link, allocate a 1 for each correct answer and each incorrect or not known answer a 0. From this, you can determine the percentage of the sample who answered correctly.

e.g., Q1 = 17 correct answers / 27 sample size = 63% (rounded up)

Benchmarking Review

From the pilot, it has been determined that teachers and teaching assistants found benchmarking results disseminated in the following way useful:

e.g., EYFS & KS1 - (10 sample size)

(This can be separated into individual class or year groups depending on preference.)

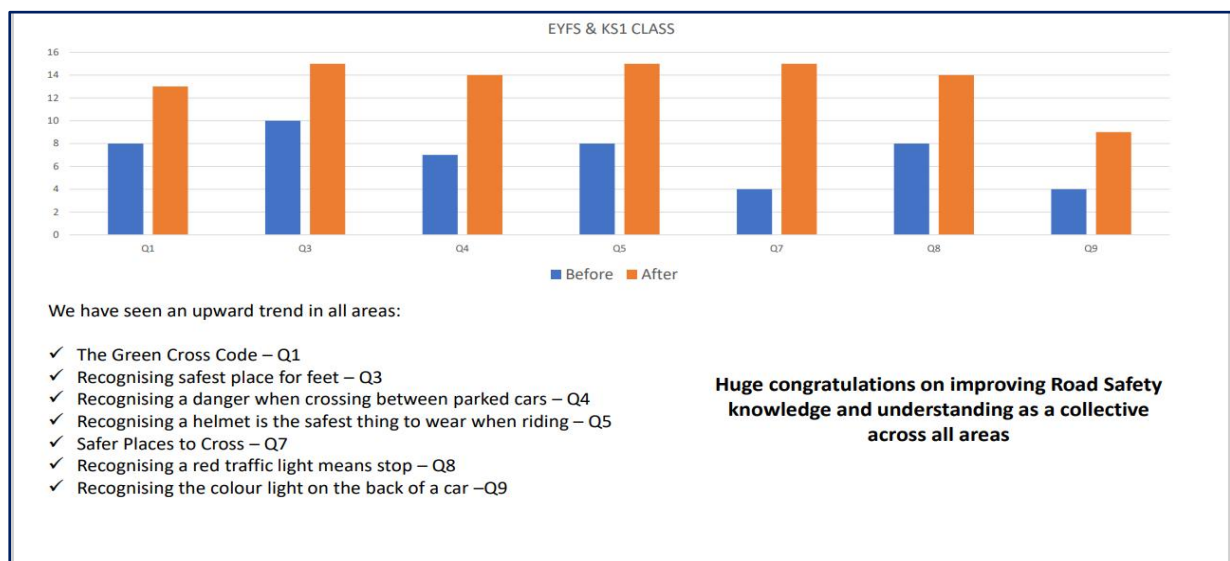
- 80% of your pupils recognise STOP, LOOK, LISTEN & THINK as the Green Cross Code
- 100% of your pupils recognise the safest place for their feet when waiting to cross.
- 70% of your pupils recognised a danger of crossing between parked cars *
- 80% your pupils recognise a helmet as the safest thing to wear when riding a bike or scooter.
- 40% of your pupils recognised a real pedestrian crossing.
- 80% of your pupils recognise a red light tells a car to stop.
- 40% of your pupils recognised the car was indicating/turning.

*Verbally collected and teacher annotated.

Educators reported this method helped to focus their messaging and showed areas in need of attention.

Retention Overview

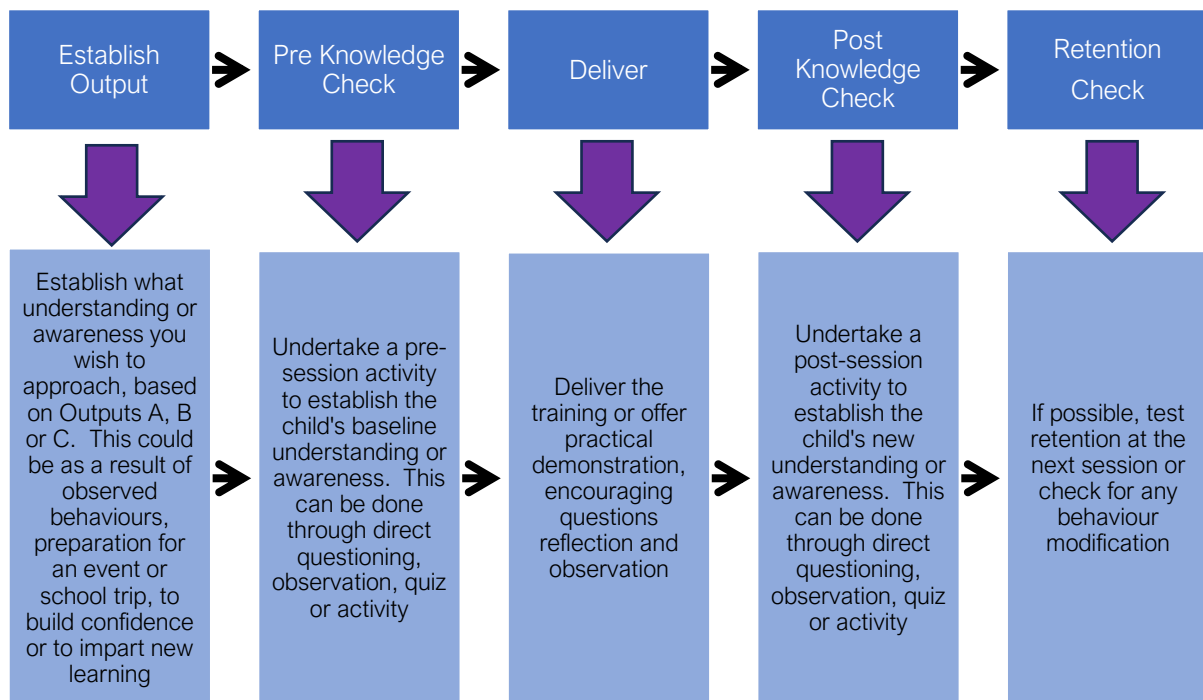
From the pilot, it has been determined that teachers and teaching assistants found retention results disseminated in the following way useful:



Educators reported this method helped to show the impact of their efforts and where growth had taken place. However, practitioners may wish to show case the results using different methods.

Where schools take part over a series of years, results showing comparisons year on year was also well received.

Model Two: Within an individual child set up, homeschooling or small group with limited or reduced access.



Time Allocation

The intervention is designed without any designation to a time allocation. Feedback from teachers determined the preference was 'bite size' options to learning, that teachers could pick and choose from, that could be flexible. Every conversation is a learning opportunity so whilst there will be allocated learning times encouraging schools to create an ethos of 'little and often' and to use real-life discussions or openings as they occur to link in road safety, i.e. a child mention something about their journey to school or a discussion about air quality, safe and healthy choices, building resilience, being kind and considerate.

The pilot found that schools that commit to the 'a little and often' approach (i.e. one subject area on a term-by-term approach), have produced a higher growth in pupil awareness.

Mixed year group environments

We have factored into the design allowance for mixed year groups. The quizzes are issued under Reception and Year 1 & Year 2, so they can be distinguished within each collective.

Quality Assurance Considerations

As with all education, it is important to maintain a positive standard and a culture of positive learning and development. This can help to ensure the road safety messages shared with children are up-to-date, effective and links back to the original learning outcomes.

Road safety practitioners may wish to implement a basic Quality Assurance Plan.

Below is an example quality assurance plan for a school:

Stage	Review Opportunity
Post Training Feedback	Each participant that undertakes the training will be encouraged to complete a post session feedback form which will allow us to review any growth in knowledge and confidence, how the session was received, and the quality of the training received.
Benchmark Quiz Returns	Within a few weeks of signing up to SJA, we will encourage those schools and year groups enrolled on the project to complete the benchmark quiz. This will allow us to review how many teachers and pupils are taking part.
3 month follow up	Having received their benchmark return which should identify areas of focus, we will establish what the teacher's identified expectations are, what their intentions are and what their plans around delivery are.
6 month follow up	Having had a period to establish the project within their classrooms and implement their strategy plan, we will see how the messaging is going and whether there is any additional support or coaching required.
Mid-Year Survey	We will invite all the participants to complete a mid-year overview survey to assess how things are going, any improvements that need to be considered and any additional support required.
Retention Quiz Returns	Around the retention quiz stage, we will be able to review how many schools returns we receive and what pupil knowledge growth has been.
9 month follow up	We will also ask the teachers to provide one example of how they have applied our training – i.e., a lesson plan, PowerPoint presentation, activity card etc to share as best practice and afford us an opportunity to assess the quality. We will also be able to use the pupil knowledge growth outcomes to establish the quality of messaging received.
End of Year overview	Having collated all the data received over the course of the year, we can evaluate the success of the project and review the quality of the messaging and share best practice collectively.

Below is an example quality assurance plan for an educator supporting a single child, homeschooling, or smaller groups over limited access timeframe:

Stage	Review Opportunity
Post Training Feedback	We would encourage any participant that undertakes the training to reflect upon what they have learnt, how they can engage with the project and introduce road safety messaging into their delivery.
Establish Stage	Devise a plan of what the teacher's identified expectations are, what their intentions are and what their plans around delivery are.
Pre Knowledge Check	Having established what the child knows already prior to any messaging, we would encourage this data is collected either via a tick sheet or through spreadsheet entry.
Deliver	Reflect upon pupil(s) response and engagement.
Post Knowledge Check	Having completed the intended messaging, we would encourage any comments on what resources were used to help, how the child/children responded, and any reflection comments are noted.
Retention Check	We would encourage retention is noted along with any noted behaviour change, either within immediate terms or over longer term.
Project Overview	At the end of the term or access to the child, we would encourage an overview be conducted to check how many pupils are participating, consider successes or improvements needed, what changes have been observed, what retention in knowledge has been achieved.
Evaluation/Reflection	We would encourage educators to also example one way in which they have applied our training – i.e., a lesson plan, PowerPoint presentation, activity card etc to afford an opportunity to assess the quality.

Useful Contact Information

Norfolk County Council Road Safety Team is available at:

Email: roadsafety@norfolk.gov.uk

Tel: 0344 800 8020

Useful Resources/tool kits

We would like to thank and acknowledge all these outlets for access and use of their free resources.

Norfolk Road Safety

[Primary school road safety education courses - Norfolk County Council Resources - Norfolk County Council/](#)

Stay Wise

[Home | StayWise](#)

Think!

[Education resources – THINK!](#)

Brake

[Teaching resources | Brake](#)
[About Zebras | Brake](#)

Bikeability

[Tools for Schools - Presentations and leaflets | Bikeability](#)

RoSPA

[Free resources - RoSPA](#)

Twinkl

[Traffic Safety for Children | Road Safety PowerPoint \(twinkl.co.uk\)](#)

Sustrans

[Education - Sustrans.org.uk](#)

Living Streets

[Walk to School | Living Streets](#)

Appendix

Appendix 1 – Safer Journey Ahead Teacher Training Powerpoint Presentation PDF

Appendix 2 – Safer Journeys Ahead - Welcome/Benchmark Quiz Instructions Email Template

Appendix 3A – Safer Journeys Ahead – Benchmark & Retention Reception Quiz Template

Appendix 3B – Safer Journeys Ahead – Benchmark & Retention Key Stage 1 & 2 Quiz Template

Appendix 4 – Safer Journeys Ahead – Benchmark Quiz Feedback

Appendix 5 – Safer Journeys Ahead – Retention Quiz Instructions Email Template

Appendix 6A – Safer Journeys Ahead – Retention Quiz Feedback Graph Summary

Appendix 6B – Safer Journeys Ahead – Retention Quiz Feedback Email Template

Safer Journeys Ahead

Road Safety Teacher Training



What does this colour light tell us?





The car is going to
reverse or move
backwards

In a Year One class of 27 pupils, only **7%** of the pupils knew the answer prior to Safer Journeys Ahead.

After Safer Journeys Ahead was run in class, **100%** of the pupils knew the answer.

Young children can be unseen within vehicle 'blind spots', so understanding what vehicles are going to do can help prevent the risk of injury.

Outcomes for the session

1. Introductions
2. Understand the importance of Road Safety.
3. Identify the benefits of imbedding Road Safety into school learning environments.
4. Reflect on how Road Safety can fit into lessons.
5. Share ideas, resources and recognise how we can link road safety into the curriculum.
6. Importance of parent engagement and school travel plans
7. Understand next steps and the support available via the NCC road safety team



Introductions and opening circle.

Please share:

Your name

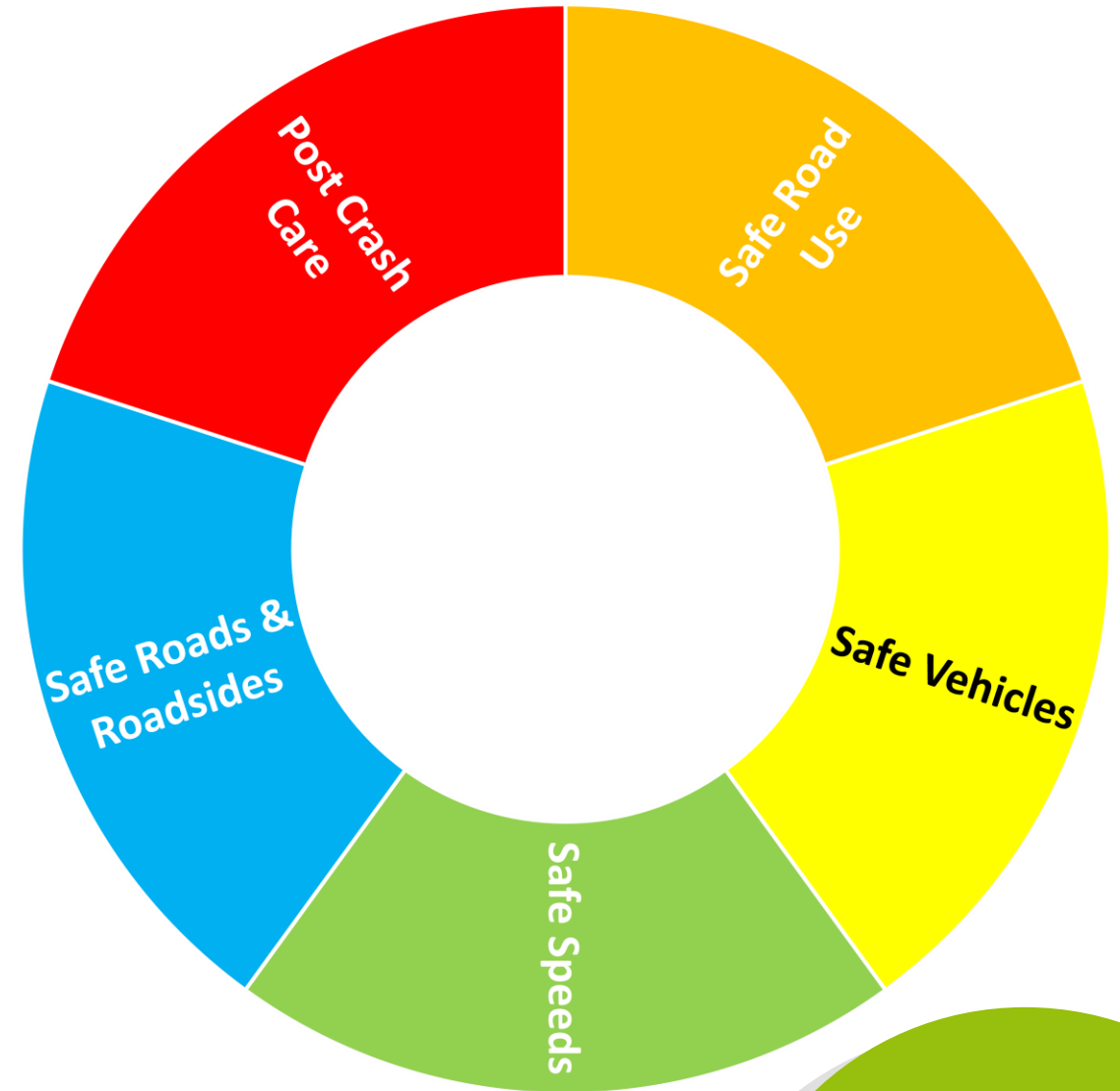
The school you're from

What childhood road safety themed message or television ad do you remember?

What is Road Safety?

Road Safety is about making our roads safer, by providing services, information and support to prevent harm on the road.

Norfolk County Council deliver this through a Safe System Approach.





SAFE
SYSTEMS



IS

CHILD'S

PLAY





Safer Journeys Ahead has been designed to cover:

Safe Speeds – stopping distances, distances covered at speed, speed considerations when crossing, signage awareness.

Safe Vehicles – seat belts, air bags, identification of what car lights mean and tell us, importance of avoiding driver distraction, helmet & bike checks.

Safe Road Use – Green Cross Code, identifying Safer places to cross, safer places to cycle, considerations, other road user perspectives.

Safe Roads & Roadsides – identifying and promoting safer infrastructure, better roadside behaviours.

Why is learning Road Safety important?

*“Figures in 2021 show that **512 children** aged seven or younger were killed or seriously injured on British roads. That’s **one young child every 17 hours** – and the equivalent of a whole class of young children (27) being killed or seriously injured every 19 days.”*

Road Safety GB & Brake – Road Safety Charity

Experience shows that introducing and reinforcing Road Safety principles at a young age can help empower children to adopt safer behaviour as road users and reduce casualties in general.

Why is learning Road Safety in Norfolk important?

Collision data taken from Norfolk Constabulary STAT 19 forms, indicates that between August 2020 and July 2023, 517 children aged 16 or younger were injured because of 445 collisions on Norfolk's roads.

175 of those were aged between 0-10 years old.

What does Road Safety mean to Schools?



- ✓ Inconsiderate Parking
- ✓ Congestion & Idling
- ✓ Resident Complaints



Questions?

**How can we collectively help
influence change?**

These are the Key Road Safety Messages for EYFS & KS1

01

To know and understand the Green Cross Code

02

To know and understand why being visible is important

03

To know how to actively travel safety (Bike/ Walk/ Scoot)

04

To understand why young people need to travel in a car seat

05

To know how to behave when travelling in a car or bus (Seat belts)

06

To know and understand what is safe behavior on the road

07

To know and understand what is a safe place to cross and how to use them.

08

To know about walking on rural and urban pavements

Safer Journeys Ahead

Aims

to embed key Road Safety messaging into your existing curriculum

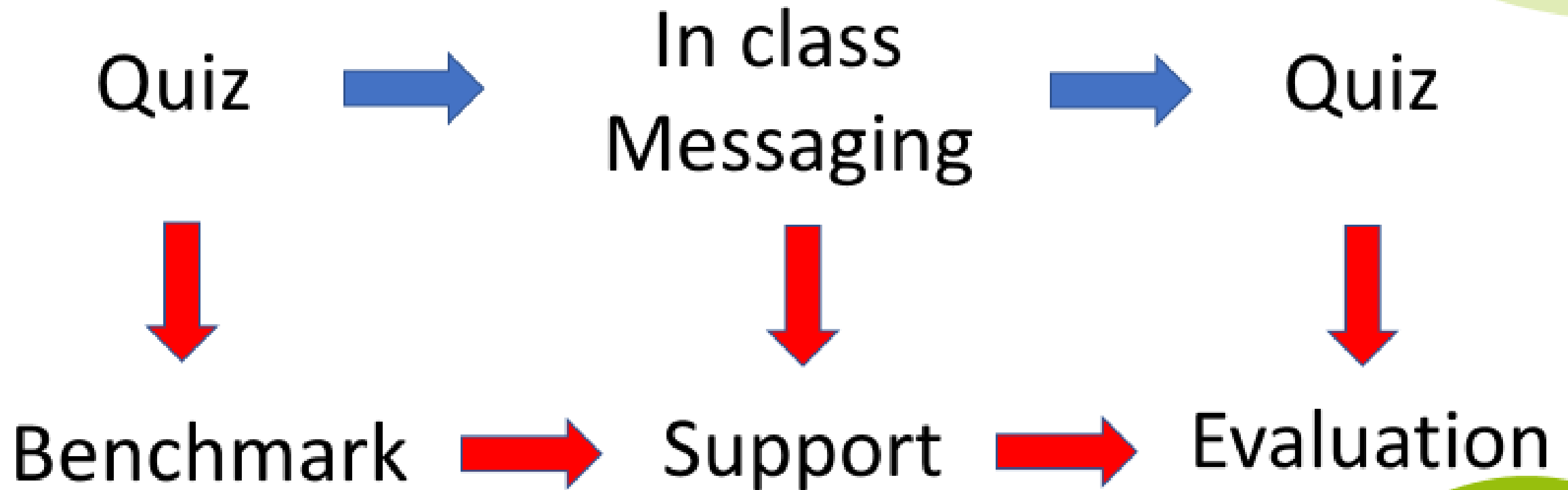
to offer a creative and engaging way of helping our young people establish essential life skills

to build a positive culture of road safety awareness for pupils, staff and parents



How it is set out

Academic Year



The Curriculum and Road Safety

Whole School Approach



Road Safety Mascot

Stop, Look, Listen, Think Corridors

Road Safety School Council

Active travel audit

Parent Communications

Safe School Run Pledge

Road Safety Courses

In School Road Safety Week

In School Newsletter/Website

In School Road Safety Noticeboard/Active
Travel competitions

Getting your PTA and Governors on board

English

Writing Composition

Spelling

Vocabulary, Grammar, and Punctuation

Reading

Phonics

Story Resources

Spoken Language, Actions and Listening

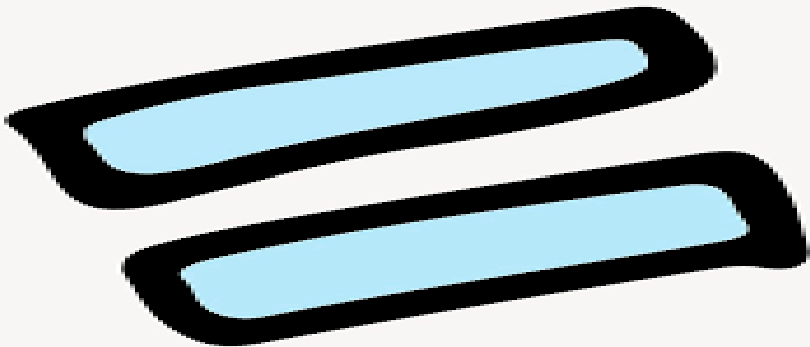
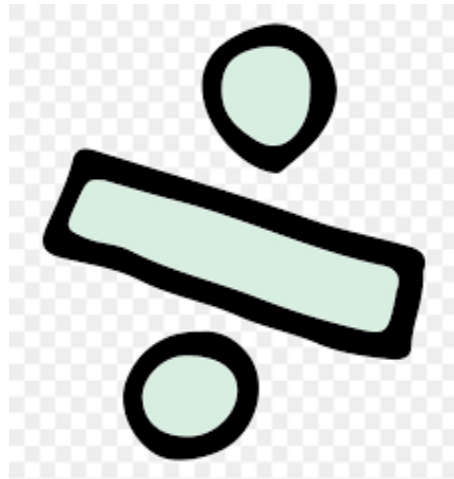
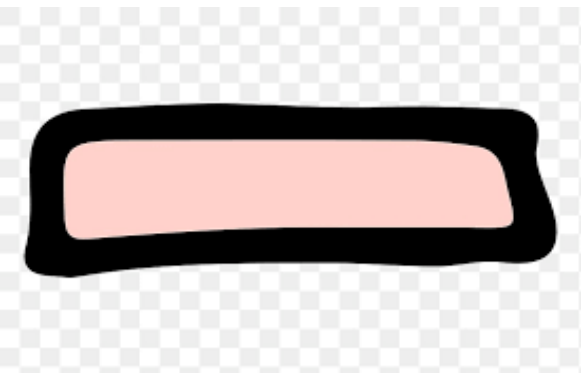
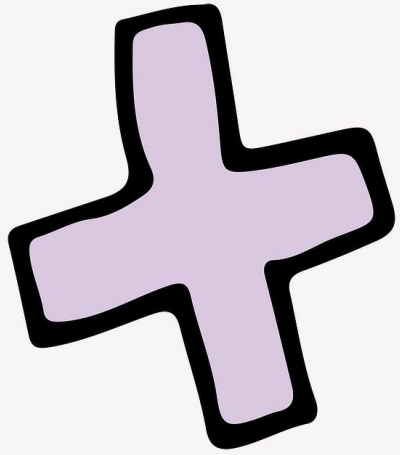
Role Play





Example: Role Play

[Crossing roads: kids know best – THINK!](#)



Maths

Number and Place value

Addition and Subtraction

Multiplication and Division

Fractions

Measurements

Properties of Shapes

Distance

Example: Shapes and their properties



I am a **circle**

I don't have any sides

When you see a **circle** sign, it means it is giving us an **order**.

This sign tells drivers & cyclists they must stop.



I am a **triangle**

I have **three** sides

When you see a **triangle** sign, it means it is giving us a **warning**.

This sign tells drivers & cyclists that people might be crossing.

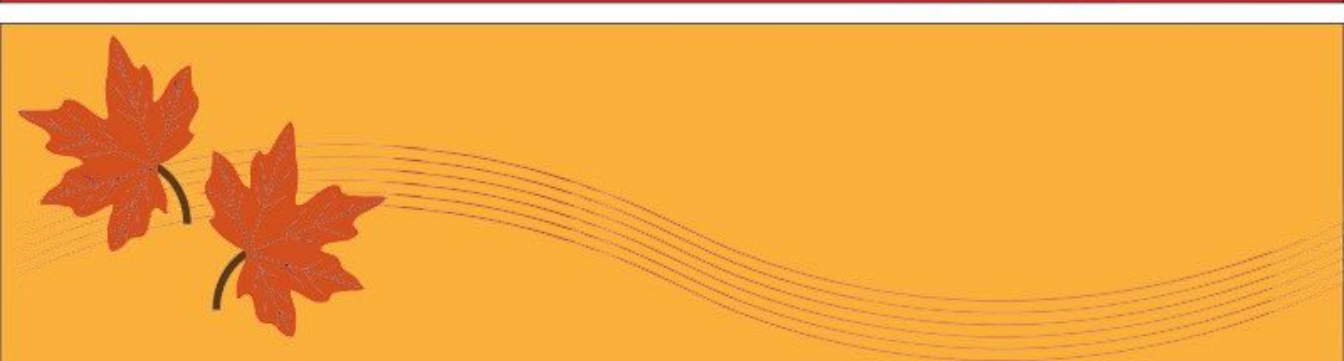


I am a **rectangle**

I have **four** sides

When you see a **rectangle** sign, it means it gives us **information**.

This sign tells drivers & cyclists which way they should go.



Science

Seasonal Changes

Animals including humans

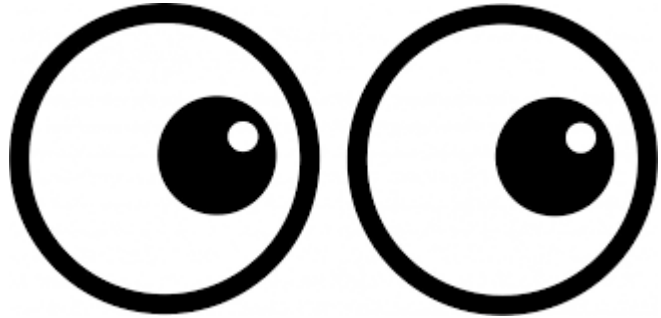
Everyday materials

Animal Crossings

Human Senses

Healthy Exercise

Example: Human senses



Draw the outline of a face

Draw in the features

Talk about the ways we use our eyes and ears when we cross the road

Introduce LOOK and LISTEN

We also have session ideas that cover...

Computing

Music

Art

Geography

PE

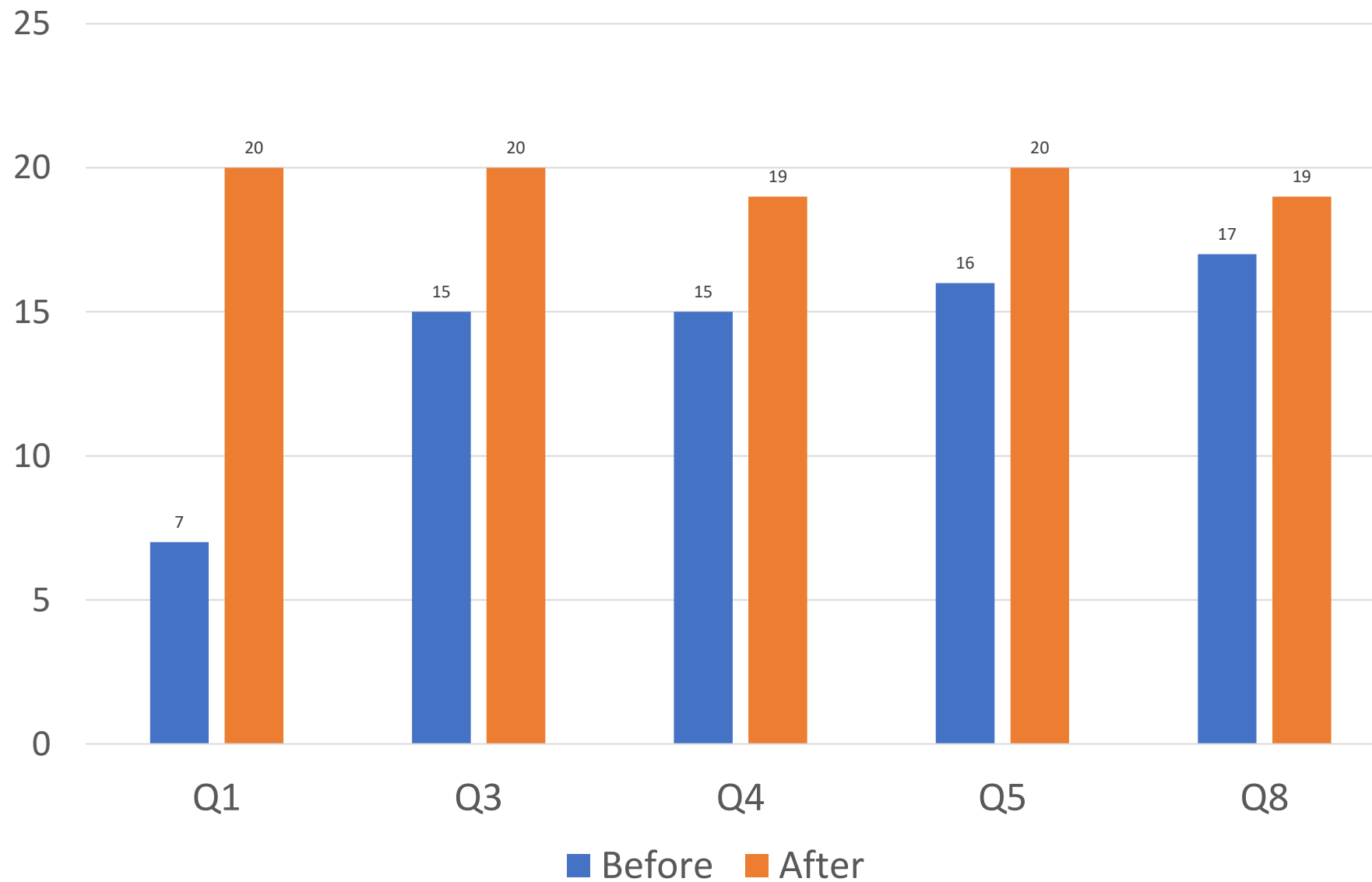
Design &
Technology



Questions?

What difference it can make?

Reception Class



Q1 – Stop, Look, Listen and Think

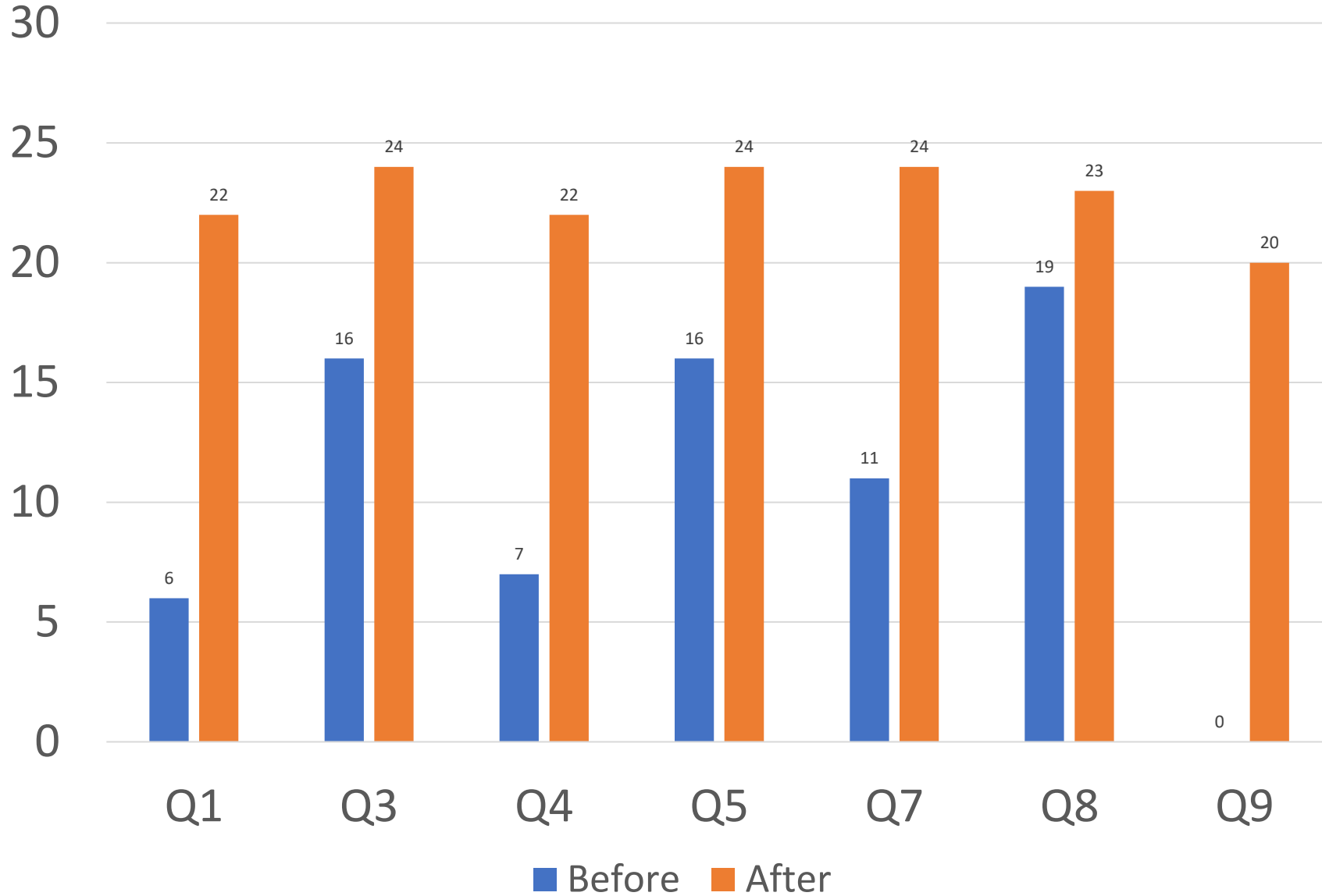
Q3 – Crossing Awareness

Q4 – Dangers of crossing between parked cars

Q5 – Helmet Safety

Q8 – Traffic Light

Year One Overview



Q1 – Stop, Look, Listen and Think

Q3 – Crossing Awareness

Q4 – Dangers of crossing between parked cars

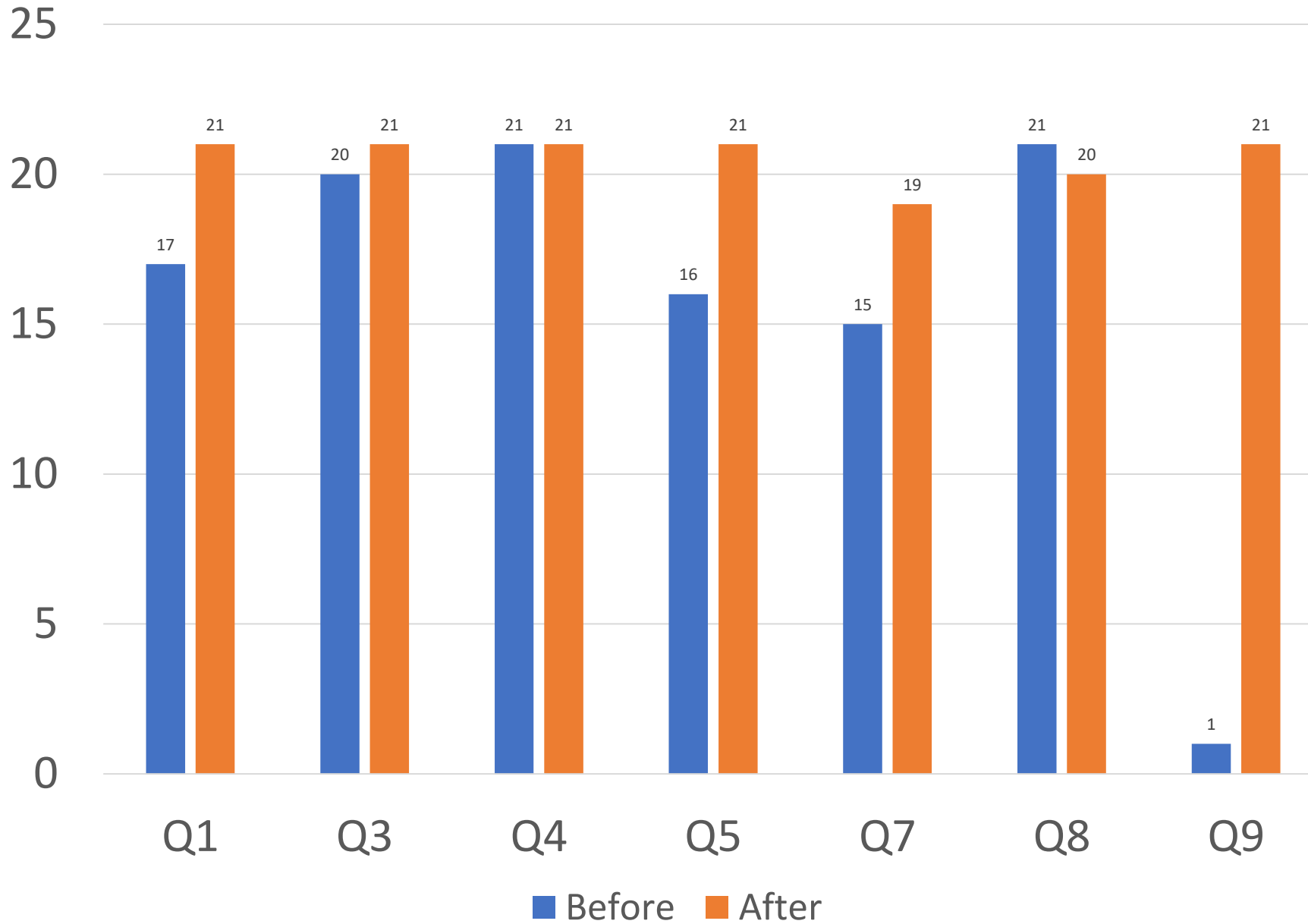
Q5 – Helmet Safety

Q7 – Safer Place to Cross

Q8 – Traffic Light

Q9 – Car light

Year Two Class



Q1 – Stop, Look, Listen and Think

Q3 – Crossing Awareness

Q4 – Dangers of crossing between parked cars

Q5 – Helmet Safety

Q7 – Safer Place to Cross

Q8 – Traffic Light

Q9 – Car light

Important things to note

- ✓ Safer Journeys Ahead is free to join
- ✓ You can enter as many EYFS & KS1 classes as you wish
- ✓ You can include Safer Journeys Ahead into as much of your curriculum as you want, or introduce it into one curriculum topic
- ✓ There is no minimum time requirement
- ✓ We encourage you to be creative and imaginative as you want in your delivery
- ✓ We are here to help support and want to hear your ideas and thoughts
- ✓ All quiz data will be collected, marked and evaluated by us to help act as a guide

Road Safety Resources

Think! Resources

- ✓ Lesson Plans
- ✓ Resources to encourage roadside experiences
- ✓ Videos
- ✓ Curriculum Map
- ✓ Resources to continue the learning

<https://www.think.gov.uk/education-resources/>



[Home](#) > [Education resources](#)

Explore resources



Age 3 to 6 resources

Lesson plans:	7
Documents:	4
Films:	2
Games:	2



Age 7 to 12 resources

Lesson plans:	7
Documents:	5
Films:	2
Games:	2



Age 13 to 16 resources

Lesson plans:	6
Documents:	5
Slides:	4
Films:	2

Road Safety Ideas

Ages 3-6 1. Stepping stones to road safety

Learning the Stop, Look, Listen and Think sequence

Learning objectives

- To develop familiarity with the Stop, Look, Listen and Think sequence
- To know that pedestrians walk on the pavement and vehicles travel on the road
- To know how to walk safely with a grown up and hold hands when walking near the road

Learning outcomes

By the end of this lesson pupils will be familiar with aspects of the Stop, Look, Listen and Think sequence. They will be able to discuss simple ways of behaving safely when near roads and traffic such as holding a grown up's hand and finding safer places to cross the road.

You'll need:

- 'Crossing roads: Kids know best' film
- Road safety display of key words and pictures (see 'Roads away from home')
- Small world toy props to use during role play and modelling of road safety behaviour
- Materials to make a road scene and puppets e.g. lolly sticks, wool and scrap material

Parental engagement

- Photos can be taken during the lesson and shared through your school newsletter with a reminder about the Stop, Look, Listen and Think sequence.
- Parents could also be challenged to complete a safe crossing quiz created by the pupils

Lesson detail

Teacher input: (10 mins)

Ask pupils to gather around the key word display, (last slide in 'Roads away from home') this could be on the wall, or on the floor around which the pupils form a circle.

- Ask pupils if they're familiar with the pictures and words in front of them
- Introduce the subject of road safety to the class, assess and make notes about the children's prior knowledge of road safety vocabulary and skills. Ask the pupils to think about familiar journeys e.g. to school, to the shops, to the park etc. Tell the pupils that today as a class they are all going to be thinking about road safety skills

Watch the 'Crossing roads: Kids know best' film

Stop, Look, Listen, Think sequence

Stop - when you approach a crossing, STOP before you come to an edge of the pavement

Look - LOOK for cars, bikes, lorries, other vehicles, by looking right, left and right again

Listen - LISTEN for vehicles too. You may be able to hear them before you see them

Think - is there enough time for you to cross the road safely?



Page 1 of 4

Ask pupils about the film:

Questions	Answers
Who can tell me one of the things you can do to stay safer when you are on a scooter?	Wear a cycle helmet that is securely fastened, stop and get off the scooter to cross the road
What did the boy do when he got in the car?	He sat in a child car seat and did up his seat belt
What did the girl do when she crossed the road?	She held hands with an adult, stopped, looked right, left and right again, listened and thought about when it was safe to cross. She then walked straight across the road, while continuing to look and listen for traffic

- Show some of the safer places to cross from the 'Roads away from home' slides, how many pupils can identify a puffin and/or toucan crossing, underpass and footbridge? Can the pupils think of anywhere locally where they have used these types of crossing? Now ask the pupils if they can remember some of the places where it is not as safe to cross? E.g. on a bend or between two cars
- Move the discussion on to crossing the road using the Stop Look Listen Think sequence. "Who can remember how the children crossed the road safely?"
- Ask the pupil volunteers to come to the front of the classroom to model how they would use their new road skills. Some pupils could **role play** as drivers, pedestrians and cyclists/scooter riders
- Remind pupils to use the fantastic road safety skills they saw the children using in the film during the next week e.g. putting on seatbelts, using the Stop, Look, Listen and Think sequence, getting off bikes and scooters to cross the road. Choose a point during the next week to revisit and share their experiences

Group one	Group two
<p>Use an outdoor space to role play crossing a road:</p> <ul style="list-style-type: none"> Choose a quiet nearby street and take small groups out to practice learnings Alternatively mock up a road with anything to hand or build a basic one using: white electric tape (and even yellow tape for a single yellow line) and white lino stripes to represent a zebra crossing (see mock up in 'Crossing roads: Kids know best' film) 	<p>Create lolly stick puppets or use existing puppets to roleplay travel scenarios, such as:</p> <ul style="list-style-type: none"> A parent and child crossing the road safely A child on a scooter getting too far ahead from their parent



Page 2 of 4

Split the pupils into different groups to try the following activities:

Observe pupils demonstrating crossing the road as they utilise their new skills. Swap groups to enable pupils to try both activities and assess how well their knowledge of the Stop, Look, Listen and Think sequence has developed. Encourage the children to share how they are going to ensure they use their new skills on the journeys they take in the future.

To record their new skills, pupils can use a camera to take photos of each stage of the Stop, Look, Listen, Think sequence. Short films could also be recorded and shared with parents so they can reinforce the messages at home.

Differentiation

5-6 years old

- Older pupils can also share some of the considerations for more challenging road scenarios e.g. not crossing between two cars. Here are some other considerations, taken from the Highway Code:
 - Choose a place where there is a space between two parked cars and make sure that it is easy to get to the pavement on the other side of the road
 - Make sure neither car is about to move off - look for drivers in the cars, lights and listen for engines
 - Don't cross near large vehicles. You could be standing in a blind spot, where the driver cannot see you
- Pupils who have mastered the Stop, Look, Listen and Think sequence could create a quiz for parents to complete, testing their knowledge of the different types of crossings where it is safer to cross. E.g. Puffin, Toucan, footbridge
- N.B. roads away from home below should be hyper linked and in bold : 'More information about the range of road crossings and safety considerations for pedestrians can be found on 'Roads away from home' and here <https://www.gov.uk/guidance/the-highway-code/rules-for-pedestrians-1-to-35>



Page 3 of 4

Further recommended resources



Resource name	Format	Summary	Age range	Link
Take the seat belt challenge	Online	Put the items in their correct place in the car	KS1	http://roadsafetyweek.org.uk/secure/story_html5.html
Stay Safe Near Roads poster	PDF	Hold hands, walk safely and belt up poster	All	http://www.brake.org.uk/assets/images/Beep.pdf
Colour me in activity sheet	PDF	Colour in car / bike / children crossing	Early Years	http://www.brake.org.uk/assets/images/wordscolour.pdf
Safari Grover	Video	On safari Grover applies road safety rules	EY/KS1	https://www.youtube.com/watch?v=4x02_wpM7tg



accidents don't have to happen

Resource name	Format	Summary	Age range	Link
School Assembly Plans - Using Road Safety Themes	PDF	Plans for assemblies 4-7, 7-11, 11-14, 14+ to link in with road safety curriculum planning - covers seasonal safety, cycle safety etc	4+	https://www.rosipa.com/rosipaweb/docs/advice-services/road-safety/teachers/school_assembly-plans.pdf



Page 4 of 4

Further recommended resources



Resource name	Format	Summary	Age range	Link
Take the seat belt challenge	Online	Put the items in their correct place in the car	KS1	http://roadsafetyweek.org.uk/secure/story_html5.html
Stay Safe Near Roads poster	PDF	Hold hands, walk safely and belt up poster	All	http://www.brake.org.uk/assets/images/Beep.pdf
Colour me in activity sheet	PDF	Colour in car / bike / children crossing	Early Years	http://www.brake.org.uk/assets/images/wordscolour.pdf
Safari Grover	Video	On safari Grover applies road safety rules	EY/KS1	https://www.youtube.com/watch?v=4x0ZwpfM7tg



accidents don't have to happen

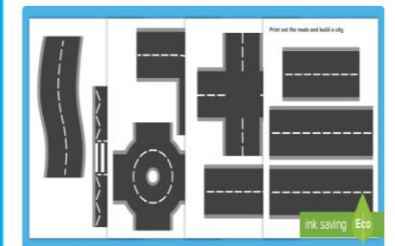


Resource name	Format	Summary	Age range	Link
School Assembly Plans - Using Road Safety Themes	PDF	Plans for assemblies 4-7, 7-11, 11-14, 14+ to link in with road safety curriculum planning - covers seasonal safety, cycle safety etc	4+	https://www.rospa.com/rospaweb/docs/advice-services/road-safety/teachers/school_assembly-plans.pdf

There are lots of free Road Safety resources on the internet



What do members download after viewing this?



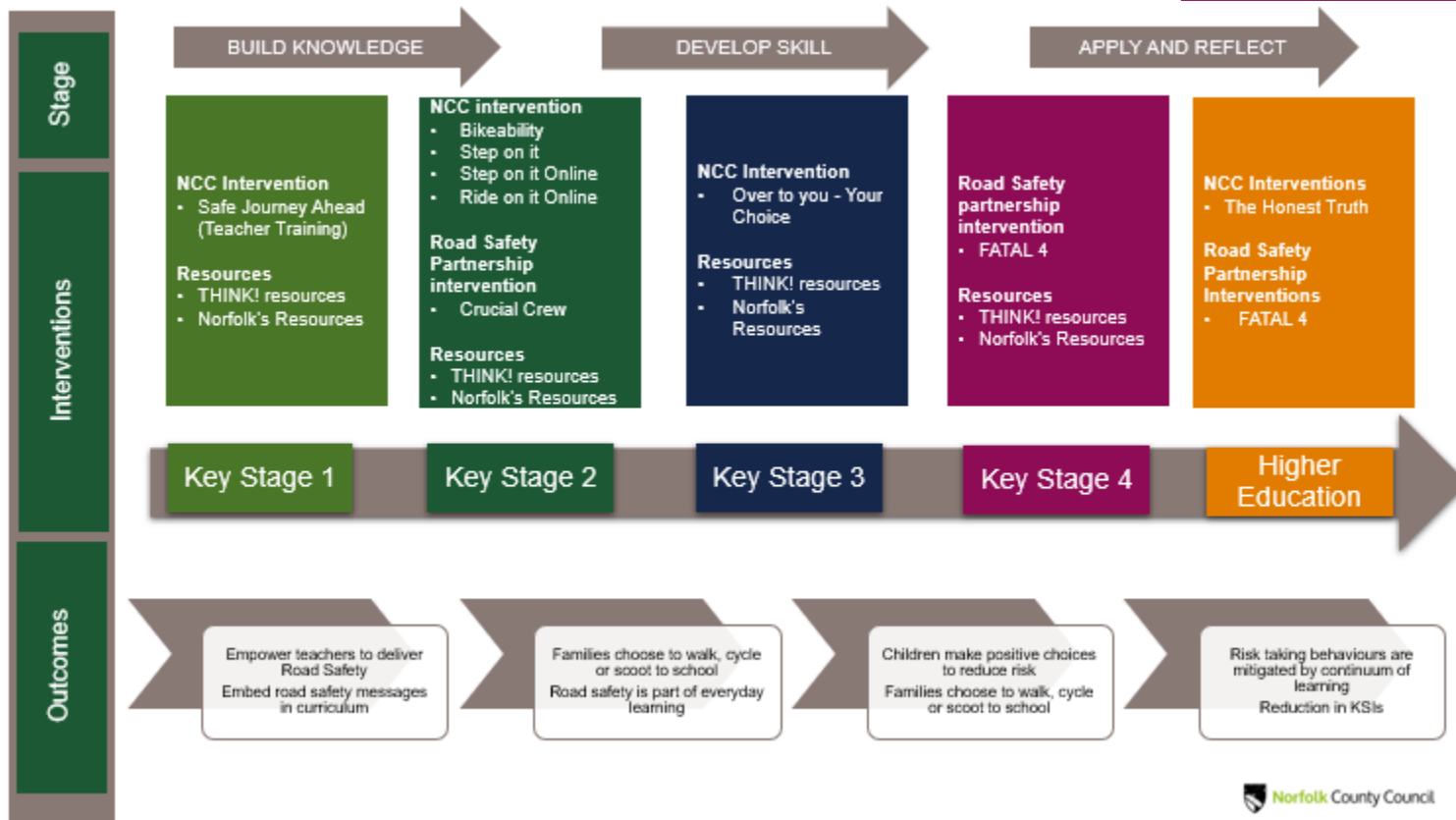
Printable Road Pieces



Road Safety interventions we can offer.

Norfolk's Road Safety Offer

- ✓ Step on it Online - which teaches pupils the key concepts of being a safe pedestrian
- ✓ Step on it – an opportunity for young people to learn about the Green Cross Code and pedestrian skills on the roadside.
- ✓ Bikeability - a national cycle training programme



Thank you
Any Questions?

Dear

Thank you all for taking the time to attend our session last night.

Please would you kindly take a couple of minutes to complete our session feedback – [\(insert link\)](#). This helps us to assess the content, pace and effectiveness of the training and helps us with future development.

Next Steps

As expressed, Norfolk's Road Safety Partnership would like to welcome Reception, Year One and Year Two to our Safer Journeys Ahead programme.

As a new part of the project for 2023/24, based on educator feedback, we have moved our paper-based quiz onto a digital format. These quizzes can be completed as individuals, and the children simply click which they believe is the correct answer. If they are unsure, there is a I don't know option, and we would positively encourage pupils to use this if needed. All entries are marked as anonymous with no identifying characteristics. The link can be forwarded to iPads etc for completion. Pupils can be guided through the exercise or read the questions and answers if required, but we encourage individual answers please as opposed to collective answer. We know some schools have emailed the links to TAs, who have completed the quizzes with small groups of children.

We would ideally like the first round of quizzes to be completed by [\(insert date\)](#), and the data will be collected and benchmarked by us to show where additional support or guidance might be required, by [\(insert date\)](#). These benchmark figures will then be used in comparison to the retention quiz issued towards the end of this academic year (June 2024) to show areas of growth.

Benchmark information will be sent to teachers to show what the data is telling us and to help establish areas of focus, and [\(insert name\)](#) will be your direct point of contact and able to help support and discuss any questions and queries with you. We have also attached a copy of our Safer Journeys Ahead Practitioner Guide which will act as a useful guide and resource reference in relation to this project.

The Links to the online forms for your school are –

Reception – [\(insert link\)](#)

Year 1 & Year 2 – [\(insert link\)](#)

As we are piloting this new method of collection, to improve time taken to complete and to become less paper dependant, please let us know if you have any feedback about how well this is working and any opportunities for improvement, as we welcome your thoughts. Any comments, questions or feedback can be sent directly to us at [\(insert email address\)](#).

We look forward to working with you this year.


Kind regards
[\(insert name\)](#)

Safer Journeys Ahead – Reception – Benchmark and Retention Quiz

Question 1

The Green Cross Code

When we want to cross the road, we should always... * [🔍]

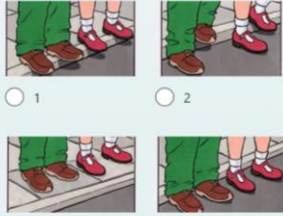


- Run across the road as quickly as we can
- Hold a grown ups hand & stop, look and listen for traffic
- Jump up and down
- I don't know

Question 2

Crossing the Road

Which picture shows the safest place for your feet when you are waiting to cross the road? * [🔍]

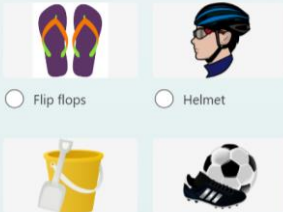


- 1
- 2
- 3
- 4

Question 3

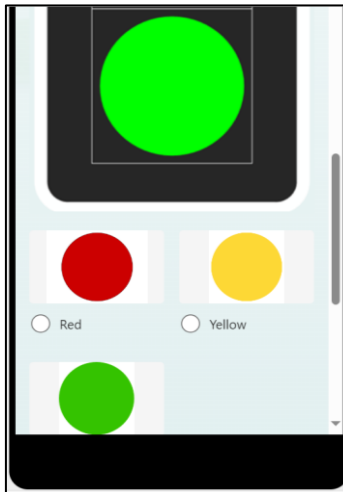
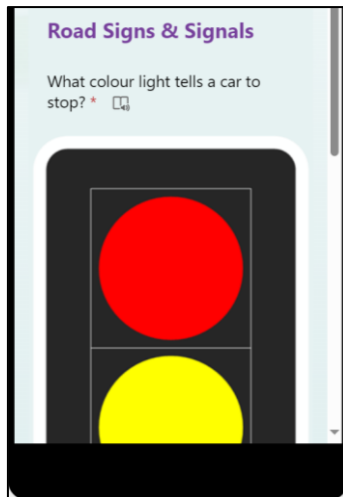
Riding your Bike or Scooter

What should we put on when riding a scooter or bike? * [🔍]

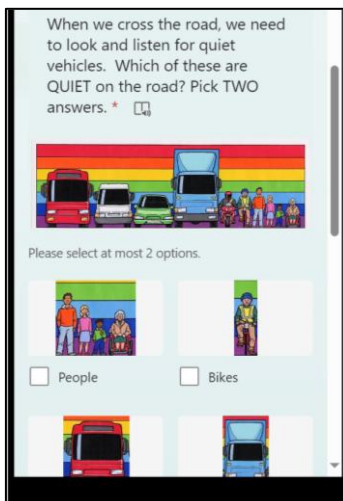









- Flip flops
- Helmet
- Bucket & Spade
- Football Boots

Question 4



Question 5





	
<input type="checkbox"/> People	<input type="checkbox"/> Bikes
	
<input type="checkbox"/> Buses	<input type="checkbox"/> Lorries
	
<input type="checkbox"/> Motorbikes	<input type="checkbox"/> Electric Cars
	

Safer Journeys Ahead – KS1 – Benchmark and Retention Quiz

Question 1


The Green Cross Code

When we want to cross the road, we should always... * 



Please select 4 options.

- Stop** on the path & Hold hands with our grown up
- Run** across the road
- Listen** out for things on the road
- Dance** to music




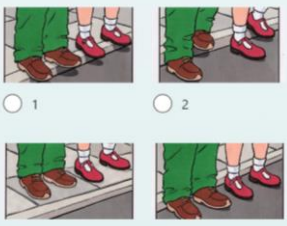
Please select 4 options.

- Stop** on the path & Hold hands with our grown up
- Run** across the road
- Listen** out for things on the road
- Dance** to music
- Look** out for cars, lorries, buses & bikes
- Think** is it safe & walk across with a grown up

Question 2

Crossing the Road

Which picture shows the safest place for your feet when you are waiting to cross the road? * 



- 1
- 2
- 3
- 4

Question 3

Riding your Bike or Scooter

What should we put on when riding a scooter or bike? *

Flip flops

Helmet

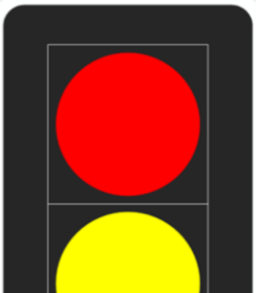
Bucket & Spade

Football Boots

Question 4

Road Signs & Signals

What colour light tells a car to stop? *



Red

Yellow

Green

Question 5

Identifying Hazards

When we cross the road, we need to look and listen for quiet vehicles. Which of these are QUIET on the road? Pick THREE answers. *

Please select at most 3 options.

People

Bikes

Buses

Lorries

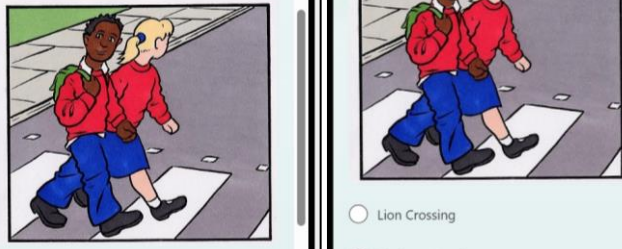
Motorbikes

Electric Cars

Vans

Question 6

Which of these is a real crossing? *



Lion Crossing

Elephant Crossing

Giraffe Crossing

Lion Crossing


Elephant Crossing

Giraffe Crossing

Zebra Crossing

Question 7

What does the orange flashing light tell us? *



The car is going backwards or reversing

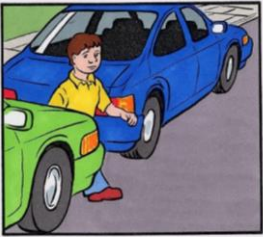
The car is stopping

The car is turning

The car is getting ready to go

Question 8

Crossing between parked cars is difficult because... *



The cars could disappear

We can't see the road properly

The cars could fly away

Question 9

When travelling in a car or on the school bus, I must...



- Always wear my seatbelt
- Make lots of noise
- Jump up and down

Many thanks to all of your team and pupils for all their time and efforts to complete the Safer Journeys Ahead Quizzes. I have completed the marking, and can give you the following results:

RECEPTION (20 sample size)

- 69% of your pupils were able to recognise hold a grown-ups hand & stop, look and listen for traffic
- 63% of your pupils recognise the safest place for their feet when waiting to cross
- 69% of your pupils recognise a helmet as the safest thing to wear when riding a bike or scooter
- 88% of your pupils recognise a red light tells a car to stop
- 44% of your pupils were able to identify 2 quiet things on the road (69% were able to identify 1 thing)

YEAR 1 (25 sample size)

- 71% of your pupils recognise STOP, LOOK, LISTEN & THINK as the Green Cross Code
- 86% of your pupils recognise the safest place for their feet when waiting to cross
- 86% of your pupils recognise a helmet as the safest thing to wear when riding a bike or scooter
- 100% of your pupils recognise a red light tells a car to stop
- 14% of your pupils were able to identify 3 quiet things on the road
- 86% of your pupils recognised a real pedestrian crossing
- 57% of your pupils recognised the car was indicating/turning
- 61% of your pupils recognised a danger of crossing between parked cars
- 93% of your pupils recognise wearing a seat belt on journeys

YEAR 2 (24 sample size)

- 100% of your pupils recognise STOP, LOOK, LISTEN & THINK as the Green Cross Code
- 100% of your pupils recognise the safest place for their feet when waiting to cross
- 92% of your pupils recognise a helmet as the safest thing to wear when riding a bike or scooter
- 100% of your pupils recognise a red light tells a car to stop
- 40% of your pupils were able to identify 3 quiet things on the road
- 76% of your pupils recognised a real pedestrian crossing
- 60% of your pupils recognised the car was indicating/turning
- 92% of your pupils recognised a danger of crossing between parked cars
- 96% of your pupils recognise wearing a seat belt on journeys

Overall thoughts

The scores are strong and show a lot of positives, but do indicate areas where there are some gaps in the children's knowledge and understanding, particularly around recognising safer places to cross, dangers of crossing between parked cars and recognising car lights.

Thank you again for working with us and we look forward to seeing and hearing all about the wonderful things you are doing in school.

Thank you for engaging with our Safe Journey Ahead project this year. We have loved hearing and seeing all the wonderful learning activities that have been going on in your classrooms and local environments. It is clear you have been very creative and dedicated with linking in road safety messages into your curriculum. All your hard work is showing strong changes in pupil knowledge and understanding.

As we approach the end of year stage of the Safer Journeys Ahead, we would like to invite your school to engage with the final quiz. Completing this stage will enable us to map your pupils progress for this year, offer you an overview of how much your pupils have progressed and what knowledge they have retained.

What we need now

The same pupils as before now need to be given the attached quiz, as we will look to map this batch of responses against the ones given earlier in the year. This will enable us to then determine which messages have been absorbed and retained the most. If you could return these to me by **(insert date)** we would be most grateful.

These quizzes can be completed as individuals, and the children simply click which they believe is the correct answer. If they are unsure, there is a I don't know option, and we would positively encourage pupils to use this if needed. All entries are marked as anonymous with no identifying characteristics. The link can be forwarded to iPads etc for completion. Pupils can be guided through the exercise or read the questions and answers if required, but we encourage individual answers please as opposed to collective answer. We know some schools have emailed the links to TAs, who have completed the quizzes with small groups of children.

The links are provided here:

Reception Quiz – **(insert link)**

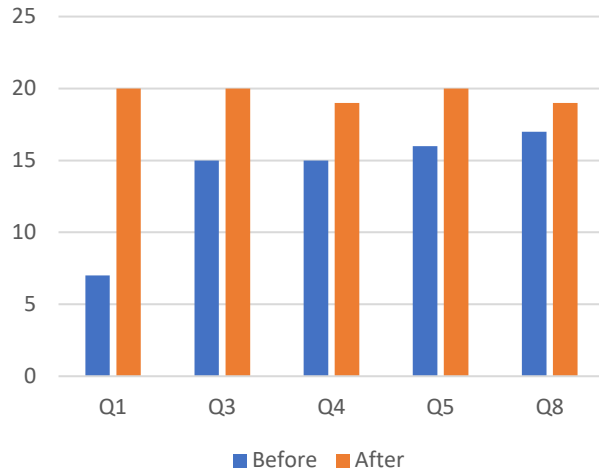
KS1 Quiz – **(insert link)**

We will then issue your summary overviews by the end of academic year.

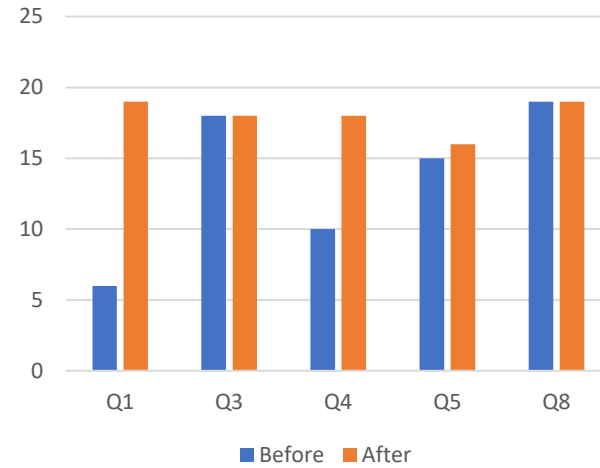
Thank you for your continued support.

Primary 2022 - 23

RC - Reception



RK - Reception



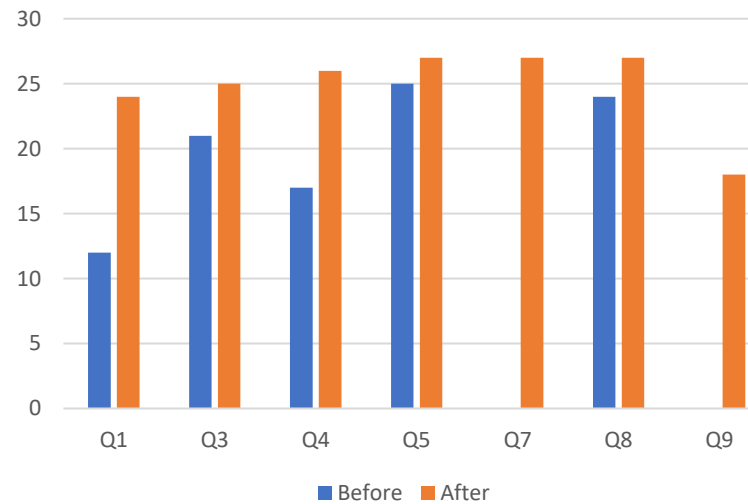
We have seen an upward trend in **Reception** in all areas:

- ✓ The Green Cross Code – Q1
- ✓ Recognising safest place for feet – Q3
- ✓ Recognising a danger when crossing between parked cars – Q4
- ✓ Recognising a helmet is the safest thing to wear when riding – Q5
- ✓ Recognising a red traffic light means stop – Q8

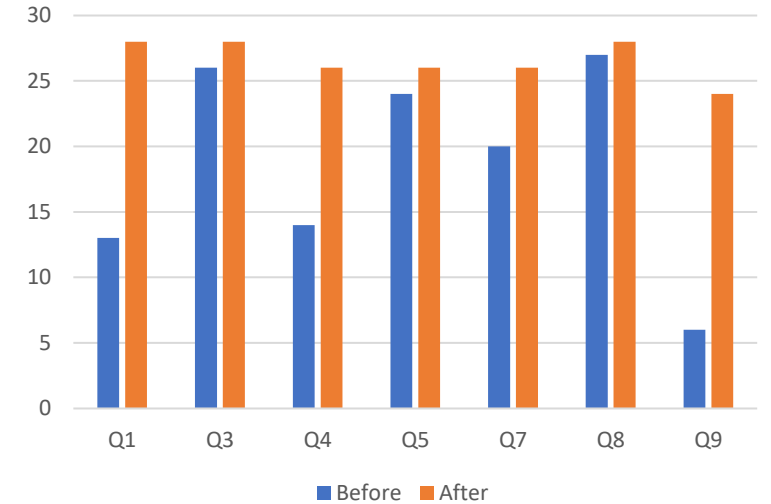
We have seen an upward trend in **Year 1** in all areas:

- ✓ The Green Cross Code – Q1
- ✓ Recognising safest place for feet – Q3
- ✓ Recognising a danger when crossing between parked cars – Q4
- ✓ Recognising a helmet is the safest thing to wear when riding – Q5
- ✓ Safer Places to Cross – Q7
- ✓ Recognising a red traffic light means stop – Q8
- ✓ Recognising the colour light on the back of a car – Q9

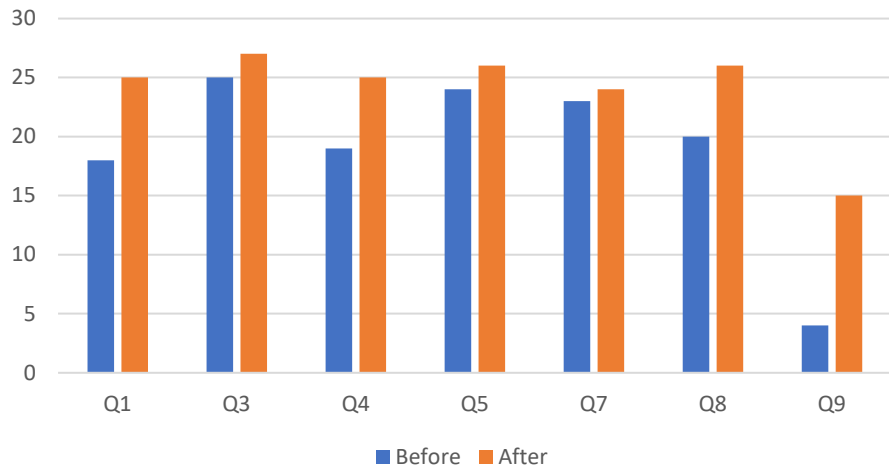
1T – Year One



1S – Year One



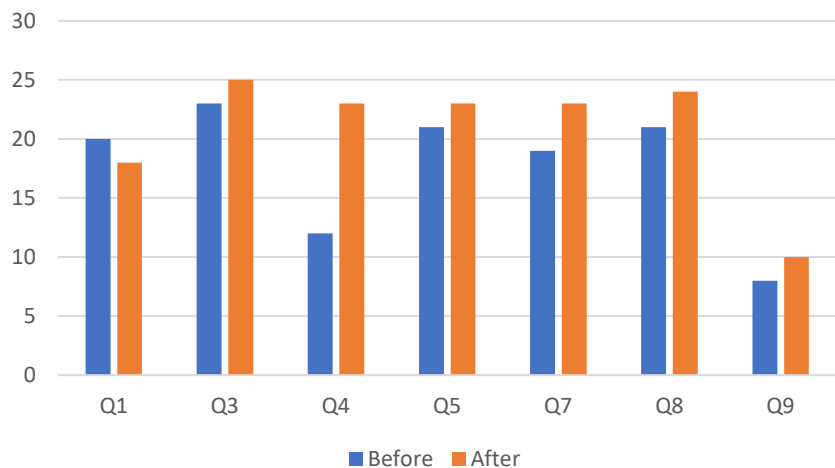
2HO– Year Two



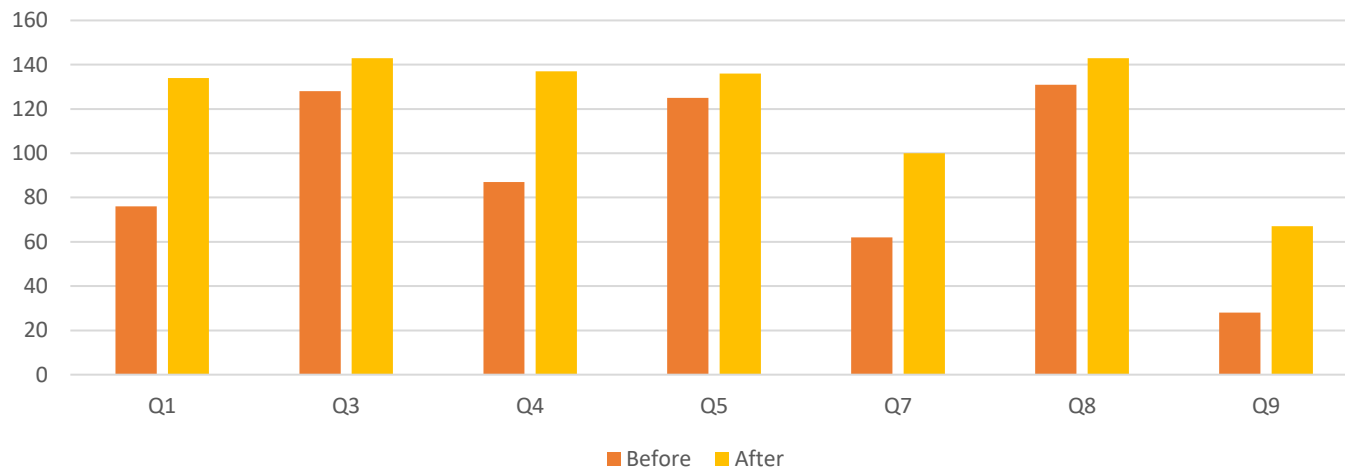
We have seen an upward trend in **Year 2** in all areas:

- ✓ The Green Cross Code – Q1
- ✓ Recognising safest place for feet – Q3
- ✓ Recognising a danger when crossing between parked cars – Q4
- ✓ Recognising a helmet is the safest thing to wear when riding – Q5
- ✓ Safer Places to Cross – Q7
- ✓ Recognising a red traffic light means stop – Q8
- ✓ Recognising the colour light on the back of a car –Q9

2B – Year Two



Total End Results for all year groups for 22 - 23



Huge congratulations on improving knowledge and understanding across all areas

Many thanks to all of your team and pupils for all their time and efforts to complete the Road Safety Safer Journeys Ahead project this year. I have completed the mapping and I have attached your results.

Overall thoughts

Congratulations on a fantastic set of results. As a collective, your pupils have grown in knowledge or held a consistent level of retention in every area, which is an incredible achievement. Well done to you all!

Future Actions

- Due to the success of this project, Safer Journeys Ahead will now feature as a permanent part of our Road Safety Education programme. Thank you for playing your part in this success.
- If you would like to continue your achievement on this programme into the next academic year, please let me know.
- As your results are so strong, we would love the opportunity to hear about what you have been doing to share best practise amongst our other Safer Journeys Ahead schools.

Thank you again for working with us. We are so impressed and proud of your achievements.