

Life skills topic: Road Safety (Link to PSHE)

- To learn how to cross roads safely using a crossing.

Use clear, reasonable and specific requests to teach safety rules. For example, 'You should always stop and look and listen for traffic before crossing any road. Only cross when you're sure there's nothing coming. If you step into the road without looking and listening, a car could hit you and hurt or even kill you.' Rather than 'It's important to always cross roads sensibly'.

Role play correct use of pedestrian crossings using the playground crossing. Teach pupils to ride their trikes/scooters on the pretend road to keep pedestrians safe and to stop when someone is waiting at the crossing.



When confident in the role play, small supervised groups to use the pedestrian crossing in Buckingham road. Younger pupils to hold an adults hand.

Plan routes that include different pedestrian crossings on educational visits to build on and transfer these skills

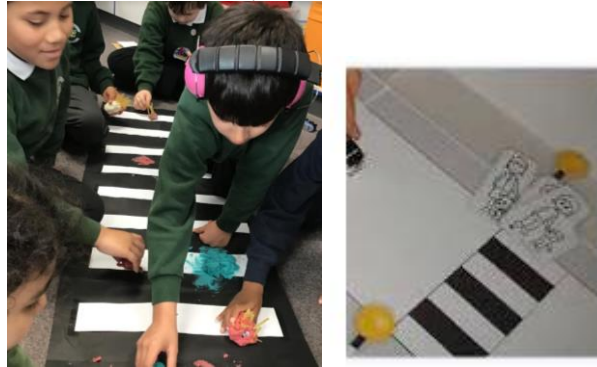
Looking and listening skills example activity:

What can you hear? What can you see? What can you sing?

You: Record some road sounds, or find them online: car, fire engine, motorbike, bicycle bell, a pedestrian crossing beeping. Play these to the children, and show them a set of matching pictures.

The children: Sit in a circle and guess the noises when you play them, matching them to the pictures you show, and saying what makes what noise, for example, 'The blue car goes brum brum brum, The big red fire engine goes nee nah nee nah....' etc.

Expand children's road safety vocabulary to include words like pedestrian, zebra crossing, kerb, while talking about road safety.



Write road safety slogans for the posters and display them where parents will see them.

Take part in the Road safety Week (November) including an assembly lead by staff and pupils.

**Road
Safety
Week**

<http://www.roadsafetyweek.org.uk/action-pack>

Road safety song <https://www.youtube.com/watch?v=QpIMYIYlehU>

STARS travel plan <https://stars.tfl.gov.uk/explore/idea/details/1079>

Group discussions e.g.:

- Who can tell me how to cross a road safely? ([See THINK!'s online game about crossing safely.](#))
- Does everyone do this? Has anyone run across a road, crossed somewhere dangerous, or been pushed into the road by someone? Let's share our stories. Why did you do it? (Answers are likely to include in a rush, had to get over the road, not thinking or because it was exciting.) How did it make you feel?



- To walk around a car park safely

Practice in school car park (safe area), use clear instructions.

When able to follow instructions to walk safely, small supervised groups to visit Sainsbury's car park to use these skills.

School educational visits that include car parks to transfer these skills to the wider community.

- To know that traffic is dangerous:

For children to follow road safety rules and walk safely in shared use areas, they need to be taught that traffic is dangerous. Teach them cars and other vehicles are not toys. They're dangerous. Teach younger/more vulnerable pupils to stay away from traffic unless holding an adult's hand.

Let's look at a car!

Only do this activity if you can park a car somewhere away from traffic where the children can approach it safely. The car should be parked on a flat surface with the handbrake firmly on and engine off.

You: Tell the children the importance of standing well away from cars, even when they look like they aren't moving. Take each child up to the side of the car in turn, holding their hand.

The children: Poke the car then poke their tummy. Which is soft, which is hard? Cars are hard and can hurt you if they hit you. You are soft and easily hurt. Look at a wheel. Look at how big and hard it is. It goes round very fast.

Group discussions:

- What happens to children on foot and bicycles who are hit by a car or a bigger vehicle, such as a lorry? (Answers likely to include death and various injuries.)
- Define what is and isn't appropriate behaviour in terms of putting yourself and others in danger. For example, ask the class to name things they've seen people doing on roads that are safe or dangerous, putting them into the two categories on the board. Then go through with the class the possible outcomes of each action to demonstrate why each is safe or dangerous.

PSHE curriculum link

Encountering	Foundation	Core	Development	Enrichment	Enhancement
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<p>Respond to stimuli about keeping safe</p> <p>I can let an adult take my hand/guide me when a situation is potentially unsafe (i.e. walking by a road).</p>	<p>Describe simple ways we can keep physically safe in school.</p> <p>I can ride my trike or scooter on 'the road' in the playground to keep everyone safe.</p>	<p>Give simple reasons for why it is important to keep ourselves safe on the outside (physically safe).</p> <p>I can communicate verbally or using other communication systems why I need to ride my bike or trike on 'the road' in the playground.</p>	<p>Describe some simple rules for keeping safe near water, railways, road and fire.</p> <p>I can describe in simple terms rules for keeping safe near the road.</p>	<p>Identify some different responsibilities we may have to help take care of ourselves</p> <p>I can give three different ways I can take care of myself when crossing the road.</p>	<p>Evaluate different situations and identify possible risks and hazards.</p> <p>I can identify possible risks and hazards by the road.</p> <p>Describe some different ways of keeping safe in a variety of relevant situations</p> <p>I can describe a minimum of two things I can do when walking near the road to keep safe.</p>
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