






# Road Safety within Curriculum for Excellence 2024-25



Inside are details of the full range of RSS learning resources for ages 3-18.

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## Introduction

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We all need to use the road network as part of our daily lives. However, sadly we know road accidents still represent one of the leading causes of accidental death to our children and young people.

It is vitally important to ensure that we all have the necessary skills and knowledge to use our roads network safely to minimise the risk of injury.

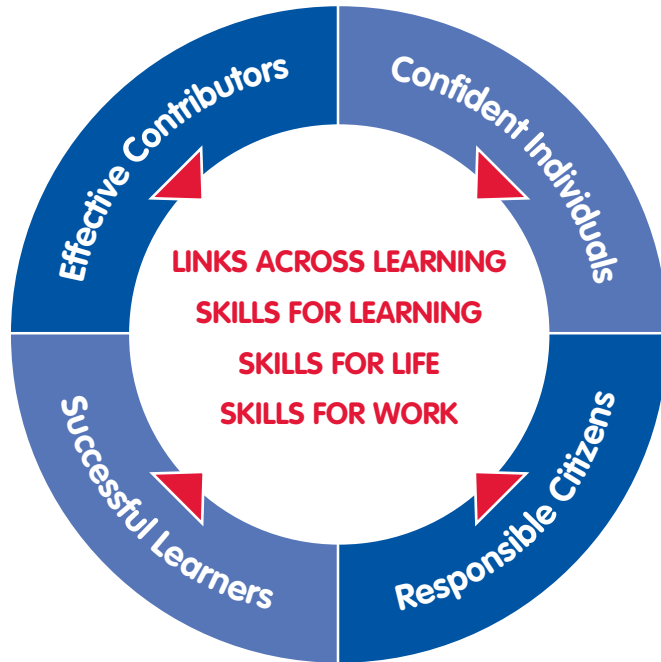
The Road Safety Framework to 2030, sets out a compelling long-term vision for road safety, ‘Vision Zero’, in which there are no fatalities and injuries on Scotland’s roads by 2050. The journey to achieving this vision also includes ambitious interim targets where the number of people being killed or seriously-injured on our roads will be halved by 2030.

If this is to be achieved, we must maintain the excellent road safety support systems that exist in our schools and communities. By engaging our children at an early stage in their road safety learning journey, we hope to help provide them with strategies for a lifetime, helping to keep themselves and others safe in the road environment.

This booklet provides information on road safety learning resources developed specifically to support Curriculum for Excellence in all schools.

# Curriculum for Excellence

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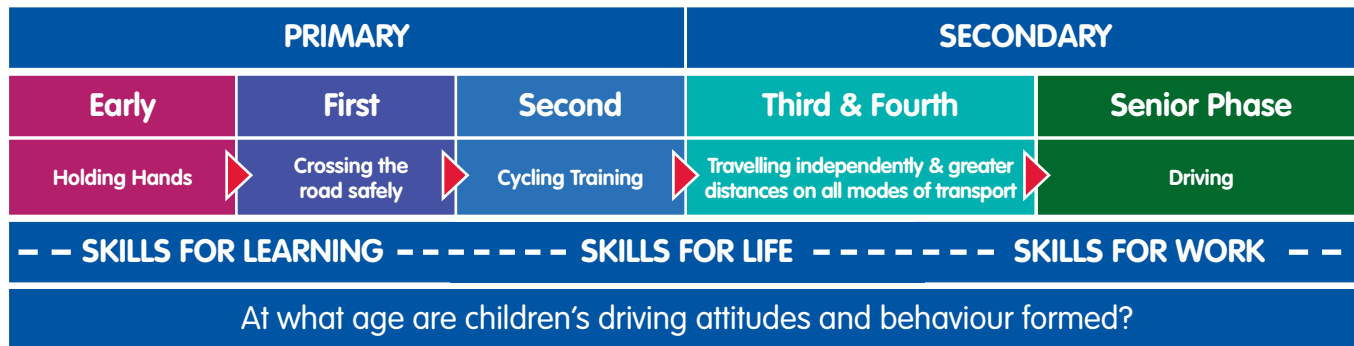


Road safety is the Responsibility of All (RoA). Road safety learning at every level offers opportunities to engage children and young people through active and interdisciplinary learning. The learning approaches highlighted in this booklet demonstrate the range of opportunities available.

# Road safety learning at every level

Early	ELC P1	Go Safe with Ziggy		Roadstars	
First	P2 P3 P4	Roadstars			
Second	P5 P6 P7	Roadstars	JRSO	Reaction Timer	a2bsafely
Third & Fourth	S1 S2 S3	Your Call	Reaction Timer (S3 only)		a2bsafely
Senior Phase	S4 S5 S6	Crash Magnets (S4 & S5 only)		Reaction Timer	a2bsafely

# Road safety learning and the seven principles of Curriculum for Excellence



**Progression** – young people, as road users, experience continuous progression in their learning with each stage building upon earlier knowledge and achievements.

**Depth** – young people, as road users, are given opportunities to draw on previous experiences and apply these to new situations.

**Relevance** – young people, as road users, see the value of what they are learning and its relevance to their lives.

**Breadth** – young people have the opportunity to learn and develop as road users through a range of experiences.

**Personalisation and Choice** – young people are given increasing opportunity for exercising responsible personal choice as road users.

**Challenge and Enjoyment** – road safety learning provides young people with experiences that are challenging at an appropriate level.

**Coherence** – road safety learning provides young people with opportunities for activities which draw different strands of learning together.

# Go Safe with Ziggy

Early **ELC** **P1**

[www.roadsafety.scot/children-and-educators](http://www.roadsafety.scot/children-and-educators)

## Features:

- Engaging interactive activities
- ‘Little books’ for home
  - six books for ELC
  - one book for P1
- ‘Big book’ classroom sets for educators
- ‘My Journey with Ziggy’ pack
- Accessible in App Library on GLOW

## Aims:

To inspire a child’s interest in road safety learning. The stories can be used to start the learning journey, leading to exploring key themes through active experience and play.



**A paper order form is mailed out in September. However, multiple orders can be placed at any time during the school year. A copy of the order form can also be downloaded from [www.roadsafety.scot](http://www.roadsafety.scot).**

## Experiences and outcomes in:

### health and wellbeing: responsibility of all

HWB 0-14a	HWB 0-16a	HWB 0-17a
HWB 0-18a	HWB 0-19a	

### expressive arts

EXA 0-04a	EXA 0-05a	EXA 0-14a
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### literacy: responsibility of all

LIT 0-01a	LIT 0-01b	LIT 0-01c
LIT 0-02a	ENG 0-03a	LIT 0-04a
LIT 0-07a	LIT 0-09a	LIT 0-09b
LIT 0-14a	LIT 0-16a	ENG 0-17a
LIT 0-19a	LIT 0-26a	LIT 0-31a

### numeracy: responsibility of all

MNU 0-01a	MNU 0-10a	MNU 0-20c
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### social studies

SOC 0-07a	SOC 0-09a	SOC 0-16a
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### numeracy and mathematics

MTH 0-13a	MTH 0-17a	
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## Features:

- Animated superhero characters tasking children with missions to develop road safety skills as they grow and learn

- Engaging videos and interactive experiences
- Challenging attitudes and behaviours
- Notes for Educators

## Aims:

To develop knowledge and understanding and challenge attitudes and behaviours in an active and immersive way.

## Experiences and outcomes in:

### health and wellbeing:

#### responsibility of all

HWB 0-17a	HWB 0-18a	
HWB 1-17a	HWB 1-18a	
HWB 2-16a	HWB 2-17a	HWB 2-18a

### literacy: responsibility of all

LIT 0-04a	LIT 0-14a	LIT 0-01a
LIT 0-11a	LIT 0-20a	
LIT 1-07a	LIT 1-09a	

### numeracy: responsibility of all

MNU 0-20c		
MNU 2-10b	MNU 2-11b	

### numeracy and mathematics

MTH 0-13a	MTH 0-17a	
MTH 1-21a		
MTH 2-21a		

### social studies

SOC 0-07a		
SOC 1-14a	SOC 1-17a	





# JRSO All Together for Road Safety

Second **P5** **P6** **P7**

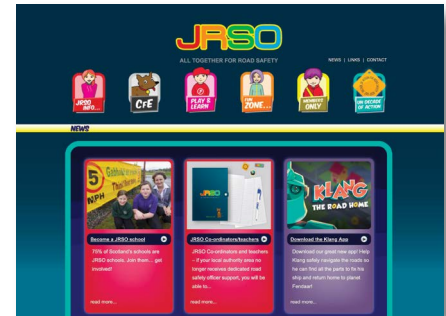
[www.roadsafety.scot/children-and-educators](http://www.roadsafety.scot/children-and-educators)

## Features:

- Personal organiser, including badge, notebook and pen
- Engaging and interactive activities
- Accessible in App Library on GLOW

## Aims:

To encourage peer learning and promote road safety through partnership working.



## Experiences and outcomes in:

### health and wellbeing: responsibility of all

HWB 2-12a	HWB 2-13a	HWB 2-16a
HWB 2-17a	HWB 2-18a	HWB 2-19a

### expressive arts

EXA 2-02a	EXA 2-05a	EXA 2-13a
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### literacy: responsibility of all

LIT 2-02a	LIT 2-06a	LIT 2-09a
LIT 2-10a	LIT 2-15a	LIT 2-24a
LIT 3-10a		

### literacy and english

ENG 2-03a	ENG 2-17a	
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### numeracy: responsibility of all

MNU 2-20b		
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### numeracy and mathematics

MTH 2-21a		
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### social studies

SOC 2-09a	SOC 2-16a	
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# Reaction Timer

## Features:

- Reaction Timer box
- Activities relating to reaction times, thinking, braking and overall stopping distances

## Aims:

To raise awareness of reaction time and its effect on stopping distances.



## Experiences and outcomes in:

health and wellbeing:

responsibility of all

HWB 2-16a	HWB 2-17a	HWB 2-18a
HWB 2-19a		

numeracy: responsibility of all

MNU 2-20b	MNU 2-22a	
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sciences

SCN 2-07a		
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## Features:

- Step by Step booklet
- Accessible in App Library on GLOW
- This resource can also be used as a tool for learning English as a second/foreign language.

## Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs.

Through encountering an interactive, real-world road environment, children will develop the knowledge, understanding and skills to help keep themselves safe as pedestrians.



## Experiences and outcomes in:

health and wellbeing:  
responsibility of all

HWB 2-16a	HWB 2-18a	HWB 2-19a
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literacy: responsibility of all

LIT 2-02a	LIT 2-13a	
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# Your Call

# Third & Fourth S1 S2 S3

[www.roadsafety.scot/children-and-educators](http://www.roadsafety.scot/children-and-educators)

## Features:

- Variety of interactive activities
- Notes for Educators
- Two video dramas and a psychologist interview
- Accessible in App Library on GLOW

## Aims:

To engage young people in a number of activities that address risk-taking, decision-making and peer pressure. Encourages self-reflection regarding own behaviour in a road environment.



## Experiences and outcomes in:

health and wellbeing: responsibility of all		
HWB 3-04a	HWB 3-16a	HWB 3-17a
HWB 3-18a	HWB 3-19a	
HWB 4-04a	HWB 4-16a	HWB 4-17a
HWB 4-18a	HWB 4-19a	

literacy: responsibility of all		
LIT 3-02a	LIT 3-07a	LIT 3-08a
LIT 3-09a	LIT 3-10a	
LIT 4-02a	LIT 4-07a	LIT 4-08a
LIT 4-09a	LIT 4-10a	

expressive arts		
EXA 3-03a	EXA 3-04a	EXA 3-06a
EXA 4-03a	EXA 4-04a	EXA 4-06a

# Reaction Timer

## Features:

- Reaction Timer box
- Activities relating to reaction times, thinking, braking and overall stopping distances

## Aims:

To raise awareness of reaction time and its effect on stopping distances.



## Experiences and outcomes in:

health and wellbeing: responsibility of all		
HWB 3-16a	HWB 3-17a	HWB 3-18a
HWB 3-19a		
HWB 4-16a	HWB 4-17a	HWB 4-18a
HWB 4-19a		

numeracy: responsibility of all		
MNU 3-10a	MNU 3-22a	
MNU 4-10a	MNU 4-10b	MNU 4-22a

sciences		
SCN 3-07a		
SCN 4-07a	SCN 4-07b	

[www.roadsafety.scot/children-and-educators](http://www.roadsafety.scot/children-and-educators)

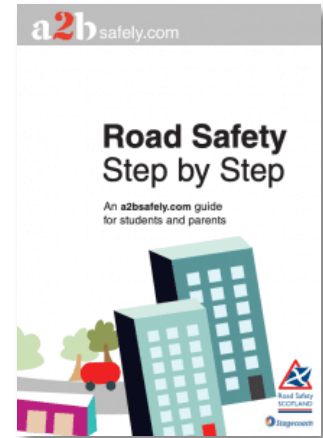
## Features:

- Step by Step booklet
- Accessible in App Library on GLOW
- The resource can also be used as a tool for learning English as a second/foreign language.

## Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs.

Through encountering an interactive, real-world road environment, children will develop the knowledge, understanding and skills to help keep themselves safe as pedestrians.



## Experiences and outcomes in:

health and wellbeing: responsibility of all			
HWB 3-16a	HWB 3-17a	HWB 3-18a	HWB 3-19a
HWB 4-16a	HWB 4-17a	HWB 4-18a	HWB 4-19a

literacy: responsibility of all		
LIT 3-02a	LIT 3-13a	
LIT 4-02a	LIT 4-13a	

# Crash Magnets

[www.roadsafety.scot/children-and-educators](http://www.roadsafety.scot/children-and-educators)

## Features:

- Contains activities, case studies and lesson plans
- Accessible in App Library on GLOW

## Aims:

Through discussion, debate and self-reflection, young people will develop an understanding of the responsibilities and risks of being a passenger and becoming a driver.



## Experiences and outcomes in:

health and wellbeing: responsibility of all		
HWB 3-04a	HWB 3-16a	HWB 3-17a
HWB 3-18a	HWB 3-19a	
HWB 4-04a	HWB 4-16a	HWB 4-17a
HWB 4-18a	HWB 4-19a	

literacy: responsibility of all		
LIT 3-05a	LIT 3-07a	LIT 3-08a
LIT 3-09a	LIT 3-18a	LIT 3-24a
LIT 3-29a		
LIT 4-05a	LIT 4-07a	LIT 4-08a
LIT 4-09a	LIT 4-18a	LIT 4-24a
LIT 4-25a	LIT 4-29a	

expressive arts		
EXA 4-03a	EXA 4-12a	EXA 4-13a

# Reaction Timer

## Features:

- Reaction Timer box
- Activities relating to reaction times, thinking, braking and overall stopping distances

## Aims:

To raise awareness of reaction time and its effect on stopping distances.



## Experiences and outcomes in:

### health and wellbeing: responsibility of all

HWB 4-16a	HWB 4-17a	HWB 4-18a
HWB 4-19a		

### numeracy: responsibility of all

MNU 3-10a	MNU 3-22a	
MNU 4-10a	MNU 4-10b	MNU 4-22a

### sciences

SCN 3-07a		
SCN 4-07a	SCN 4-07b	



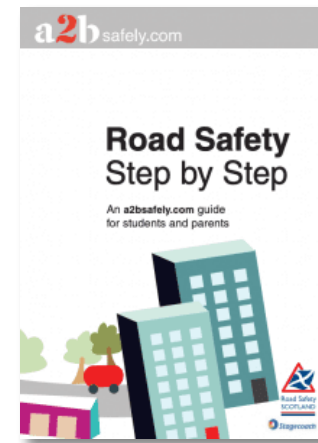
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- Step by Step booklet
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## Aims:

To support pedestrian training for young people (aged 10-18+) with additional support needs.

Through encountering an interactive, real-world road environment, children will develop the knowledge, understanding and skills to help keep themselves safe as pedestrians.



## Experiences and outcomes in:

health and wellbeing: responsibility of all		
HWB 3-16a	HWB 3-17a	HWB 3-18a
HWB 3-19a		
HWB 4-16a	HWB 4-17a	HWB 4-18a
HWB 4-19a		

literacy: responsibility of all		
LIT 3-02a	LIT 3-13a	
LIT 4-02a	LIT 4-13a	

## Useful Contacts

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### **Road Safety contacts**

[www.roadsafety.scot/contact-us](http://www.roadsafety.scot/contact-us)

### **Cycling Scotland**

[www.cycling.scot](http://www.cycling.scot)

### **DfT road safety information**

[www.think.gov.uk](http://www.think.gov.uk)

### **Education Scotland**

<https://education.gov.scot>

### **National Improvement Hub**

<https://education.gov.scot/resources/transforming-learning/>

### **Royal Society for the Prevention of Accidents (RoSPA)**

[www.rospa.com](http://www.rospa.com)

### **Sustrans Safer Routes to School**

[www.sustrans.org.uk](http://www.sustrans.org.uk)

## Acknowledgements

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