

# **Kerbcraft in Education**

**An overview of links to the National  
Curriculum and the National Healthy  
School Standard**

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## Introduction

The following document aims to provide Kerbcraft co-ordinators with information about recent and relevant curriculum developments and initiatives.

Key extracts are included from the following:

- *The National Curriculum Handbook for Primary Teachers in England (DfES, 1999)*
  
- *National Healthy School Standard Guidance (DfES, 1999)*
  
- *Special Educational Needs Code of Practice (DfES, 2001)*

It is intended that this information will assist co-ordinators as they meet with school personnel and enable them to maximise the quality of these interactions.

Furthermore it is hoped that co-ordinators will be better placed to provide details about the way in which Kerbcraft can support aspects of the whole curriculum.

Primary schools face the challenge of synthesising provision by a range of outside agencies. They are supported in this task if each agency is informed and informative about the links between their input and the needs of the school community.

This document selects aspects related to Kerbcraft in English, Science and Geography at Key Stage One. It also identifies relevant elements of Personal, Social and Health Education and Citizenship, as well as certain Key Skills that are embedded in the National Curriculum.

Extracts from the National Healthy School Standard, as well as statutory information about inclusion and the Special Needs Code of Practice are included.

# **The Revised National Curriculum for 2000**

## *A Summary of Changes*

### **Rationale**

For the first time, a rationale has been included as an introduction to the National Curriculum. This sets out the aims and values of the school curriculum, and the main purposes of a national framework. These are:

- To establish an entitlement;
- To establish standards;
- To promote continuity and coherence;
- To promote public understanding.

### **General teaching requirements**

There are general teaching requirements on inclusion, use of language, use of ICT and Health and Safety.

### **Inclusion**

A new statutory statement on providing effective learning opportunities for all pupils replaces the current statutory statements on access. The new statement sets out three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **Use of language**

A new statutory statement on use of language *across the curriculum* applies to all subjects.

## **Health and Safety**

A new statutory statement on *Health and Safety* replaces requirements currently set out in particular subjects and applies to science, design and technology, information and communication technology, art and design and physical education.

## **Teaching requirements**

### **Programmes of study and attainment targets**

Across all subjects, all subjects set out the knowledge, skills and understanding to be taught and the breadth of study in terms of content, context or experiences.

### **Personal, social and health education (PSHE) / Citizenship**

New frameworks for PSHE and citizenship at Key Stages 1 and 2 are included as non-statutory guidelines in the National Curriculum.

## **Aims for the school curriculum**

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum is an important part of the school curriculum.

### **Aims**

If schools are to respond effectively to these values and purposes, they need to work in collaboration with families and the local community, including church and voluntary groups, local agencies and business, in seeking to achieve two broad aims through the curriculum. These aims provide an essential context within which schools develop their own curriculum.

#### **Aim 1: The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.**

By providing rich and varied contexts for pupils to achieve, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

**Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.**

The school curriculum should promote pupils' self esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It should develop their ability to relate to others and work for the common good.

The Kerbcraft model necessitates collaboration with families and the local community in order to provide effective road safety education. Creative and critical thinking is essential in order to solve problems at the roadside particularly during safe places training. Implicit within this road safety model is a belief that Kerbcraft will help to keep children safe. By facilitating interactions with a variety of adults it is hoped that children will further develop their ability to relate to others.

## **Promoting skills across the curriculum**

### **Key Skills**

Certain skills areas are described as Key Skills because they help learners to improve their learning and performance in education, work and life. These Key Skills are embedded in the National Curriculum.

#### *Communication*

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Opportunities for developing this key skill are provided through English in particular and through pupils' use of language across the curriculum.

#### *Working with others*

The key skill of working with others includes the ability to contribute to small-group and whole-class discussion, and to work with others to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness and understanding of others' needs. All subjects provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings, to appreciate the experience of others and consider different perspectives, and to benefit from what others think, say and do.

#### *Problem Solving*

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning ways

to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes.

## **Thinking Skills**

### *Reasoning skills*

These enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

### *Enquiry skills*

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Each of the skills outlined above can relate to the Kerbcraft model. Communication between children and with an adult volunteer is an integral part of the roadside training. Children may also be encouraged to relay their experiences back in the classroom or with their parents. The roadside context provides a new setting for children to co-operate and work effectively. During safe places training they will need to consider different perspectives and comment on what others have said. Each part of the Kerbcraft model provides children with a problem to solve through the creation of starting positions and roadside destinations.

## Inclusion

### Providing effective learning opportunities for all children

The following information concerning the statutory requirements for inclusion within schools does not relate directly to the Kerbcraft model. It is important however that we are aware of the principles for inclusion and the Disability Rights Code of Practice. The need to maximise inclusion is relevant to Kerbcraft co-ordinators as they seek to overcome, in close collaboration with the school, any potential barriers that might prevent all children from participating.

*Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning for all pupils outlines how teacher can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each Key Stage. It sets out three principles that are essential to developing a more inclusive curriculum.*

- A. Setting suitable learning challenges*
- B. Responding to pupils' diverse learning needs*
- C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils*

*Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.*

## **Three principles for inclusion**

In planning and teaching the National Curriculum, teachers are to have due regard to the following principles.

### **A Setting suitable learning challenges**

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

### **B Responding to pupils' diverse needs**

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special education needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.<sup>1</sup>

### **C Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

*A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.*

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of Key Stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

2. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:

(a) Providing for pupils who need help with communication, language and literacy, for instance through using alternative and augmentative communication, including signs and symbols, and using translators, communicators and amanuenses.

(b) Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences, for instance using materials and resources that pupils can access through sight, touch, sound, taste or smell, and encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

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<sup>1</sup> The Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995.

(c) Planning for pupils' full participation in learning and in physical and practical activities. Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary

(d) Helping pupils to manage their behaviour, to take part in learning effectively and safely. Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and prepare for work by:

- setting realistic demands and stating them explicitly.
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules

(e) Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning, for instance through

- providing positive feedback to reinforce and encourage learning and build self esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

## **The Disability Rights Code of Practice for Schools**

The Special Educational Needs and Disability Act 2001 amends the Disability Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school. From September 2002, schools will be required not to treat disabled pupils less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. A Disability Rights Code of Practice explains these new anti-discrimination duties to schools.

## **Use of Language Across the Curriculum**

Pupils should be taught in all subjects to express themselves correctly and appropriately.

### **Speaking**

In speaking, pupils should be taught to use language precisely and cogently.

### **Listening**

Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

The listening element within this strand of the National Curriculum can clearly be developed during Kerbcraft training. It will be particularly relevant during safe places training but is also an important part of crossing safely at parked cars and near junctions. Throughout the Kerbcraft model children are encouraged to comment on the suggestions of others. The use of open questions as part of the safe places programme will help to facilitate constructive comments by children.

## **Personal, Social and Health Education and Citizenship**

### **The importance of personal, social and health education and citizenship**

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective fulfilling relationships that are an essential part of life and learning.

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns and resolve simple arguments. They begin to take an active part in the life of their school and its neighbourhood.

## **Knowledge, skills and understanding**

### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught to share their opinion on things that matter to them and explain their views

### **Preparing to play an active role as citizens**

2. Pupils should be taught to take part in discussions with one other person and the whole class

### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:
  - (a) how to make simple choice that improve their health and well-being
  - (b) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught to listen to other people, and play and work cooperatively.

### **Breadth of opportunities**

5. During the Key Stage, pupils should be taught the **knowledge, skills and understanding** through opportunities to:
  - (a) make real choices (for example between healthy options in school meals, what to watch on televisions, what games to play, how to spend and save money sensibly)
  - (b) meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)

Road safety education is included within this non-statutory element of the National Curriculum as a way of developing a healthy, safer lifestyle. The Kerbcraft scheme can assist with many other aspects of PSHE and citizenship as detailed above. Making real choices is a fundamental part of this strand and the roadside location provides children with a "real" context for such decision making. The development of community relationships is also identified as an important opportunity for children. This community roadside scheme seeks to take advantage of that opportunity.

## **Related Aspects in English**

### **Knowledge, Skills and Understanding**

#### **Speaking**

1. To speak clearly, fluently and confidently to different people, pupils should be taught to:
  - (a) organise what they say
  - (b) focus on the main point(s)
  - (c) include relevant detail
  - (d) take into account the needs of their listeners.

#### **Listening**

2. To listen, understand and respond to others, pupils should be taught to:
  - (a) sustain concentration
  - (b) remembers specific points that interest them
  - (c) make relevant comments
  - (d) listen to others reactions
  - (e) ask questions to clarify their understanding.

#### **Group Discussion and Interaction**

3. To join in as members of a group, pupils should be taught to:
  - (a) take turns in speaking
  - (b) relate their contributions to what has gone on before
  - (c) take different views into account
  - (d) extend their ideas in the light of discussion
  - (e) give reasons for opinions and actions.

## Related Aspects in Science

### **Knowledge, Skills and Understanding**

#### **Investigative Skills**

1. Pupils should be taught to:

##### *Plan*

- (a) ask questions and decide how they might find answers to them (*for example, “How?”, “Why?”, “What will happen if ...?”*)
- (b) use first-hand experience and simple information sources to answer questions
- (c) think about what might happen before deciding what to do

##### *Obtain and present evidence*

- (d) follow simple instructions to control the risks to themselves and to others

##### *Consider evidence and evaluate*

- (e) compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding
- (f) review their work and explain what they did to others

### **Forces and motion**

Pupils should be taught to find out about, and describe the movement of, familiar things (*for example, cars going faster, slowing down, changing direction*)

### **Light and sound**

Pupils should be taught:

##### *Making and detecting sounds*

That there are many kinds of sound and sources of sound.

## **Breadth of study**

During the Key Stage, pupils should be taught the **knowledge, skills and understanding** through a range of domestic and environmental contexts that are familiar and of interest to them, recognising that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others. .

## **Related Aspects in Geography**

### **Geographical enquiry and skills**

In undertaking geographical enquiry, pupils should be taught to express their own views about people, places and environments (*for example about litter in the school*)

### **Knowledge and understanding of environmental change and sustainable development**

Pupils should be taught to

- (a) recognise changes in the environment (*for example, traffic pollution in a street*)
- (b) recognise how the environment may be improved and sustained (*for example, by restricting the number of cars*)

### **Breadth of Study**

During the Key Stage, pupils should be taught the **Knowledge, skills and understanding** through the study of two localities, the locality of the school. In their study of localities, pupils should carry out fieldwork investigations outside the classroom.

It is clear how the Kerbcraft pedestrian training scheme relates to the knowledge, skills and understanding within English, Science and Geography. In each case Kerbcraft can help to reinforce aspects of the subject which will also be taught in a range of other contexts. The scheme cannot make great claims about fulfilling National Curriculum requirements but it can provide another opportunity to develop and build upon emerging skills. In some cases this new context may be significant in facilitating progress for an individual child and this new learning environment should be promoted as a context for developing skills beyond road safety education.

## **National Healthy School Standard**

The White Paper on *Excellence in Schools* (1997) set out the Government's intention to help all schools become healthy schools. In addition, *Saving Lives: Our Healthier Nation* (1999), as well as the report of the *Independent Inquiry into Inequalities in Health* (1998) recognise the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular, those who are socially and economically disadvantaged. The school is a key setting in which to improve both health and education.

### **Healthy Schools**

A healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning.

### **The National Healthy School Standard**

The National Healthy School Standard (NHSS) is part of the Healthy Schools Programme, led by the Department for Education and Employment and the Department of Health. The national standard offers support for local programme coordinators and provides an accreditation process for education and health partnerships. It is envisaged that local programmes becoming accredited to the national standard will gain credibility and status and, in so doing, work effectively with schools. *The overall aim of this work is to help schools become healthier schools through supporting the development and improvement of local programmes.*

## **The Local Healthy Schools Programmes**

*Local healthy schools programmes, based in education and health partnerships, provide support to schools on becoming healthier places for staff and pupils to work and learn.*

## **Standards for Local Programmes**

Rigour and consistent standards across partnerships and schools will be achieved by introducing a national accreditation process for local programmes. The standard will include the *minimum criteria schools will be expected to achieve to gain recognition on themes such as Personal, Social and Health Education (PSHE) and citizenship.*

## **What will the standards aim to achieve?**

The main purpose of the accreditation process is to ensure

- Programmes are based in sustainable education and health partnerships
- The participation of schools and young people
- Quality management of local healthy schools programmes
- Programmes are responsive to school and local needs, as well as national priorities
- Evidence is gathered to demonstrate effectiveness

## **Schools Recognition as a Healthy School**

Once schools have demonstrated a commitment to becoming a healthy school by participating in a nationally accredited local programme, they can use the national Healthy School's logo.

In order to achieve recognition for a specific theme, such as sex and relationships education or drug education, schools must have achieved targets based upon the national guidance criteria. Targets will be set through recognition with the local programme and will be based on the outcomes of an audit undertaken to ascertain the school's stage of development.

Schools can prioritise themes according to their needs and local and national priorities. If schools meet the criteria set, they will be given recognition for their achievements. Programmes might choose to do this by awarding a symbol or badge relating to that specific theme.

Becoming a healthy school is a developmental and it is envisaged that schools will not only maintain the progress made but also work towards achieving targets focusing on new themes.

Schools that are involved in Kerbcraft training may well include it as part of the National Healthy Schools Standard. The information above will provide an overview of what that Standard entails. It is clear that Kerbcraft can play a key role in promoting better health and safety for all children.