CTC London integrates primary road safety messages (the main contributory factors to child casualties) and secondary messages around active travel relevant to this age group. These messages are carefully introduced, repeated, re-emphasised and extended in different ways for reinforcement to help parents/carers and the child develop a depth of understanding around each message.

<table>
<thead>
<tr>
<th>Message</th>
<th>Primary Message</th>
<th>Secondary Message</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Holding hands</strong></td>
<td>Always holding hands with an adult. Keeps them safer near traffic on roads.</td>
<td>If an adult's hands are full – hold on to something they are pushing or carrying, like a buggy or shopping bags etc (on the inside of the pavement).</td>
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<tr>
<td><strong>2. Understanding traffic</strong></td>
<td>Traffic is made up of different types of vehicles on the road; cars, buses, motorbikes etc. Traffic moves fast and can hurt.</td>
<td>Understanding the different sizes of traffic (and the impact this has). Understanding different sounds of vehicles (also reversing).</td>
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<td><strong>3. Understanding streets</strong></td>
<td>Streets are busy with people and traffic. Key features of a street; pavement, kerbs, furniture, obstacles and what is a road. Pavements are for people walking - called pedestrians. Kerb is the edge of the pavement. Roads are for traffic – can be dangerous for pedestrians.</td>
<td>Take care to never dash out into the road. Understand we must stop at the kerb before crossing the road. Although we don’t see or hear traffic it does not mean it is not around the corner or over the brow of a hill. Taking the shortest route across the road. Understand why roads are traffic calmed &amp; 20mph Zones.</td>
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<td><strong>4. Stop, look, listen &amp; think</strong></td>
<td>Important to understand the process of stop, look, listen and think every time when crossing a road/safer crossing place. Important to know when to STOP – always STOP immediately when we are told to and always before crossing a road.</td>
<td>Understanding the different sounds so they can tell if they are near or far. Why we need to always think about the things we see, hear and do near traffic. Reinforce holding hands.</td>
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<td><strong>5. Crossing between parked cars</strong></td>
<td>Check for cars not moving, reverse lights and using the edge of the cars like a kerb. Important to remember to stop, look, listen and think before crossing.</td>
<td>Taking care and looking, listening for traffic all around, holding hands, discuss pollution. Also being masked by objects other than traffic – street furniture, post boxes, bins etc (reinforced from Understanding streets). Children are small, easily masked by cars.</td>
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| 6. Safer in the car | • Understanding why we wear car restraints.  
• Always wear a seatbelt when travelling in a car.  
• Understanding to get in and out of a car on the safest side, furthest away from traffic. | • Having the correct child restraints for the age and size.  
• Understand what happens if you don’t wear a seatbelt or are not properly restrained in a child seat. |
| 7. Safer crossing places | • When roads are busy full of traffic why we must try and find use a safer crossing place.  
• Using and features of a Zebra crossing.  
• Using and features of a Pelican crossing.  
• Remind about junctions, what is a junction. | • What do the different types of crossings look like and what makes them different from each other: Zebra – black and white stripes, Pelicans – the flashing green and red man, islands, Toucan – allows pedestrian and cyclist to cross together traffic islands – allows us to cross in two parts.  
• School crossing patrollers – people who help us cross the road.  
• Recognise other places that are seen as safer crossings: subways and footbridges.  
• Parents setting example. |
| 8. Playing away from traffic | • Traffic can be dangerous, so when playing always play well away from the traffic.  
• Gates, fences, railings, gardens, parks help us keep safer away from traffic. | • Personal safety – always with an adult/person that you know. |
| 9. Walking | • Good to get out walking, getting fresh air and exercise.  
• When walking traffic can be hidden from view; look out for reversing cars, driveways etc. | • Staying safe when walking on the pavement.  
• Walking to school helps reduce number of vehicles and pollution on the roads.  
• Planning journey – take safer routes where possible.  
• Exercise – health and wellbeing and allows time to discuss and practise the skills learned. |
| 10. Conspicuity (Being seen) | • Difficult for drivers to see if wearing dull or dark clothes.  
• Wear or carry bright and light things. | • What bright and dark things look like.  
• Understanding the difference between reflective and fluorescent.  
• What to wear in bad weather/time of day/seasons. |
| 11. Cycling safety | • Cycling & Scooting is fun.  
• Important to learn how to ride a bike and scooter safely.  
• Cycle helmet helps help cyclist keep safer.  
• Cycle and scoot to and from school. | • Practise riding away from traffic i.e. gardens, playgrounds or parks.  
• Keeping fit.  
• Protective clothing.  
• Encourage as exercise. |
| 12. Types of transport | • Using public transport to get around like: Bus, Tube, Overground, Tramline, Taxi, Emirates airline, River Boat.  
• Travelling safely, choosing different routes.  
• Care when boarding and alighting. | • Planning journeys.  
• Why use public transport.  
• Staying seated until bus stops and use the bell.  
• Safer routes to school, cycle lanes start at early stage, so that there is a knowledge of the facilities before they are old enough to use. |