

Teacher guidance

Welcome to the DriveFit 2.0 teacher guidance and teaching and learning resources.

These teaching and learning resources have been developed for use in schools as part of the PSHE scheme of work for pupils aged 16-18.

What is included in these resources?

There are three lesson plans, slides for use in lessons with video links, and this teacher guidance.

The lesson format

There are three lessons in the resource pack and they have been designed to be included in your setting's existing PSHE spiral programme.

Each lesson follows the same format, as below:

- Lesson title, number in sequence and lesson running time
- Learning intentions
- Resources required for the lesson
- Useful websites for more information
- Mapping and alignment to national guidance and expectations
- Session activities
- Extension ideas
- Take-away facts
- Find out more
- Assessment grid (for pupils and teachers to complete)

Before teaching the lessons

Teachers will need to check all lesson plans, activities and resources to ensure that they are suitable to support their PSHE curriculum and the needs of pupils, and that they are ready to teach the lessons.

Note that there are no shock tactics or fear-mongering methods used in these lessons – on purpose. In the past, these methods were thought to be the 'best' way to educate pupils about road and driver safety. The evidence states clearly that scaring or shocking pupils does not support effectively learning and can instil fear in young people – and this is not effective education. Therefore, please do not be tempted to add anything to this lesson (news headlines or shocking videos).

What approach do these lessons take?

These lessons have been designed using an evidence-based perspective. This evidence-based perspective or lens is well researched and updated regularly. A brief explanation of each of the individual approaches taken within that lens demonstrates how they support young people's learning and development and help their needs to be met.

- Normative: work from a data-led perspective so that any information shared with young people is accurate and consistent, and from reliable and replicable sources. The focus is on what the data demonstrates, rather than on conjecture or supposition.
- Strength-based: rather than working from a deficit model, work from a strengths-based perspective, so young people build on what they can already do. This enables them to recognise that they can make further progress.
- Trauma-informed: teach from a kind and compassionate perspective so that young people are treated respectfully, without shocking them, nor inducing feelings of guilt or shame. It is crucial to understand that young people have had different experiences, many of which will have shaped their behaviour and attitudes and will continue to do so.
- Restorative: work from a position where young people can separate the person from the behaviour, and where relationships can recover and be repaired, even after conflict.
- Whole-system: rather than work in silos, operate from a whole-system approach, so everyone – in schools, in the local community, and in partner services – shares common values and approaches.
- Inclusive: involve everyone and seek to operate in a way that works for everyone, so the whole community (in school and wider) feels included.

Best practice in PSHE

The evidence base extends to what is best practice in PSHE (personal, social, health and economic) education. The PSHE Association, the national body for PSHE in England, has **principles for effective practice**:

1. Start where young people are. Find out what they already know, understand, can do and are able to communicate. Use local and national data to assist in meeting pupil needs. For maximum impact apply interactive activities which engage pupils in the planning of your PSHE education curriculum.
2. Plan a 'spiral programme' that introduces new and more challenging learning, while building on what has gone before, and which reflects and meets the personal developmental needs of children and young people.
3. Take a positive and strengths-based, trauma-informed approach, which does not attempt to induce shock, guilt or fear, but focuses on what children and young people can do to make informed decisions, keep themselves and others healthy and safe, and lead happy and fulfilling lives.
4. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. PSHE ground rules and learning agreements are an essential part of effective PSHE – these include clear expectations on confidentiality and also provide pupils with the right to 'pass'.
5. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
6. Provide information which is realistic and relevant, and which reinforces positive social norms.
7. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. Formal and informal assessment should be built

into the PSHE education curriculum utilising baseline, formative and sometimes summative techniques.

8. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education curriculum to other whole school approaches such as SMSC (spiritual, moral, social and cultural development opportunities), safeguarding and pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
9. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
10. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Establishing effective ground rules/group agreement

A safe and secure learning environment is one of the mainstays of evidence-based practice of high-quality and effective PSHE – one that is driven by normative approaches, by trauma-informed practice, where restorative approaches are used, and where everyone is included. It is a whole-system approach that is strengths-based and empowering for everyone.

Ensuring a safe and secure learning environment is essential to effective PSHE (along with a positive and supportive school ethos). It supports pupils to share comfortably their thoughts and opinions; it provides a place where they can reflect on issues and questions and where they can reflect on their own and others' values and attitudes. In order for this to be developed, there has to be a mutual understanding of shared values so everyone can participate without the fear of being ridiculed, shamed or harassed. Ensuring there are agreed measures in place helps to enable pupils to take part in discussions and activities whilst the whole group, including the teacher, takes responsibility for how they intend to work.

A PSHE group agreement should be decided by the class at the beginning of the year. It should be utilised during each lesson and, if required, updated over time. It needs to be displayed in a format that is accessible to all, recapped at the beginning of each lesson and applied during every lesson. Highlighting where people are applying the agreement is often more effective than emphasising when members of the group are not adhering to the agreement.

This rules or agreement remains displayed throughout the lesson and reference is made to it at salient points. If your school/class does not already have established ground rules or a group agreement, you may like to ensure for these lessons that the concepts of 'right to pass', 'confidentiality', 'respect the right to a difference of opinion' and 'openness' are included.

It is important to note that ground rules/a group agreement are not a means for managing behaviour in the classroom, so should not include any sanctions-based language or intentions.

Signposting at the end of each lesson

A vital part of effective PSHE practice is to signpost pupils to support that exists outside the classroom, after the PSHE lesson has finished. This might be in-school support, local support or national support – or all three.

Please feel free to add your school's support to the information so that pupils know where they can source support immediately as well as in the wider community (or nationally).

Mapping

Each lesson features a mapping section how the lesson links to the PSHE Association Programme of Study for Key Stage 5 pupils (2026), to the Emotional Literacy Domains and to the fundamental British Values.

Assessment

There is an assessment grid for pupils to use in self-assessing, and for teachers to use in assessing pupil progress. The assessment is based on how well the learning outcomes have been met in each lesson. A simple three-point assessment method is used in the form of faces: a smiley face for when outcomes have been met, a neutral face for when outcomes might not have been met fully, and a sad face for when outcomes have not been met. Pupils and teachers can place a tick in the box that most represents how they feel about whether the learning intentions have been met. The assessment tool can be used at the end of each lesson. There is also space for pupils and teachers to write comments in addition to their rating using the faces.

Take-away facts

You might like to display these facts somewhere prominent at the end of the lesson, to help pupils recognise the main points from the lesson.

Active teaching and learning methods

Several active teaching and learning methods are used in the lesson plans. A brief explanation of each follows here.

Lesson	Active teaching and learning method	Rationale
1	Diamond-16 – identifying priorities	Statements on separate cards are sorted into a sequence according to identified criteria. The discussion part of this activity is most important and there are no absolutely correct answers or formations.
	Draw and write	The draw-and-write technique is a well-evidenced projective method of eliciting information from children and young people, where they are asked to draw a concept or to answer a question by making an illustration.

		They are also prompted to write about their drawing to add more depth and information, if they choose. This is a distancing technique.
	Discussion	An opportunity for pupils to talk around a subject and try out their ideas and opinions in a group setting.
2	Carousel	A means of adding information to a baseline that is set by the previous group. Each piece of paper returns to its original group so that other groups' information can be viewed in addition to the first group's.
	Design a quiz	Allows pupils to assimilate information into a questioning format for others to answer.
	Group work	The group takes part in activities designed to help members get to know each other, to establish communication between them or to focus attention on the topic under consideration.
3	Mind map	A mind map involves writing down a central theme and thinking of new and related ideas that radiate out from the centre.
	Graffiti wall	A chance for pupils to share everything they know about a subject on a large scale in an unstructured way, so it looks like graffiti on a wall.
	Stem sentences	The beginning of a sentence is presented for pupils to finish, with the intention of setting them in the right direction with their answers.
	Solution-focused thinking	Moving away from problem-focused language allows pupils to see possibility where they might not have done otherwise.
	Driving pledge	A pledge can support pupils to remember the most salient part of a lesson in a short, pithy way.

Distancing techniques

Distancing techniques depersonalise situations and activities so that pupils can feel safer to share their thoughts and ideas. Pupils can assume a different role or position and respond to a question or scenario from a different perspective: this allows them to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Distancing questions are also used in these lesson plans, and examples can be found in Lesson 2 and Lesson 3.

Lesson 2 examples:

- What could people your age who are learning to drive or are new drivers pledge to do to drive as safely as possible?
- How can people your age set themselves up for success in advance and in the moment?

Lesson 3 examples:

- How can people be encouraged to overcome any barriers they feel about being a safer driver?
- How can better habits be encouraged?
- How can young people (and young drivers) be a collective force for good?
- How can society support people to make safer choices?

The questions purposefully direct the focus away from the individual and place it on a more generic group of people – those of the pupils' age or society in general – so it is relevant and meaningful but not related directly to individual pupils themselves.

Differentiation

These resources have been written as an off-the-shelf programme that can be dropped into your setting's existing PSHE programme and, as such, have been designed to be as suitable for as many pupils as possible. If your pupils require differentiation, you are best placed to do this to meet their needs. There will be occasions when the teacher will need to tailor activities and/or resources to suit specific pupil needs. Please feel free to do this to best support your pupils' learning experience.

Rationale for activities

In these lesson plans, there are several examples of activities that have been included to highlight the real-world application of theory.

For example, in lesson 1, there is an activity about perceiving hazards, with the explicit instructions for teachers to ensure that pupils are aware of the importance of practising driving – of putting in the hours and being a more experienced driver. The research states that that practising driving can help our ability to perceive hazards and this ability improves with experience.

Note that pupils might associate learning to drive quickly with as few lessons as possible as a badge of honour, so it is important to state clearly that it takes time to learn to drive so people can practise all the vital skills associated with being a safe and responsible driver. The lesson plans states that teachers should mention that some countries like Australia require people to have 120 hours of practice before passing their test, and to have a minimum learning period of 6-12 months before they can take their test. Emphasise that the aim is not to pass a driving test as soon as possible: this is because everyone needs time to practise being a safe and responsible driver on roads – it is not as simple as just learning the basic 'mechanics' of driving a car. Highlight that learning the physical skills of driving a car is not the same as being a safe driver – it takes on-road experience (practice) and time to get to that stage. An important point to emphasise to pupils is that humans are inherently fallible: we are not machines and we regularly make mistakes, even when we don't mean to or plan

to, and even with some experience. This fallibility needs to be factored into every driving decision we take.

Also in lesson 1, there is an opportunity to pupils to work in a strengths-based way, when they are invited to notice where they are already using in their lives some of the skills associated with driving well. This is an ideal time to encourage them to realise that they can transfer many of these pre-existing skills to driving, so that they are working from a strengths-based not deficit-based perspective. Simultaneously highlight how all skills need to be practised to be improved over time.

Lesson 3 uses stem sentences to support pupils to practise finding the reasoning and words to help them make better decisions when driving. The examples are based on trying to reduce the temptation to speed, and the technique can be used for any type of driving skill. Explain to pupils that people might get ‘caught up in the moment’ and not mean to speed, yet still speed. This activity supports pupils to predict certain elements of driving, to plan well and make sensible decisions – and have the language ready to manage situations well. Throughout this activity, ensure that pupils recognise the importance of practising and being prepared for possible situations to occur, and that these skills are what all drivers need in order to be safer on the roads.

Impact

It is important to recognise that the impact of these lessons may not be revealed immediately. Indeed, the impact of any school’s provision for PSHE will often not be assessable during pupils’ time at school – it may come much later in a young person’s life. However, it is important to do the groundwork now, so that pupils have a strong foundation on which to base their continuing education about safer driving practices.

Top tips for facilitating high-quality, effective road and driver safety education as part of your school’s PSHE curriculum

In order to get the best out of these teaching and learning resources, here are some top tips.

1. Ensure you look at the lesson plan well before you teach it, so that:
 - a. You can make cross-curricular links, where relevant. Speak to colleagues about how you can make links across your fields and use their expertise to help you.
 - b. You will feel more confident and comfortable teaching the lesson.
 - c. You will be better able to facilitate more relevant discussions with pupils.
2. Check in advance that you have all resources prepared and ready for the lesson.
3. Make the most of the signposting opportunities. You can, of course, add local information as appropriate.
4. Take time in each lesson to remind pupils about how to build and nurture successful relationships with themselves and others, and how to seek help if and when they need it – and why this links to the lessons on road and driver safety.
5. The best results in PSHE lessons come from authentic delivery and positive role-modelling from well-trained and confident staff.
6. Double-check that any video clips featured in the lesson plan work, and are appropriate for your pupils, well before teaching the lesson.
7. If a pupil asks you a question and you don’t know the answer, acknowledge their question and let them know you will find out the answer and report back at an agreed time.

8. Remember that teaching PSHE does not mean that you as the teacher need to know all the answers: it is more about facilitating a well-rounded and thoughtful lesson where pupils feel supported and understood.

As in every PSHE lesson, teachers need to respond to pupil need and ensure the education they receive is timely, relevant and effective. Research shows us that young people want and need health and safety-related education that is age- and stage-appropriate, that teaches them about themselves, how they can manage their own health and safety, about managing relationships and emotions, and that is returned to consistently throughout their education. With this in mind, effective education can delay certain risky activities, it can ensure pupils feel safer and it can empower them to make healthier and safer choices, now and in the future.