

NEW SPANISH EDUCATIONAL REGULATIONS ON SAFE MOBILITY



SEGURIDAD VIAL 2030

TRAINED AND CAPABLE PERSONS

1. Inclusion of road safety education in the school curriculum.
2. Actions on road safety education aimed at young people
3. Development of educational resources on specific risks for bicycle and PMV users
4. Specific degree on training for safe and sustainable mobility



SEGURIDAD VIAL 2030

INCLUSION OF ROAD SAFETY EDUCATION IN THE SCHOOL CURRICULUM

REGULATORY FRAME OF REFERENCE



CORE CURRICULUM

- [Organic Law 3/2020](#), of 29 November, amending Organic Law 2/2006 of 3 May, of Education. [Publication: 30/12/2020. Entry into force: 19/01/2021.]
- [Royal Decree 95/2022](#), of 1 February establishing the planning and the minimum core curriculum for childhood education. [Publication: 02/02/2022. Entry into force: 03/02/2022. Implementation of the curriculum: Course 2022-2023.]
- [Royal Decree 157/2022](#), of 1 March establishing the planning and the minimum core curriculum for childhood education. [Publication: 02/03/2022. Entry into force: 03/03/2022. Implementation of the curriculum: 1st, 3rd y 5th courses in 2022-2023; and 2nd, 4th and 6th courses in 2023-2024.]
- [Royal Decree 217/2022](#), of 29 March establishing the planning and the minimum core curriculum for compulsory secondary education. [Publication 30/03/2022. Entry into force 31/03/2022. Implementation of the curriculum: 1st and 3rd courses in 2022-2023; and 2nd and 4th courses in 2023-2024.]
- [Royal Decree 243/2022](#), of 5 April establishing the planning and the minimum core curriculum for advanced secondary education. [Not yet published. Implementation of the curriculum: 1st course in 2022-2023; and 2nd course in 2023-2024.]



- LOMLOE intends to establish a **renewed legal system** that increases the educational and training opportunities for the entire population, contributes to the improvement of student learning outcomes and meets the widespread demand for quality education for all in Spanish society.



- To this end, the law takes a range of approaches:
 - Recognizes the interest of the child and puts **children's rights** among the principles governing the system.
 - Promotes **gender equality**.
 - Promotes the steady improvement of educational establishments and a **personalized learning approach**.
 - Recognizes the importance of education for **sustainable development** and **global citizenship**.
 - Gives a central role to the development of **digital competence**.
- This has to be brought about through the provision of comprehensive education that strengthen the meaningful learning for **competence development**.

KEY COMPETENCES

Council Recommendation of 22 May 2018 concerning the key competences for lifelong learning

Skills, such as problem solving, critical thinking, ability to cooperate, creativity, computational thinking, self-regulation are more essential than ever before in our quickly changing society. They are the tools to make what has been learned work in real time, in order to generate new ideas, new theories, new products, and new knowledge.

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence.



PROGRESSIVE COMPETENCE MODEL

	EARLY CHILDHOOD EDUCATION	PRIMARY EDUCATION	PROFILE AFTER BASIC EDUCATION	ADVANCED SECONDARY EDUCATION
Personal, social and learning to learn competence	<p>[...] boys and girls begin using, in an increasingly effective manner, personal resources and strategies that help them function in the social environment with progressive autonomy [...].</p>	<p>CPSAA2. Learn about the most relevant risks and the main health assets, adopt healthy lifestyles for their physical and mental well-being, and identify and seek support in case of violent or discriminatory situations.</p>	<p>CPSAA2. Understand the risks to health related to social factors, strengthen healthy lifestyles on a physical and mental level, recognize behaviour contrary to coexistence and apply strategies for addressing them.</p>	<p>CPSAA2. Adopt a sustainable lifestyle in an autonomous manner and care for the own physical and mental well-being and of others, identifying and providing support in society so as to build a healthier world.</p>
Citizenship competence	<p>[...] acquisition of healthy and sustainable habits are encouraged from routines that boys and girls will be integrating in their everyday practices. Besides, the necessary conditions to create respectful behaviour towards themselves, others and the environment which will avoid discriminatory acts of any kind will be established.</p>	<p>CC1. Understand the most relevant historical and social processes related to their own identity and culture, reflect on the rules of coexistence, and apply them in a constructive, dialoguing and inclusive manner in any context.</p>	<p>CC1. Analyse and understand ideas concerning the social and citizenship dimension of their own identity, as well as the cultural, historical and regulatory events that define it, showing observance of the rules, empathy, fairness and constructive spirit when interacting with others in any context.</p>	<p>CC1. Analyse facts, standards and ideas concerning the social, historical, civic and moral dimension of their own identity to contribute to the consolidation of their personal and social maturity, to acquire a citizen responsible awareness, to develop a critical spirit and autonomy and to establish peaceful and respectful interaction with others and with the environment.</p>

ALL STAGES OF EDUCATION

- LOE/LOMLOE Art. 110. Accessibility, sustainability and relations with the environment.

3. With a view to promoting a culture of environmental sustainability and of social cooperation to protect our biodiversity, education authorities shall promote, in coordination with the institutions and organizations of their environment, the sustainability of the centres, their relationship with the natural environment and their adaptation to the consequences of climate change. Furthermore they will ensure safe school routes and promote sustainable travel modes at different territorial areas, as a source of experience or vital learning.



Familias



Colegios



Ayuntamientos



Jefaturas



ROYAL DECREES ON PLANNING AND CORE CURRICULUM

Structure:

- Specific competences
- Evaluation criteria
- Basic knowledge



EARLY CHILDHOOD EDUCATION GROWING IN HARMONY

Growing in Harmony

- Specific competences:
 - 3. To adopt models, norms and habits, developing confidence in their abilities and feelings of accomplishment, to promote a healthy lifestyle environment-friendly and socially responsible.
- Evaluation criteria [examples taken from the 2nd stage]:
 - 3.1 To perform activities related to self-care and care for the environment with a respectful attitude, showing self-confidence and initiative.
 - 3.2 To respect the temporal sequence associated with the events and daily activities, adapting to the established routines for the group and developing respectful behaviour towards others.
- Basic knowledge [examples taken from the 2nd stage]:
 - Sustainable and environment-friendly and socially responsible practices and habits, related to food, hygiene, rest, self-care and the care for the environment.
 - Structured physical activity with different levels of intensity.
 - Routines: sequenced planning of the actions to solve a task; rules of social behaviour at meals, rest, hygiene and journeys, etc.
 - Identification of hazardous situations and accident prevention



PRIMARY EDUCATION: EDUCATION IN VALUES

Education in Civic and Ethical Values

- Specific competences:
 - 3. To understand the systemic relations between the individual, society and nature through knowledge and reflection regarding environmental and social issues, to engage actively with values and practices consistent with **respecting, caring for and protecting people** and the planet.
- Evaluation criteria:
 - 3.2 **To engage actively with values, practices and affective attitudes consistent with** respecting, caring for and protecting people, animals and the planet, through participation in activities that promote responsible consumption and sustainable use of water, air and soils, energy, **safe, healthy and sustainable mobility**, and waste prevention and management, recognizing the role of people, organizations and entities committed to the protection of the environment.
- Basic knowledge:
 - Habits and activities to achieve the Sustainable Development Goals. **Safe, healthy and sustainable mobility**.



PRIMARY: NATURAL SCIENCES

Natural,
Social and Cultural
Sciences

- Specific competences:
 - 9. To engage with the environment and society in an effective and constructive way on the basis of respect for democratic values, human and children's rights and the principles and values of the Spanish Constitution and of the European Union, taking account of the role of the State and its institutions in peacekeeping and comprehensive public security, to generate respectful and fair interactions and to foster the peaceful resolution of conflicts through dialogue.
- Evaluation criteria:
 - First stage: 9.3 To learn and internalise basic rules for coexistence in the use of public spaces, especially as pedestrians and as users of means of transport, developing awareness of the importance of safe, healthy and sustainable mobility for both people and the planet.
 - Second stage: 9.3 To internalise basic rules for coexistence in the use of public spaces, especially as pedestrians and as users of means of transport, identifying traffic signs and developing awareness of the importance of safe, healthy and sustainable mobility for both people and the planet.
- Basic knowledge:
 - First and second cycle: Sustainable lifestyles. Responsible consumption and production, balanced and sustainable nutrition, efficient use of water and energy, safe, healthy and sustainable mobility, and waste prevention and management.
 - Second cycle: Road Safety. Cities as spaces for coexistence. Traffic regulations, signs and road markings. Safe, healthy and sustainable mobility as pedestrians or as users of means of transport.
 - Third cycle: Urban Agenda. Sustainable urban development. Cities as spaces for coexistence.



PRIMARY: PHYSICAL EDUCATION

Physical Education

Specific competence no. 1. **To adopt an active and healthy lifestyle**, regularly taking part in physical, recreational and sporting activities, adopting behaviour that boosts physical, mental and social health, and measures of personal and collective responsibility when exercising, to internalise and incorporate systematic physical activity habits that enhance well-being.

Specific competence no. 5. **To assess a variety of natural and urban settings as contexts for exercise**, interacting with them and understanding the importance of preserving them from a sustainability perspective, **adopting personal responsibility measures when participating in games and physical and sporting activities** in order to perform them efficiently, respecting the environment and engaging in its protection and enhancement.



PRIMARY: PHYSICAL EDUCATION – BASIC KNOWLEDGE

FIRST STAGE	SECOND STAGE	THIRD STAGE
<ul style="list-style-type: none"> ○ Beneficial physical effects of an active lifestyle. ○ Physical activity as a healthy social practice. 	<ul style="list-style-type: none"> ○ Beneficial physical and psychological effects of an active lifestyle. ○ Physical activity as a habit and a healthy alternative to harmful forms of leisure. 	<ul style="list-style-type: none"> ○ Beneficial physical, psychological and social effects of an active lifestyle. ○ Exploration of the effects of negative health-related habits and their influence on physical activity.
<ul style="list-style-type: none"> ○ Road safety education for pedestrians. Safe, healthy and sustainable mobility. 	<ul style="list-style-type: none"> ○ Road safety education for bicycles. Safe, healthy and sustainable mobility. 	<ul style="list-style-type: none"> ○ Road safety education with a focus on physical and sporting activity. Safe, healthy and sustainable mobility. ○ Active, safe and sustainable transport: bicycles, skates, scooters.
<ul style="list-style-type: none"> ○ Accident prevention during exercise: games to loosen up, warm up and cool down. 	<ul style="list-style-type: none"> ○ Accident prevention during exercise: prevention and body control techniques to prevent injury. 	<ul style="list-style-type: none"> ○ Accident prevention during exercise: general warm up and cool down. Importance of respecting safety rules. Commitment to act responsibly for their own safety and that of others. ○ Key actions in response to accidents during physical activities. Recovery position. PAS response (protect, alert and assist).
<ul style="list-style-type: none"> ○ Engaging in safe physical activities in natural and urban areas. 	<ul style="list-style-type: none"> ○ Engaging in safe physical activities in natural and urban areas. ○ Caring for their environment and the animals and plants that coexist in it as a service to the community, while safely engaging in physical activities in natural and urban areas. 	<ul style="list-style-type: none"> ○ Identifying accident risks during exercise in natural and urban areas: prior assessment and action.

COMPULSORY SECONDARY EDUCATION: EDUCATION IN VALUES

Education in Civic and Ethical Values

- Specific competences:
 - 3. To understand the interconnected, interdependent and eco-dependent nature of human activities through identification and analysis of relevant environmental and social problems, to **foster habits and attitudes with an ethical commitment to achieving sustainable lifestyles.**
- Evaluation criteria:
 - 3.3. To **foster lifestyles with an ethical commitment to achieving sustainable development**, making a contribution in their own right and in their environment to waste prevention and sustainable resource management, **safe, sustainable and healthy mobility**, fair trade, responsible consumption, caring for the natural heritage, respect for the ethnic and cultural diversity, and animal care and protection.
- Basic knowledge:
 - **Sustainable lifestyles:** waste prevention and sustainable resource management. **Safe, healthy and sustainable mobility.** Responsible consumption. Food and food sovereignty. Resilient communities in transition.



COMPULSORY SECONDARY EDUCATION:

Physics and Chemistry

Basic knowledge:

- Application of Newton's laws: observation of everyday or laboratory situations that make it possible to understand how material systems behave under the action of forces and predict their effects in everyday and road safety situations.

Geography and History

Basic knowledge:

- 1st and 2nd courses:
 - Conurbations and the rural world. Depopulation and sustaining rural areas. [Sustainable urban development: the city, space for coexistence](#). Livelihoods and lifestyles in the context of globalisation.
 - [Sustainable Development Goals](#). Focusing on the dilemmas in today's world, a starting point for critical thinking and developing their own views.
 - [Civil coexistence and democratic culture](#). Involvement and engagement in civil society in democratic processes. Participation in community projects.
 - [Road safety and safe, healthy and sustainable mobility](#).
- 3rd and 4th courses:
 - [Sustainable Development Goals](#). Technological progress and environmental and social awareness.
 - [Environmental and social responsibility](#). [Commitment and action towards the Sustainable Development Goals](#). Young people as agents of change for sustainable development.

COMPULSORY SECONDARY EDUCATION: PHYSICAL EDUCATION

Physical Education

- Basic knowledge:
 - Prevention of accidents during exercise. Own risk and other people's risk management. Collective safety measures.
 - Action in response to accidents. PAS response (protect, alert and assist). Protocol 112. Basic life support (BLS). Resuscitation with automated external defibrillators (AED) or semi-automatic (SAED). CPR procedure (cardiopulmonary resuscitation). Specific techniques for and signs of cardiovascular incidents (Heimlich manoeuvre, stroke signs, etc.).
 - Road traffic rules in active commuting for safe, healthy and sustainable mobility.
 - New spaces and sporting activities. Use of urban and natural spaces (parkour, skateboarding, CrossFit, urban gyms, callisthenic circuits, etc.).
 - Risk analysis and management for physical and sporting pursuits in natural and urban areas: [safety measures in activities in the various settings](#) and their potential serious consequences.



ADVANCED SECONDARY EDUCATION



- 1st course: **Physical Education**
 - Physical activity pursuits with positive effects on personal and collective health: [cycling as a regular means of urban transport](#).
 - [Prevention of accidents during exercise](#). Collective safety measures.
 - [Crucial actions in response to accidents](#). PAS response. Moving and transporting accident victims. Resuscitation with automated external defibrillators (AED) or semi-automatic (SAED). CPR procedure (cardiopulmonary resuscitation). Specific techniques for and signs of cardiovascular incidents (Heimlich manoeuvre, stroke signs, etc.). Key contents of first aid kits.
 - [To foster active, sustainable and safe mobility in daily activities](#). [Learning about safe urban cycling](#).
 - [Actions to improve the urban environment from the perspective of movement](#) (sporting use, accessibility, mobility, safety, etc.).
- 2nd course: **General Sciences**
 - Laws of mechanics related to motion: behaviour of a moving object and its applications, such as [in road safety](#) and in the technological development.
- 2nd course: **Geography**
 - Urban spaces in Spain: [...] [Models of sustainable cities; mobility](#).

EDUCACIÓN

NIVELES DE CONCRECIÓN

<p>PRIMER NIVEL</p>	<p>ESTADO</p> 
	<p>SEGUNDO NIVEL</p> <p>COMUNIDAD AUTÓNOMA</p>
<p>TERCER NIVEL</p>	<p>PROYECTO CURRICULAR DE CENTRO</p> 
	<p>CUARTO NIVEL</p> <p>PROGRAMACIÓN DEL AULA</p>
<p>QUINTO NIVEL</p>	<p>ADAPTACIONES CURRICULARES</p> 

EDUCATIONAL RESOURCES



RESOURCES FOR TRAINERS





SEGURIDAD VIAL 2030

ACTIONS ON ROAD SAFETY EDUCATION AIMED AT YOUNG PEOPLE



SAFETY TUNES

Feel it, know it, do it, spread it



ESCAPE ROOM

Face-to-face and virtual



SEGURIDAD VIAL 2030

DEVELOPMENT OF EDUCATIONAL RESOURCES ON SPECIFIC RISKS FOR BICYCLE AND PMV USERS

ONLINE TRAINING

- Basic course on cycling
- Course for bike delivery
- Course for trainers of cyclists
- Basic course on PMV use
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SEGURIDAD VIAL 2030

SPECIFIC DEGREE ON TRAINING FOR SAFE AND SUSTAINABLE MOBILITY

SUPERIOR TECHNICIAN ON TRAINING FOR SAFE AND SUSTAINABLE MOBILITY

FIRST OFFICIAL DEGREE of professional of Road Safety

Name: Training for safe and sustainable mobility.

Level: Advanced Vocational Education.

Duration: 2000 hours.

Credit points in the European credit transfer system (ECTS): 120.

- 0020. First-aid.
- 1651. Road traffic, vehicle traffic and road transport.
- 1652. Organization of training for drivers.
- 1653. Driving techniques.
- 1654. Basic technology of the car.
- 1655. Practical teaching of driving.
- 1656. Road safety education.
- 1657. Road Safety.
- 1658. Training for Road Safety.
- 1659. Safe and sustainable mobility.
- 1660. Training project for safe and sustainable mobility.
- 1661. Job training and counselling.
- 1662. Business and entrepreneurship.
- 1663. Workplace training.

Thank you for your attention

María José Aparicio Sanchiz

Deputy Director-General for Road Safety Training and
Education

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seguro by*  **DGT**