

LIVING SWITCHED ON: CURRICULUM MAP

Full-Term (12 weeks)



12-16 years

This curriculum map supports the RSHE statutory requirements to teach personal safety, specifically rail safety to students in secondary school settings. The named resources are taken from the Network Rail Switched On rail safety programme – 'Living Switched On' for students aged 12 to 16. To find out more about Switched On, visit www.switchedonrailsafety.co.uk.

This curriculum map provides a suggested pathway to support progression in students' learning across the programme. However, if you'd prefer to use individual Switched On resources as standalone lessons, the accompanying teacher guidance documents are linked below.

LESSON	STRAND AND LESSON FOCUS	MAIN RESOURCE	HOW THE RESOURCE WILL BE USED	SUPPORTING RESOURCE / ACTIVITY
1	Understanding the railway: Understand the railway as a complex transport system and explore how trains, infrastructure and electricity contribute to safety.	Track facts: Get Switched On Big Manny science lessons	Use the Track facts quiz as a baseline assessment before introducing key facts about the railway network. Discuss common misconceptions and use the results to shape subsequent learning. Use section one of the Big Manny science lessons to introduce students to the speed of trains and how this affects our ability to hear an oncoming train. Work through the accompanying worksheet and facilitate class and group discussions on the key messages from the video.	Use the Switched On Train Driver Game and Switched On Stopping Train Game to apply the facts introduced through the quiz. Encourage students to test their reactions and explore stopping distances, discussing why even an alert train driver cannot always stop a train in time and why this should influence safe behaviour around the railway.
2	Understanding the railway: Understand how different types of level crossings operate, recognise the safety features associated with them and explain how to use level crossings safely.	Level crossings 1-0-1	Use Level crossings 1-0-1 to introduce students to different types of level crossings and the safety measures associated with each. Explore barriers, warning lights, alarms and signage, encouraging students to explain how these features help people cross safely and why different types of crossings require different behaviours. Reinforce the importance of following instructions and remaining alert whenever using a level crossing.	Working individually or in groups, students use images showing different level crossings to identify the type of crossing, its safety features, potential hazards and the actions someone should take to cross safely. Students record and justify their decisions, applying the core knowledge developed through Level crossings 1-0-1 . Use selected level crossing images from the scheme of learning appendix.

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3	Recognising hazards: Recognise obvious hazards within different railway environments and explain how understanding railway infrastructure helps people identify and respond safely to risk.	Track Back	Use Track Back to help students investigate a range of obvious hazards around the railway. Students are encouraged to apply their understanding of railway infrastructure introduced in previous lessons.	Students will complete a hazard classification activity where they'll sort a range of railway-related factors into: - hazard within the environment - behaviour that increases risk - safety feature that reduces risk Students will then combine examples from the different categories to explore how their knowledge of the railway environment will help them stay safe.
4	Recognising hazards: Develop scientific understanding of the overhead line equipment and electrified 'live' rail and use this knowledge to explain why electrical hazards around the railway may be difficult to recognise but can have serious consequences.	Big Manny science lessons	Use sections two and three of the Big Manny science lessons to introduce students to the science behind key hazards associated with the railway – the electrified rail and overhead line equipment. Students will work through key questions to ensure understanding that electrical hazards may not always be visible or require direct contact for there to be a life-changing consequence. Students then prepare short presentations explaining the key scientific and safety messages to the rest of the class, focusing on how a good understanding of the railway infrastructure supports safer decision-making.	Use Tom's Story to explore the life-changing consequences of one unsafe decision around the railway. Use selected reflection questions from the Tegan's Story Teacher Guidance to discuss Tom's choice and what information could have helped him make a safer decision.
5	Safe decision-making: Analyse realistic situations, evaluate the factors influencing decisions and justify safer alternatives using evidence.	Tegan's Story or Harrison's Story	Use either Tegan's Story or Harrison's Story , selecting the case study that is most relevant to your local environment or the needs of students. Students will analyse the events leading up to the incident, identify the factors influencing the individual's decisions, consider alternative choices and evaluate how different actions could have led to safer outcomes.	Use the Make Your Choice discussion cards 1 and 2 so students can apply the decision-making process explored in the case study to a range of realistic situations. They'll justify their choices, consider the influence of peers and their environment, and explain why one option is safer than another.

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6	Safe decision-making: Analyse realistic situations, evaluate the factors influencing decisions and justify safer alternatives using evidence.	On a Journey: An investigation study	Following on from the previous lesson, students investigate a railway incident, analyse evidence and identify where safer choices could have prevented the outcome.	Using evidence from On a Journey: An investigation study students consider the sequence of events and decisions leading to the incident. They identify key decision points where a different action could have changed the outcome and annotate the timeline with a safer alternative. Groups compare their timelines and justify which intervention they believe would have made the greatest difference.
7	Personal responsibility: Evaluate how individual decisions can affect railway staff, passengers, families and the wider community, recognising the shared responsibility for keeping the railway safe.	Parallel Lines	Play the Parallel Lines film to help students explore the wider impact of railway incidents beyond the individual involved. Encourage students to consider how one unsafe decision can affect train drivers, railway staff, passengers, emergency services, families and local communities. Discuss the emotional, operational and practical consequences of these incidents, prompting students to reflect on how their own choices can have far-reaching effects. Students will understand that taking personal responsibility means recognising the impact our actions can have on others as well as ourselves.	Use Consequences: Switched On for split second decisions to help students identify and record the wider consequences of a railway incident. Encourage them to consider the physical, emotional, social and operational effects on everyone involved, demonstrating how a single unsafe decision can create a ripple effect across individuals, families, railway staff and the wider community.
8	Personal responsibility: recognise how social influences can impact perceptions of risk and behaviour, and develop strategies for making independent, informed decisions and positively influencing others.	Challenging Influencers	Use Challenging Influencers to explore how peer pressure, social media, online trends and group dynamics can influence behaviour around the railway. Students will critically evaluate why people may take unnecessary risks, discuss the pressures that can affect decision-making and identify practical strategies for making independent, responsible choices.	Use the Make Your Choice discussion cards 3 – 9 as a collaborative discussion activity. Groups will explore a small selection of scenarios, considering the factors influencing the choices being made, the safest course of action and how they could positively influence others.

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9	Consequences: Understand the potential consequences of unsafe behaviour around the railway and apply scientific knowledge to support safer decision making.	Stay off the tracks – (for ages 12 to 14) Stay off the tracks – (for ages 14 to 16)	Use Stay Off the Tracks to explore the life-changing consequences of encountering the railway. Students will analyse the decisions made, identify the hidden hazards present and evaluate the physical, emotional and wider impacts on the individual and others.	Use the In-classroom science experiments – Conductors and Insulators experiment to deepen students' understanding of why electrified railways present hidden dangers. Students investigate how electricity flows through different materials and why the human body acts as a conductor, linking this scientific understanding directly to the risks associated with the electrified rail systems explored in Stay Off the Tracks .
10	Consequences: Evaluate how a single risky decision can have life-changing consequences for the individual and lasting impacts on others, recognising how informed choices help keep everyone safe.	Overhead Line Equipment – Know the Score Tom's Story	Use Overhead Line Equipment – Know the score to revisit key information about the dangers of overhead line equipment and common misconceptions. Revisit Tom's Story , this time encouraging students to analyse the factors that contributed to Tom's decision, consider how the outcome affected his future and the wider impact on his family, friends, railway staff and emergency services.	Use selected reflection questions from the Tegan's Story Teacher Guidance to encourage students to compare Tom's experience with other real-life railway incidents explored throughout the programme. Students will reflect on the decisions made, the alternatives that were available and how recognising the potential consequences can support safer choices in the future.
11	Seeking help and reporting concerns: Recognise situations that require immediate action, understand when and how to report concerns, and explain how recognising hidden hazards can help prevent serious incidents.	In-classroom science experiments – Electric Fields	Using the In-classroom science experiment – Electric Fields , students revisit the hidden dangers associated with overhead line equipment, reinforcing that electricity can travel through the air without direct contact.	Using a range of scenarios, students decide whether each situation requires them to move away, warn others, seek help from railway staff or contact the emergency services. Students record and justify their response before comparing decisions with another group.
12	Seeking help and reporting concerns + consolidation and application: Apply learning independently by evaluating risk, making responsible decisions and demonstrating confidence in reporting concerns.	Sight-seeing: Are You Switched On?	Revisiting a range of railway environments, students apply everything they have learned by identifying hazards, assessing risk, justifying decisions and explaining appropriate reporting actions.	Returning to Track facts: Get Switched On from Lesson 1, students complete the quiz as an end-point assessment with reduced educator prompting. Students compare their responses before and after completing the programme, identifying misconceptions that have been corrected and demonstrating how their knowledge and understanding have developed.