

LIVING SWITCHED ON: CURRICULUM MAP

Half-Term (8 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 and recognising hazards – understand how different types of level crossings operate. Begin to recognise obvious and hidden hazards within railway environments.	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.	Use Track Back to help students investigate a range of obvious hazards around the railway. Encourage students to apply their understanding of railway infrastructure introduced in Lesson 1.

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3	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.
4	Safe decision-making – analyse how incidents develop through a series of decisions and influencing factors, identify key intervention points and justify safer alternatives.	On a Journey: An Investigation Study	Use On a Journey: An Investigation Study to reconstruct the sequence of events and decisions leading to an incident. Ask students to identify the information available at different points, factors that influenced decisions and where an alternative action could have reduced risk or changed the outcome.	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. Encourage students to 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. Reinforce that railway incidents are often the result of a series of small decisions rather than a single mistake.
5	Personal responsibility – evaluate how individual choices can affect other people and recognise how peers, group dynamics and social media can influence behaviour and decision-making.	Parallel Lines	Use Parallel Lines to explore how one unsafe railway decision can affect the individual, railway staff, passengers, emergency services, families and communities. Discuss emotional, social, operational and practical impacts and reinforce that personal responsibility includes recognising how our choices can affect other people.	Use Challenging Influencers and a selection of Make Your Choice discussion cards to explore how peers, group dynamics, social media and online trends can influence perceptions of risk. Students will identify the influences present, evaluate the safest course of action and consider practical ways to resist unsafe influence, challenge misinformation and positively influence others towards safer choices.

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6	Consequences – understand why unsafe behaviour in railway environments can have serious physical, emotional and longer-term consequences for the individual and others.	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. Encourage students to 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. 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 .
7	Seeking help and reporting concerns – recognise situations requiring action, decide when to move away, warn others or seek help, and explain how to report a railway-safety concern appropriately.	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. Connect this scientific understanding explicitly to recognising when a situation may be unsafe to investigate or approach personally.	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.
8	Consolidation and application – independently apply learning from across the programme to evaluate risk, make responsible decisions, identify appropriate help-seeking or reporting responses and reflect on progress.	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 before compare their responses before and after completing the programme, identifying misconceptions that have been corrected and demonstrating how their knowledge and understanding have developed.