

LIVING SWITCHED ON: HALF-TERM SCHEME OF LEARNING (8 WEEKS)



12-16 years

8 × 45-60-minute lessons

Teacher-friendly scheme of work using existing Switched On resources

USING THIS SCHEME

This scheme of learning builds on the Living Switched On half-term curriculum map and 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.

Across eight lessons, students move beyond simply learning railway safety rules to exploring why those rules exist, how the railway operates as a complex transport system, and how individual choices can have significant consequences for themselves and others. Throughout the programme, students investigate real-life scenarios, analyse risks, challenge assumptions and evaluate how people, technology and infrastructure work together to keep the railway safe.

The learning covered is split into six key themes:

- Understanding the railway
- Recognising hazards
- Safe decision-making
- Personal responsibility
- Consequences
- Seeking help and reporting concern

Each theme is taught through one focused lesson and is designed to take approximately 45-60 minutes.

Some resources are deliberately revisited during the scheme. Where this happens, the purpose of using the resource changes as students progress – for example, moving from introducing a concept to retrieving, explaining or applying learning with reduced support.

Use your best judgement and knowledge of your class when discussing possible consequences to unsafe behaviours. Keep language calm, simple and age-appropriate, focusing on how rules protect people rather than creating fear.

This scheme of learning 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.

UNDERSTANDING THE RAILWAY

LESSON 1

Lesson focus

Understanding the railway – understand the railway as a complex transport system and explore how trains, infrastructure and electricity contribute to safety.

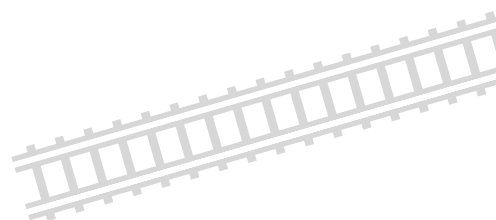
Learning objectives

By the end of this lesson, students will be able to:

- Describe how trains, infrastructure, technology and people work together as part of the railway system
- Explain how features of the railway, including train speed, reaction time and stopping distance should influence safe behaviour
- Recognise and challenge common misconceptions about railway safety using evidence

Resources required

- [Track facts: Get Switched On](#)
- [Big Manny science lessons](#)
- [Switched On Train Driver Game](#)
- [Switched On Stopping Train Game](#)



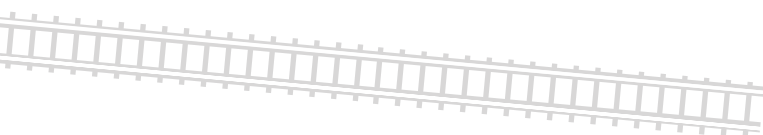
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SUGGESTED LESSON SEQUENCE

STARTER	10-15 mins	Introduce the programme and explain that across the next 8 lessons, students will explore how the railway operates, why safety systems exist and how informed decisions can help prevent harm. Use Track facts: Get Switched On as the starting-point activity. Ask students to respond independently where appropriate and encourage them to explain the reasoning behind their answers. As responses are discussed, ask: • Did any answers surprise you? • Did you feel confident about any of the questions? • Did any of the facts challenge something you previously believed? • Why might misconceptions about the railway affect the choices people make? Explain that this is a baseline assessment of what they already know rather than a test. Some of the ideas will be revisited and developed throughout the programme.
MAIN ACTIVITY	28-35 mins	Use key responses from Track facts: Get Switched On to introduce the railway as a system in which trains, infrastructure, technology, electricity and people work together. Provide a definition of 'railway infrastructure': the physical assets and systems that are needed for trains to operate safely and efficiently. Examples include: tracks, barriers, lights, platforms, waiting areas, information screens, escalators, tunnels Ask: • What makes the railway different from road transport? • Why does a railway need carefully controlled infrastructure and safety systems? • Why might misunderstanding how a train behaves lead someone to underestimate risk? 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. Share page one of the 'Data gathering (Speed of trains)' worksheet for students to complete as they watch the video or to complete afterwards as a follow-up activity. Use the questions in the relevant slides to facilitate whole class and small group discussions. Use the Switched On Train Driver Game to explore reaction time and the limits of human response. Allow students to test their reactions before discussing what this means in a railway context. Ask: • Did your reaction time surprise you? • What could make reaction time slower? • Why is even a quick reaction not always enough to prevent an incident? Then make the key connection: Even when a train driver spots a hazard and reacts correctly, the train still needs considerable time and distance to stop, so it may not stop in time. Use the Switched On Stopping Train Game to explore stopping distance. Ask students to predict what will happen before testing different situations and use the results to discuss why people around the railway must make safe decisions. Ask: • Why can't a train stop immediately? • How does stopping distance affect railway safety? • What responsibility does this place on people using or near the railway? • How does understanding this challenge the idea that "the driver can just stop"?



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PLENARY

7-10
mins

Ask students to complete the sentence:

"One fact that changed or developed my thinking today was..."

Invite several students to explain why.

Then ask:

- Why do railway safety rules exist?
- How can understanding how trains and railway systems operate help people make safer choices?
- Why is challenging an assumption useful when assessing risk?

SUPPORTING ACTIVITIES

- **Science:** Explore the relationship between speed, reaction time and stopping distance, linking findings to the Switched On games.
- **Mathematics:** Interpret or compare data relating to speed and stopping distance.
- **PSHE:** Discuss why people underestimate risks and how assumptions or misconceptions can influence behaviour.
- **Speaking and Listening:** Debate: "Understanding why a safety rule exists makes people more likely to follow it."

LEVEL CROSSINGS AND HAZARD RECOGNITION

LESSON 2

Lesson focus

Understanding the railway and recognising hazards – understand how different types of level crossing operate and apply this knowledge to recognise obvious hazards within railway environments.

Learning objectives

By the end of this lesson, students will be able to:

- Identify different types of level crossings and recognise key safety features associated with them
- Explain how barriers, warning lights, alarms and signage help people use level crossings safely
- Assess a level crossing situation and justify the safest response using the information available
- Recognise obvious and hidden hazards associated with railway environments

Resources required

- [Level crossings 1-0-1](#)
- Selected images from Appendix A

SUGGESTED LESSON SEQUENCE

STARTER

8-15
mins

Revisit the idea from Lesson 1 that the railway is a complex system and that safety depends on people understanding how different parts of that system operate.

Ask students if any of them have ever been at a level crossing before. Depending on the response, ask:

- What is a level crossing?
- What safety features would you expect to see or hear at a level crossing?
- Do all level crossings operate in the same way?

Record a few initial ideas without correcting every misconception immediately.

If most students have not been at a level crossing before, explain that today they'll be exploring a new type of railway infrastructure: 'level crossings.' Explain what level crossings are and why different types of level crossings have different safety features and require different behaviours.

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MAIN ACTIVITY	30-35 mins	Work through Level Crossings 1-0-1, introducing the different types of crossing and the safety features associated with them. Encourage students to move beyond simply identifying “barrier/light/alarm/sign” and explain the purpose of the feature. Then compare the two crossing types. Ask students to identify what is similar and what is different about the safety measures used. Reinforce that different crossings operate differently, so people must pay attention to the instructions provided at the specific crossing they are using. Now broaden the lesson beyond crossings. Explain that understanding railway infrastructure can also help people recognise hazards that may not be immediately obvious. Introduce the distinction between an obvious hazard and a hidden or less obvious hazard. Ask students to suggest what those terms might mean. For example: An obvious hazard may be something a person can immediately see or recognise as dangerous. A hidden or less obvious hazard may require knowledge about how the railway operates before the level of risk is fully understood. Work through Track Back, pausing at appropriate points so students can investigate the environment before identifying any hazards. Use questions such as: • What do you notice first? • Which hazards are immediately obvious? • Which risks might be easier to overlook? • What railway infrastructure can you identify? • How does understanding that infrastructure change your assessment of the situation? • What behaviour is increasing or reducing risk? • What would the safest response be, and why? Encourage students to distinguish between hazards in the environment and risk increased by human behaviour.
PLENARY	7-10 mins	Revisit one of the images from Track Back. Ask: “What is the greatest risk here, and what evidence supports your judgement?” Then follow with: • What knowledge helped you recognise it? • What would the safest response be? • Why is recognising a hazard early important?

SUPPORTING ACTIVITIES

- **Geography / local context:** Identify a local or familiar level crossing and compare its safety features with another type explored during the lesson. Consider why different locations may require different crossing arrangements.
- **Risk assessment:** Compare two railway environments and identify which hazards are immediately obvious and which require additional knowledge to recognise. Justify the safest response in each environment.
- **Speaking and Listening:** Present a short risk assessment of one railway environment, explaining the key hazards and defending the proposed safest response using evidence.
- **PSHE:** Discuss why people may underestimate risks that are unfamiliar, difficult to see or dependent on knowledge they do not have.

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ELECTRICAL HAZARDS AND SCIENTIFIC UNDERSTANDING

LESSON 3

Lesson focus

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.

Learning objectives

By the end of this lesson, students will be able to:

- Explain how electricity is used within the railway, including overhead line equipment and the electrified 'live' rail
- Explain why electrical railway hazards may not always be obvious or visible but are still dangerous
- Apply scientific understanding to a real-life situation

Resources required

- **Big Manny Science Lessons**
- [Tom's story](#)

SUGGESTED LESSON SEQUENCE

STARTER	8-10 mins	Introduce the key question: "Can something be extremely dangerous even when we cannot see the danger?" Gather students' existing ideas and use these to identify misconceptions or uncertainties to be revisited during the lesson.
MAIN ACTIVITY	30-40 mins	Work through sections two and three of the Big Manny science lessons covering the electrified 'live' rail and overhead line equipment. Give all students page one of the data-gathering worksheets for the electrified 'live' rail and overhead line equipment videos. They can use this to take notes while watching the videos or as a follow-up activity. Next, divide students into groups and assign each group either the electrified 'live' rail or overhead line equipment as their focus. Each group should prepare a 3-5-minute presentation answering these questions: • What key messages does Big Manny communicate in the video they studied? • Why is it important for young people to understand this content? Give groups page two of the data-gathering worksheets to help them plan their ideas. Groups then present to one another, so students learn from both focus areas. Introduce Tom's Story and allow students to encounter the story before any discussion. After the video, ask students: "what information did Tom need that could have helped him make a safer decision?" Take responses from a few students. Finish by reinforcing that not all railway hazards are visible. Just because danger cannot be seen does not mean it is absent. The railway is safe when used correctly but understanding that it is powered by electricity and remembering the key safety information helps keep everyone safe.
PLENARY	7-10 mins	Ask students to complete: "One scientific idea that helps to understand hazards around the railway is... followed by: "...and this matters for railway safety because..." Then discuss: • Why can the electricity powering the railway be particularly easy to underestimate? • How can scientific understanding help challenge unsafe assumptions? • Why is understanding the reason behind a safety instruction useful?

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SUPPORTING ACTIVITIES

- **Science:** Create a concise explanation of one aspect of railway electricity explored through the Big Manny content, linking the scientific principle directly to its railway-safety implications.
- **PSHE:** Discuss why people may take risks when a danger is invisible, unfamiliar or poorly understood, and how accurate knowledge can support safer choices.
- **Speaking and listening:** Explain to a partner why understanding the science behind an electrical railway hazard provides more useful information than simply knowing that it is dangerous.

SAFE DECISION-MAKING AND INTERVENTION POINTS

LESSON 4

Lesson focus

Safe decision-making – analyse how incidents develop through a series of decisions and influencing factors, identify key intervention points and justify safer alternatives.

Learning objectives

By the end of this lesson, students will be able to:

- Reconstruct the sequence of events and decisions within an incident around the railway
- Identify factors that may influence decisions and key intervention points where an alternative action could reduce risk
- Evaluate and justify which alternative action might make the greatest difference to the outcome

Resources required

- [On a Journey: An investigation study](#)
- [Tegan's Story](#) or [Harrison's Story](#)

SUGGESTED LESSON SEQUENCE

STARTER	8-15 mins	Revisit the idea from Lesson 3 that understanding why something is dangerous can support safer decision-making. Ask students whether knowing about a risk always means someone will make the safest choice. Ask: • What can influence a decision in the moment? • How can one decision affect the choices available later? • Is the final decision before an incident necessarily the most important one? Why or why not? Explain that an intervention point is a point in a developing situation where a different decision or action could reduce risk or change what happens next.
MAIN ACTIVITY	30-35 mins	Work through On a Journey: An investigation study, initially allowing students to establish what happened and the sequence in which events occurred. Then begin the investigation using the accompanying worksheet where students are asked to identify any intervention points. Invite students to discuss this idea in more detail, thinking about: • What could have been done differently? • Who could have acted differently? • What information would they have needed? • How might that have changed what happened next? Ask students to review the intervention points on their worksheets and decide which alternative action they believe might have made the greatest difference to the developing situation. They should justify their judgement using evidence.

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MAIN ACTIVITY	30-35 mins	Then compare responses between groups. Where students disagree, ask: "Can more than one answer be reasonable if it is well justified?" 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. For example, if your school is near a railway track or if your students would benefit from more learning around the electrified rail. Introduce the selected case study and ask students to watch it initially with a focus on understanding what happened. Avoid analysing every decision immediately so that students first encounter the sequence of events as a whole. Then reconstruct the sequence together: What happened first? → What happened next? → Where were the key decision points? For each significant decision, ask: • What choice was made? • What other choices were available? • What might have influenced the decision? • What information was available at that point? • Was the level of risk recognised accurately? • How did this decision affect what happened next? Encourage students to identify whether one single decision led to the outcome or if the level of risk developed across several decisions.
PLENARY	7-10 mins	Return to the question from the starter: "Is the final decision before an incident necessarily the most important one?" Ask students whether their answer has changed after completing the lesson. Reinforce the idea that incidents can develop through a chain of events and decisions. Recognising risk and making a safer choice earlier can change the choices and possible outcomes that follow.

SUPPORTING ACTIVITIES

- **Speaking and Listening:** In groups, decide which intervention point might have made the greatest difference and defend the decision using evidence from the investigation.
- **PSHE:** Discuss how recognising a developing risk early can make it easier to take action, compared with waiting until the situation has escalated and the available choices may be more limited.
- **Drama:** Role-play situations where someone makes a responsible choice that prevents an unsafe situation from developing.

PERSONAL RESPONSIBILITY AND SOCIAL INFLUENCE

LESSON 5

Lesson focus

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.

Learning objectives

By the end of this lesson, students will be able to:

- Explain how individual choices around the railway can affect other people
- Identify how peers, group dynamics, social media and online content can influence perceptions of risk and behaviour
- Suggest ways to resist unsafe influence, challenge misinformation and positively influence others towards safer choices

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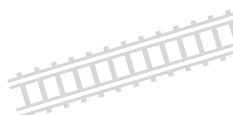
12-16 years

Resources required

- [Parallel Lines](#)
- [Challenging Influencers](#)
- [Make Your Choice](#)

SUGGESTED LESSON SEQUENCE

STARTER	8-15 mins Revisit the idea from Lesson 4 that decisions do not happen in isolation and can be affected by what has already happened, the information available and other influencing factors. Ask: “Who can be affected by one person’s decision?” Initially allow students to respond broadly. Then ask: • Can a decision affect someone who wasn’t there when it was made? • Could someone be affected without being physically injured? • Could a decision affect railway staff or passengers? • Could it affect someone’s family or wider community? Then turn the question around: “If our choices can affect other people, can other people also affect the choices we make?” Gather examples such as: • friends and peers; • wanting to fit in; • group behaviour; • social media; • online trends; • influencers/content creators. Explain that students will explore both sides of influence: how our choices can affect other people and how other people and wider social influences can affect our choices.
MAIN ACTIVITY	30-35 mins Use Parallel Lines to explore the wider impact of a railway incident beyond the individual directly involved. Ask: • What decision or behaviour contributed to the situation? • Who was directly affected? • Who else was affected? • How were different people affected in different ways? • Which impacts might be immediately obvious? • Which might be less obvious to the person making the original decision? Then ask: “What does this tell us about personal responsibility?” Establish that personal responsibility involves considering how our behaviour may affect others as well as ourselves. Explain that just as our behaviour can affect other people, other people and wider social influences can affect our own behaviour. Use Challenging Influencers to explore how online and social influences can affect attitudes towards railway safety and risk. Encourage students to analyse the content and messages rather than simply label them as good or bad.



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MAIN ACTIVITY	30-35 mins	Use questions such as: • What message is being communicated? • What behaviour is being presented as normal, acceptable or appealing? • Who might be influenced by this and why? • What information about the risk might be missing or minimised? • How could likes, shares, comments or group approval affect someone's perception of the behaviour? • What would you need to know before accepting the message as accurate? • How could you challenge the message or behaviour? Make clear that influence isn't always negative. Friends, peers and online content can also encourage safer choices. Allocate a selection of Make Your Choice discussion cards to pairs or small groups. For each scenario ask students to consider: 1. What is happening? 2. Who or what might be influencing the choices being made? 3. How could that influence affect someone's perception of risk? 4. What is the safest course of action? 5. Why? 6. How could you positively influence someone else in this situation? Select one or two situations from the discussion cards and ask students to consider how someone could intervene without escalating the situation or putting themselves at risk. Ask: • Would you challenge the behaviour directly? • Could you suggest an alternative? • Could you question the information being shared? • When might it be better to disengage or seek help? • How could your own behaviour model a safer choice?
PLENARY	7-10 mins	Ask students to complete the statement and share their ideas: "Being independently minded doesn't mean ignoring other people; it means..." Possible ideas may include evaluating information, recognising pressure, considering evidence and making a reasoned choice.

SUPPORTING ACTIVITIES

- **Two-way influence:** Create a simple two-way diagram showing examples of how an individual's choices can affect other people and how other people or social influences can affect an individual's choices. Add one strategy for making an independent, responsible decision.
- **Social influence analysis:** Choose one example from **Challenging Influencers** and identify the message or behaviour being presented, the influence being used, any important information that may be missing and how someone could evaluate it before deciding how to respond.
- **PSHE / media literacy:** Discuss why belonging, social approval and online engagement can influence risk-taking and identify strategies for maintaining independent judgement within a group or online environment.
- **Speaking and Listening:** Use a selected **Make Your Choice Discussion Card** to present and justify the safest response, explaining both the influences present and how someone could positively influence others.

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CONSEQUENCES: IMMEDIATE AND LONG-TERM IMPACT

LESSON 6

Lesson focus

Consequences – understand the potential consequences of unsafe behaviour around the railway and apply scientific knowledge about electrical conductivity to explain why contact with or proximity to electrified railway infrastructure can present serious risks.

Learning objectives

By the end of this lesson, students will be able to:

- Explain the potential physical and wider consequences of unsafe behaviour around the railway
- Use scientific understanding of conductors and insulators to explain electrical risk in a railway context
- Apply learning about electrical hazards and consequences to justify safe behaviour around railway infrastructure

Resources required

- [Stay off the tracks – \(for ages 12 to 14\)](#)
- [Stay off the tracks – \(for ages 14 to 16\)](#)
- [In-classroom science experiments](#)

SUGGESTED LESSON SEQUENCE

STARTER	8-10 mins	Ask students to recall what they learned in Lesson 3 about how the railway is powered by electricity and why electrical hazards may not always be visible or fully understood. Then ask: "If people know the railway can be dangerous, why might they still demonstrate unsafe behaviours?" Draw on Lesson 5 to consider factors such as: • peer influence; • social media; • overconfidence; • curiosity; • misconceptions; • underestimating risk. Then ask: "How could better understanding of what makes the environment dangerous affect that decision?" Explain that today's lesson will connect scientific understanding with the possible consequences of unsafe behaviour.
MAIN ACTIVITY	30-40 mins	Use Stay Off the Tracks to explore the risks and possible consequences associated with encountering the railway. Ask students to identify the decisions or behaviours shown and apply learning from earlier lessons to explain why they create risk. Use questions such as: • What behaviour or decision is increasing risk? • What hazards are present? • Which hazards may not be immediately obvious? • What previous learning helps you understand the level of risk? • What physical consequences could result? • Who else could be affected? • What safer decision could prevent or reduce the risk? Introduce the Conductors and Insulators experiment and follow the supplied instructions to investigate which materials allow electricity to pass through them and which do not. After the experiment, ask students to apply their findings from the classroom experiment to their understanding of railway safety.

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MAIN ACTIVITY	30-40 mins	Ask: • How does understanding conductivity help explain electrical risk? • Why would it be unsafe to assume an object or material would protect someone from the electricity present on the railway? • Why shouldn't someone try to judge for themselves whether electrical infrastructure is live or safe? • How can this scientific understanding inform decision-making around the railway?
PLENARY	7-10 mins	Ask students to complete the statement: "One thing that learning about the electricity that powers the railway shows us about consequences is..."

SUPPORTING ACTIVITIES

- **Science-to-safety explanation:** Choose one finding from the experiment and explain how it develops understanding of electrical risk while also explaining why classroom findings should never be used to decide whether railway electrical infrastructure is safe to approach.
- **Misconception challenge:** Identify a misconception about railway electricity or electrical safety and use learning from Lessons 4 and 9 to construct an evidence-based explanation that challenges it.
- **PSHE:** Discuss why knowledge of potentially serious consequences may influence decision-making differently from simply being told not to do something. Consider why knowledge alone may not always prevent risk-taking.
- **Speaking and listening:** Explain the relationship between one unsafe decision from Stay Off the Tracks, the hazard involved and its possible consequences, using scientific evidence where relevant.

SEEKING HELP AND REPORTING CONCERNS

LESSON 7

Lesson focus

Seeking help and reporting concerns – apply scientific understanding and risk assessment to recognise when a concern requires action, identify an appropriate response and explain when it is safer to seek help rather than intervene personally.

Learning objectives

By the end of this lesson, students will be able to:

- Apply scientific understanding of electric fields to explain why some electrical hazards around the railway exist without direct contact
- Assess a situation and decide whether to move away, warn others, seek help or report a concern
- Explain why attempting to investigate or intervene personally can sometimes increase risk and identify an appropriate source of help

Resources required

- In-classroom Science Experiment – Electric Fields

SUGGESTED LESSON SEQUENCE

STARTER	8-10 mins	Ask students to recall what they have learned about railway electricity and hidden electrical hazards. Ask: • Does someone need to touch electrical equipment for there to be a potential risk? • Why can electrical risk be difficult to assess simply by looking? • What should someone do if they are unsure whether something around the railway is dangerous?
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MAIN ACTIVITY	30-40 mins	Complete the Electric Fields experiment following the supplied instructions. Connect the learning to the programme by asking students the following questions: • What does the experiment suggest about the assumption that electricity is only dangerous if something is touched? • How does this develop your understanding of the hidden hazards explored around the railway? Reinforce that the classroom experiment demonstrates a scientific principle under controlled conditions. It does not enable students to judge whether real railway electrical infrastructure is safe to approach. Introduce students to three scenarios representing situations where different responses may be appropriate. Ask students to assess each situation and decide what action they would take. Scenario 1: While waiting at a station, you see a young person accidentally drop their headphones onto the railway tracks. They start looking around, as if they might try to climb down and get it themselves. Scenario 2: You and your friends notice a large hole in a fence alongside an abandoned railway line. A group of younger children are nearby and are talking about going through it to explore the railway. Scenario 3: You're at a station when an adult collapses on the platform and appears unresponsive. People nearby look unsure what to do. Use: Situation → Risk → Immediate safe action → Does someone need to be warned? → Is help/reporting needed? → If so, who? → What information should be communicated? Then ask groups to justify their responses.
PLENARY	7-10 mins	Ask: "At what point does responsible action mean NOT intervening personally?" Reinforce that recognising a hazard does not mean an individual should try to investigate or resolve it. Responsible action means assessing what can be done safely, moving away from danger where necessary, warning others appropriately and seeking or reporting to the right source of help.

SUPPORTING ACTIVITIES

- **What information matters?** Choose one scenario requiring help or reporting and identify the essential information that would enable someone else to understand the location, situation and nature of the concern.
- **Science-to-safety explanation:** Explain how learning about electric fields develops understanding of why someone should not approach electrical railway infrastructure simply because they cannot see direct contact with an electrical source.
- **PSHE:** Discuss why asking for help can sometimes require better judgement than trying to solve a problem independently. Consider the difference between taking responsibility and putting yourself unnecessarily at risk.

CONSOLIDATION, APPLICATION AND REFLECTION

LESSON 8

Lesson focus

Consolidation and application – independently apply knowledge around rail safety and decision-making to realistic situations, including appropriate help-seeking and reporting responses, and reflect on how knowledge, understanding and confidence have developed across the programme.

Learning objectives

By the end of this lesson, students will be able to:

- Apply knowledge from across the programme to assess situations around the railway and identify appropriate responses
- Explain and justify safety decisions using evidence and understanding developed across the programme
- Reflect on how knowledge, understanding and confidence have developed since Lesson 1

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Resources required

- [Sight-seeing: Are You Switched On?](#)
- [Track facts: Get Switched On](#)

SUGGESTED LESSON SEQUENCE

STARTER	8-10 mins	Ask students to recall key learning relating to: • railway systems and level crossings; • obvious and hidden hazards; • railway electricity; • safe decision-making; • personal responsibility and social influence; • immediate and longer-term consequences; • seeking help and reporting concerns. Then ask: "What information would you now consider if you had to assess an unfamiliar situation around the railway?"
MAIN ACTIVITY	30-40 mins	Work through Sight-seeing: Are You Switched On?, giving students time to assess each situation independently or collaboratively before class discussion. Reduce educator prompting where appropriate so students determine for themselves which aspects of their previous learning are relevant. Start with broad questions: "What do you notice?" "What is important here?" "What would you do, and why?" Only introduce further prompts if needed: • What hazards are present? • Is anything less obvious than it first appears? • What information or safety features are relevant? • What choices are available? • What could influence someone's decision? • What are the possible consequences? • Could anyone else be affected? • Is help or reporting required? • What is the safest response and what evidence supports it? Ask students or groups to present their assessment and justify their proposed response. Ask: "Which previous learning helped you reach that decision?" Students should naturally draw connections such as: Electrical science → hidden hazard → risk assessment → safe decision or Social influence → unsafe choice → consequences → personal responsibility. Revisit Track facts: Get Switched On and ask students to respond independently before discussing the answers. Explain that they encountered this at the beginning of the programme and it is now being used to help them consider how their learning and understanding has developed. Ask: • Which questions now feel easier to answer? • Which answers can you now explain rather than simply identify? • Which facts or ideas do you understand differently? • Which misconceptions have been challenged? • What do you feel more confident reasoning about now? Use responses to address any remaining misconceptions before completing the programme.

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PLENARY

7-10
mins

Ask students to complete three statements:

"At the beginning of the programme, I thought/knew..."

"Now I understand..."

"Understanding this matters because..."

Then return to the wider programme question:

"What does being 'Switched On' around the railway mean to you now?"

Encourage answers that go beyond "following the rules" towards ideas such as:

- understanding why risks exist;
- recognising hazards;
- evaluating information;
- thinking ahead;
- resisting unsafe influence;
- considering consequences;
- taking responsibility;
- knowing when to seek help.

Reinforce that being Switched On around the railway means using knowledge, evidence and awareness to make informed decisions, recognising how individual choices can affect ourselves and others and knowing when the safest action is to step away and seek appropriate help.

SUPPORTING ACTIVITIES

- **My learning journey:** Students identify one area in which their knowledge has developed, one assumption or misconception that has changed and one area in which they now feel more confident making or explaining a railway-safety decision.
- **Independent scenario analysis:** Choose one situation from Sight-seeing: Are You Switched On? and produce a concise analysis explaining the relevant hazards, information, choices, possible consequences and safest response.
- **Advice to another young person:** Identify three pieces of railway-safety advice they would give to another young person and, importantly, explain the evidence or reasoning behind each one.

APPENDIX





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