

Switched On Travels with Suzi: Full-Term Scheme of Learning



3-6 years

12 x 30-minute lessons

Teacher-friendly scheme of work using existing Switched On resources

Using this scheme

This scheme of learning builds on the Switched On Travels with Suzi full-term curriculum map and supports the RSHE statutory requirements to teach personal safety, specifically rail safety to pupils in primary school settings.

The named resources are taken from Network Rail's Switched On rail safety programme 'Switched On Travels with Suzi', for pupils aged 3 to 6. To find out more about Switched On, visit www.switchedonrailsafety.co.uk.

The learning covered is split into six key themes:

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

Each theme is taught through two consecutive lessons. The second lesson in each pair includes an additional cross-curricular link. Each lesson is designed to be approximately 30 minutes and can be adapted for Nursery, Reception and Year 1.

Throughout the Switched On Travels with Suzi programme, pupils earn a series of badges that recognise key learning outcomes. As each badge is achieved, pupils can colour it in on their Switched On Travels with Suzi certificate, which celebrates the rail safety knowledge they have gained.

The **Ready, Check, Go! song** is revisited deliberately. Repetition helps young children remember safety language and routines. You're encouraged to introduce one verse at a time and gradually build towards the whole song.

The **Build a Station** role-play area can remain available across the sequence so that pupils can revisit vocabulary, practise safe behaviours and demonstrate growing understanding.

Some resources are deliberately revisited during the scheme. Where this happens, the purpose and suggested approach changes as pupils 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 pupils' 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 1: What Is a Railway?

Lesson focus

Understanding the railway – recognising trains, tracks and stations as special places with important safety rules.

Learning objectives

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

- Name or recognise a train, railway track and station
- Understand that the railways has special rules to help keep people safe
- Share one thing they already know about travelling by train or visiting a station

Resources required

- [Suzi's interactive map](#)
- [Switched On Travels with Suzi assembly slides](#)
- [Build a Station](#) role-play resources



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Suggested lesson sequence

Starter	5 mins	Explore Suzi's interactive map together. Ask pupils what they notice and whether they recognise any of the places shown. Explain that they will be travelling through these different railway environments with Suzi during the programme.
Main activity	20 mins	Work through the relevant Switched On Travels with Suzi assembly slides . Pause to find out what pupils already know about trains, tracks, stations and railway safety. Introduce the simple repeated message that railways are special places where we need to follow safety rules. Introduce the Build a Station resources and begin creating a role-play station together. Ask pupils what they think a station needs and introduce key vocabulary as appropriate.
Plenary	5 mins	Return briefly to Suzi's interactive map . Ask pupils to name one railway place or feature they have learned about and one thing they think people need to do to stay safe there.

Supporting activities

- Create or extend a small-world station.
- Add picture labels for train, track, platform, station and sign.
- Younger pupils can focus on naming/matching; older pupils can use simple descriptive sentences.

Lesson 2: Exploring the Station

Lesson focus

Understanding the railway – recognising important features found at stations.

Learning objectives

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

- Identify and name key features of a train station
- Recognise familiar features of the railway in different representations
- Begin to explain how station features help people travel safely

Resources required

- [At the Station with Suzi](#)
- [Switched On travel skills with Train Guard Gerrard: Film 2](#)
- [Switched On Travels with Suzi badge certificate](#)

Suggested lesson sequence

Starter	5 mins	Revisit the Build a Station area or selected images from Lesson 1. Ask pupils to name any railway features they remember.
Main activity	20 mins	Work through At the Station with Suzi , using the real-life images and labelling activity to identify station features. Encourage pupils who have travelled by train to share relevant experiences while making sure pupils without that experience can participate fully through the images. Watch Switched On travel skills with Train Guard Gerrard Film 2 . Ask pupils to be "station spotters", identifying features from the first activity when they see them in the animation. Pause where useful and ask: "What can you see?" "What is it called?" "Did we see one of those with Suzi?"
Plenary	5 mins	Ask each pupil to name or point to one station feature. Invite pupils to colour the Train Tracker Badge on the Switched On Travels with Suzi certificate .

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Supporting activities

- Create a station-feature word/picture bank.
- Match photographs of station features to labels.
- Add newly learned features to the Build a Station environment.
- Draw a simple station and add two or three features.

Lesson 3: Spotting Railway Hazards

Lesson focus

Recognising hazards – identifying obvious dangers such as tracks, level crossings and moving trains.

Learning objectives

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

- Identify obvious railway hazards
- Explain in simple language why tracks, moving trains and level crossings require special care
- Suggest a safe behaviour that helps people avoid a railway hazard

Resources required

- [Switched On travel skills with Train Guard Gerrard: Film 1](#)
- [Ready, Check, Go! song](#)
- Switched On Travels with Suzi certificate

Suggested lesson sequence

Starter	5 mins	Revisit one or two railway environments from Lessons 1–2. Ask: “ Is there anything here that we need to be especially careful around? ” Introduce the word hazard simply as something that could cause harm if we do not behave safely.
Main activity	20 mins	Watch Switched On travel skills with Train Guard Gerrard: Film 1 , pausing at selected points before the safety message is explained. Ask: “What can you see?” “What might be dangerous here?” “What should the character do to stay safe?” Play the Ready, Check, Go! song , explaining that the song will help them remember when to stop and think if they notice a hazard. Teach pupils the chorus before playing the song again, encouraging pupils to join in.
Plenary	5 mins	Show or describe one of the hazards again and ask pupils to suggest the safe behaviour. Invite pupils to colour the Safe Traveller Badge on the Switched On Travels with Suzi certificate .

Supporting activities

- **Art and Design:** Ask pupils to draw one railway hazard from the lesson alongside a safe behaviour that helps people avoid it.
- **Physical Development:** Use a simple “**Ready, Check, Go!**” movement game in which pupils practise stopping, looking/listening and responding to an adult instruction.

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Lesson 4: What Do Railway Signs Tell Us?

Lesson focus

Recognising hazards – understanding that railway hazards should be avoided and that signs help people recognise and respond safely to them.

Learning objectives

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

- Recognise that railway signs communicate important safety information
- Identify the meaning of selected railway signs
- Explain what action a sign is asking people to take
- Apply understanding of signs to identify unsafe behaviour in a railway scene

Resources required

- [Learning the Signs with Train Driver Tarj](#)
- [Switched On hazard spotting colouring worksheet](#)
- **Switched On Travels with Suzi certificate**

Suggested lesson sequence

Starter	5 mins	Show a familiar everyday sign, from your environment, such as a stop sign, exit symbol or pedestrian crossing sign. Ask: "What does this sign tell us?" "How does it help people know what to do?" Explain that the railway also uses signs to warn people and help them stay safe.
Main activity	20 mins	Work through Learning the Signs with Train Driver Tarj . Before revealing or confirming each answer, ask pupils: "What do you notice?" "What do you think this sign means?" "What is it telling someone to do?" "What danger might it help them avoid?" Keep the emphasis on linking each sign to a safe action , rather than simply memorising its name. Then introduce the Switched On hazard spotting colouring worksheet . Ask pupils to look carefully at the railway scene and identify unsafe behaviours. For each example, ask: "What is unsafe here?" "Which safety rule or sign might help?" "What could the person do instead?" Pupils can point, circle, mark or colour depending on age and ability.
Plenary	5 mins	Show one railway sign from the lesson again and ask pupils to explain: "This sign tells us to..." "It helps keep people safe because..." Invite pupils to colour the Sign Spotter Badge on the Switched On Travels with Suzi certificate .

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Supporting activities

- **Communication and Language:** Use sentence stems such as “This sign tells us to...” and “This helps keep us safe because...”
- **Matching activity:** Match signs to simple actions such as stop, wait, keep back or ask for help.
- **Art and Design:** Create a simple class safety sign using a clear symbol and discuss what message it communicates.
- **Build a Station:** Add appropriate railway signs to the role-play station and ask pupils to explain where they belong and what they mean.

Lesson 5: What Should the Characters Do?

Lesson focus

Safe decision-making – following simple safety instructions given by trusted adults.

Learning objectives

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

- Recognise a safe and an unsafe choice in a railway situation
- Demonstrate safe decision-making by suggesting what a character should do next.
- Explain why following instructions from trusted adults and railway staff helps keep people safe.

Resources required

- [We're Staying Safe animations](#)
- **Ready, Check, Go! song**
- Optional **safe/unsafe visual choice cards**

Suggested lesson sequence

Starter	5 mins	Revisit the relevant section of Ready, Check, Go! learned previously. Ask pupils what “ Ready ” and “ Check ” remind them to do before making a choice. Briefly show one familiar railway sign from Lesson 4 and ask: “ How could this information help someone decide what to do? ”
Main activity	20 mins	Show the three We're Staying Safe animations one at a time: • Using a Level Crossing • Waiting for the Train • Rushing for the Train Pause each animation before the decision or outcome and ask: “What is happening?” “Is there anything the character needs to be careful about?” “What choices could they make?” “Which choice is safest?” “Why?” “Is there a sign or instruction they need to follow?” Pupils can respond verbally, use safe/unsafe cards, vote with thumbs or point to an appropriate visual choice. After pupils have justified their ideas, reveal or discuss the safer response and make explicit links back to previous learning about railway hazards, signs and following instructions. Use the phrase ‘ Ready, Check, Go! ’ between scenarios as a repeated decision-making prompt.
Plenary	5 mins	Give pupils one simple railway situation from the lesson and ask them to complete the sentence: “ The safe choice is ____ because ____. ” Where needed, pupils can point to or demonstrate the safe response instead of completing the sentence verbally.

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Supporting activities

- **Visual decision-making:** Use two cards or symbols labelled **safe** and **unsafe** for pupils who benefit from visual choices.
- **Role play:** Practise waiting calmly, walking with a trusted adult, stopping at a level crossing and responding to an adult or railway staff instruction.
- **Communication and Language:** Rehearse the sentence stem **"I think they should ___ because ___."**
- **Build a Station:** Add or model safe behaviours from the animations within the station role-play area, asking pupils to demonstrate the safe choice rather than simply name it.

Lesson 6: Learning the Signs Again – Can We Explain Why?

Lesson focus

Safe decision-making – using knowledge of railway signs to make and explain safe choices.

Learning objectives

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

- Recall the meaning of familiar railway signs.
- Explain what action a sign requires.
- Explain why following the sign helps keep people safe.
- Apply knowledge of signs to familiar railway situations.

Resources required

- **Learning the Signs with Train Driver Tarj**
- **Ready, Check, Go! Song**

Suggested lesson sequence

Starter	5 mins	Show one or two familiar signs without immediately giving their meaning. Ask pupils what they remember from Lesson 4.
Main activity	20 mins	Revisit Learning the Signs with Train Driver Tarj. This time, give pupils more responsibility for explaining the signs before revealing/checking answers. Use questions such as: • "What does this sign mean?" • "What does it tell us to do?" • "What danger might it help us avoid?" • "Where might we see this sign?" • "Why is following it a safe choice?" Connect signs to situations encountered in Lesson 5. Review pupils' understanding of the signs and recognise how their knowledge and ability to explain the signs has developed since Lesson 4. Revisit the Ready, Check, Go! song to reinforce the wider message of stopping, checking the safety information around you and making a safe choice. Pause before familiar safety words/actions and invite pupils to supply or demonstrate them independently.
Plenary	5 mins	Choose one sign and ask pupils to complete the sentence: "This sign helps keep people safe because..."

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Supporting activities

- **Matching activity:** Match signs to their meaning, required action or railway location.
- **Build a Station:** Ask pupils to position familiar signs appropriately and explain their choices.
- **Communication and Language:** Use "because" sentences to explain rather than simply identify signs.
- **Assessment:** Photograph or record pupils explaining one sign independently as evidence of progression.

Lesson 7: My Part in Staying Safe

Lesson focus

Personal responsibility – understanding that everyone has a role in staying safe.

Learning objectives

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

- Identify safe behaviours shown in an animation
- Understand that children can help keep themselves safe by following rules
- Name one behaviour they are personally responsible for when travelling

Resources required

- **Switched On travel skills with Train Guard Gerrard: Film 1**
- **Ready, Check, Go! Song**

Suggested lesson sequence

Starter	5 mins	Ask pupils to recall one safe choice from Lesson 6. Add it to a class list titled "Things we can do to stay safe around the railway."
Main activity	20 mins	Revisit Switched On travel skills with Train Guard Gerrard: Film 1, but pause before key actions. Ask pupils to predict what the character should do rather than simply identify what they have done. Use prompts such as: • "What should they do now?" • "Why is that their responsibility?" • "What can a child do themselves?" • "When would they need an adult to help?" Sort ideas into "Things I can do" and "Things I need an adult/railway worker to help with." Review the responsible choices pupils have identified and reinforce how their own actions can help keep themselves and others safe.
Plenary	5 mins	Complete the sentence: "I can help keep myself safe by..."

Supporting activities

- Create personal-responsibility picture cards: walk, wait, listen, hold hands, stay with an adult, stay behind the line.
- Use **Build a Station** to practise safe travel routines.
- Reinforce that if something feels unsafe, a child's responsibility is not to deal with the danger but to stop and tell a trusted adult.
- **PSHE:** Sort simple situations into "I can make a safe choice" / "I need to ask for help."

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Lesson 8: Listen, Stop and Respond

Lesson focus

Personal responsibility – following agreed safety rules and responding to railway sounds.

Learning objectives

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

- Recognise that some railway sounds provide warnings or instructions
- Describe a safe response to a sound
- Listen carefully and respond to an agreed signal

Resources required

- [What's That Sound? interactive activity](#)
- Ready, Check, Go! song

Suggested lesson sequence

Starter	5 mins	Play a classroom listening game: pupils freeze when they hear an agreed sound. Discuss why listening carefully can help people respond safely.
Main activity	20 mins	Explore What's That Sound? one sound at a time. Ask: • "What can you hear?" • "What might it mean?" • "What should you do?" Reinforce that pupils should stop, listen and follow the instructions of a trusted adult or railway worker. Revisit Ready, Check, Go! Allocate different parts/actions to groups of pupils and ask pupils to identify any safety messages that connect with listening, warnings or instructions.
Plenary	5 mins	Play or imitate one sound and ask pupils to show the safest response.

Supporting activities

- **Music:** Compare loud/quiet, high/low and long/short sounds.
- **Phonics:** Initial sounds in train, track, bell, beep, stop.
- **PE/Physical Development:** Listening-and-response game with signals for stop, wait and walk.
- **Build a Station:** Introduce a sound or verbal warning during role play and ask pupils to demonstrate an appropriate response.

Lesson 9: What Might Happen Next?

Lesson focus

Consequences – understanding that unsafe behaviour can result in people getting hurt.

Learning objectives

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

- Identify an unsafe choice in an animation
- Predict a simple possible consequence
- Explain how a safer choice could prevent harm

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Resources required

- Switched On travel skills with Train Guard Gerrard: Film 2
- Ready, Check, Go! song

Suggested lesson sequence

Starter	5 mins	Revisit the decision-making language from Lesson 5: "The safe choice is ___ because ___." Ask pupils to recall one safe choice and explain why it was safer.
Main activity	20 mins	Show the animation in short sections. At each decision point, ask: "Is this safe?" "What might happen?" and "What could the character do instead?" Create a simple oral consequence chain: unsafe action → possible harm; safe action → protected person. Sing a relevant verse of Ready, Check, Go! and identify where the character could have used the 'Ready, Check, Go!' prompt.
Plenary	5 mins	Give pupils one unsafe action and ask them to change it into a safer action with a better outcome.

Supporting activities

- Use picture sequencing cards showing choice and outcome.
- Keep consequences simple: someone could fall, become lost, be frightened or be hurt.
- Offer sentence stems: "If they ____, then ____ might happen."
- Two-ending activity: Give pupils the same starting situation and ask them to create a **safe ending** and an **unsafe ending**.
- **Build a Station:** Adult introduces a simple unsafe behaviour and pupils explain what could happen and how to change it.

Lesson 10: Why Do Safety Rules Matter?

Lesson focus

Consequences – understanding that safety rules protect everyone and lead to better outcomes.

Learning objectives

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

- Recall key railway safety rules
- Explain one reason why a following a rule helps protect people

Resources required

- We're Staying Safe animations
- Ready, Check, Go! song
- Switched On travels with Suzi badge certificate

Suggested lesson sequence

Starter	5 mins	Recall one consequence explored in Lesson 9. Ask: "What rule could have stopped that happening?"
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Main activity	20 mins Watch 'Playing close to the track' and 'Dropping items on the track' from We're Staying Safe. Pause each film before the decision/outcome. Ask: • "What is unsafe?" • "What could happen?" • "What should they do?" • "Which safety rule would help?" • "Who could help?" Explicitly reinforce that children should never retrieve something from the track themselves. Review the decisions pupils have made across the two 'We're Staying Safe' scenarios. Celebrate their ability to recognise when a situation is unsafe, choose an appropriate safe response and explain why that choice helps prevent harm by colouring the Decision Maker badge. Revisit the Ready, Check, Go! Song and ask pupils to connect its safety messages to the situations they have explored.
Plenary	5 mins Give pupils one of the situations from the animations and ask: "What should they do to stay safe?" and "What might happen if they didn't do this?" Reinforce that following safety rules helps prevent people from being hurt.

Supporting activities

- **Sequencing:** Arrange picture cards into **unsafe choice → safety rule → safer outcome**.
- **Communication and Language:** "The rule is ___ because it helps ___."
- **PSHE:** Compare railway rules with familiar school/home rules that protect people.
- **Build a Station:** Introduce a pretend dropped object **away from any representation of the track** and ask pupils to explain who they should tell rather than retrieve it themselves.

Lesson 11: Stop, Seek Help and Tell Someone

Lesson focus

Seeking help and reporting concerns – knowing when to seek help and who can help.

Learning objectives

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

- Recognise situations in which a child should stop and seek help
- Identify trusted adults and railway staff who can be called on for help
- Practise explaining a simple concern clearly
- Understand that children should not try to manage railway dangers themselves

Resources required

- **Build a Station**
- **Ready, Check, Go! song**

Suggested lesson sequence

Starter	5 mins Return to the station pupils began creating in Lesson 1. Ask: "What do we know about railway safety now that we didn't know when we first built this?" Identify additions made and further ones that could be made.
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Main activity

20 mins

Use simple role-play situations within the station:

- "You realise your foot is slightly in front of the yellow line."
- "You can't find the adult you came with."
- "You see something that doesn't look safe."
- "Something has been dropped near/on the track."
- "You aren't sure what a sign means."

Ask:

- "Can I deal with this safely myself, or do I need help?"
- "Who could I tell?"
- "What could I say?"

Model:

- "Excuse me, I need help."
- "I saw something unsafe."
- "Something has been dropped near the track."

Add relevant signs, staff roles or safety features to the station.

Revisit the **Ready, Check, Go! Song**. Ask pupils to identify which parts of the song could help them remember what to do in the situations they have practised through the station role play.

Plenary

5 mins

Give one situation and ask pupils to identify **who they would tell and what they would say**.

Supporting activities

- Use photographs or role cards of trusted adults and railway staff.
- Communication and Language: Practise clear, simple reporting phrases.
- Art/Understanding the World: Add new safety signs, staff or help points to the station.
- Role play: Practise asking for help without requiring pupils to dramatise accidents or distressing outcomes.

Lesson 12: Final Challenge and Celebration

Lesson focus

Seeking help and reporting concerns – applying learning independently and celebrating progress across the programme.

Learning objectives

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

- Recall key safety learning from across the programme
- Apply knowledge to familiar railway situations with reduced adult prompting
- Explain a safe choice or response
- Recognise and celebrate progress across the six Switched On badges

Resources required

- [Switched On Learnings quiz](#)
- **Switched On Travels with Suzi certificate**
- **Ready, Check, Go! song**
- Completed **Build a Station** environment, if useful for reflection.



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Suggested lesson sequence

Starter	5 mins	Review the five badge areas – ‘Train Tracker’, ‘Safe Traveller’, ‘Sign Spotter’, ‘Sound Spotter’, and ‘Decision Maker’. Ask pupils what they remember learning for each one. Explain that they will complete their sixth and final ‘Ready, Check, Go’ badge at the end of today's lesson.
Main activity	20 mins	Complete the Switched On Learnings quiz. Allow pupils as much independence as developmentally appropriate. Rather than simply confirming correct answers, ask: • “How do you know?” • “What should you do?” • “Why is that safer?” • “Who could help?” • “What might happen if someone made an unsafe choice?” Return briefly to any misconceptions. Review/complete pupils’ badge certificates.
Plenary	5 mins	Sing/perform Ready, Check, Go! and ask each pupil to share, say, point to or demonstrate one railway safety message they want to remember. Colour in the final, Ready Check, Go! Badge on their certificates.

Supporting activities

- **Communication and Language:** Pupils explain one railway-safety message to another class, adult or puppet.
- **Art:** Create a simple “I am Switched On because...” certificate/display or safety-message card.
- **Music/performance:** Perform **Ready, Check, Go!** for another class or families.
- **Assessment:** Compare pupils’ independent explanations with observations from earlier lessons to identify progression.

