

Switched On travels with Suzi: curriculum map

Half Term (8 weeks)



3-6 years

This curriculum map supports the RSHE statutory requirements to teach personal safety, specifically rail safety to pupils in primary school settings. The named resources are taken from the Network Rail 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.

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.

This curriculum map 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	Strand and Lesson Focus	Main resource	How the resource will be used	Supporting resource/ activity
1	Understanding the railway: Recognise trains, tracks and stations as special places with important safety rules.	Suzi's interactive map At the Station with Suzi (Train Tracker Badge)	Explore Suzi's interactive map to introduce pupils to different railway places and establish what they already recognise. Following on from this, use ' At the Station with Suzi ' to explore the key features, people and behaviours pupils may encounter at a railway station. On completion of 'At the Station with Suzi', pupils earn the Train Tracker Badge.	Build a Station – Create a station role-play environment using the features pupils have identified. Keep the station available throughout the programme so pupils can add new vocabulary, signs, railway roles and safe behaviours as their learning develops.
2	Recognising hazards: Identify obvious dangers, including tracks, level crossings and moving trains, and understand that warning signs should be followed.	Switched On Travel Skills with Train Guard Gerrard: Film 1 (Safe Traveller Badge) Learning the Signs with Train Driver Tarj (Sign Spotter Badge)	Use Train Guard Gerrard Film 1 to introduce common railway hazards, including tracks, moving trains and level crossings. At key moments, pupils will consider what could be dangerous and what a safe traveller should do. Follow this with ' Learning the Signs with Train Driver Tarj ' so pupils can explore how railway signs warn people about hazards and tell them how to behave safely.	Switched On Hazard Spotting Colouring Worksheet – Use the worksheet to apply both strands of learning. Pupils identify unsafe behaviour, link it to a hazard or safety message and suggest a safer alternative.
3	Safe decision-making: Follow simple safety instructions and begin to choose safe responses in familiar railway situations.	We're staying safe – Watch 'Using a level crossing', 'Waiting for the train' and 'Rushing for the train'.	Show the three short scenarios. At key moments, pupils will use their learning about hazards and signs from Lesson 2 to explain why one choice is safer than another.	* Ready, Check, Go! Song – Introduce relevant sections of Ready, Check, Go! as a simple decision-making prompt: stop, check the information around you and choose the safe response.

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4	Personal responsibility: Understand that everyone has a role in staying safe by listening, following instructions and making responsible choices.	What's That Sound? (Sound Spotter Badge)	Use the interactive station and level-crossing scenes to explore railway sounds that may signal movement, warning or instruction.	Ready, Check, Go! Song – Revisit the song and identify the sections that reinforce stopping, listening and responding appropriately.
5	Consequences: Understand that unsafe behaviour can result in people getting hurt and that safety rules help prevent harm.	Switched On Travel Skills with Train Guard Gerrard: Film 2	Use Train Guard Gerrard Film 2 to explore what can happen when railway safety advice is ignored. At key moments, pupils will predict possible consequences, keeping discussion simple, calm and age-appropriate.	Ready, Check, Go! Song – Use the song to revisit the safety messages learned so far and identify where stopping, checking or following an instruction could change the outcome.
6	Seeking help and reporting concerns: Know when to stop, move away and tell a trusted adult or railway worker.	We're Staying Safe – Watch 'Playing close to the track and 'Dropping items on the track' animations (Decision Maker Badge)	Use the two remaining We're Staying Safe scenarios to explore situations where the safest choice includes moving away and seeking help. At key moments, pupils will be asked to consider what is unsafe, what the child should do instead and who could help. Reinforce that children should never try to retrieve items from the track or manage railway danger themselves.	Return to the Build a Station environment and introduce simple help-seeking situations such as feeling lost, seeing something unsafe or dropping an item near the track. Pupils will identify an appropriate trusted adult or railway worker and practise explaining what has happened.
7	Combined review: Recall and apply learning about hazards, safe choices, responsibility and consequences.	Switched On Learnings quiz (Sign Spotter Badge)	Use the quiz as a collaborative retrieval activity rather than simply checking right or wrong answers. Pupils are asked to explain why an answer is safer, what might happen if a rule is ignored and which earlier lesson or resource helped them know the answer.	Use selected examples from Learning the Signs with Train Driver Tarj and/or a familiar We're Staying Safe scenario . Pupils will identify the hazard, explain the relevant safety information and choose the safest response with less educator support than earlier in the programme.

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8	Combined application and celebration: Identify trusted helpers, practise asking for help and communicate key railway safety messages.	Build a Station – final application	Return to the station environment pupils have developed across the half-term. Introduce simple scenarios that require pupils to identify hazards, follow signs, make safe choices or seek help.	Ready, Check, Go! Song (Ready Check Go Badge) Perform the complete song, or the sections learned, as a final consolidation and celebration of the programme. Finally, pupils will explain one safety message they want to remember or share with someone else.

* The **Ready, Check, Go! song** is deliberately revisited throughout the scheme. Familiarity and repetition are particularly valuable for children aged 3–6, supporting enjoyment, participation and consolidation of key safety language and routines. The engaging animation provides a consistent, memorable thread through the programme, while different verses and safety messages can be introduced or reinforced as pupils' learning develops. You are encouraged to vary how the song is used, for example, singing along, adding actions, pausing for pupils to complete familiar words or actions, using it as a movement break, or allocating different sections of the song to groups of pupils. By the end of the programme, pupils should know the song well and understand how its messages support safe behaviour around the railway.