

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



3-6 years

8 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 half-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 one focused lesson. Lessons 7 and 8 bring the themes together through retrieval, application, role play and celebration. 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 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 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 railway places have 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](#)
- [At the Station with Suzi](#)
- [Build a Station](#)
- [Switched On Travels with Suzi badge certificate](#)



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



3-6 years

Suggested lesson sequence

Starter	5 mins	Show an image of a train or station. Ask: "What can you see?" and "Where might this be?" Accept pupils' existing knowledge without correcting every detail immediately.
Main activity	20 mins	Explore Suzi's interactive map, encouraging pupils to notice and name different railway environments and features. Follow this with At the Station with Suzi to explore the key features, people and behaviours pupils may encounter at a railway station. Encourage pupils to name and identify familiar features. On completion of At the Station with Suzi, pupils earn the Train Tracker Badge. Begin the Build a Station area using some of the features pupils have identified and model one simple safe behaviour, such as waiting with a trusted adult.
Plenary	5 mins	Ask pupils to complete the sentence: "At a railway station, I might see..." and name or point to one railway feature. Celebrate their learning by colouring the Train Tracker Badge .

Supporting activities

- Create a small-world station using blocks, track pieces or recycled materials.
- Add picture labels for train, track, platform, station and sign.
- Focus on naming and matching for younger pupils; encourage simple descriptive sentences for older pupils.

Lesson 2: What Are the Hazards and How Do Signs Help Us?

Lesson focus

Recognising hazards – identifying obvious dangers, including tracks, level crossings and moving trains, and understanding that warning signs should be followed.

Learning objectives

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

- Identify obvious railway hazards including tracks, moving trains and level crossings
- Recognise that railway signs provide important warnings and instructions
- Explain a simple safe response to a railway hazard or sign

Resources required

- [Switched On travel skills with Train Guard Gerrard: Film 1](#)
- [Learning the Signs with Train Driver Tarj](#)
- [Switched On hazard spotting colouring worksheet](#)
- **Switched On Travels with Suzi badge certificate**

Suggested lesson sequence

Starter	5 mins	Revisit the railway environments from Lesson 1. Ask pupils: "What might we need to be careful about in these places?"
Main activity	20 mins	Show selected sections of Switched On travel skills with Train Guard Gerrard: Film 1. Pause to identify tracks, moving trains, level crossings and other obvious hazards. Ask: "What could be dangerous?" "What should a safe traveller do?" Follow with selected signs from Learning the Signs with Train Driver Tarj. Ask: "What might this sign be telling us?" "Which danger could it help us avoid?" Begin the Hazard spotting colouring worksheet together and ask pupils to identify unsafe behaviour and suggest a safer alternative.

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



3-6 years

Plenary **5 mins** Show one hazard/sign example and ask pupils to explain what a safe traveller should do. Celebrate the learning by colouring the **Safe Traveller badge**.

Supporting activities

- Make simple sign cards for the Build a Station role-play area.
- Play a matching game pairing signs with actions such as stop, wait, keep back or ask for help.
- For younger pupils, use pointing and single words. For older pupils, encourage a full sentence: "This sign tells us to..."
- Hazard sorting: Use simple images to sort situations into "safe" and "needs special care".

Lesson 3: What Should the Characters Do?

Lesson focus

Safe decision-making – Following simple safety instructions and beginning to choose safe responses in familiar railway situations.

Learning objectives

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

- Recognise a safe and an unsafe choice in a railway situation
- Suggest what a character should do next
- Understand that trusted adults and railway staff give instructions to keep people safe

Resources required

- [We're Staying Safe animations](#)
- [Ready, Check, Go! song](#)

Suggested lesson sequence

Starter	5 mins	Introduce the repeated phrase "Ready, Check, Go!" with simple actions: Ready = stop; Check = look and listen; Go = move only when it is safe and an adult says to.
Main activity	20 mins	Show each animation, pausing at a key moment. Ask: "What could the character do?" "Who should they listen to?" and "Which choice is safest?" Where possible, let pupils vote using thumbs, picture cards or moving to a designated safe-choice area. Briefly replay the scene after discussing the answer.
Plenary	5 mins	Give one simple scenario orally and ask pupils to say or show the safest choice.

Supporting activities

- Use two cards labelled safe and unsafe for pupils who benefit from visual choices.
- Role-play waiting calmly, walking with an adult and responding to an instruction.
- Add representations of the safe behaviours from the animations to the Build a Station area.



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



3-6 years

Lesson 4: Listen and Stay Safe

Lesson focus

Personal responsibility – understanding that everyone has a role in staying safe by listening, following instructions and making responsible choices.

Learning objectives

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

- Recognise that some railway sounds provide warnings or instructions.
- Explain a safe response to a railway sound.
- Understand that listening and following instructions are part of taking responsibility for staying safe.

Resources required

- [What's That Sound? interactive activity](#)
- **Ready, Check, Go! Song**
- **Switched On Travels with Suzi certificate**

Suggested lesson sequence

Starter	5 mins	Play a simple listening game: pupils stop/freeze when they hear an agreed sound. Discuss why listening carefully can help us 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 stopping, listening and following instructions from trusted adults or railway staff. Revisit relevant sections of the Ready, Check, Go! Song and connect the messages to the safe responses pupils have practised.
Plenary	5 mins	Play or imitate one sound and ask pupils to demonstrate or explain the safest response. Invite students to colour the Sound Spotter badge .

Supporting activities

- Sound matching – match a sound with the appropriate safe response.
- **Build a Station** – incorporate listening/responding into role play.
- Communication – sentence stem: "When I hear ____, I should ____."

Lesson 5: What Might Happen Next?

Lesson focus

Consequences – understanding that unsafe behaviour can result in people getting hurt and that safety rules help prevent harm.

Learning objectives

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

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

Resources required

- [Switched On travel skills with Train Guard Gerrard: Film 2](#)
- **Ready, Check, Go! song**

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



3-6 years

Suggested lesson sequence

Starter	5 mins	Revisit a scenario from Lesson 3 and introduce the sentence frame: "A safer choice is ____ because ____."
Main activity	20 mins	Show Switched On travel skills with Train Guard Gerrard: Film 2 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. 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.
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."

Lesson 6: Stop and Tell a Trusted Adult

Lesson focus

Seeking help and reporting concerns – knowing when to stop, move away and tell a trusted adult or railway worker.

Learning objectives

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

- Recognise a situation in which a child should stop and seek help.
- Identify trusted adults who may help at home, school or the railway.
- Use a simple phrase to tell an adult about a concern.

Resources required

- **We're Staying Safe**
- **Build a Station**
- **Switched On Travels with Suzi certificate**

Suggested lesson sequence

Starter	5 mins	Ask pupils to name trusted adults in school and at home. Explain that railway staff can also help.
Main activity	20 mins	Show each We're Staying Safe animation and pause at the problem. Ask: "Can the child solve this safely alone?" and "Who should they tell?" Model a short reporting phrase: "I need help because____." Let pupils practise saying it with a partner or adult. 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. Ask pupils to identify an appropriate trusted adult or railway worker and practise explaining what has happened.
Plenary	5 mins	Give pupils one simple situation and ask: "What should you do?" and "Who could help?" Finish with the shared response: "Stop, move away and tell a trusted adult."

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



3-6 years

Supporting activities

- Use photographs or role cards of trusted adults and railway staff.
- Practise reporting without requiring pupils to dramatise distressing outcomes.
- Add a help point or railway staff role to the Build a Station area.

Lesson 7: Railway Safety Challenge

Lesson focus

Combined review – Recalling and applying learning about hazards, safe choices, responsibility and consequences.

Learning objectives

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

- Recall key railway safety rules and vocabulary
- Use previous learning to answer questions and explain safe choices
- Apply previous learning to identify hazards, interpret safety information and choose a safe response with increasing independence

Resources required

- [Switched On Learnings quiz](#)
- **Learning the Signs with Train Driver Tarj**
- **We're Staying Safe**
- **Switched On Travels with Suzi certificate**

Suggested lesson sequence

Starter	5 mins	Revisit several familiar railway words, hazards or safety messages and ask pupils where they remember learning about them.
Main activity	20 mins	Complete the quiz questions collaboratively. After each answer, ask one follow-up question such as "Why is that safer?", "What might happen if the rule were ignored?" or "Which earlier activity helped you know that?" Then show selected signs or a familiar scenario with less educator prompting. Ask pupils to identify what they notice, explain the safety message and decide what should happen next.
Plenary	5 mins	Show a selected railway sign and ask pupils independently to explain what it means, what action it requires and why following it helps keep people safe. Invite students to colour the Sign Spotter badge .

Supporting activities

- Pair pupils to explain a familiar safety rule to one another.
- Use safe/unsafe visual cards where pupils need communication support.
- Ask pupils to add one final safety sign/message to **Build a Station**.



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3-6 years

Lesson 8: We're Switched On!

Lesson focus

Combined application and celebration – identifying trusted helpers, practising asking for help and communicating key railway safety messages.

Learning objectives

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

- Identify people at a station who can help
- Practise asking for help or reporting a concern clearly
- Recall and communicate key railway safety messages from the whole scheme
- Apply learning from across the programme with increasing independence

Resources required

- Build a Station
- Ready, Check, Go! Song
- Switched On Travels with Suzi certificate

Suggested lesson sequence

Starter	5 mins	Revisit Lesson 6: show or name different adults and ask who could help at a station.
Main activity	20 mins	Use several short scenarios within Build a Station, for example: • something has been dropped near the track; • a pupil is unsure where their adult is; • someone is standing somewhere unsafe; • a sign gives an instruction; • a trusted railway worker is nearby. For each, ask: "What have you noticed?" "What should you do?" "Why?" "Who could help?" Keep prompting lighter than in earlier lessons.
Plenary	5 mins	Ask each pupil to share or demonstrate one railway safety message they want to remember or tell someone else. Perform Ready, Check, Go! together and colour the sixth and final Ready Check Go badge to celebrate completing the programme.

Supporting activities

- Music and performance: perform the song to another class or invite parents/carers to a short sharing session.
- Art and communication: create simple invitations, posters or safety-message cards for the audience.
- Create a class "We're Switched On" safety display using pupils' drawings, signs and messages from across the programme.

