

# Switched On for every journey: curriculum map

## Full-Term (12 weeks)



### 7-11 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 for Every Journey’, for pupils aged 7 to 11. To find out more about Switched On, visit [www.switchedonrailsafety.co.uk](http://www.switchedonrailsafety.co.uk).

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1      | <b>Understanding the railway:</b><br>Develop a broader understanding of how the railway works and recognise a range of railway environments.                                   | <a href="#">Are You Switched On and Safe?</a><br><br><a href="#">Switched On for every journey assembly slides</a> | Begin with <b>Are You Switched On and Safe?</b> as a baseline activity to establish pupils’ existing knowledge and identify common misconceptions about railway safety.<br><br>Work through the <b>Switched On for Every Journey assembly</b> to introduce key railway environments, safety messages and the importance of staying Switched On around the railway. Pupils should make connections between the assembly content and their baseline responses.                                                                                                                      | Use <a href="#">Arlo’s Adventure</a> to reinforce the railway environments introduced through the assembly, including stations, platforms, tracks and level crossings. Explore the relevant sections together, encouraging pupils to identify features they recognise and make connections between Arlo’s journey and the environments they have just encountered.<br><br>Alternatively, pupils will complete a brief ‘On a journey’ activity, imagining they are at a station, and respond to a series of discussion questions. |
| 2      | <b>Understanding the railway:</b> Understand how different types of level crossings work, why they include different safety features, and how these measures help reduce risk. | <a href="#">Types of Level Crossings</a>                                                                           | Revisit the railway environments explored in Lesson 1, asking pupils to identify where they might encounter a level crossing and recall the different people, vehicles and trains that use these crossings safely.<br><br>Use <b>Types of Level Crossings</b> to introduce the main types of level crossings, exploring how barriers, gates, warning lights, alarms and signs work together to keep people safe. Pupils are encouraged to discuss why different crossings have different safety features and why it is important to follow the instructions provided at each one. | Revisit pages 1–5 of <b>Arlo’s Adventure</b> , this time focusing specifically on level crossings. Pupils will identify the type of crossing and the safety features they can see. Recap what each feature is designed to do and apply the knowledge developed through Types of Level Crossings to explain how Arlo should behave safely.<br><br>Alternatively, provide pupils with short level-crossing scenarios to help them apply their knowledge.                                                                           |

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| 3      | <b>Recognising hazards:</b><br>Recognise a range of railway hazards and explain why warning signs and instructions must be followed.       | <a href="#">Switched On Scenarios: Overhead Line Equipment</a> | Use the <b>Overhead Line Equipment scenario</b> to introduce pupils to one of the common hazards found on some parts of the railway network. Pupils will explore how overhead line equipment powers trains, the fact that electric currents cannot be seen and why it is essential to stay well away from railway infrastructure. At key moments, pupils will discuss the decisions being made, identify potential risks and explain how following railway signs and safety instructions helps prevent serious incidents. | Revisit relevant scenes from <b>Arlo's Adventure</b> , this time focusing on how Arlo notices and follows signs and safety information during his journey. Link this to the importance of following the signs and instructions encountered in the Overhead Line Equipment scenario. Recap the particular risk each helps reduce and justify why following the information provided helps keep people safe.<br><br>Alternatively, invite students to complete a simple hazard-ranking activity where they are presented with various scenarios and must consider the levels of risk for each. |
| 4      | <b>Recognising hazards:</b><br>Identify less obvious risks, including distraction, unsafe behaviour and entering restricted railway areas. | <a href="#">Switched On Scenarios</a>                          | Use the <b>On the Platform</b> scenario to explore less obvious risks within a familiar railway environment, including distractions, unsafe behaviour and getting too close to restricted areas. At the key decision points, pupils will identify what could go wrong, which clues indicate that a situation may be unsafe and suggest how the characters could change their behaviour to reduce risk.                                                                                                                    | Use the <a href="#">Who's Switched Off?</a> resource as a hazard-identification activity. Pupils will evaluate both obvious and less obvious risks, explain what makes each behaviour dangerous and suggest how the situation could be made safer.                                                                                                                                                                                                                                                                                                                                           |
| 5      | <b>Safe decision-making:</b><br>Apply railway safety knowledge to make increasingly independent decisions in familiar situations.          | <a href="#">Switched On Scenarios</a>                          | Watch the <b>At the Level Crossing</b> and <b>Around the Tracks</b> scenarios. At the decision points, pupils will identify the available choices, select the safest response and justify it using what they know about railway hazards and safety measures.                                                                                                                                                                                                                                                              | Use <a href="#">Do You Know the Signs?</a> to help pupils identify which signs provide information relevant to the scenarios. Pupils will interpret the signs independently and explain how using this information can help them make a safer decision.                                                                                                                                                                                                                                                                                                                                      |

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| 6      | <b>Safe decision-making:</b><br>Evaluate information, predict outcomes and justify safe decisions in changing railway situations.                     | <a href="#">Train Tracks</a>              | Use <b>Train Tracks</b> to present pupils with a range of realistic railway situations that require them to pause, assess the available information and decide on the safest course of action. Pupils will identify the hazards, explain which clues help them make an informed decision and predict how different choices could lead to different outcomes.                                                                                   | <p>Revisit selected scenes from <b>Arlo's Adventure</b>, this time using them as an application and assessment activity rather than to introduce railway environments. Pupils will apply the decision-making process developed through <b>Train Tracks</b> by identifying what the character should notice, weighing the available options, justifying the safest response and explaining how a different decision could affect the outcome.</p> <p>Alternatively, provide pupils with two or three short scenarios and ask them to identify the risks, how they would approach the situation and what information is available to help them make a safe decision.</p> |
| 7      | <b>Personal responsibility:</b><br>Recognise how personal responsibility and everyday choices help keep ourselves and others safe around the railway. | <b>Switched On Scenarios</b>              | Revisit the <b>Switched On Scenarios</b> , choosing scenarios that are particularly relevant to your school's context or areas where pupils need further consolidation. This time, the emphasis shifts from identifying the safest response to personal responsibility. Pupils will explain which actions are within the individual's control, how their behaviour could affect other people and what they could personally do to reduce risk. | Revisit <b>Who's Switched Off?</b> to encourage pupils to think beyond simply identifying unsafe behaviour and instead consider which actions are within an individual's control. Pupils explain how making responsible choices, following railway signs and instructions, and staying alert all contribute to keeping themselves and others safe. Use the examples to develop a class set of personal railway safety commitments, encouraging pupils to reflect on how they can apply these during their own journeys.                                                                                                                                                |
| 8      | <b>Personal responsibility:</b><br>Recognise how personal behaviour can influence friends and affect railway staff and other passengers.              | <a href="#">We're Working Switched On</a> | <p>Use the <b>We're Working Switched On</b> resource to explore how railway staff work to keep the network safe and how unsafe public behaviour can affect their work.</p> <p>Discuss how pupils can model safe behaviour and positively influence friends.</p>                                                                                                                                                                                | <p><a href="#">When Rodrigo Switched Off</a> (ages 9-11 only) – consider how one person's actions can affect other people and identify appropriate ways to discourage or challenge unsafe behaviour.</p> <p>For ages 7-9, revisit pages 14 to 25 of <b>Arlo's Adventure</b>, this time focusing on how one person's behaviour can influence friends or affect other railway users. Pupils will identify how Arlo or another character could model safe behaviour and positively influence others.</p>                                                                                                                                                                  |

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| 9      | <b>Consequences:</b><br>Explain the possible physical and emotional consequences of unsafe railway behaviour.                                                                                                                         | <a href="#">Stay Off The Tracks</a><br>(for ages 9-11)<br><br><b>Switched On scenarios</b><br>(for ages 7-9) | Watch <b>Stay Off the Tracks</b> or choose one or more <b>Switched On scenarios</b> to explore the immediate and long-term physical and emotional consequences of unsafe behaviour around the railway. Pupils will analyse the decisions made, identify the hazards that were underestimated and discuss how different choices could have led to safer outcomes. Facilitate discussion about the impact of railway incidents on the individual, their family, friends and the wider community, reinforcing that safe choices help to prevent life-changing consequences. | Revisit selected examples from <b>Who's Switched Off?</b> this time moving beyond identifying unsafe behaviour to considering what could happen next. Pupils work individually, in pairs or groups to create simple written or visual consequence chains showing:<br><br><i>unsafe behaviour → possible consequence → who could be affected → safer choice → changed outcome.</i><br><br>Use the activity to explore how changing a choice can lead to a safer outcome. |
| 10     | <b>Understanding railway environments:</b><br>Explain how different types of railway infrastructure, including overhead line equipment and electrified tracks, help the railway operate safely and why they must never be approached. | <b>Train Tracks</b>                                                                                          | Revisit <b>Train Tracks</b> to recap pupils' understanding of electrified (live) rails and how electricity may always present at track level. Pupils compare overhead line equipment with live rail systems, identifying similarities and differences while reinforcing the key message that all railway infrastructure should be treated as dangerous unless it is managed by trained railway staff.                                                                                                                                                                    | Revisit <b>Do You Know the Signs?</b> this time using it as a retrieval and assessment activity. Pupils interpret relevant signs independently, explain the hazard each sign communicates and compare their understanding with when the resource was first introduced in Lesson 5.                                                                                                                                                                                      |
| 11     | <b>Seeking help and reporting concerns:</b><br>Know when to seek help and identify the most appropriate adult or railway staff member to approach.                                                                                    | <b>We're Working Switched On</b>                                                                             | Revisit <b>We're Working Switched On</b> , this time focusing specifically on help-seeking rather than introducing railway roles. Pupils will identify which members of railway staff could help in different situations, explain why that person would be appropriate and practise what information they would need to give when reporting a concern.                                                                                                                                                                                                                   | Choose one or more of the <b>Switched On scenarios</b> . Ask pupils to decide whether help is required, identify the most appropriate person to approach and practise explaining clearly what they have seen or what has happened. Pupils distinguish between situations they can respond to safely themselves and situations where they should step back and seek adult or railway staff support.                                                                      |

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| 12     | <b>Consolidation and application</b><br>– retrieving and applying learning from across the programme | <a href="#">Who's Switched On and Safe for their Next Journey?</a> | Use the <b>Who's Switched On and Safe for their Next Journey?</b> resource to encourage pupils to reflect on the key learning from across the programme, including: <ul style="list-style-type: none"> <li>• recognising railway environments</li> <li>• understanding safety measures</li> <li>• identifying hazards</li> <li>• making safe decisions</li> <li>• taking personal responsibility</li> <li>• recognising consequences</li> <li>• knowing when to seek help</li> </ul> | Repeat <b>Are You Switched On and Safe?</b> from Lesson 1 as a final assessment. Pupils complete this again before reviewing their original responses, allowing them to identify changes in their knowledge, correct earlier misconceptions and recognise how their confidence has developed across the programme.<br><br>Finish with a new rail safety scenario that pupils have not explored during the programme, now used as an independent application task. Pupils are asked to identify hazards, interpret relevant safety information, make and justify safe decisions, explain their personal responsibility and identify when they would seek help. |