

Switched On for every journey: Full-Term Scheme of Learning



7-11 years

12 x 45-minute lessons

Teacher-friendly scheme of work using existing Switched On resources

Using this scheme

This scheme of learning builds on the Switched On for Every Journey 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 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.

Across twelve lessons, pupils move beyond simply learning railway safety rules to exploring why those rules exist, recognising hazards, evaluating risks and applying safe choices in a range of realistic situations. 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 take approximately 45 minutes.

Some resources are deliberately revisited during the scheme. Where this happens, the purpose of using the resource 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

Understanding the Railway

Lesson focus

Understanding the railway – developing a broader understanding of how the railway works and recognising a range of railway environments, including stations, platforms, tracks and level crossings.

Learning objectives

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

- Identify a range of railway environments and describe some of their key features
- Explain that different railway environments have different safety rules and safety features
- Recognise the importance of staying Switched On and paying attention to safety information around the railway

Resources required

- [Are You Switched On and Safe?](#)
- [Switched On for every journey assembly slides](#)
- [Arlo's Adventure](#)

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Suggested lesson sequence

Starter	8-10 mins	Introduce the programme and explain that pupils will be developing the knowledge and decision-making skills they need to stay safe around the railway. Ask pupils to complete Are You Switched On and Safe? independently where possible. Reassure them that it is a starting-point activity rather than a test and that they are not expected to know every answer. Invite pupils to identify any questions they found difficult but avoid correcting every misconception at this stage. Retain their responses so they can revisit them in Lesson 12.
Main activity	27-30 mins	Work through the Switched On for Every Journey assembly. Pause at appropriate points to explore: • different railway environments; • features pupils recognise; • people they might see around the railway; • simple safety messages; • what it means to stay "Switched On". Encourage pupils to make connections with their baseline responses by asking: • "Did anything here confirm something you already knew?" • "Did anything surprise you?" • "Has anything made you rethink one of your earlier answers?" Next, explore relevant sections of Arlo's Adventure and ask pupils to identify railway environments they have just encountered in the assembly. Use prompts such as: • "Where is Arlo now?" • "What railway features can you identify?" • "What did we learn about this environment in the assembly?" • "What safety information would Arlo need to notice here?" Alternatively, complete the short 'On a journey' activity by presenting pupils with the below scenario and discussion questions: <i>Imagine you are travelling by train to visit a friend. You arrive at the station safely and wait for your train. You're on the train and on the way, your train passes tracks, signals and a level crossing.</i> • What different railway environments or features do you encounter? • What information, signs or instructions do you look out for? • Where would you need to be particularly alert? • Who might you see working on the railway and how might they help you? • What choices could you make to help keep yourself and others safe?
Plenary	5 mins	Ask pupils to complete the sentence: "One thing I now understand about railway environments is..." Invite a few pupils to share their responses. Finish by asking: • Which railway environment do you now know more about? • What does being "Switched On" around the railway mean? • What would you still like to find out?

Supporting activities

- **English:** Write a short description of one railway environment using appropriate vocabulary.
- **Geography:** Locate a local railway station or level crossing on a map and discuss how the railway connects places.
- **Art and Design:** Sketch and label a railway environment, identifying key features.

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- **Speaking and Listening:** Choose one railway environment explored in the lesson, such as a station, platform or level crossing. Describe its key features without naming the environment and ask a partner or the class to identify which railway environment you are describing.
- **Retrieval/display:** Create a class "Railway environments we know" display, adding vocabulary or features introduced through the assembly and Arlo.



Lesson 2

Types of Level Crossings

Lesson focus

Understanding the railway – recognising different types of level crossings, identifying their safety features and explaining how those features help people cross safely.

Learning objectives

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

- Identify different types of level crossings and some of their key features.
- Explain how signs, barriers, lights and alarms help people use level crossings safely.
- Apply this understanding to a familiar level-crossing situation and explain how someone should behave safely.

Resources required

- [Types of Level Crossings](#)
- **Arlo's Adventure**

Suggested lesson sequence

Starter	5 mins	Revisit the railway environments identified in Lesson 1 and ask pupils what they remember about level crossings. Establish that a level crossing is a place where people or vehicles may need to cross the railway and that different level crossings can look and operate differently. Ask: • What features might you expect to see? • Why might those features be needed? • What information would you need before deciding it was safe to cross?
Main activity	30 mins	Work through Types of Level Crossings, introducing the different types and their safety features. Ask pupils to compare examples and identify features such as barriers, lights, alarms and signs. For each crossing, ask: • "What clues tell you how to behave?" • "How do you think this feature helps keep people safe?" • "What would you need to notice before crossing?" Reinforce that different crossings may have different features, so people need to pay attention to the information provided at the particular crossing they are using. Return to pages 1–5 of Arlo's Adventure. Explain that pupils saw this part of Arlo's journey in Lesson 1, but this time they are going to look at it as level-crossing experts. Ask pupils to identify: • the level-crossing environment • the safety features they can see • what information those features provide • what Arlo needs to notice and do • why following the information is important Encourage pupils to justify their answers using what they have learned from Types of Level Crossings. Alternatively, give pupils one or more short level-crossing situations and ask them to apply their new knowledge as "level-crossing experts".

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Main activity	30 mins Scenario 1: You arrive at a level crossing with barriers, warning lights and an alarm. The lights begin to flash, and the barriers start to come down as you approach. Scenario 2: You arrive at a pedestrian level crossing without barriers. Signs tell you to stop, look and listen before crossing. Scenario 3: You arrive at a level crossing where the barriers are already down. You cannot see a train and someone with you suggests going around the barrier because “nothing is coming”. For each situation, ask: • What safety features or information are available? • What are they telling you to do? • What should you do to stay safe? • Why is it important to follow the information provided?
Plenary	5-10 mins Show or describe one of the level crossings explored in the lesson. Ask pupils to identify two safety features and explain what information each provides. Finish with: “One thing I need to remember at any level crossing is...”

Supporting activities

Geography/local context: Identify the type of level crossing pupils are most likely to encounter locally and compare its features with another type explored in the lesson.

Design and Technology: Design a simple model or labelled diagram of a level crossing, showing the safety features and explaining what each is designed to communicate or prevent.

English/Speaking and Listening: In pairs, pupils explain how to approach and use one of the level crossings explored, referring to its particular safety features. Their partner checks whether they have noticed all the important information.

Sorting/comparison: Sort images or descriptions of level-crossing features according to their purpose, for example warning people, stopping movement or providing information.



Lesson 3

Understanding Electrical Hazards

Lesson focus

Recognising hazards – recognising that some dangers around the railway are less visible, including overhead line equipment (OLE), and understanding why warning signs and safety information must always be followed.

Learning objectives

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

- Recognise overhead line equipment as part of the railway environment
- Explain that the railway is powered by electricity and electric currents can be extremely dangerous
- Identify safety information and warning signs and explain why they must be followed

Resources required

- [Switched On Scenarios](#)
- **Arlo's Adventure**

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Suggested lesson sequence

Starter	5-7 mins	Revisit the idea that different railway environments contain different hazards and safety features. Ask pupils to recall some of the visible hazards and safety features they identified at level crossings in Lesson 2. Then ask: “Do you think every railway hazard is visible?” Explain that today’s lesson introduces a hazard that may be less obvious but can be extremely serious.
Main activity	28-30 mins	Work through the Overhead Line Equipment scenario, pausing at appropriate points to allow pupils to identify what is happening and what information is available. At different points, ask: • What can you see in this railway environment? • Where is the electrical equipment? • What tells people there may be danger? • Why might somebody underestimate this danger? • What should the person do? • What information or warning should they follow? Reinforce the key message that something does not have to look dangerous to be a serious risk and that overhead line equipment should never be approached or interfered with. Explain that pupils are going to revisit parts of Arlo’s Adventure, but this time they are looking specifically at how Arlo uses safety information to help him stay Switched On. Ask pupils to identify: • signs or safety information Arlo encounters; • what each tells him to do; • what risk following it helps him avoid; • what Arlo does in response; • why ignoring safety information could put someone at risk. Make the connection back to OLE by highlighting that even though Arlo’s story doesn’t teach us about electricity, we can learn how safety information is noticed and why it is important to follow it. Alternatively, explain that pupils are going to apply learning from the OLE scenario to some different railway situations. Scenario 1 – OLE: You are near a railway and notice overhead electrical wires and an electricity warning sign. A ball has landed beyond a fence and a friend suggests climbing over to retrieve it because there isn’t a train coming. Scenario 2 – Level crossing: You are at an unprotected level crossing about to cross. Your music is playing at the maximum volume in your headphones, and you can’t see a train coming. Scenario 3 – Platform: You are waiting for a train and notice a line or markings showing where passengers should stand. A friend moves beyond it to get a better view of the approaching train. Scenario 4 – Railway electrical equipment: You notice a warning sign on electrical equipment near the railway. Someone says it can’t be dangerous because nothing appears to be happening. For each scenario, ask pupils: • What safety information can you identify? • What is it telling you? • What risk might someone underestimate? • What is the safe choice? • What could happen if the safety information were ignored? Finish by drawing out the common principle that railway hazards can look very different, but safety information is there for a reason. Being Switched On means noticing it, understanding what it is telling you and acting on it.

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Plenary

5-8
mins

Ask pupils to complete the sentence:

"A railway danger might not always look dangerous, so..."

Ask them to complete it eg "...I should look for safety signs, follow the instructions and never go near railway electrical equipment."

Then show or refer to one warning sign/safety instruction from the lesson and ask:

"What is this telling you?"

"What should you do?"

"Why is following it important?"

Supporting activities

Hazard recognition: Sort examples into hazards that may be immediately obvious and hazards that might be easier to overlook. Discuss why both need to be taken seriously.

English / communication: Write or verbally complete: "You should always follow railway safety information because..." Pupils should support their answer with an example from either the OLE scenario or Arlo's Adventure.

Safety-message activity: In pairs, choose one piece of safety information from the lesson and explain what it tells someone to do, what risk it relates to and why following it matters.



Lesson 4

Spotting Less Obvious Risks

Lesson focus

Recognising hazards – identifying less obvious risks in the railway environment, including distraction, unsafe behaviour and restricted areas, and explaining how these can increase danger.

Learning objectives

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

- Identify less obvious hazards and unsafe behaviours in a railway platform environment.
- Explain how distraction or unsafe behaviour can increase risk around the railway.
- Suggest safer alternatives and justify why they would reduce risk.

Resources required

- Switched On Scenarios
- [Who's Switched Off?](#)

Suggested lesson sequence

Starter

5-7
mins

Revisit the idea from Lesson 3 that not all hazards around the railway are visible. Ask pupils to recall why this was important when learning about overhead line equipment.

Explain that today pupils will explore situations where people's behaviour can make a situation around the railway more dangerous.

Ask: "How can not paying attention make a situation riskier?"

Encourage a couple of everyday examples before moving into the railway context. For instance:

- Crossing a road while looking at a phone
- Standing too close to a swimming pool edge while chatting
- Running in the playground without watching what is around you

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Main activity	30 mins	Work through the On the Platform scenario, allowing pupils time to examine the situation before discussing it. Ask them first to describe what they notice without immediately labelling behaviour as safe or unsafe. Then explore: • What is happening? • What are the children paying attention to? • Is anyone distracted? • Is anyone somewhere they shouldn't be? • What could happen next? • What could make the situation safer? • Which things are within each person's control? Encourage pupils to justify their suggestions rather than simply state a rule: "That would be safer because..." Use Who's Switched Off? to see whether pupils can transfer their learning to different examples. Ask pupils to identify an unsafe or distracted behaviour, explain what risk it creates and suggest what the person could do differently using the below framework: What do you notice? → Why could it be risky? → What would be safer?
Plenary	5-8 mins	Give pupils one behaviour from the lesson, such as being distracted on a platform. Ask them to complete this sentence: "This might not look very dangerous at first, but it could become dangerous because..." Then: "A safer choice would be..." For example: "... someone who is looking at their phone might not notice how close they are to the platform edge. A safer choice would be to put the phone away and pay attention to what is happening around them."

Supporting activities

Safe alternative challenge: Give pairs one unsafe behaviour from **Who's Switched Off?** and ask them to create a safer version. They must explain what they changed and why it reduces the risk.

Drama / freeze-frame: Create a freeze-frame showing a platform situation. Other pupils identify what could increase the risk and suggest one change that would make the situation safer.

English / communication: Use the sentence structure - "I noticed _____. This could be risky because _____. A safer choice would be _____."



Lesson 5

Making Safe Decisions

Lesson focus

Safe decision-making – using knowledge of railway hazards, signs and safety information to assess situations, make safe choices and explain the reasoning behind them.

Learning objectives

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

- Identify the important information in a railway situation before making a decision
- Use knowledge of hazards, signs and safety information to choose a safe response
- Explain and justify why one choice is safer than another

Resources required

- **Switched On Scenarios**
- [Do You Know the Signs?](#)

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Suggested lesson sequence

Starter	5-7 mins	Briefly revisit the learning pupils have built so far about level crossings, electrical hazards, and less obvious risks. Ask: "What information could help you stay safe around the railway?" Record responses such as: • signs and instructions • barriers/lights/alarms • where trains or tracks are • whether someone is distracted • knowing where to find a trusted adult or railway worker Explain that today's challenge is not simply to spot a hazard, but to use the information available to make and justify a safe decision.
Main activity	30 mins	Work through the At a Level Crossing and Around the Tracks scenarios. Pause before the decision or outcome is revealed so pupils can assess the situation for themselves. Use a consistent decision-making structure: 1. What do you notice? 2. What information is important? 3. What choices are available? 4. What is the safest choice? 5. Why? As pupils progress through the scenarios, reduce the amount of prompting. For example, initially work through all five questions together, then ask pairs/groups to use the framework more independently. Work through Do You Know the Signs? Select signs that are relevant to the situations pupils have explored. Ask pupils to identify what each sign communicates and then go one step further by explaining how that information should influence someone's decision or behaviour. For example: "What is this sign telling you?" → "What should you do because of it?" → "How does that make the situation safer?"
Plenary	5-8 mins	Give pupils one final railway situation from the lesson and ask them to complete the sentence: "The safest choice is ___ because ___." Ask selected pupils to explain which piece of information helped them make their decision.

Supporting activities

Decision-making cards: Give pairs a simple railway situation and ask them to use the five-question framework to reach and justify a decision.

English / speaking and listening: "I think the safest choice is ___ because I noticed ___."

Signs and decisions matching: Match selected signs from **Do You Know the Signs?** to the action someone should take. Pupils should explain the connection rather than simply matching the cards/images.

Challenge: Give pupils two possible safe responses and ask which is the better choice in the particular situation and why.

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Lesson 6

Decisions and Outcomes

Lesson focus

Safe decision-making – evaluating choices in railway environments and understanding how thoughtful decisions help to prevent accidents and keep everyone safe.

Learning objectives

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

- Identify potential hazards within a railway situation
- Make and justify a safe decision using available information
- Predict how different choices could lead to different outcomes

Resources required

- [Train Tracks](#)
- [Arlo's Adventure](#)

Suggested lesson sequence

Starter	5-7 mins	Revisit four of the five questions used in Lesson 5: 1. What information is important? 2. What choices are available? 3. What is the safest choice? 4. Why? Explain that today pupils will use the same thinking process but will also consider an additional question: "What could happen next?"
Main activity	30 mins	Work through Train Tracks, initially reminding pupils of the decision-making questions from Lesson 5 but gradually reducing prompts. At appropriate points ask pupils to identify: • what vital information they've been given • any clues that will help them make informed decisions • the choices available • the safest choice and why • what could happen if a different choice were made Select one or two familiar scenes from Arlo's Adventure. Explain that pupils are not revisiting Arlo to learn the railway environment again; this time they are going to use everything they have learned so far to assess his situation more independently. Ask: "What does Arlo need to notice?" "What choices does he have?" "What should he do?" "Why?" "What could happen if he made a different choice?" Encourage pupils to refer to specific evidence in the scene when justifying their response. This is a good point to move from: "I think Arlo should..." to: "I think Arlo should ___ because I noticed ___."

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Main activity	30 mins Alternatively, provide pupils with two or three short scenarios, such as: You're waiting for a train with two friends. One friend is standing close to the platform edge while looking at their phone. Your train appears on the information board, and your other friend starts running along the platform because they're worried you'll miss it. Ask: What risks can you identify? What would you do and why? What information around you could help you make a safe decision? You are at a level crossing with a friend. The barriers are down, but you can't see or hear a train. Your friend says it will be fine to go around the barrier because the train must still be a long way away. Ask: What would you do? What information should you pay attention to? How would you explain your decision to your friend? You are on a station platform when something you are carrying falls onto the track. Your friend says you should quickly climb down and get it before the train arrives. Ask: What choices do you have? Which is the safest and why? Who could you ask for help?
Plenary	5-8 mins Choose one scenario from the lesson and ask pupils to give two possible pathways: If the person chooses ____, then ____ could happen. If the person chooses ____ instead, then ____ could happen.

Supporting activities

Decision → outcome chains: Give pupils a railway situation and ask them to create two short chains showing how different choices could lead to different outcomes.

For example: Notice safety information → follow it → safer outcome versus: Ignore safety information → make an unsafe choice → increased risk

Keep these age-appropriate rather than encouraging pupils to imagine graphic consequences.

English / speaking and listening: Use the sentence structure: "I would choose ____ because I noticed _____. This could mean _____."

Drama / freeze-frame: Create a freeze-frame immediately before a decision is made. Pupils identify the available information and suggest what should happen next. Create a second freeze-frame showing the likely safer outcome.



Lesson 7

Taking Personal Responsibility

Lesson focus

Personal responsibility – recognising what is within our own control around the railway and understanding how our behaviour can affect our own safety and that of others.

Learning objectives

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

- Identify actions and behaviours around the railway that are within an individual's control
- Explain how one person's behaviour can increase or reduce risk for themselves and others
- Take increasing responsibility for identifying and justifying what they would personally do in a railway situation

Resources required

- Switched On Scenarios
- Who's Switched Off?

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Suggested lesson sequence

Starter	5-7 mins	Revisit the idea that different choices can lead to different outcomes. Ask pupils to think about who is responsible for making those choices. Introduce the idea of personal responsibility as recognising the things we can control through our own actions and behaviour. Give a couple of simple, non-railway examples first, such as: "Can you control whether it rains?" – No. "Can you control whether you put your coat on?" – Yes. Then move to the railway: "Can you control when a train arrives?" – No. "Can you control whether you stand safely and pay attention while waiting?" – Yes. Explain that today's lesson is about recognising what is within our control and taking responsibility for it.
Main activity	30 mins	Select one or more Switched On Scenarios appropriate to the class. Remind pupils that they have encountered these scenarios before, but that today's questions are different. Rather than using the full five-question Lesson 5 framework again, use three personal-responsibility questions: 1. What is within this person's control? 2. How could their behaviour affect themselves or someone else? 3. What could they personally do to reduce the risk? For the first scenario, model the questions together. For subsequent examples, reduce the prompting and ask pairs/groups to work through them more independently. Ask pupils to move from describing what the character should do to explaining what they themselves would be responsible for doing in a similar situation. For example: "If you were in this situation, what would be your responsibility?" Use Who's Switched Off? to transfer the personal-responsibility learning to a wider range of behaviours. Ask pupils to choose one person or behaviour and identify: • what the person is doing • what is within their control • who could be affected by their behaviour • what they could do differently Then, turn this into something tangible by asking each pupil to create two or three personal railway-safety commitments beginning "I will..." For example: "I will pay attention to signs and instructions." "I will stay behind the platform edge." "I will not distract someone when they need to concentrate."
Plenary	5-8 mins	Ask pupils to choose one of their "I will..." commitments and explain: "This is my responsibility because..." For example: "I will pay attention to safety signs. This is my responsibility because I can control whether I follow the information." Then extend it: "Who else could this help to keep safe?"

Supporting activities

Personal responsibility card: Pupils create a small "My railway responsibilities" card containing two or three "I will..." commitments based on the lesson.

English / speaking and listening: Use: "I can control _____. This matters because _____." or "My responsibility is _____ because _____."

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Lesson 8

How Our Behaviour Affects Others

Lesson focus

Personal responsibility – understanding how our behaviour can influence friends and affect railway staff and other passengers. To also recognise how we can positively influence safer behaviour.

Learning objectives

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

- Explain how one person's behaviour around the railway can affect other people
- Recognise how friends and peers can influence each other's choices and behaviour
- Suggest ways to model or positively encourage safer behaviour around the railway

Resources required

- [We're Working Switched On](#)
- [When Rodrigo Switched Off](#) (for ages 9–11)
- **Arlo's Adventure**

Suggested lesson sequence

Starter	5-7 mins	Revisit the idea of personal responsibility from Lesson 7. Ask pupils to recall one behaviour that is within their own control. Then ask: "Can the choices you make affect someone else?" Discuss everyday examples with pupils. Explain that today's lesson moves from: "What am I responsible for?" to: "How can what I do affect or influence other people?"
Main activity	30 mins	Work through We're Working Switched On. Pupils will learn about the roles of railway staff and how they work to keep the network safe and how unsafe behaviour wouldn't just affect ourselves but railway staff and members of the public as well. Move on by asking pupils whether friends can influence the choices we make. Discuss how influence can work in both directions: a friend might encourage an unsafe choice, but they can also help someone make a safer one. Ask: "What could you say or do if a friend was about to make an unsafe choice?" Possible pupil responses might include: • "Let's move back." • "We shouldn't go there." • "Look at the sign." • "Let's ask an adult." The point isn't to teach a script but to establish that positive influence is also a form of personal responsibility. For 9–11 Use When Rodrigo Switched Off to explore how Rodrigo's behaviour and choices affected other people. Ask pupils to identify points where another person could have influenced the situation and suggest what they could have said or done to encourage a safer choice. For 7–9 Revisit Arlo's Adventure. This time, rather than focusing on the railway environment or safety information, ask pupils to consider how one character's behaviour affected someone else and where safer behaviour could have been encouraged.

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Plenary

5-8 mins

Give pupils a simple situation: "Your friend is distracted and isn't paying attention to the railway safety information around them. What could you do?"

Ask them to complete: "I could ___ because ___."

Then ask:

"How could your choice help your friend?"

"Could it also help anyone else?"

Supporting activities

Ripple-effect activity: Put one behaviour or choice in the centre of a page. Pupils draw or write around it the different people who could be affected, for example friends, family, railway staff or other passengers, and explain one possible effect on each.

Positive influence role-play: In pairs, one pupil describes or acts out a situation where someone is about to make an unsafe choice. The other practises a simple, appropriate way of encouraging a safer choice. Swap roles.

Challenge: Ask pupils to identify how one safe choice could have a positive ripple effect on more than one person.



Lesson 9

Understanding Consequences

Lesson focus

Consequences – explaining the possible physical and emotional consequences of unsafe railway behaviour and recognising that the impact can extend beyond the individual to other people.

Learning objectives

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

- Identify possible physical and emotional consequences of unsafe railway behaviour
- Explain how the consequences of an unsafe choice can affect the individual and other people
- Recognise how making a safer choice can change the possible outcome of a situation

Resources required

- [Stay Off the Tracks](#) (for ages 9-11)
- **Switched On scenarios (for ages 7-9)**
- **Who's Switched Off?**

Suggested lesson sequence

Starter

5-7 mins

Revisit the idea from Lesson 8 that one person's behaviour can affect other people. Ask pupils to recall some of the people who might be affected by an unsafe railway choice.

Introduce the word **consequence** as something that happens as a result of an action or decision.

Ask for a simple everyday example before moving into the railway context:

"If I forget my coat and it rains, what might the consequence be?"

Explain that some consequences are relatively small, while unsafe choices around the railway can have much more serious consequences.

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Main activity	30 mins Introduce Stay Off the Tracks and explain that the film explores what can happen when people behave unsafely around the railway. View the film and allow pupils a short period to reflect before discussing it. Or revisit one or more of the Switched On scenarios. Then use structured questions such as: • What unsafe behaviour or decision did you notice? • What happened or could happen as a result? • What were physical consequences? • How would you feel if this happened to you? • Who else could be affected? • How might those people feel? • Where could a different choice have changed the outcome? Explain that pupils have used Who's Switched Off? before to identify risky or distracted behaviour. This time, they are going to look beyond the behaviour and consider what could happen next. Choose appropriate examples and use: Unsafe behaviour → possible consequence → who could be affected → safer choice → changed outcome For example, without introducing unnecessary injury detail: Distracted near the platform edge → could fall on to the track → individual suffers life-changing consequences/people nearby and railway staff are traumatised → move to a safer position and pay attention → risk is reduced. Start by completing one as a class before moving pupils into pairs/groups.
Plenary	5-8 mins Ask pupils to think back over the lesson and choose one key message they think someone else should remember about unsafe behaviour around the railway and its potential consequences. Use the prompt: "One thing I would want someone to understand is..." Invite a few pupils to share their responses, encouraging them to explain why the message matters. Then ask pupils to complete an exit phrase: "A safer choice can change what happens next because..." Take a small number of responses and reinforce that safer choices can reduce risk to ourselves and other people.

Supporting activities

Consequence chains: Choose a behaviour from **Who's Switched Off?** and create a chain showing the unsafe behaviour, a possible consequence, who could be affected and where a safer choice could change the outcome.

Impact circles: Place the individual at the centre and add people who could also be affected by their unsafe railway behaviour, such as friends, family, railway staff or other passengers. Add a word or short phrase describing a possible impact on each.

Challenge: Ask pupils to distinguish between an immediate consequence and something that could have a longer-term impact.

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Lesson 10

Understanding Railway Electrical Hazards

Lesson focus

Understanding railway environments – recognising electrified ‘live’ rails as a serious railway hazard and comparing this with previous learning about overhead line equipment (OLE).

Learning objectives

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

- Recognise that electricity may be present in different parts of the railway, including overhead line equipment and electrified ‘live’ rails, and understand that this infrastructure helps the railway operate
- Explain why railway electrical infrastructure must never be approached or interfered with
- Use signs and safety information to identify an electrical hazard and explain the safe response

Resources required

- Train Tracks
- Do You Know the Signs?

Suggested lesson sequence

Starter	5-7 mins	Ask pupils what they remember about overhead line equipment from Lesson 3. Revisit the key message that some hazards around the railway may not always be visible. Ask pupils: “If you can’t always see electricity, how might you know an electrical danger is present?” Listen to initial responses but don’t try to resolve everything before the main resource.
Main activity	30 mins	Work through Train Tracks, encouraging pupils to use the clues and information provided to make their choices. Make an explicit link back to Lesson 3, when pupils learned about overhead line equipment (OLE). Ask pupils to identify one key difference between OLE and the electrified rail explored in this lesson. The most obvious answer is where they are located. Then focus on the important similarity – both are part of the railway’s electrical infrastructure and can be extremely dangerous, so people must stay away and follow the safety signs and information. Explain that pupils have used Do You Know the Signs? previously, but it is important to revisit this learning to ensure they can accurately interpret the safety information. For selected relevant signs, ask pupils independently or in pairs: 1. What does the sign mean? 2. What hazard is it warning you about? 3. What should you do because of it? 4. Why is that important? Then compare responses before confirming the answer.
Plenary	5-8 mins	Ask pupils to complete: “The overhead line equipment and electrified rail are different because _____. They are similar because _____.” Then: “The most important safety message for both is _____.” For example, an appropriate response might be: “...the overhead line equipment is above the railway and the electrified rail is at track level. They are similar because both can be extremely dangerous. The most important safety message is to stay away and follow the safety signs around me.”

Switched On for every journey: Full-Term Scheme of Learning



7-11 years

Supporting activities

OLE / electrified rail comparison: Create a simple comparison table showing what pupils know about OLE and electrified rail, including where each may be found, how someone might be warned about the danger and the safe response to both.

Sign → hazard → action: Choose a relevant sign from Do You Know the Signs? and complete: Sign → What hazard does it tell me about? → What should I do?

Explain it to someone else: In pairs, pupils explain one railway electrical hazard to someone who has not completed the programme. They must include what the hazard is, why someone might underestimate it and the safe response.



Lesson 11

Reporting Concerns and Asking for Help

Lesson focus

Help-seeking and reporting – recognising when help is needed, identifying an appropriate person to approach and clearly communicating a safety concern when around the railway.

Learning objectives

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

- Recognise situations around the railway where they should seek help or report a concern
- Identify an appropriate railway staff member or trusted adult to approach
- Explain the important information they should give when reporting a safety concern

Resources required

- **We're Working Switched On**
- **Switched On Scenarios**

Suggested lesson sequence

Starter	5-7 mins	Revisit the idea that recognising a hazard and what safe behaviour to demonstrate is important, but there may also be situations where pupils need to tell someone or ask for help. Ask: "If you noticed something around the railway that worried you, who could you tell?" Gather initial responses and distinguish between: • a trusted adult • an appropriate member of railway staff. Explain that today's lesson is about knowing when to get help, who to approach and what to say.
Main activity	30 mins	Revisit We're Working Switched On and identify the railway staff shown. Ask pupils to consider what each person does and in what kind of situation they might be able to help. For each relevant role, ask: "Who is this?" "What do they do?" "When might you ask them for help?" Avoid expecting pupils to memorise lots of job titles. The important learning is recognising that railway staff are there to help and knowing how to identify an appropriate person to approach. Revisit selected Switched On Scenarios. Explain that this time pupils are not primarily being asked to decide what the character should do themselves; instead, they should decide whether the situation is something they can respond to safely or whether they need to seek help or report it.

Switched On for every journey: Full-Term Scheme of Learning



7-11 years

Main activity	30 mins For each scenario, use: 1. What happened? 2. Would you need help or need to tell someone? 3. Who could you approach? 4. What information would you need to give them? Using one of the selected scenarios, ask pairs to practise making a short verbal report. One pupil takes the role of the person reporting the concern and the other the trusted adult or railway staff member. Give them a simple framework: • I am at... • I have seen/noticed... • I am worried because... • I need help with... For younger pupils, provide the sentence starters. Afterwards ask: "Did the person receiving the report have enough information to understand what was happening and help?"
Plenary	5-8 mins Give pupils one final scenario/stimulus and ask them to respond to the three core questions: • When should I get help? • Who could I tell? • What would I say? For example: "You notice someone running across the platform. They trip and land very close to the edge. What would you do?" Ask pupils to give a short response that identifies who they would approach and the key information they would provide. Reinforce that pupils should never put themselves in danger to investigate or deal with a railway safety concern themselves. The safe response is to move somewhere safe and tell a trusted adult or appropriate railway staff member.

Supporting activities

Help-seeking role-play: In pairs, practise reporting one of the selected **Switched On Scenarios** to a railway staff member or trusted adult using the reporting framework. Gradually remove the sentence starters as pupils become more confident.

Who can help?: Match situations from the lesson with an appropriate source of help and ask pupils to justify their choice.

This could be done verbally or on mini whiteboards rather than requiring another resource to be produced.

English / communication: Write a short report of a railway safety concern including what happened, where it happened and why help is needed.



Lesson 12

Bringing It All Together – Are You Switched On and Safe?

Lesson focus

Consolidation and application – retrieving and applying learning from across the programme, demonstrating increasingly independent safety decision-making and reflecting on how understanding has developed since Lesson 1.

Learning objectives

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

- Retrieve and apply key learning from across the six strands
- Independently assess a railway situation and explain an appropriate response
- Reflect on how their knowledge of railway safety and decision-making skills have developed since the beginning of the programme

Switched On for every journey: Full-Term Scheme of Learning



7-11 years

Resources required

- [Who's Switched On and Safe for their Next Journey?](#)
- [Are You Switched On and Safe?](#)

Suggested lesson sequence

Starter	5-7 mins Display the six strands explored across the programme: • Understanding the railway • Recognising hazards • Safe decision-making • Personal responsibility • Consequences • Help-seeking and reporting Ask pupils, individually or in pairs, to recall one important thing they have learned about each. Then explain that today pupils will have the opportunity to show what they now know, apply their learning to railway situations and compare their understanding with where they started in Lesson 1.
Main activity	30 mins Work through the Who's Switched On and Safe for their Next Journey? interactive quiz. Allow pupils to answer independently where possible before discussing responses as a class. Rather than simply confirming correct answers, ask selected pupils: • "How did you know?" • "What helped you decide?" • "Which part of our learning does this connect to?" Revisit Are You Switched On and Safe? giving pupils an opportunity to respond independently where appropriate. Remind them that they completed the same activity at the beginning of the programme and ask them to reflect on how their responses, reasoning and confidence may have changed. Ask: • "Is there anything here you know now that you didn't know at the beginning?" • "Is there anything you would have answered differently in Lesson 1?" • "What have you learned that helped you answer?" • "Is there anything you feel more confident about now?" Use responses to identify and address any remaining misconceptions. As a final activity, provide pupils with a final unseen scenario. Avoid discussing the scenario as a class and reduce the level of prompting given, so pupils can demonstrate how independently they can apply their learning. You are travelling home by train with two friends. When you reach the station, one friend is distracted by their phone and walks close to the platform edge. Your other friend notices that they have dropped something onto the track and wants to climb down to retrieve it. An announcement says your train is arriving shortly. Ask pupils: • What hazards can you identify? • What should each person do differently? • What signs, information or safety features might help? • What would you do in this situation and why? • When would you need to seek help, and who could you approach? • How could the choices made affect other people?
Plenary	5-8 mins Ask pupils to complete two statements: "At the beginning of the programme, I thought/knew..." "Now I know/understand..." Then: "One thing I will remember for my next railway journey is..."

Switched On for every journey: Full-Term Scheme of Learning



7-11 years

Supporting activities

My learning journey: Pupils choose one piece of learning from each of the six strands and create a simple "My Switched On Learning" record showing what they now know or can do.

Baseline reflection: Pupils choose one question or area from Are You Switched On and Safe? that they think they would answer differently or with greater confidence now, and explain what they have learned that has developed their understanding.

Independent scenario challenge: Provide a familiar railway situation with minimal questioning. Pupils independently identify the important information, explain the safe response and justify their reasoning.

Advice for another pupil: Ask pupils to give three pieces of railway-safety advice to someone who has not completed the programme, explaining why each is important. This could be oral or displayed as a poster/ leaflet.

