

Switched On for every journey: curriculum map

Half-Term (8 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.

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 – develop a broader understanding of how the railway works and recognise a range of railway environments.	Are You Switched On and Safe? Switched On for every journey assembly slides	Begin with Are You Switched On and Safe? slides and worksheet as a baseline activity to establish pupils’ existing knowledge and identify common misconceptions about railway safety. Use the the Switched On for every journey assembly to introduce key railway environments, safety messages and the importance of staying Switched On around the railway.	Use Arlo’s Adventure to reinforce the railway environments introduced through the assembly, including stations, platforms, tracks and level crossings. Pupils will identify features they recognise and make connections between Arlo’s journey and the environments they have just encountered. 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	Understanding the railway – understand how different types of level crossings work, why they include different safety features, and how these measures help reduce risk.	Types of Level Crossings	Revisit the railway environments introduced in Lesson 1 before exploring the main types of level crossings. Use Types of Level Crossings to explore how barriers, gates, warning lights, alarms and signs work together to keep people safe. Pupils will 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 Arlo’s Adventure , this time focusing specifically on level crossings. Pupils will identify the type of crossing and safety features they can see, explain what each feature is designed to do and apply the knowledge developed through Types of Level Crossings to explain how Arlo should behave safely. Alternatively, pupils will consider short level-crossing scenarios to help them apply their knowledge.
3	Recognising hazards – recognise a range of obvious and less visible railway hazards, including electrical hazards, distraction and unsafe behaviour, and explain why warning signs and safety instructions must be followed.	Switched On Scenarios: Overhead Line Equipment	Use the Overhead Line Equipment scenario to introduce pupils to a less visible railway hazard. Explore how overhead line equipment powers trains, why electric currents cannot be seen and why it is essential to stay well away from railway infrastructure. At key moments, pupils will identify risks and reinforce the importance of following railway signs and safety instructions.	Use Who’s Switched Off? to broaden hazard recognition beyond electrical infrastructure. Pupils identify identify obvious and less obvious risks, including distraction and unsafe behaviour, explaining why each could increase risk and suggest a safer alternative.

Switched On for every journey: curriculum map

Half-Term (8 weeks)



7-11 years

Lesson	Strand and Lesson Focus	Main resource	How the resource will be used	Supporting resource / activity
4	Safe decision-making – apply railway-safety knowledge to assess information, make and justify safe decisions and consider possible outcomes.	Switched On Scenarios	Watch the At the Level Crossing and Around the Tracks scenarios. At key moments, pupils identify the important information and available choices, select the safest response and justify it using what they know about railway hazards and safety measures.	Use Do You Know the Signs? to help pupils identify which signs provide information relevant to the scenarios. Pupils will interpret the signs and explain how using this information can help them make a safer decision.
5	Personal responsibility – recognise how personal choices and behaviour help keep ourselves and others safe and can influence friends, passengers and railway staff.	We're Working Switched On	Use We're Working Switched On to explore how railway staff work to keep the network safe and how public behaviour can affect their work and other passengers. Pupils move on to considering behaviours which are within their own control, how this behaviour can affect other people and how they can model safe behaviour and positively influence friends.	Revisit Who's Switched Off? This time moving beyond simply identifying unsafe behaviour. Instead, pupils will consider the behaviours which are within the individual's control, how these choices affect themselves and others and what they could personally do differently to reduce risk.
6	Consequences – explain the possible physical and emotional consequences of unsafe railway behaviour and recognise how the impact can extend beyond the individual.	Stay Off The Tracks (for ages 9-11) Switched On scenarios (for ages 7-9)	Watch Stay Off the Tracks or choose one or more Switched On scenarios to explore the possible physical and emotional consequences of unsafe behaviour around the railway. Pupils will analyse the decisions made, identify hazards that were underestimated and consider how different choices could have led to safer outcomes. Discuss the impact on the individual, family, friends and wider community in an age-appropriate way.	When Rodrigo Switched Off (ages 9-11 only) – consider how one person's actions can affect other people and identify appropriate ways to discourage or challenge unsafe behaviour. For ages 7-9, revisit pages 14 to 25 of Arlo's Adventure , 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.
7	Seeking help and reporting concerns – Know when and how to seek help and identify appropriate adults or railway staff.	We're Working Switched On	Revisit We're Working Switched On , this time focusing specifically on help-seeking. Pupils will identify which members of railway staff could help in different situations, explain why that person would be appropriate and consider what information they would need to give when reporting a concern.	Choose one or more of the Switched On scenarios involving situations where help may be needed. Ask pupils to decide whether help is required, identify an appropriate adult or railway staff member to approach and practise explaining clearly what they have seen or what has happened.

Switched On for every journey: curriculum map

Half-Term (8 weeks)

7-11 years

Lesson	Strand and Lesson Focus	Main resource	How the resource will be used	Supporting resource / activity
8	Consolidation and application – retrieve and apply learning from across the programme, demonstrate increasingly independent railway-safety decision-making and reflect on progress.	Who's Switched On and Safe for their Next Journey?	Use the Who's Switched On and Safe for their Next Journey? resource to encourage pupils to reflect on the key learning from across the programme, including: • recognising railway environments • understanding safety measures • identifying hazards • making safe decisions • taking personal responsibility • recognising consequences • knowing when to seek help	Repeat Are You Switched On and Safe? from Lesson 1 as a final assessment. Pupils will complete it 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. Finish with a new rail safety scenario that pupils have not explored during the programme, now used as an independent application task. Pupils will identify hazards, interpret relevant safety information, make and justify safe decisions, explain their personal responsibility and identify when they would seek help.

