

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



7-11 years

8 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 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 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 eight 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 one focused lesson. 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 – develop a broader understanding of how the railway works and recognise a range of railway environments.

Learning objectives

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

- Identify a range of railway environments and features, including stations, platforms, tracks and level crossings
- Describe some of the ways people use and interact with the railway safely
- Begin to explain why different railway environments have particular safety rules and features

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 8.
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> • <i>What different railway environments or features do you encounter?</i> • <i>What information, signs or instructions do you look out for?</i> • <i>Where would you need to be particularly alert?</i> • <i>Who might you see working on the railway and how might they help you?</i> • <i>What choices could you make to help keep yourself and others safe?</i> This discussion can be completed as a class or in pairs.
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?

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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.
- **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

Understanding Level Crossings

Lesson focus

Understanding the railway – understand how different types of level crossings work, why they include different safety features and how these measures help reduce risk.

Learning objectives

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

- Identify different types of level crossing and some of their key features
- Explain how barriers, gates, warning lights, alarms and signs help people use level crossings safely
- Explain why it is important to follow the instructions provided at different types of level crossing

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.

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Main activity	30 mins 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". 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

Compare the crossings: Choose two types of level crossing from the main resource. Pupils identify similarities and differences between their safety features and explain how each helps people use the crossing safely.

English / speaking and listening: In pairs, pupils explain how to use one of the level crossings explored during the lesson safely. Their explanation should refer to the safety features and instructions someone would need to pay attention to.

Challenge: Ask pupils why different types of level crossing might need different safety features, while still sharing the same overall purpose of helping people cross the railway safely.



Lesson 3

Recognising Railway Hazards

Lesson focus

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.

Learning objectives

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

- Identify a range of obvious and less visible hazards around the railway
- Recognise overhead line equipment (OLE) as an electrical hazard and explain why it must never be approached or interfered with
- Explain how distraction and unsafe behaviour can increase risk and suggest safer alternatives.

Resources required

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

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Suggested lesson sequence

Starter	5-7 mins	Revisit some of the safety features explored at level crossings in Lesson 2 and ask pupils what those features are designed to protect people from. Ask: "Do you think every railway hazard is visible?" Take a few responses without going into detailed electrical explanations yet. Then introduce today's focus: Explain that today's lesson introduces a hazard that may be less obvious but can be extremely serious.
Main activity	30-35 mins	Work through the Overhead Line Equipment scenario, pausing at appropriate points to explore what pupils notice and what information is important. Use questions such as: • What can you see in this railway environment? • Where might the danger be? • Why might someone underestimate this danger? • What tells us there is an electrical hazard? • What should someone do to stay safe? • Why is it important to follow the signs and instructions? Reinforce the key learning from the resource: Overhead line equipment is part of the electrical infrastructure used to power trains. Electrical danger may not always be visible, so pupils should stay well away from railway infrastructure and always follow the safety signs and instructions. Next, broaden the definition of a hazard: Move to Who's Switched Off? Ask pupils to identify an unsafe or distracted behaviour, explain what risk it creates and suggest what the person could do differently. For each relevant example, ask: 1. What do you notice? 2. What is the hazard or unsafe behaviour? 3. How could it increase risk? 4. What would be a safer alternative? Ask pupils to compare the hazards explored through the two activities. Discuss how some risks come from the railway environment itself, while other risks can be increased by the choices and behaviour of people around it. Then ask: "What helps us recognise a danger if it isn't immediately obvious?" Possible responses emerging from the lesson might include: • signs and warnings • paying attention to the environment • remembering previous safety learning • noticing what people are doing • following instructions
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."

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Supporting activities

Visible and less visible hazards: Pupils sort or discuss examples from the lesson according to whether the danger is immediately obvious or may be less easy to recognise. Ask them to justify their decisions and identify what information could help someone recognise the risk.

English / speaking and listening: Explain one railway hazard to another pupil without simply naming it. Include what makes it dangerous, why someone might underestimate the risk and what they should do to stay safe.

Challenge: Ask pupils to explain how a person's behaviour, such as being distracted, could make an existing railway hazard more dangerous.



Lesson 4

Safe Decision-Making

Lesson focus

Safe decision-making – apply railway-safety knowledge to assess information, make and justify safe decisions and consider how different choices could lead to different outcomes.

Learning objectives

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

- Identify the important information in a railway-safety situation
- Compare possible choices and select and justify the safest response
- Explain how different choices could lead to different outcomes

Resources required

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

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 one hazard and explain how they could recognise it. Explain that recognising a hazard is important, but staying safe also means knowing what to do next. Introduce five questions pupils can use when making a safety decision: 1. What do I notice? 2. What information is important? 3. What choices are available? 4. What is the safest choice? 5. Why? Then tell pupils that today we're going to use these questions to work through different railway situations and explain not just what we would do, but why.
Main activity	30-35 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?

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Main activity	30-35 mins	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

Different choice, different outcome: Choose one decision point from a scenario. Compare two possible choices and predict how each could lead to a different outcome.

English / speaking and listening: In pairs, pupils take turns explaining a safe decision from one of the scenarios. The listener asks "Why?" and the speaker must justify their choice using information from the situation.

Challenge: Ask pupils whether two choices could both appear safe at first. What information would they need to decide which is safest?

Lesson 5 Personal Responsibility

Lesson focus

Personal responsibility – recognise how personal choices and behaviour help keep ourselves and others safe and can influence friends, passengers and railway staff.

Learning objectives

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

- Identify behaviours that are within an individual's control
- Explain how personal choices and behaviour can increase or reduce risk for themselves and other people
- Suggest ways to model safe behaviour and positively influence friends to make safer choices

Resources required

- [We're Working Switched On](#)
- **Who's Switched Off?**

Suggested lesson sequence

Starter	5-7 mins	Revisit the decision-making process used in Lesson 4. Ask pupils to recall one safe decision for one of the scenarios and explain what information helped them make it. Introduce the idea of personal responsibility: "We can't control everything that happens around us, but there are things we can control. What might be within our control when we are using or near the railway?" Gather responses and organise them into: 'Within my control' vs 'not within my control'. Examples might include their own behaviour such as paying attention and following instructions versus what another person chooses to do or when a train arrives.
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Main activity	30-35 mins Work through relevant sections of We're Working Switched On. Identify some of the ways railway staff help the railway operate safely and ask pupils to consider how the behaviour of passengers and members of the public can make their work easier or more difficult. Use questions such as: • What is the railway worker responsible for here? • What is the passenger/member of the public responsible for? • What is within our control? • How could someone's behaviour increase risk? • How could behaving safely help railway staff or other passengers? Remind pupils that they used Who's Switched Off? in Lesson 3 to identify hazards and unsafe behaviour. Explain that this time they already know how to spot the problem; their task is to think about responsibility and the effect of the person's choices on other people. For selected examples, ask: 1. What is within this person's control? 2. What choice are they making? 3. How could their behaviour affect them? 4. Who else could be affected? 5. What could they choose to do differently? Extend learning from 'my responsibility' to 'my influence' on others: Ask pupils how friends can influence one another's behaviour. Establish that influence can encourage either safe or unsafe choices. Take an example from Who's Switched Off? and ask: "Imagine this person was your friend. What could you say or do that might encourage them to make a safer choice?" Possible responses might include: "Let's move back." "Put your phone away for a minute." "Look at the sign." "Let's wait." "We should ask an adult." The aim isn't to teach particular phrases. It is to help pupils understand that modelling and encouraging safe behaviour can positively influence others.
Plenary	5-8 mins Ask pupils to complete: "One thing I am responsible for when I am around the railway is..." followed by: "This helps keep me and other people safe because..." Then extend with: "One way I could positively influence a friend is..." Reinforce that personal responsibility means recognising what is within our control, making safer choices ourselves and understanding that our behaviour can influence and affect other people.

Supporting activities

Positive influence role-play: In pairs, use a situation from **Who's Switched Off?**. One pupil explains or acts out the unsafe choice and the other suggests an appropriate way to encourage a safer choice. Swap roles.

English / speaking and listening: Complete and explain: "I am responsible for ___ because ___." More confident pupils could extend this to: "My behaviour could affect ___ because ___."

Challenge: Ask pupils to explain why behaving safely still matters even when nobody else appears to be watching or affected by their choice.

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Lesson 6

Consequences

Lesson focus

Consequences – explain the possible physical and emotional consequences of unsafe railway behaviour and recognise how the impact can extend beyond the individual.

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)
- [When Rodrigo Switched Off](#) (for ages 9-11)
- **Arlo's Adventure** (for ages 7-9)

Suggested lesson sequence

Starter	5-7 mins	Revisit the idea from Lesson 5 that our choices and behaviour can affect other people as well as ourselves. Ask pupils to give an example of how one person's behaviour around the railway could affect somebody else. Introduce or revisit the word consequence: something that happens as a result of an action or choice. Use a simple everyday example first, such as: "If I leave my homework at home, what might the consequence be?" Explain that some consequences are relatively small, but unsafe choices around the railway can have much more serious consequences. Explain that pupils will explore both physical consequences – what could happen to someone physically – and emotional consequences – how an experience could make someone or other people feel.
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? • Where could a different choice have changed the outcome? Choose one unsafe behaviour or decision from the films. Place the individual at the centre and ask pupils to identify other people who could also be affected, such as family, friends, railway staff, passengers or other members of the community. For each person or group, ask pupils to explain one possible way they could be affected. Explain this is a ripple effect: Unsafe behaviour → possible consequence → who could be affected → safer choice → changed outcome

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Main activity	30-35 mins	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. For ages 7-9 Revisit an appropriate section of Arlo's Adventure, this time focusing specifically on consequences rather than recognising railway environments or level crossings. Ask pupils to identify what could happen if a character made an unsafe choice, who else could be affected and what safer decision could change the possible outcome. For ages 9-11 Use When Rodrigo Switched Off to apply the consequences learning to another situation. Ask pupils to identify the choices Rodrigo makes, who could be affected by those choices and where a different decision could have changed the possible outcome.
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..."

Supporting activities

Ripple-effect activity: Choose an unsafe behaviour from the film or age-appropriate story. Put the individual at the centre and add other people who could be affected. Pupils add a word or short explanation showing a possible impact on each person.

English / writing: Write a short reflection from the perspective of a person affected by an unsafe railway choice. Explain what happened, how it made them feel and what they would want the person to do differently in future.

PSHE: Explore how one person's actions can affect other people emotionally as well as physically. Discuss why considering the possible impact on others can help us make more responsible choices.

Drama: In small groups, use a situation from the lesson to show two possible versions: one where an unsafe choice is made and one where a safer choice changes what happens next.



Lesson 7

Seeking Help and Reporting Concerns

Lesson focus

Seeking help and reporting concerns – recognise when help is needed, identify an appropriate person to approach and communicate a railway-safety concern clearly.

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 for help
- Explain the important information they should give when reporting a railway-safety concern

Resources required

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

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Suggested lesson sequence

Starter	5-7 mins	Revisit the idea from Lesson 6 that unsafe railway situations can have consequences for the individual and other people. Ask pupils what they could do if they noticed something they thought was unsafe but could not deal with it themselves. Gather initial responses and introduce the four questions that will guide the lesson: 1. Do I need help? 2. Can I handle this by myself? 3. Who should I ask for help? 4. What do I need to tell them? Explain that staying safe does not mean pupils are expected to solve every problem themselves. Sometimes the safest and most responsible action is to step back and tell an appropriate adult or member of railway staff.
Main activity	30-35 mins	Revisit We're Working Switched On. Remind pupils that in Lesson 5 they used the resource to think about personal responsibility and how public behaviour can affect railway staff and other passengers. Explain that this time they are looking at the staff from a different perspective: who could help if they had a concern or needed assistance? For relevant staff roles, ask: • What does this person do? • How do they help people using the railway? • What kind of situation might you ask them for help with? • How would you know they were an appropriate person to approach? Do not expect pupils to memorise lots of railway job titles. The important learning is recognising that railway staff can provide help and knowing that an appropriate member of staff or trusted adult should be approached when needed. 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. 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	Return to the four questions from the starter: 1. Do I need help? 2. Can I handle this by myself? 3. Who should I ask for help? 4. What do I need to tell them? Reinforce that asking for help or reporting something unsafe is part of making a responsible railway-safety decision. Pupils should keep themselves safe rather than trying to investigate or deal with a dangerous situation themselves.

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Supporting activities

Reporting role-play: In pairs, practise reporting one of the selected **Switched On Scenarios** to a railway staff member or trusted adult. Use the reporting framework initially and reduce the prompts as pupils become more confident.

English / communication: Write or orally rehearse a short report of a railway-safety concern, including where they are, what they have noticed and why help is needed.

Challenge: Ask pupils to explain why trying to solve a railway-safety problem themselves might sometimes increase the risk, and why seeking appropriate help can be the more responsible choice.



Lesson 8

Consolidation and Application

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.

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	30-35 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.

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Main activity	30-35 mins	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.
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

- **My Switched On learning:** Pupils identify one important piece of learning from each of the six areas explored during the programme. This could be done verbally, on paper or collaboratively.
- **Advice for another pupil:** Ask pupils to give three pieces of railway-safety advice to someone who has not completed the programme and explain why each is important. This could be a leaflet or poster.

