

Switched On for every journey

With a focus on developing good judgement and decision-making skills, the Switched On for every journey resources not only ask pupils to identify potential dangers on their own journeys but to also spot risky behaviours in others.

From train stations to level crossings, pupils will be able to explain the different signs and sounds that could suggest a potential hazard. There's also a chance to get Switched On to the people that keep the trains running too! Using our interactive map, pupils are in charge of their learning journey. They decide which trips to take, and which stops to make, as we travel together exploring new scenarios to discuss and learn from.

We can all enjoy life's adventures when we spot signs of danger, look out for our friends and always stay Switched On. Vitally, this programme uses scenarios to challenge pupils' decision making. Based on real life experiences, pupils will face 'no going back' decision points. Using their empathy and newly developing knowledge of track safety, they are encouraged to create an outcome for each scenario that minimises risk.

Empathy and proactive thinking is at the heart of this program. In addition to building skills and knowledge of the railway, pupils are supported to imagine the thought processes of other travellers and those who work in the rail industry.

Curriculum links

KS2

- **PSHE**
Health and wellbeing: Mental health, Keeping safe
Relationships: Friendships, Safe relationships
Living in the wider world: Shared responsibilities
- **English**
Reading, Spoken language

P4-P7

- **PSE**
Health and Wellbeing: Mental Health, Staying Safe, Friendships, Safe Relationships.
Living in the Wider World: Shared Responsibilities
- **English**
Reading and Talking

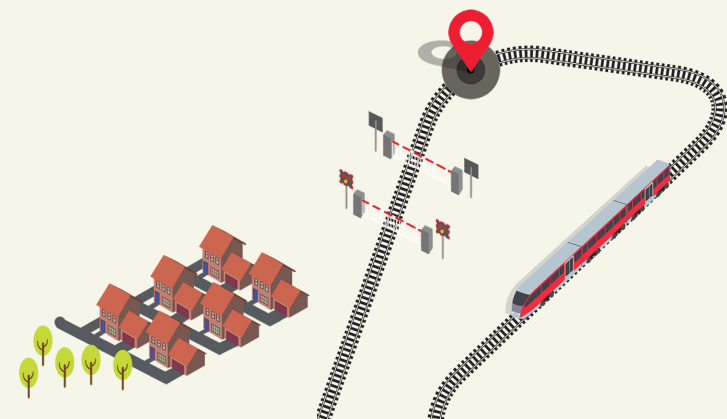
These resources can also be used within SMSC planning and delivery

Why is there a need to incorporate rail safety into your teaching?

There are 20,000 miles of track, 30,000 bridges, tunnels and viaducts plus thousands of signals, level crossings and stations across our rail network.

From special journeys to everyday commutes, the rail network helps get us where we need to be. Even if we're not travelling, we need to be switched on to the risks the rail environment can pose. There are more than 19,000 trespass incidents on the rail network every year.

Learning to hazard spot and address potentially dangerous behaviour starts at a young age. Schools have recognised the importance of teaching about a range of safety behaviours through PSHE and Citizenship lessons in school. The rail industry wants to support this vital work.



7-11 years

How to run the activities at school

This resource has been designed to be flexible and easy-to-use with a range of options for delivery. This teacher guidance document contains tips for delivery and a loose script that can be adapted by educators to best suit the needs of their learners.

Teachers may decide to:

- Deliver the activities linked to each lesson individually within the normal timetable.
- Run all of the activities across a week, as part of a topic focus week, like 'Rail Safety Week'.

Differentiation across KS2

Additional delivery and differentiation recommendations have been made for each activity, as there is likely to be a range of attainment within this age group.

- Activities for ages 7-9 are knowledge focussed. They teach behaviour and awareness skills.
- The resources for ages 9-11 develop these skills further, provoking thought about independent behaviour and challenging risky behavioural norms.

How to run the activities in other settings

We're aware that youth groups and families may also want to use the materials. Specific guidance has been provided where appropriate within the lesson plan.

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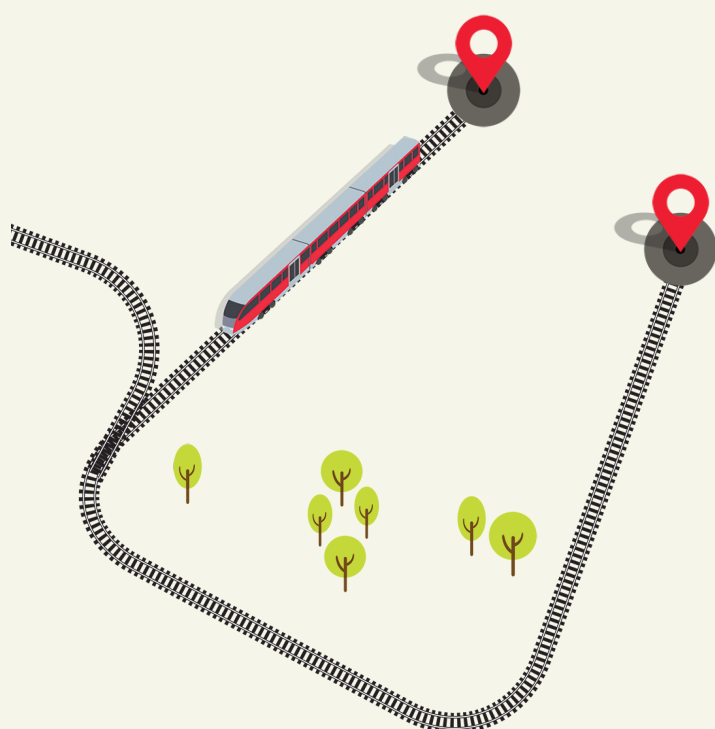
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Types of level crossings

3

Next steps

8



7-11 years

Resource overview

Name of resource	Format	Learning outcomes 9-11
Types of level crossings	PowerPoint presentation	<ul style="list-style-type: none"> I can name and identify the different types of level crossings and the safety signs found at each one. I can describe and demonstrate how to behave safely, either alone or with others at a level crossing. I can explain why it is safe to follow safety signs around the railway and some of the consequences of not doing so.

Getting started

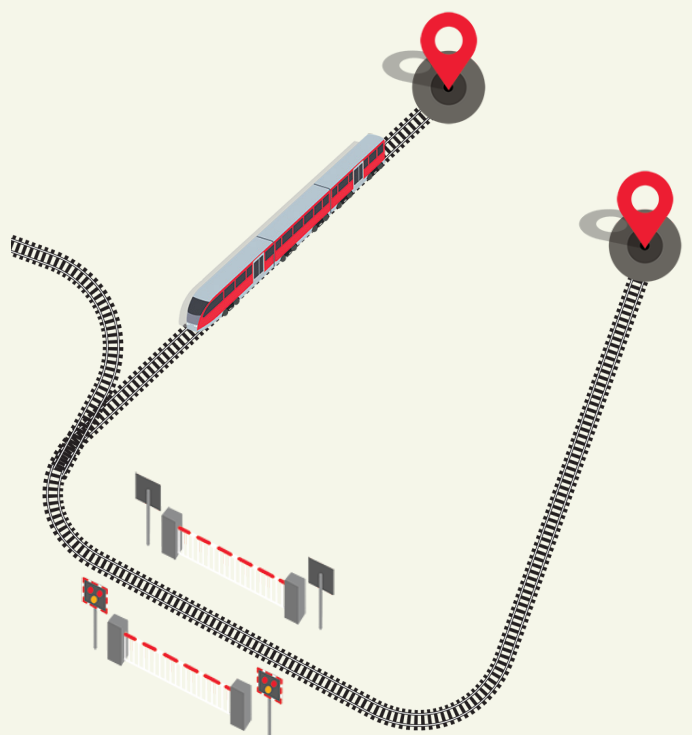
- All 7-11 resources can be accessed via the [Switched On website](https://www.switchedonrailsafety.co.uk). The map acts as the navigation, with each stop being a new opportunity to develop Switched On skills and knowledge
- If possible, start by screensharing the map. Draw pupil's attention to the map and ask what they think this map is all about? Perhaps they will pick up some clues and see that this is all about trains and the tracks. Encourage them to share their initial thoughts.
- You may wish to allow pupils to choose their own journey and decide which resource they'd like to start with, or you can follow the route suggested in this guidance document.
- Select the area you would like to start at and navigate to the correct part of the teacher guidance.




Resource

Types of level crossings

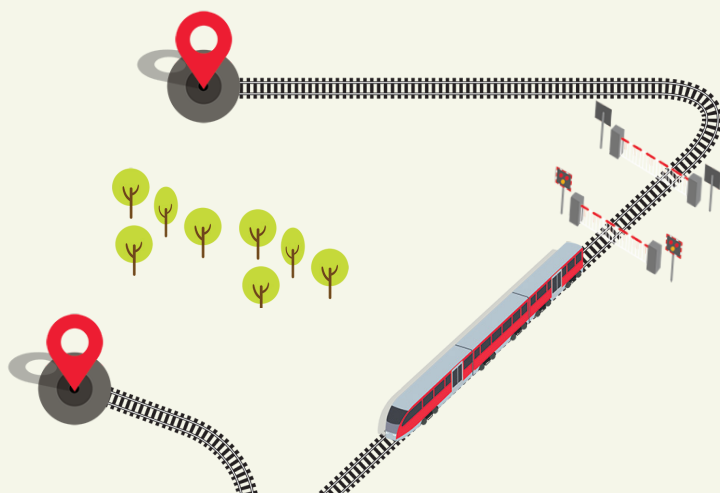
This guide will walk you through the delivery of Types of level crossings PowerPoint presentation, giving key learning prompts and questions for pupils.





Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
1	Title slide	Please use this slide to prepare learners to engage.	
2	Level crossings	<p>Introduce the definition of a level crossing to pupils:</p> <p>A level crossing is where a railway meets a road or a footpath at the same level.</p> <p>Share the interesting fact about level crossings:</p> <p>Did you know there are around 5,500 level crossings on the rail network across England, Wales and Scotland?</p>	
3	Types of level crossings	<p>Explain that there are two types of level crossings in the UK. 'Protected' level crossings (on the left) and 'unprotected' level crossings (on the right).</p> <p>Can pupils see any differences between them?</p>	<p>Allow pupils thinking time by inviting them to discuss with a partner, before asking for responses.</p> <p>Using the images on the slide, ask if any pupils have ever seen a level crossing before or been at one. What do they remember about it?</p>
4	Protected level crossings	<p>Introduce the definition of 'protected' level crossings:</p> <p>Protected level crossings use amber and flashing red lights when a train is expected. There may also be gates or barriers which are automatically lowered. Sometimes there is also a warning alarm or sound. These signals warn people that a train is coming. Always stop and wait until trains have passed and the barriers are up before crossing.</p> 	<p>Point to the key features of the protected level crossing as you read the definition:</p> <ul style="list-style-type: none"> • The flashing lights • The barriers/gates • The alarm
5	Signs at a protected level crossing	<p>Introduce the most common signs at a protected level crossing.</p> <p>Remind pupils that the signs are there to keep them safe.</p> <p>What might each sign be telling us?</p>	<p>Pupils to discuss with a partner or think/jot down independently what they think the signs mean.</p>

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
6-7	Signs at a protected level crossing – answers	<p>Explain the meanings behind each sign.</p> <ul style="list-style-type: none"> Stop when lights show – this tells you to stand at a safe place, for example, behind the barriers when the lights flash. Remember that flashing lights mean a train is coming. Amber is the warning light which eventually changes to red flashing lights. Do not touch the live rail – in some areas, you might find an electric rail commonly called the ‘live rail’ or ‘third rail’. This rail carries 750 volts of electricity which is powerful enough to cause life-changing injuries or even worse. 	As a class, read the names of each before exploring their meanings.
8	Protected level crossings – test your knowledge	<p>Share the question with pupils to test their knowledge: The lights are flashing red. What does this mean? What should people using the crossing do?</p> <p>Answer: The flashing lights mean a train is coming. All pedestrians, cyclists and drivers should stop and wait.</p>	Pupils to discuss the questions with a partner before inviting volunteers to share their thoughts.
9	Protected level crossings – test your knowledge	<p>Share the question with pupils to test their knowledge: The barriers have just started lowering, but this pedestrian thinks there is enough time to cross and make a video. What should they do? Why?</p> <p>Answer: They should not cross. They should stop and wait for the barriers to lower and the train to pass. They should not try and cross until the barriers are fully raised. The barriers could knock them over, or close whilst they are on the track. They should put the phones away, stop recording and pay full attention while around the level crossing to the sights and sounds present.</p> <p>This is because the train is coming – they need to stay alert, stand in a safe place and get rid of all distractions.</p>	Pupils to discuss the questions with a partner before inviting volunteers to share their thoughts.



Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
10	Unprotected level crossings	<p>Introduce the definition of 'unprotected' level crossings:</p> <p>Unprotected level crossings do not have automatic barriers; these typically have manual gates. People usually have to decide themselves whether it is safe to cross.</p>  <p>Also explain that some unprotected level crossings have unoperated gates that pedestrians need to open and remember to close, to stop animals going on to the tracks.</p> 	
11	Signs at an unprotected level crossing	<p>Introduce the most common signs at an unprotected level crossing.</p> <p>Remind pupils that the signs are there to keep them safe.</p> <p>What might each sign be telling us? Do any of the signs look familiar?</p>	Pupils to discuss with a partner or think/jot down independently what they think the signs mean.
12-14	Signs at an unprotected level crossing – answers	<p>Explain the meanings behind each sign.</p> <ul style="list-style-type: none"> • Stop, look, and listen – beware of trains: This sign reminds you to pay close attention to your surroundings. Stop, look, and listen before crossing and get rid of any distractions. Emphasise that at this level crossing, they decide when to cross, there are no barriers or flashing lights to warn them that a train is coming. • No passengers beyond this point – It's important to stay off the track as a train could be coming at any point. Remind pupils that the live, electric rail might also be present, so they could trip on the track and come into contact with it. • Do not touch the electric live rail – the live electric rail carries 750 volts of electricity which can cause life-changing injuries or worse. • Oncoming trains can be hidden by other trains – staying vigilant around these types of level crossings is important. Look both ways before crossing. If a train has passed, look again before deciding if it is safe to cross. 	

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
15	More about unprotected level crossings	<p>Since this type of level crossing doesn't include any signals or automatic barriers, it's even more important to pay extra close attention to the signs to remain Switched On and safe.</p> <p>The train driver may use the horn as a warning signal that the train is coming. It's important to listen out for this.</p> <p>Trains can't swerve and the drivers may not see you. Even if they do, they won't be able to stop in time. A train travelling at full speed can take up to 2km before coming to a complete halt, meaning it's highly unlikely that it would avoid you. Being hit by a train cause severe, life-changing injuries or worse!</p>	
16	Risks at unprotected level crossings	<p>Summarise unprotected level crossings by sharing these risks:</p> <ul style="list-style-type: none"> • There are no automatic lights or barriers, so you are responsible for checking if it's safe to cross. • Trains travel in both directions, so we don't know which way the train will come from. • There may be more than one train coming. • Trains travel at very high speeds, so always check before you cross. • Trains are very heavy – they cannot stop quickly or swerve to avoid you. • Trains are quiet, so we may not hear them coming. <p>What are some ways to stay Switched On and safe around these level crossings?</p>	Ask pupils to discuss with a partner before inviting volunteers to share their ideas.
17	Switched On skills at unprotected level crossings	<p>Recap the different ways of staying Switched On and safe at unprotected level crossings.</p> <ul style="list-style-type: none"> • Keep alert. If a level crossing is coming up, remove any distractions such as headphones. • Stop and look both ways. • Listen carefully. • If clear, cross quickly and safely (do not run.) • There may be a safer place to cross, so check ahead and see if there is a footbridge or tunnel a bit further along. 	Read through each point as a class.
18	Unprotected level crossings – test your knowledge	<p>Share the question with pupils to test their knowledge:</p> <p>Why is it important that people stop, look and listen at an unprotected level crossing?</p> <p>Answers:</p> <ul style="list-style-type: none"> • There are no automatic lights or barriers. • Trains could be coming from either direction. • Trains travel at very high speeds – we may not see them coming and they won't be able to stop for us in time. • We may not hear the train coming. 	Pupils to discuss the questions with a partner before inviting volunteers to share their thoughts.

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
19	Unprotected level crossings – test your knowledge	<p>Share the question with pupils to test their knowledge:</p> <p>This person is crossing the unprotected level crossing and then gets a phone call. What should the person do? Why?</p> <p>Answers:</p> <ul style="list-style-type: none"> • They should not step on to the tracks if using a phone. • They should stop and wait. • Keep well back from the tracks if using a device. • Put their phone away, they can answer the phone call later. • Being distracted by something else means they are not giving their full attention to the level crossing, which could be very dangerous. • They might drop their phone on the track and stopping to collect it could mean extending the time they are on the tracks. 	Pupils to discuss the questions with a partner before inviting volunteers to share their thoughts.
20	Switched On scenario – At the level crossings	<p>We are going to watch one scenario where we can see the switched off and Switched On thinking when it comes to the railway.</p> <p>As you watch the video, have a look and notice which warning signs you can see.</p> <p>Do the characters in the film pay attention to the warning signs?</p> <p>Answers:</p> <ul style="list-style-type: none"> • In the switched off scenario, they ignored the flashing lights, warning alarm sound, and barriers coming down. 	<p>At each stopping point, pause the video to allow pupils to discuss the questions.</p> <p>Recap and identify which signs the characters in the scenario may have been ignoring and what could have happened to them if they had not been Switched On enough to follow the rules.</p>
21	You're Switched On!	Use this slide to end this activity.	

Plenary

- Complete the [‘Who’s Switched Off?’](#) activity with pupils to explore other Switched On and switched off behaviours and thinking around level crossings.

Differentiation

- Some pupils may benefit from working in smaller groups to effectively discuss the types of level crossings.
- Use pictures of the different types of level crossings and signs from the slides to discuss the elements of level crossings for pupils who may

be unable to sit through the entire PowerPoint presentation.

- **If your pupils are looking for more of a challenge** you may wish to explore resources from our ‘Living Switched On’ programme which is designed for students aged 12-16, extending rail safety learning through more complex scenarios, deeper discussion and greater independence.
- **For learners with lower cognitive or literacy skills who would benefit from additional support or a slower pace of learning** you may wish to draw on resources from our ‘Switched On travels with Suzi’ programme, which are designed for pupils aged 3-6. These revisit key rail safety messages in a more supported and accessible way.