

7-11 years

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 asks 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 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

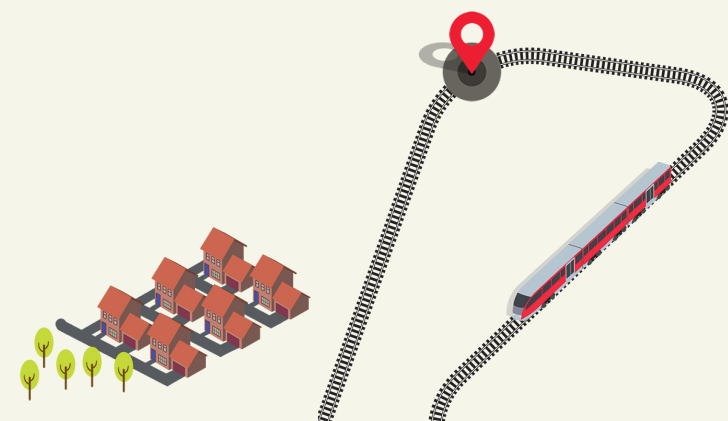
These resources can also be used within SMSC planning and delivery

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, the railway is switched on 24/7 and we need to be switched on to the risks the rail environment can pose. There are more than 13,000 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

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 plans.

Contents

Page

Resource overview

2

Getting Started

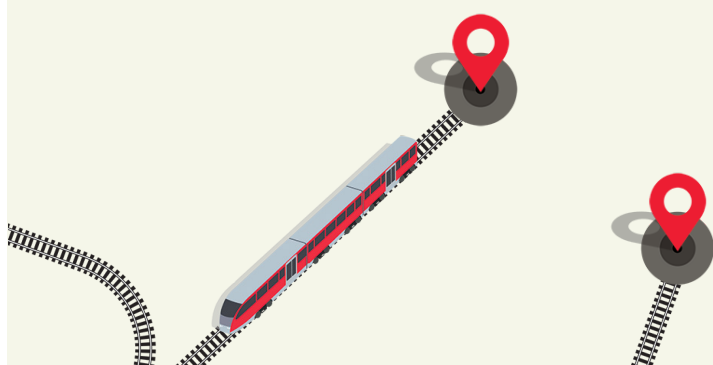
3

Resource Guidance

3

Resource overview

Name of resource	Format	Learning outcomes 7-9
Switched On for Every Journey Assembly'	Presentation	<ul style="list-style-type: none">• I can demonstrate that I understand rail safety signs and explain why they are there• I can describe the warning signs at a level crossing and what to do if they appear• I can explain ways to resist pressure to behave unsafely or take risks at a station• 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 rail tracks and some of the consequences of not doing so



7-11 years

Getting started

- 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 pupils' 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

'Switched On for Every Journey Assembly'

Overview

This teacher guide will walk you through the delivery of the Switched On for Every Journey Assembly for 7-11 year olds, giving prompts and questions for each section.

Learning outcomes

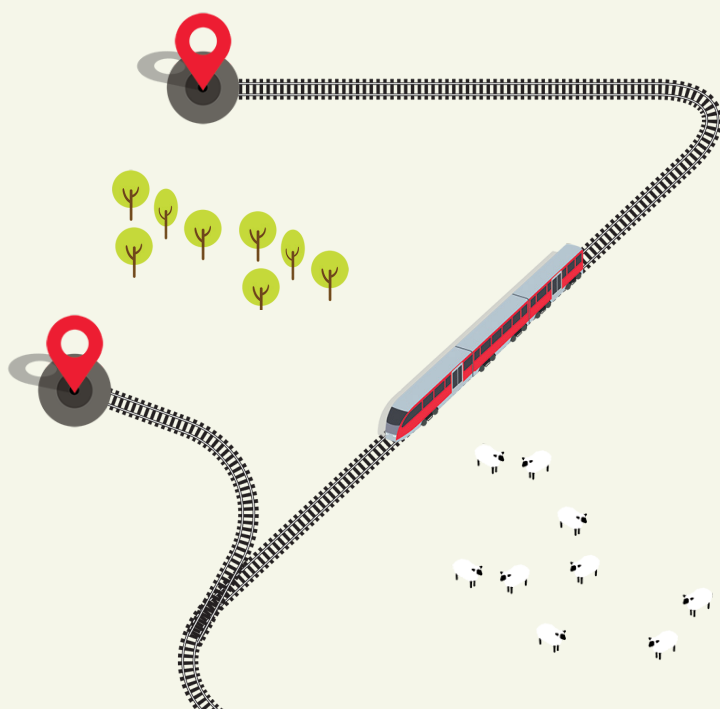
- I can demonstrate that I understand rail safety signs and explain why they are there
- I can describe the warning signs at a level crossing and what to do if they appear
- I can explain ways to resist pressure to behave unsafely or take risks at a station
- I can describe and demonstrate how to behave safely, either alone or with others at a level crossing
- I can explain why it is safe to follow safety signs around rail tracks and some of the consequences of not doing so

Supporting resources and equipment required

- Switched On for Every Journey Assembly slides

Timing

15-20 minutes



This teacher guide will walk you through the delivery of the Switched On assembly for 7-11 year olds (15-20 minutes), giving key prompts and questions for each section.

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
1	Title slide	<i>Please use this slide as you prepare learners to be ready to engage in our assembly.</i>	
2	Train travel questions	<p>Using the image on the screen to prompt your thinking, can you consider the following questions:</p> <ol style="list-style-type: none"> 1. What do you see in this image? 2. Have you ever travelled on a train? 3. How far did you travel? 4. How fast was the train? 5. How might this have been different from travelling on a train in the past? <p>It is because of some of these advances in train travel over time that we now need to be extra vigilant when travelling on the railway. This includes how we interact with the train line, even when we are not passengers ourselves. It's all about being safe, and 'Switched On'.</p>	<p>Ask these questions one at a time, allowing pupils thinking time and potentially discussion with a partner before asking for volunteer contributions.</p> <p>We are looking for pupils to recognise that:</p> <ul style="list-style-type: none"> • Modern trains are powered by electricity, via overhead line equipment • Train travel today is very fast and connects lots of places in the UK and the world • Trains in the past used steam engines. They were powered by coal and travelled much slower than trains today.
3	Facts about trains today	<p>Some key facts about the UK railways from 2023 include:</p> <ul style="list-style-type: none"> • There are over 2,500 (2,578) train stations in the UK • There is nearly 10,000 (9,846) miles of railway track connecting all of these stations • Nearly 40% (38%) of the rail network is electrified (either with overhead lines or the electrified rail). • Over 100,000 people work for Network Rail or other companies within the rail industry. • High speed rail trains can travel up to 125 miles per hour! <p>When trains were invented in the early 1800's they were powered on steam originally, and then on coal. Now we know many run on electricity, although some still run on diesel fuel.</p>	<p>Sources of information come from:</p> <p>Gov.uk</p> <p>BBC bitesize</p>

7-11 years

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4	Recognising the signs	<ul style="list-style-type: none"> Which of these signs do you recognise? What information might it be telling you? <p>Thumbs up or down for each sign – can you confidently state what the sign means?</p>	<p>Pupils to discuss with a partner</p> <p>Ask pupils to interact with a thumbs up or down as to their self-assessment of their understanding of the sign.</p> <p>For reference, the sign meanings are as follows:</p> <ol style="list-style-type: none"> 1. Pedestrians and cars should stop when the lights flash 2. This sign alerts people to the overhead electrical hazard. 3. This sign warns that there is a level crossing ahead which doesn't have a gate or barrier. 4. This sign tells you when there is a railway crossing with barriers or a gate. 5. This reminds you to stop, look, and listen at a level crossing, as there are no lights or barriers to warn you of oncoming trains.
5	Level Crossing (barriered) signs	<p>We might see some of these signs used together. If you identified that either of these signs were related to a Level Crossing, you were correct.</p> <p>Let's find out more about level crossings.</p>	
6	Level Crossing (barriered)	<p>Here is an example of a barriered Level Crossing, where the road and pathway cross over the railway line. We can see how the lights would flash and the barriers close to warn you not to cross. Sometimes a warning sound accompanies this (add in warning sound to play)</p> <p>Does this mean that there is no chance of danger at this type of level crossing? Think about when danger could still occur, even though there are signs, lights and warning sounds.</p> <p>The warning lights, signs, sounds and barriers are there to remind us to stay Switched On and make the right decisions about when it is safe to cross the track.</p>	<p>Pupils to recognise that some people do not always obey the warning lights, sounds and barriers, and cross when it is dangerous to do so. Ask for volunteer answers to hear some contributions and thinking.</p>

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
7	Question about Level Crossings	Question – do all level crossings have automatic barriers and flashing lights to warn you? Vote for yes or vote for no with raised hands.	Pupils to raise hands to vote if they believe the answer to this question to be yes or to be no
8	Signs at level crossing without gates / barriers	We might see different signs at levels crossings without a gate or barrier. These signs mean you need to be even more vigilant about when a train might be coming and making sure you stop, look and listen before crossing.	
9	Level crossing (no automatic barriers)	In this example we can see that the train is crossing the road or path, but there are no warning lights, no noises and no barriers.	
10	Signs near the railway – overhead line equipment sign	What about this sign? You might find this sign near a level crossing or at the station, or on fences near the railway line What is this sign warning us about? This sign warns us about the electric overhead line equipment that power the trains.	Choose volunteers who might recognise the sign and know that: <ul style="list-style-type: none"> Many trains are running on electricity and are powered via overhead line equipment The overhead line equipment can cause electric shocks even if you don't touch the wires directly. The current is so strong it can arc from the wires to the human body.
11	Signs near the trainline – overhead line equipment sign	In this image you can see the overhead line equipment that power the trains with electricity. The sign warns people to stay away from the tracks and the overhead lines.	
12	Signs of overhead line equipment at the level crossing	Sometimes we would find this sign near a level crossing. Why could this warning be important at a level crossing? What could happen here that means people need to be extra aware of the overhead wires.	Pupils to discuss why this might be an important sign at a level crossing: <ul style="list-style-type: none"> People might climb on or over the barriers, taking them closer to the wires Tall vehicles could be at danger of being close to the wires Pedestrians crossing the level crossing may be carrying things that could touch or each up to the wires such as kites or balloons

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
13	The third rail signage	<p>There is another sign that we might see that warns us about something new that we haven't yet come across.</p> <p>What is this sign warning us about? Do we know what a live rail is?</p> <p>Why might there be a warning sign with person on foot alongside the live rail sign?</p>	<p>For reference, answers to the questions are as follows:</p> <ul style="list-style-type: none"> The circled warning sign tells you that the track has an electrified rail which powers the train. There is a warning sign to tell pedestrians to not pass this point, as they would be putting themselves in danger. You must use the level crossing correctly.
14	The third rail	<p>Some electric trains are not powered by overhead line equipment, but instead are powered by an electric current through a third rail.</p> <p>Count the number of rails you can see – there are 3 rails per train, rather than 2 or a pair. This is because the 3rd one is carrying the electrical supply.</p>	<p>Pupils to discuss why it might be dangerous to walk on these tracks – not just because of the danger of being hit by a train, but because of the electricity in the third rail. Potential answers include:</p> <ul style="list-style-type: none"> The electricity that runs through the third rail can cause an electric shock if not worse The electricity in the third rail can jump from the rail to a person meaning you can be impacted without touching it.
15	When there is no third rail	<p>Now we know that the third rail powers train through the electrical supply it carries. We also know that coming into contact with the third rail can have dangerous consequences. But what about when there is no third rail?</p> <p>Should we still be Switched On around the track or can we be more relaxed with our behaviour?</p>	<p>Pupils to discuss why it is important to still remain Switched On and safe around all railway tracks even if there is no third rail.</p> <ul style="list-style-type: none"> Accessing the train track can not only cause you to slip and fall which can be dangerous and cause injury, but it also counts as trespassing which is illegal! A train could be coming and if you are on the track, you risk being hit by a train which can have extremely severe consequences
16	Do people always follow the signs and the rules?	<p>So why is this all important? If people just followed the rules and the signs, would there be a problem?</p> <p>Do people always follow the instructions the signs are giving?</p>	<p>Pupils to come up with examples of when people might not follow the rules or signs from the learning that they encountered in the assembly, or consider their own examples. Hear volunteer examples of when people might not follow the rules, which sign they may be ignoring and what danger they could be in by not following the rules.</p>

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
17	Scenario – lets watch together	<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>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> <p>The group of friends did not pay attention to the overhead line equipment warning signs around them. The overhead line equipment carries 25,000 volts of electricity. This means that there is a very high chance of electrocution, even if you do not touch the wires directly, the current arcs from the wires to the human body.</p> <p>The Switched Off scenario could have led to extreme consequences. It is very important to look at for signs when around the railway.</p>
18	Check for understanding question 1	<p>Lets check our understanding of the signs and scenarios we have come across today.</p> <p>True or false...</p> <p>...the signs at all level crossings are the same.</p>	Pupils to vote for True or False by raising their hands.
19	Check for understanding question 1	<p>This statement is false.</p> <p>There would be different signs at different level crossings, depending on whether they have a barrier or not.</p> <p>Sometimes they have flashing lights or sounds, but not always.</p>	
20	Check for understanding question 2	<p>True or false...</p> <p>...If you can't see a sign warning you about the third rail, it means that the track is not electric.</p>	Pupils to vote for True or False by raising their hands.

Teacher Guidance

7-11 years

Slide number	Slide	Question or information for pupils (Green – question) (Blue – information)	Participation or instruction
21	Check for understanding question 2	<p>This statement is false.</p> <p>You may not be in the vicinity of the sign. Or the train could be powered by overhead wires.</p> <p>Either way, stay away from the track!</p>	
22	Thanks for staying Switched On!	<p><i>Thank you for staying SWITCHED ON for every journey!</i></p> <p>Please use this slide to close the assembly</p>	

