



**dot com digital**

A 2Simple Well-being Product

Year 1 Overview

Dot Com Digital

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# Introduction

Dot Com Digital is a powerful resource which aims to support teachers with giving children the knowledge, skills and confidence to support them against current and emerging threats which fulfils the requirements of the RSE framework. If you haven't already done so, it is highly advisable to explore the [Getting Started Section](#) within Dot Com Digital in order to get the most out of the programme.

One of the key mechanisms in the programme is the Dot Minute approach, whereby if children have something very important that they feel worried about, they can ask for a Dot Minute. More information about this can be found in the [Getting Started Section](#).

Children will be introduced to identifying who can help and support them when it is needed. This is called the Helping Hand Safety Network and will evolve as the children progress through each year. It's important that this is kept up to date and referred to throughout the sessions.

This document aims to support teachers with successful delivery of the Dot Com Digital Programme for Year 1. It provides a curriculum overview which outlines the key aims and success criteria for each lesson. Additionally, it provides information on suggested preparation, materials and supplementary information that may be of use. Details on how the Dot Com Digital Programme is aligned with the RSE framework, which is now statutory in schools, can be found within the [Useful Documents](#) area.

## Timings

It's important to use the Dot Com Digital Programme as a resource that fits around the needs of your children. Although we give an approximate guide of 45 minute per a session, this won't always be the case in practice. It may well be that a session needs to be broken up into parts or that particular themes require more input to meet the needs of your cohort.

## Ideas for Evidencing

- E-Journals – Whenever a child completes any online activities they have been set, they will appear in the children’s activity stream of the E-Journal. Teachers are able to view this at any point from the [Pupil Activity](#) area.  
More information about use of the E-Journals can be found in the [Getting Started Guide](#).
- A Dot Working Wall – Pieces of work and other evidence can be placed here and referred to during sessions. Teachers might choose to do a hybrid approach to activities with some online and some offline. Working walls will serve well to support evidencing when choosing this approach.
- Floor Books – Samples of work, photos of learning and activities could be gathered into a floor book to show and reflect upon the journey of learning. This can be great opportunity for children to revisit and reflect upon the work they have done over the year.
- Evaluations – There should be time given at the end of every session to reflect upon activities and learning. Additionally, at the end of every year group within the programme are evaluations. These evaluations are for the children to complete, they could be supported or unsupported. The evaluations provide an ideal opportunity for children to reflect upon their learning and development.

## Sensitivities

The very nature of Dot Com Digital could initially lead to more disclosures by children as the programme explores various themes and situations. The Uh-Oh signs that are taught throughout the programme, help children recognise the physical and emotional changes that occur when they feel worried, threatened, unsafe or apprehensive about a situation. The Uh-Oh signs are part of the children’s protective behaviours. More information can be found [here](#).

Some of the lessons might need to be adapted to factor in any themes that could conflict with individual children’s experiences. For example, there are sessions in year groups that explore Grooming, Knife Crime and County Lines. We strongly advise that all sessions are explored first before commencing delivery to children.

# Dot Com Curriculum Overview

Lesson		Aims	Success Criteria	Lesson Preparation / Additional Resources Needed
1	<b>About Me and Why I am Special</b>	To get to know the characters featured in Dot Com Digital.	<ul style="list-style-type: none"> <li>Children will be able to identify Rory &amp; Jasmine.</li> <li>Children will be able to talk about the personal attributes of the characters as well as their own.</li> </ul>	<ul style="list-style-type: none"> <li>Optional use of a 'passing object' that indicates when it is a child's turn to talk.</li> <li>30 second timer</li> </ul>
2	<b>My Friends &amp; Family</b>	To think about why we are special and why friends are important.	<ul style="list-style-type: none"> <li>Children will be able to talk about what makes them special.</li> <li>Children will be able to say who their friends are and why they value them.</li> </ul>	
3	<b>About Me and Why I am Special</b>	To know that there is always something that makes us special.	<ul style="list-style-type: none"> <li>Children will be able to think about their own special qualities.</li> <li>Children will be able to think about what they like and value about themselves.</li> </ul>	
4	<b>Feeling Proud of Myself</b>	To think about the things in life that we can do ourselves.	<ul style="list-style-type: none"> <li>Children will be able to say what they can do for themselves.</li> <li>Children will feel proud about what they are learning to do.</li> </ul>	<ul style="list-style-type: none"> <li>Suggestion to create a 'We are proud because we are learning to...' display using the brick templates provided.</li> </ul>
5	<b>My Dreams</b>	To identify my own dreams for the future.	<ul style="list-style-type: none"> <li>Children will be able to write about and talk to their class about their dreams for the future.</li> </ul>	

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6	<b>Feeling Safe and My 'Uh-Oh' Signs</b>	To identify different feelings and understand that feelings can change.	<ul style="list-style-type: none"> <li>Children will be able to talk about times when they experience a range of feelings.</li> <li>Children will be able to share how they manage their feelings.</li> </ul>	
7	<b>Feeling Safe and My 'Uh-Oh' Signs</b>	To be able to talk about feelings and identify warning signs.	<ul style="list-style-type: none"> <li>Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs).</li> <li>Children will understand the possible effects and consequences of their chosen behaviour.</li> </ul>	
8	<b>Feeling Safe and My 'Uh-Oh' Signs</b>	To be able to talk about our own feelings and what it means to feel safe.	<ul style="list-style-type: none"> <li>Children will be able to recognise different feelings.</li> <li>The children will consider what it means to feel safe and where they might feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>Post-it notes</li> </ul>
9	<b>My Helping Hand Network</b>	To understand who can help keep us safe.	<ul style="list-style-type: none"> <li>The children will be able to recall what it means to feel safe.</li> <li>The children will be able to identify people on their 'helping hand network' who they could talk with/turn to for help when feeling unsafe.</li> </ul>	
10	<b>Feeling Safe and My 'Uh-Oh' Signs</b>	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	<ul style="list-style-type: none"> <li>Children will know what is meant by their Uh-Oh signs.</li> <li>Children will be able to list some of the changes that happen to the body when they feel unsafe.</li> </ul>	

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11	<b>Our Differences &amp; Similarities</b>	To compare how we are similar and different to each other.	<ul style="list-style-type: none"> <li>• Children will know what their main interests are.</li> <li>• Children will be able to listen to their peers' interest.</li> <li>• Children will be able to compare their similarities and differences with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• This lesson may suit a larger space, such as the school hall or playground.</li> </ul>
12	<b>Faith &amp; Religion</b>	To know what things are special to us.	<ul style="list-style-type: none"> <li>• Children will know things that are special to them.</li> <li>• Children will be able to explain why things are special to them.</li> </ul>	
13	<b>Money &amp; Possessions</b>	To know that there are things that are ours and things that we share.	<ul style="list-style-type: none"> <li>• Children will identify things that belong to themselves.</li> <li>• Children will be able to identify things that they are willing to share.</li> <li>• Children will be able to identify things that they do not want to share and keep them to themselves.</li> </ul>	
14	<b>The Internet &amp; Social Media</b>	To understand how the Internet is useful to everyday life and how to report anything that worries us while we are using it.	<ul style="list-style-type: none"> <li>• Children will be able to list how the Internet is useful to different people.</li> <li>• Children will be able to say what they should do if something online worries them.</li> </ul>	
15	<b>My Health (Mental Wellbeing)</b>	To understand that mental wellbeing is a normal part of daily life	<ul style="list-style-type: none"> <li>• Children will understand that it is important look after their minds as well as their bodies.</li> </ul>	

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		in the same way as physical health.	<ul style="list-style-type: none"> <li>Children can talk about different things that help them to feel happy and well.</li> </ul>	
16	<b>Rights &amp; Responsibilities</b>	To understand our rights and responsibilities in the classroom.	<ul style="list-style-type: none"> <li>Children will understand the difference between a right and responsibility.</li> <li>Children will be able to identify the rights that apply to them in the classroom.</li> <li>Children will understand the responsibilities that they have in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Post-it notes</li> </ul>
17	<b>My Friends &amp; Family</b>	To understand what 'family' means and why adults in a family are important for keeping children safe.	<ul style="list-style-type: none"> <li>Children will be able to understand what the word 'family' means.</li> <li>Children will understand that not all families are the same.</li> <li>Children will understand that families are meant to keep children safe.</li> </ul>	
18	<b>The Environment &amp; Animals</b>	To understand that all animals have needs and to know what those needs are.	<ul style="list-style-type: none"> <li>Children can explain that all animals have needs.</li> <li>Children will know what an animal needs to stay well.</li> </ul>	
19	<b>Risks in My Home</b>	To identify risks in our own home.	<ul style="list-style-type: none"> <li>Children will be able explain why they feel safe at home.</li> <li>Children will be able to identify risks in their own home.</li> <li>Children will be able to explain how to manage a risk and prevent accidents in their home.</li> </ul>	
20	<b>My Friends &amp; Family</b>	To show understanding and respect for other	<ul style="list-style-type: none"> <li>Children can explain who is in their own family.</li> </ul>	

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		families that may look different to our own.	<ul style="list-style-type: none"> <li>• Children can identify words to describe their family.</li> <li>• Children can explain how and why they should respect other people’s families and their differences.</li> </ul>	
21	<b>My Friends &amp; Family</b>	To understand the importance of sharing.	<ul style="list-style-type: none"> <li>• Children will be able to understand why they should share with others.</li> <li>• Children will be able to understand how it will make the other person feel when they don’t share.</li> <li>• Children will be able to explain how to show empathy when they do not choose to share.</li> </ul>	
22	<b>Safety on the Road &amp; Streets</b>	To understand how to stay safe when walking in the streets and crossing the road.	<ul style="list-style-type: none"> <li>• Children will be able to understand the importance of staying with an adult and holding their hand when walking in the street and crossing the road.</li> <li>• Children will be able to identify different types of clothes that will help keep them safe when walking in the street and crossing the road.</li> <li>• Children will be able to identify how to use their senses to help them cross the road.</li> <li>• Children will learn a simple sequence to help them cross the road safely: think, stop, look, listen.</li> </ul>	

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23	<b>Making Safe Decisions (Consent)</b>	<p>To begin to understand what is meant by the term consent.</p> <p>To understand that in various situations permission should be sought and given.</p>	<ul style="list-style-type: none"> <li>• The children will understand what is meant by consent.</li> <li>• The children will understand when they should ask other people for permission.</li> <li>• The children will understand when their permission should be gained.</li> <li>• The children will appreciate the need to treat each other with respect.</li> <li>• The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling uncomfortable or unsafe in a situation.</li> </ul>	
24	<b>The Emergency Services</b>	To understand who can help keep us safe in the community.	<ul style="list-style-type: none"> <li>• The children will be able to talk about the emergency services and their role in keeping us safe.</li> <li>• The children will be able to identify different situations where the emergency services could be called to help us.</li> </ul>	<ul style="list-style-type: none"> <li>• In this lesson, it is suggested to invite a member of the emergency services to talk to the children. Ideally, over several sessions, your class could welcome visits from all three (police, fire fighters and ambulance/paramedics).</li> </ul>
25	<b>Evaluation</b>	To evaluate the success of the Dot Com Digital programme over the year.	<ul style="list-style-type: none"> <li>• Children should be able to highlight what they have learnt in the year.</li> <li>• Children should be able to evaluate the success of the Dot Com Digital programme.</li> </ul>	

# Character List

The following characters appear throughout the Year 1 lessons in Dot Com. Character posters can be found in the Resource section in the [Teacher's Area](#).

	<p><b>Jasmine</b></p> <p>Jasmine is 5 years old and loves acting and dancing. She lives with her mum and dad and her brother, Rory. At school, Jasmine looks up to Dot as an older child.</p>		<p><b>Dot</b></p> <p>Dot is the main character of Dot Com Digital and situations are often shown through her viewpoint. She is 9 years old and lives with her parents, Bill and Susie Com and is very close to her Nanny. She values her friends but also likes to be an individual. Dot can be seen to have a strong moral compass which can occasionally lead to conflicts with friends.</p>
	<p><b>Rory</b></p> <p>Rory is 6 years old and loves music. Rory lives with his sister, Jasmine, mum, his stepdad (Jasmine's dad). Rory's dad is a soldier who is away serving his country. He misses his dad sometimes.</p>		<p><b>Nanny Com</b></p> <p>Nanny Com is Dot's grandma and often gives Dot wise words of advice. She is good with technology and keeps herself active.</p>

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	<p><b>Genie</b></p> <p>Genie is a close friend of Dot; they attend the same school as well as live on the same road. Whilst they are good friends, they have different interests, a theme which is addressed through these characters. Genie tries to make Dot laugh when she is being too serious.</p>
	<p><b>Bill Com</b></p> <p>Bill Com is Dot's dad and alongside his wife, Susie, presents a stable and caring family unit for Dot.</p>
	<p><b>Mrs Redman</b></p> <p>Mrs Redman is Dot's teacher. When issues arise in school, Mrs Redman will often address them in the classroom.</p>
	<p><b>Slam</b></p> <p>Slam is a good friend of Dot and they are in the same class. Slam lives with his sister Pearl and their dad. Slam and Pearl's mum has gone away and this theme of missing someone is often addressed through these characters.</p>
	<p><b>Bongani</b></p> <p>Bongani is another friend of Dot's. He has Spina Bifida and finds walking difficult, meaning he is a wheelchair user. He was born in South Africa and moved to England as a child. Themes of discrimination and inclusion are often explored through Bongani's character.</p>
	<p><b>Pearl</b></p> <p>Pearl is a good friend of Dot's and sister to Slam. She is caring and sensible, and after her mum went away, tries to look after her brother and father. Pearl is very environment conscious, and themes of caring for animals and the environment are often explored through her.</p>