



dot com digital

A 2Simple Well-being Product

Year 2 Overview

Dot Com Digital

Contents

Introduction	3
Timings	3
Ideas for Evidencing	4
Sensitivities	4
Dot Com Curriculum Overview	5
Character List	13

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 2. 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	About Me and Why I am Special	To revisit some of the characters the children will get to know as part of the Dot Com programme.	<ul style="list-style-type: none"> Children will be able to recognise Rory, Jasmine & Dot. Children will be able to talk about the personal attributes of the characters and also of themselves. 	
2	About Me and Why I am Special	To think about the special things we can do now and what makes us different.	<ul style="list-style-type: none"> Children will be able to say what they think is special, unique or different about them. 	
3	Feeling Proud Of Myself	To think about the different things that we can already do and what we are learning to do.	<ul style="list-style-type: none"> Children will be able to talk about their abilities and what they feel proud of. 	
4	My Dreams	To think about the things that we like and the things that we dislike.	<ul style="list-style-type: none"> The children will be able to talk about their dreams and aspirations. The children will be able to identify their likes and dislikes and relate this to their dreams and aspirations. 	

Dot Com Overview – Year 2

5	Feeling Safe & My 'Uh-Oh' Signs	To understand how we can experience a range of feelings in different circumstances and describe the effect of these feelings.	<ul style="list-style-type: none"> The children will understand that there is no right or wrong way to feel. The children will be able to draw how they look when experiencing a particular emotion. The children will be able to discuss how a person is feeling from a picture. 	<ul style="list-style-type: none"> There is an optional homework task in this lesson where children bring in photos or pictures from magazines of people whose faces show different feelings. You may wish to set this in advance for children to bring pictures to look at in this lesson.
6	Feeling Safe and My 'Uh-Oh' Signs	To understand that everyone needs a safe place and this space is personal to the individual.	<ul style="list-style-type: none"> The children will be able to recap the work from last session and show emotions on their own face. The children will understand what is meant by a safe place. The children will be able to draw their own safe place. 	
7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	<ul style="list-style-type: none"> The children will be able to write down when people might feel angry. The children will think about how they can feel calmer when they are angry. The children will be able to associate the feelings in their bodies to when they feel unsafe. 	
8	Secrets & Surprises	To know that secrets can be safe and unsafe.	<ul style="list-style-type: none"> Children will understand what a secret is. Children will understand that some secrets can be safe, and others can be unsafe. 	
9	The Emergency Services	To understand the work of the emergency	<ul style="list-style-type: none"> The children will be able to talk about the emergency services and their roles. 	<ul style="list-style-type: none"> In this lesson, it is suggested to invite a member of the emergency services to talk to the

Dot Com Overview – Year 2

		services and think about people that help.	<ul style="list-style-type: none"> The children will be able to recognise some of the things that the emergency services do to help keep people safe. The children will be able to recall what 'Uh-Oh' signs are and how these can be used to help keep us safe. 	children. Ideally, over several sessions, your class could welcome visits from all three (police, fire fighters and ambulance/paramedics).
10	Feeling safe and my 'Uh-Oh' signs	To think about who you feel safe with and who can help you.	<ul style="list-style-type: none"> The children will understand that some people are better than others at being able to help them. The children will have written and drawn the names of four people who could help them. 	
11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	<ul style="list-style-type: none"> The children will understand what is meant by a Helping Hand Network. The children will be able to complete their own Helping Hand Network. 	
12	Differences & Similarities	To understand that being different is good.	<ul style="list-style-type: none"> The children will understand how they are different to others. The children will feel confident to be themselves. 	
13	Faith & Religion	To identify the similarities and differences in a range of celebrations.	<ul style="list-style-type: none"> The children will know events that they celebrate. The children will learn about occasions that their peers celebrate. The children will identify the differences and similarities between the celebrations. 	

Dot Com Overview – Year 2

14	Money & Possessions	To understand that some things are free, and some things cost money.	<ul style="list-style-type: none"> • The children will know some situations where you have to buy something with money. • The children will know that many items or services have to be paid for. • The children will know that when something is free or borrowed, it must be used or consumed with respect. 	
15	The Internet & Social Media	<p>To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices.</p> <p>To understand how to report anything that worries us while we are using an online device.</p>	<ul style="list-style-type: none"> • The children can talk about the types of online devices that they use and how much time they spend on them. • The children will be able to list how someone might feel if they spend too much time on electronic devices. • The children can list activities that they can do without electronic devices. • The children will be able to say why doing some activities without electronic devices is healthy for them on the inside and outside. 	
16	My Health (Exercise)	<p>To understand the mental and physical benefits of an active lifestyle.</p> <p>To understand the positive impact that</p>	<ul style="list-style-type: none"> • The children understand that an active and connected lifestyle helps maintain your physical and mental health. • The children understand what activities contribute towards an active and connected lifestyle. 	

Dot Com Overview – Year 2

		physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.		
17	My Health (Eating)	To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	<ul style="list-style-type: none"> • The children will understand that a healthy diet helps maintain your physical and your mental health. • The children will be able to identify some unhelpful behaviours that do not help your health. 	
18	My Health (Dental Health)	To understand why it is important to maintain good dental health and the benefits of good oral hygiene.	<ul style="list-style-type: none"> • The children will understand that it is important to look after your teeth and gums just like you look after the rest of your body. • The children will know what they can do to keep their teeth and gums healthy. 	
19	The Environment & Animals	To understand that owning an animal comes with responsibility.	<ul style="list-style-type: none"> • The children will understand the responsibilities of owning an animal. • The children will know how to keep an animal healthy. • The children will be able to explain to someone else the responsibilities of having a pet. 	
20	Risks In My Home	To identify activities we can do at home independently and	<ul style="list-style-type: none"> • The children will be able to identify activities they can do by themselves in their home. 	

Dot Com Overview – Year 2

		activities we can do with support.	<ul style="list-style-type: none"> • The children will be able to identify activities they can do with support. • The children will be able to explain why there are certain things they can do but with an adult. 	
21	Making Safe Decisions	To know how to support a friend when others are unkind.	<ul style="list-style-type: none"> • The children will be able to identify the features of a good friend. • The children will recognise kind and unkind behaviours. • The children will have strategies to support their friends when others are unkind. 	
22	Safety On The Road & Streets	To understand how to travel safely in cars and buses.	<ul style="list-style-type: none"> • The children will be able to identify why they need a car seat when travelling in a car if under 135cm in height. • The children will be able to identify how to behave safely in a car. • The children will be able to identify how to behave safely on a bus. 	

Dot Com Overview – Year 2





23	My Friends & Family	To think about families, who they are and why they are special.	<ul style="list-style-type: none"> • The children will be able to understand what the word 'family' means. • The children will be able to identify who makes up a family. • The children will understand that not all families are the same. • The children will be able to discuss what makes families special. 	
24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	<ul style="list-style-type: none"> • The children will be able to understand the rights that they have. • The children will be able to understand the responsibilities that they have. • The children will understand that these rights and responsibilities apply to all children. 	
25	About Me & Why I'm Special	To explore what contributes to a person's identity.	<ul style="list-style-type: none"> • The children will be able to explain the meaning of the word identity. • The children will be able to explore how they would describe their own identity. • The children can identify what in their life has helped create their own identity. 	
26	Changing Schools	To know that a change of school or class can cause a mixture of feelings and that this is normal.	<ul style="list-style-type: none"> • The children will be able to identify emotions they may feel about starting a new school or class. 	

Dot Com Overview – Year 2







			<ul style="list-style-type: none"> The children will be able to explain the causes of the mixed emotions they have about starting a new school or class. The children will be able to explain ways to positively move to a new class or school. 	
27	The Internet & Social Media	To understand the rules and principles for keeping safe online and how to report anything that upsets you.	<ul style="list-style-type: none"> Children will consider ways to stay safe in their offline life. Children will learn the SMART rules for staying safe online. Children will realise the importance of their helping hand in reporting anything that upsets them online. 	
28	My Friends & Family (Commitment)	To understand the meaning of commitment and that two adults may choose to show their loving commitment to each other by getting married.	<ul style="list-style-type: none"> The children will understand the meaning of a 'commitment'. The children will recognise what they might wish to commit to. The children will know that marriage is a formal and legally recognised lifelong commitment. 	
29	Evaluation	To evaluate the success of the Dot Com Digital programme over the year.	<ul style="list-style-type: none"> Children should be able to highlight what they have learnt in the year. Children should be able to evaluate the success of the Dot Com Digital programme. 	

Character List



The following characters appear throughout the Year 2 lessons in Dot Com. Character posters can be found in the Resource section in the [Teacher's Area](#).


	<p>Dot</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>Jasmine</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>Rory</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>Genie</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>

Dot Com Overview – Year 2

	<p>Pearl</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>		<p>Slam</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>Bill Com</p> <p>Bill Com is Dot's dad and alongside his wife, Susie, presents a stable and caring family unit for Dot.</p>		<p>Bongani</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>Susie Com</p> <p>Susie Com is Dot's mum and alongside her husband, Bill, presents a stable and caring family unit for Dot.</p>		<p>Nanny Com</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>

Dot Com Overview – Year 2

	<p>Narina</p> <p>Narina is another girl in Dot's class who is introduced in Year 2.</p>
	<p>Dom</p> <p>Dom is another child in Dot's class. Dom does not have as secure a family set up as Dot and Dot's character has to guide and support Dom on some occasions. His character is further developed in later years of the programme.</p>

	<p>Slam and Pearl's Dad</p> <p>Slam and Pearl's dad is a firefighter and works hard to keep people safe. He works hard to keep their house a home after the children's mother left and tries to reassure them that it wasn't their fault when their mum left. Themes around different family units are often addressed through these characters.</p>
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