



dot com digital

A 2Simple Well-being Product

Year 4 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 4. 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 recognise our own worth as individuals by identifying positive things about ourselves.	<ul style="list-style-type: none"> The children will be able to identify things about them which are special. The children will be able to write a short poem and draw a picture about being the best they can be, acknowledging their own self-worth. 	If children are new to Dot Com, you may wish to extend this lesson and include longer to introduce the key characters.
2	Feeling Proud of Myself	To feel happy with ourselves and accept ourselves for who we are.	<ul style="list-style-type: none"> The children will be able to identify things they like in themselves. The children will be able to suggest things they would like to get better at. 	
3	Differences & Similarities	To explore the ways in which we are similar.	<ul style="list-style-type: none"> Children will be able to identify that we all have basic needs that, if met, help us to feel safe. Children will be able to understand that these common needs make us similar. 	
4	Environment & Animals	To look at how we care for animals and how to stay safe around them.	<ul style="list-style-type: none"> The children will be able to understand how to care for pets and the responsibilities involved. The children will be able to explain how to keep safe around animals. 	
5	Feeling Proud of Myself	To recognise our own self-worth as individuals.	<ul style="list-style-type: none"> The children will be able to identify things that they can feel proud of. 	

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			<ul style="list-style-type: none"> The children will be able to set realistic goals for achieving more things to feel proud of. The children will be able to identify ways to make amends when mistakes are made. 	
6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	<ul style="list-style-type: none"> The children will be able to identify early warning signs experienced in a variety of situations. The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions. 	
7	Feeling Safe & My Uh-Oh Signs	To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways.	<ul style="list-style-type: none"> The children will be able to understand what safe feels like. The children will be able to identify when early warning signs may take control of behaviour. The children will understand how to measure safety. 	
8	Feeling Safe and My Uh-Oh Signs	To look at strategies for dealing with negative feelings.	<ul style="list-style-type: none"> Children will be able to identify positive and negative feelings. Children will be able to look at different ways to deal with negative feelings. 	
9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	<ul style="list-style-type: none"> Children will be able to experience what risking on purpose feels like. Children will be able to introduce themselves to people they know less well 	

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			and have a range of things they could talk about.	
10	My Community and The Wider World	To think about the importance of respecting people, property, community and the environment.	<ul style="list-style-type: none"> The children will be able to talk and/or write about respectful behaviour and offer examples of how this can be achieved for individuals and communities. The children will be able to introduce themselves confidently. 	
11	The Emergency Services	To explore the range of people that can help us.	<ul style="list-style-type: none"> Children will be able to identify people whose job it is to help other people and keep other people physically safe. 	
12	Law & Crime	To become familiar with the charity 'Crimestoppers.'	<ul style="list-style-type: none"> Children will be able to know what Crimestoppers does. Children will know how to contact Crimestoppers. Children will know what information to give when they contact Crimestoppers. 	In this lesson children find out about the charity Crimestoppers. You may wish to look at their website in advance to check that the current website content is suitable.
13	Rights & Responsibilities	To look at how our environment can be made safer and what safe looks like.	<ul style="list-style-type: none"> The children will be able to discuss and identify environments that feel safe and unsafe as well as things that can be introduced to help places feel and be safer. The children will be able to realise that responsibilities come with having rights. 	
14	Feeling Safe & My Uh-Oh Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	<ul style="list-style-type: none"> The children will be able to name physical and emotional feelings and make a link between them. 	

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			<ul style="list-style-type: none"> • The children will be able to identify where physical feelings occur in their bodies. • The children will be able to suggest a range of choices of behaviour linked to a particular event. • The children will be able to identify 'safe' and 'unsafe' choices. • The children will be able to develop coping strategies to help them to think clearly. 	
15	My Friends & Family	To look at what makes a good and safe friend.	<ul style="list-style-type: none"> • The children will be able to identify the qualities necessary to be a good and safe friend. • The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people. 	
16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	<ul style="list-style-type: none"> • The children will know why there are age restrictions for games and social media. • The children will understand the importance of age restrictions for online & offline computer games and social media platforms. • The children will know who to report concerns to about content and where to get help from. 	
17	Making Safe Decisions	To explore behaviours and the risks of showing too much of one type of behaviour.	<ul style="list-style-type: none"> • The children will be able to identify different behaviours and know that too much of any behaviour is risky. 	

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			<ul style="list-style-type: none"> The children will understand that displayed behaviours can be different to internal behaviours. The children will understand that when in groups, we often try to share and show the same behaviours and that this can be good and bad. 	
18	Feeling Safe & My 'Uh-Oh' Signs	To associate being loved with being safe.	<ul style="list-style-type: none"> The children will be able to identify the characteristics of feeling loved and how this links with feeling safe. The children will be able to recognise behaviours that are not consistent with love, respect and safety. 	
19	My Health	To look at how we can stay healthy.	<ul style="list-style-type: none"> The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. The children will be able to experience the effect of unhealthy choices on how the body performs. 	
20	My Health (Sun Safety)	To understand about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.	<ul style="list-style-type: none"> The children will be able to understand why it is important to protect themselves from sun damage. The children will be able to understand what actions we can take to protect our skin. 	
21	Drugs, Alcohol & Smoking	To look at how to keep safe around the chemicals and drugs	<ul style="list-style-type: none"> The children will be able to identify how to use medicine safely. 	

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		that we may come across in everyday life.	<ul style="list-style-type: none"> The children will be able to understand that medicines need to be taken safely and instructions must be followed. 	
22	Faith & Religion	To learn that we work more effectively if we have respect for others' beliefs.	<ul style="list-style-type: none"> The children will be able to identify their own beliefs and an awareness of the beliefs of other people. The children will be able to find ways to show respect for each other's beliefs through discussion and working together. 	
23	About Me & Why I am Special	To explore why school is important and the benefits of going to school.	<ul style="list-style-type: none"> The children will be able to discuss and write about the importance of attending school and what they value about this. 	
24	Money & Possessions	To learn about what items are important to buy and what may be bought just to look good.	<ul style="list-style-type: none"> The children will be able to talk about the choices people make in terms of what to spend their money on. The children will be able to recognise the pressure people may feel to buy particular products. 	
25	Money & Possessions	To look at how to keep possessions safe.	<ul style="list-style-type: none"> The children will be able to identify possessions that feel important to them and 	It is suggested that in this lesson you could invite in a Police Constable or PCSO to talk to the

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			develop strategies to keep these things safe. <ul style="list-style-type: none"> The children will be able to discuss their responsibilities to keep items that belong to their communities safe and what to do if these things get lost or broken. 	children about how to keep their possessions safe.
26	My Dreams	To look at the importance of dreams and how they can help us in our lives.	<ul style="list-style-type: none"> The children will be able to identify their strengths and interests with a view to making the most of their abilities and preparing to play an active role as a citizen. 	
27	The Internet and Social Media	To understand that people sometimes behave differently online.	<ul style="list-style-type: none"> The children will understand that people may say or do things online that they wouldn't say or do offline. The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous. The children will understand that for this reason, they shouldn't trust everything they see online. 	
28	Making Safe Decisions (Prejudice)	To explore what prejudice means.	<ul style="list-style-type: none"> The children will understand the meaning of prejudice. The children will be able to give examples of when people may be prejudiced. The children will be able to develop strategies on how to tackle prejudice. 	
29	Evaluation	To evaluate the success of the Dot Com Digital	<ul style="list-style-type: none"> Children will be able to review their Helping Hand Network to identify people who can 	

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		<p>programme over the year.</p>	<p>help them achieve their dreams whilst feeling safe</p> <ul style="list-style-type: none"> • Children will be able to design a poster/posters that illustrate ‘We all have the right to feel safe all the time’, ‘Other people have a right to feel safe with us’ and ‘We can talk with someone about anything, even if it feels awful or small.’ 	
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Character List


The following characters appear throughout the Year 4 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>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>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>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>

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	<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>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>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>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>
	<p>Mrs Redman</p> <p>Mrs Redman is Dot's teacher. When issues arise in school, Mrs Redman will often address them in the classroom.</p>		<p>Jake</p> <p>Jake is another boy in Dot's class. He often thinks a bit differently than the other children and has had a slightly different upbringing to Dot. In one session, Jake shares that he mistrusts the police, which gives Dot the opportunity to talk about how the police keep us safe.</p>

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	<h3>Becky and Ben</h3> <p>Ben and Becky are twins in Dot's year group. They currently live with their mum as their dad is in prison. Becky talks about how she was ashamed when her dad went to prison but has become proud of him as he is trying hard to put things right. The theme of 'when someone goes away' is addressed through these characters.</p>
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	<h3>Tommy Parker</h3> <p>Tommy Parker is a boy in Dot's class who often antagonises Dot and her friends through unkind behaviour. Through his character, Dot learns to stand up for herself, have a voice and but also know how to control her feelings when frustrated by his behaviour.</p>
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