



dot com digital

A 2Simple Well-being Product

Year 3 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 3. 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 The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	<ul style="list-style-type: none"> The children will be able to describe and identify the main characters in the Dot Com digital programme. The children will be able to identify key members of the emergency services. The children will be able to discuss how training and equipment can keep themselves and others safe. 	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). There is an alternative activity provided if are unable to organise a visit.
2 About Me and Why I'm Special	To realise we are all special.	<ul style="list-style-type: none"> The children will be able to write about what makes other children special. The children will be able to write and draw what makes them special. 	In this lesson, you will need a balloon for each child. Alternatively, you could use a special jar.
3 My Dreams	To think about what we are good at and what we might dream of doing in the future.	<ul style="list-style-type: none"> The children will be able to identify things they are good at. The children will be able to things they feel proud of. The children will be able to identify things they can do independently. 	Ask children to bring in a picture of themselves as a baby to this session as they will be guessing who is who and discussing how they have changed over time.
4 Differences and Similarities	To be able to appreciate differences in ourselves and others.	<ul style="list-style-type: none"> The children will be able to identify and record how they are different to their peers and value these differences. 	

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5	Faith and Religion	To understand that although people have different beliefs, we can all live together peacefully.	<ul style="list-style-type: none"> Children will be able to identify and value the different beliefs held by different people and recognise stereotypes. 	
6	Difference and Similarities	To explore identity and behaviour.	<ul style="list-style-type: none"> The children will be able to describe the factors that make up an identity and the pressures that can influence this. The children will be able to describe an awareness of how peer-pressure can influence the choices people make in terms of their behaviour. The children will be able to understand the protective behaviours theme 1 – We all have the right to feel safe all the time. 	
7	Feeling Safe & My 'Uh-Oh' Signs	To understand about feelings and how feelings can influence behaviour.	<ul style="list-style-type: none"> Children will be able to identify physical and emotional feelings and some that could be both e.g. we can feel physically and emotionally hurt. Children will be able to differentiate between a feeling, a thought and a behaviour. Children will be able to identify safe behaviours linked to specific feelings and thoughts. 	
8	Feeling Safe & My 'Uh-Oh' Signs	To look at feelings and why people may choose to 'mask' their feelings.	<ul style="list-style-type: none"> The children will be able to describe what 'masking' means in terms of hiding a feeling. 	

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			<ul style="list-style-type: none"> The children will be able to say why people might choose to 'mask' a feeling with another feeling and/or behaviour. 	
9	Feeling Safe & My 'Uh-Oh' Signs	To understand what it feels like to be safe.	<ul style="list-style-type: none"> The children will be able to describe what feeling safe feels like in a multi-sensory way. The children will be able to visualise what safe feels like for them. 	
10	Money & Possessions	To learn the importance of money.	<ul style="list-style-type: none"> The children will be able to decide how to spend different amounts of money. The children will learn the effects and consequences of saving, or not saving money. 	This lesson could be a sensitive subject for some as it deals with money and its importance. Due to the current cost of living crisis, you may wish to adapt this lesson to the needs of your cohort.
11	My Health (Hygiene)	To learn the importance of personal hygiene.	<ul style="list-style-type: none"> Children will be able to describe what to do to keep their bodies healthy and clean. 	
12	My Health (Exercise)	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	<ul style="list-style-type: none"> The children will be able to understand why regular daily exercise is important for the body. The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile. 	

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13	My Health (Sleep)	To understand the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.	<ul style="list-style-type: none"> • The children will be able to understand that sleep is important for our development. • The children will be able to understand what can happen in our bodies and minds if we do not get enough sleep. 	
14	Feeling Safe and My 'Uh-Oh' Signs	To recognise what the bodies early warning signs are when we are in an unsafe situation.	<ul style="list-style-type: none"> • The children will be able to say what early warning signs are. • The children will be able to identify examples of things that might feel safe, that are fun to feel scared, that are a risk on purpose and that are unsafe. • The children will be able to start to identify their own early warning signs. • The children will be able to understand that when they have no choice, no control and no time limit (do not know when something might stop) this means that it is unsafe situation to be in. 	
15	My Helping Hand Network, Who Can We Tell?	To have a clear understanding of who we can tell if we feel unsafe.	<ul style="list-style-type: none"> • The children will be able to identify people they could have on their personal network/helping hand. • The children will be able to know what qualities good network people need to have. • The children will be able to understand the importance of reviewing their network 	

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			regularly to make sure the people are still appropriate.	
16	My Helping Hand Network, Who Can We Tell?	To consider and complete a helping hand network.	<ul style="list-style-type: none"> The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals. 	
17	Feeling Safe & My 'Uh-Oh' Signs	To realise the feelings that someone gets when they are feeling angry.	<ul style="list-style-type: none"> The children will be able to describe the physical feelings associated with feeling angry. The children will be able to identify things a person can do to manage angry feelings positively without hurting anyone. The children will be able to know that this choice of behaviour is called a 'Protective Interruption'. 	
18	Secrets & Surprises	To realise the difference between safe and unsafe secrets.	<ul style="list-style-type: none"> The children will be able to say what 'safe' and 'unsafe' secrets are and use a 'safe' strategy to decide what to do and who to speak to. 	
19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully.	<ul style="list-style-type: none"> The children can talk about how things that people say or do on the Internet can make others feel. The children know what 'positive behaviour' means and what this looks like online. The children will be able to identify negative online behaviour. 	

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		To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	<ul style="list-style-type: none"> • The children will understand why it is dangerous to share personal information. • The children will be able to say what they should do if something online worries them. 	
20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	<ul style="list-style-type: none"> • The children will be able to identify behaviours and actions that adults show to look after children. • The children will be able to discuss what their 'Uh-Oh' signs feel like. • The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs. 	
21	Risks in The Home	To understand the meaning of safety symbols.	<ul style="list-style-type: none"> • The children will be able to identify safety symbols they may find in their own homes. • The children will be able to identify the meaning of safety symbols in their own home. • The children will be able to explain why it is important to understand the meaning of safety symbols. 	This lesson looks at the safety symbols on different bottles and containers found in the home. You may wish to bring in some old, clean examples in order to share safety labels with the children.
22	My Friends & Family	To explore different types of family makeups.	<ul style="list-style-type: none"> • Children will be able to explain what the meaning of family is. 	

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			<ul style="list-style-type: none"> • Children can share examples of families that are composed differently to their own. • Children will be able to understand why we should show respect to all families. 	
23	Safety on The Roads & Streets	To understand how to cross the road safely.	<ul style="list-style-type: none"> • The children will be able to identify safe and unsafe places to cross the road. • The children will be able to identify safe and unsafe behaviours when crossing the road. • The children will be able to identify risks when crossing the road and give suggestions that will make for a safer crossing. 	
24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	<ul style="list-style-type: none"> • The children will be able to understand what the word ‘family’ means. • The children will be able to define the terms love, security and stability. • The children will be able to identify how families can show love, security and stability. • The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	
25	The Internet & Social Media	To understand that the same principles apply to online relationships as to face-to-face	<ul style="list-style-type: none"> • Children will think about rules for appropriate behaviour in the offline world. • Children will learn the THINK rules for good online behaviour. 	

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		relationships, including the importance of showing respect even when we are anonymous.	<ul style="list-style-type: none"> Children will consider whether their behaviour follows the THINK rules. 	
26	Making Safe Decisions (Consent)	<p>To further develop an understanding of what is meant by the term consent.</p> <p>To understand the need for personal boundaries.</p> <p>To understand what manipulation is.</p>	<ul style="list-style-type: none"> Children will understand they can stop something when they feel uncomfortable. Children will understand what is appropriate in wider friendships and online. Children will understand that manipulation is an attempt to get someone's agreement to do something they may not want to do and can be detrimental to the child. Children will know how to respond if difficult contact makes them feel uncomfortable and unsafe. 	
27	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 3 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>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>
	<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>

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	<p>Tommy Parker</p> <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>		<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>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>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>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>

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	<h3>Genie's Mum and Dad</h3> <p>Genie's parents are both doctors. Her mother is a paediatrician and her father is a GP. They represent a caring family unit for Genie and also inform the children about various health issues in later sessions.</p>
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