



**dot com digital**

A 2Simple Well-being Product

Year 5 Overview

Dot Com Digital

## Contents

<b>Introduction</b> .....	3
<b>Timings</b> .....	3
<b>Ideas for Evidencing</b> .....	4
<b>Sensitivities</b> .....	4
<b>Dot Com Curriculum Overview</b> .....	5
<b>Character List</b> .....	15

# 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 5. 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
<p>1 About Me and Why I am Special</p>	<p>To realise we are all special and different.</p>	<ul style="list-style-type: none"> <li>The children will be able to identify positive things about themselves and their achievements.</li> <li>The children will be able to understand that similarities and differences arise from a number of factors.</li> </ul>	
<p>2 My Dreams</p>	<p>To think about the future and the importance of setting goals to get where we want to be.</p>	<ul style="list-style-type: none"> <li>The children will be able to consider the possible jobs or careers open to them.</li> <li>The children will be able to understand that skills need to be developed and practised.</li> <li>The children will be able to understand that success can be achieved through hard work, learning from mistakes and setbacks.</li> </ul>	
<p>3 My Friends &amp; Family</p>	<p>To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.</p>	<ul style="list-style-type: none"> <li>The children will be able to understand and describe different types of relationships.</li> <li>The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang.</li> <li>The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.</li> </ul>	

## Dot Com Overview – Year 5

4	<b>Faith &amp; Religion</b>	To explore similarities and differences between different religions and discuss how religion might make someone feel safe.	<ul style="list-style-type: none"> <li>The children will be able to identify major religions and the similarities and differences between beliefs.</li> <li>The children will become aware of the concept of community and what it means to be part of one.</li> <li>The children will be able to identify some of the religious symbols they may see in their community.</li> </ul>	You might wish to visit places of worship or ask for a religious leader to share information about their faith and values they abide by.
5	<b>Making Safe Decisions</b>	To look at different things that may influence our behaviour and how we can make safe choices.	<ul style="list-style-type: none"> <li>The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices.</li> <li>The children will be able to understand that we are responsible for our behaviour and its effects and consequences.</li> </ul>	
6	<b>Feeling Safe &amp; My 'Uh-Oh' Signs</b>	To reflect on the early warning 'Uh-Oh' signs.	<ul style="list-style-type: none"> <li>Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe.</li> <li>Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".</li> </ul>	Revisit Uh-Oh Signs from previous years. This isn't essential but will assist in getting the best outcome for this session.
7	<b>Making Safe Decisions</b>	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	<ul style="list-style-type: none"> <li>The children will be able to understand some of the barriers that prevent someone from 'speaking out'.</li> <li>The children will know that it is important to consider other people's feelings when deciding what action to take.</li> </ul>	

## Dot Com Overview – Year 5

8	<b>Making Safe Decisions</b>	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.	<ul style="list-style-type: none"> <li>The children will be able to identify risky situations they might find themselves in and decisions that need to be made.</li> <li>The children will be able to discuss safe choices and clarify their responsibilities for self and to others.</li> </ul>	
9	<b>Making Safe Decisions</b>	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	<ul style="list-style-type: none"> <li>The children will be able to look at bullying from the perspective of the person who bullies.</li> <li>The children will be able to understand that everyone has the capability to become a bully.</li> </ul>	
10	<b>Making Safe Decisions</b>	To look at bullying from the perspective of the victim.	<ul style="list-style-type: none"> <li>The children will be able to empathise with a victim of bullying.</li> <li>The children will be able to look at the range of people who are bullied.</li> <li>The children will be able to see that many of us could be bullied at some time in our lives.</li> </ul>	
11	<b>Making Safe Decisions</b>	To look at the perspective of bullying from those that stand by and do nothing.	<ul style="list-style-type: none"> <li>The children will understand that everyone has a role in stopping bullying.</li> <li>The children will be able to answer the question 'Whose responsibility is it to do something?'</li> </ul>	

## Dot Com Overview – Year 5

12	<b>Feeling Safe &amp; My 'Uh-Oh' Signs</b>	<p>To learn that we all have worries and that people feel worried by all sorts of things.</p> <p>To know that we can learn to listen to our worries and do something to help us feel safer.</p>	<ul style="list-style-type: none"> <li>• The children will be able to understand that everyone feels worried from time to time!</li> <li>• The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe.</li> <li>• The children will have practised converting negative statements into empowering statements.</li> </ul>	
13	<b>Feeling Safe &amp; My 'Uh-Oh' Signs</b>	<p>To look at the reasons why conflicts arise and develop strategies for managing angry feelings.</p>	<ul style="list-style-type: none"> <li>• The children will be able to say why some people feel angry and what this could lead to.</li> <li>• The children will be able to identify non-violent ways of resolving disputes.</li> <li>• The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.</li> </ul>	
14	<b>Valuing the Law, Weapons &amp; What Is A Crime</b>	<p>To investigate different kinds of crime.</p>	<ul style="list-style-type: none"> <li>• The children will be able to understand about different types of theft and identify the age of criminal responsibility.</li> <li>• The children will be able to explain the effects and consequences of committing a crime.</li> </ul>	<p>You might wish to organise a visitor representative within the police force or from Crimestoppers to help identify effects and consequences of committing a crime.</p>
15	<b>Valuing The Law, Weapons</b>	<p>To look at different types of weapons and discuss reasons why</p>	<ul style="list-style-type: none"> <li>• The children will be able to understand that the way weapons are portrayed on film and TV is not a true reflection on reality.</li> </ul>	<p>You might wish to organise a visitor representative within the police force or from Crimestoppers to help</p>



## Dot Com Overview – Year 5

	<b>&amp; What Is A Crime</b>	someone might carry a weapon.	<ul style="list-style-type: none"> <li>The children will be able to state reasons why someone might carry a real or replica weapon.</li> <li>The children will be able to identify who to contact if they believe someone may be carrying a replica or real weapon.</li> </ul>	identify the consequences of carrying a weapon.
16	<b>Money &amp; Possessions</b>	To explore what money can't buy and also what items are deemed essential to survival.	<ul style="list-style-type: none"> <li>The children will be able to identify essential and non-essential items.</li> <li>The children will be able to recognise the need to save money and prioritise what to spend it on.</li> <li>The children will be able to know who they can talk with to get advice about money issues.</li> </ul>	
17	<b>Changes &amp; Helping Hand Network</b>	To think about the changes we experience in life and how some might feel positive or negative.	<ul style="list-style-type: none"> <li>The children will be able to recognise the changes they have experienced in their lives.</li> <li>The children will be able to recognise whether changes are positive or negative.</li> <li>The children will be able to update their Helping Hand Safety Network.</li> </ul>	
18	<b>When Someone Goes Away</b>	To think about the feelings that people may have when someone dies or goes away.	<ul style="list-style-type: none"> <li>The children will be able to recognise that when someone goes away or dies, people can experience strong feelings and be aware of this in others.</li> <li>The children will be able to understand that someone does not stop loving them if they go away.</li> </ul>	

## Dot Com Overview – Year 5

			<ul style="list-style-type: none"> <li>The children will be able to find ways to remember people who they can no longer see.</li> </ul>	
19	<b>My Health</b>	To examine and evaluate how we spend our time.	<ul style="list-style-type: none"> <li>The children will be able to understand the concept of free time/leisure time and that they have choices about how to spend this time.</li> <li>The children will be able to identify ways of spending time that will benefit themselves and others.</li> <li>The children will be able to find ways to manage time efficiently so that they are organised and have the time to do the things they have to and want to do.</li> </ul>	
20	<b>My Health (Isolation &amp; Loneliness)</b>	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	<ul style="list-style-type: none"> <li>The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do.</li> <li>The children will learn how to respond sensitively to a friend and direct them to appropriate support.</li> </ul>	
21	<b>My Health (Physical Illness)</b>	To recognise the early signs of physical illness.	<ul style="list-style-type: none"> <li>The children will be able to recognise the signs of a mild physical illness.</li> <li>The children will be able to understand the importance of spotting signs as early as possible.</li> <li>The children will know that it is important, when needed, to get a nurse or doctor to</li> </ul>	

## Dot Com Overview – Year 5

			check changes in health when we are concerned, but that doesn't always mean that it is anything to worry about.	
22	<b>The Internet &amp; Social Media</b>	To understand that the Internet can sometimes be a negative place where online abuse takes place.	<ul style="list-style-type: none"> <li>The children will know that the main form of online abuse is cyberbullying.</li> <li>The children will understand that trolling, bullying and harassment are all a form of cyberbullying.</li> <li>The children will recognise that these things can impact negatively on mental health.</li> <li>The children will know who to report concerns to with issues online.</li> </ul>	
23	<b>Making Safe Decisions</b>	To understand the unsafe behaviour of friends.	<ul style="list-style-type: none"> <li>Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios.</li> </ul> <p>Children will be able to reflect on their own responses to situations.</p>	
24	<b>My Community &amp; The Wider World</b>	To be aware of the concept of community and what it means to be part of one.	<ul style="list-style-type: none"> <li>The children will understand what a community is.</li> <li>The children will understand how it feels to be part of a community.</li> </ul>	
25	<b>Feeling Safe (Grooming)</b>	To understand what grooming is and the characteristics of a true and false friend.	<ul style="list-style-type: none"> <li>The children will understand what grooming is.</li> <li>The children can consider the characteristics and actions of a true friend.</li> <li>The children can consider the characteristics and actions of a false friend.</li> </ul>	You might wish to follow up or support this lesson with a suitable charity or other organisation that understands the risks of grooming in your community.

## Dot Com Overview – Year 5

			<ul style="list-style-type: none"> <li>The children can empathise with a character's feeling in a story.</li> <li>The children are able to suggest appropriate actions for a character who is in need.</li> </ul>	
26	<b>Feeling Safe (Grooming)</b>	To understand the different reasons why a child may be groomed and who they can turn to for help.	<ul style="list-style-type: none"> <li>The children will understand why a child may be groomed.</li> <li>The children will understand how someone may feel if they are being groomed.</li> <li>The children will understand who they can turn to in their helping hand network.</li> <li>The children will understand how ChildLine can support them.</li> </ul>	You might wish to follow up or support this lesson with a suitable charity or other organisation that understands the risks of grooming in your community.
27	<b>Rights &amp; Responsibilities</b>	To write our own charter of 10 rights and responsibilities for all children.	<ul style="list-style-type: none"> <li>The children will understand what a charter is.</li> <li>The children will be able to define the terms rights and responsibilities.</li> <li>The children will understand how the United Nations Convention on the Rights of the Child (CRC) applies to all children.</li> </ul>	
28	<b>Puberty &amp; Changes</b>	To recall key facts about puberty and the changing adolescent body, including physical and emotional changes.	<ul style="list-style-type: none"> <li>The children will be able to define what puberty is.</li> <li>The children will know that hormones are responsible for the changes that most young people go through during puberty.</li> <li>The children will be able to identify the physical and emotional changes that happen to girls and boys during puberty.</li> </ul>	

## Dot Com Overview – Year 5





29	<b>Puberty &amp; Changes</b>	To understand what menstrual wellbeing is, including the key facts of the menstrual cycle.	<ul style="list-style-type: none"> <li>• The children will be able to define what menstrual wellbeing is.</li> <li>• The children will be able to recall key facts about the menstrual cycle.</li> <li>• The children will be able to label parts of the female reproductive system.</li> </ul>	
30	<b>The Emergency Services (Responding to an Accident)</b>	To understand how to respond if we witness an accident.	<ul style="list-style-type: none"> <li>• The children will understand what to do if they witness an accident.</li> <li>• The children will understand what first aid is and learn how to treat a head injury.</li> <li>• The children will learn when and how to call the Emergency Services.</li> </ul>	If you want children to learn more about first aid, it is suggested that you could invite a representative from an organisation to support the teacher of this topic, such as St John's Ambulance or Red Cross.
31	<b>Making Safe Decisions (Discrimination)</b>	To explore discrimination.	<ul style="list-style-type: none"> <li>• Children will be able to understand the meaning of discrimination.</li> <li>• Children will know different categories of discrimination.</li> <li>• Children will be aware of how discrimination may be portrayed.</li> </ul>	
32	<b>The Internet &amp; Social Media</b>	<p>To understand how information and data can be shared online and the possible consequences of this sharing.</p> <p>To understand how sharing information can</p>	<ul style="list-style-type: none"> <li>• The children know what a digital footprint is.</li> <li>• The children are aware of how their digital footprint can have an impact on their life offline.</li> <li>• The children can recognise the importance of carefully considering what to share, whether the information is their own, or comes from others.</li> </ul>	Many free resources are available to schools from organisations such as Childnet. They might be able to further support if needed.

## Dot Com Overview – Year 5

		have an impact on others.		
33	<b>Making Safe Decisions (Consent)</b>	<p>To further develop an understanding of what is meant by the term consent.</p> <p>To understand what is meant by appropriate and inappropriate touch.</p>	<ul style="list-style-type: none"> <li>• The children can identify what is appropriate and inappropriate touch.</li> <li>• The children will understand that giving permission for one thing does not mean they have given permission for something else.</li> <li>• The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.</li> </ul>	
34	<b>Changing Schools</b>	To discuss the differences between primary and secondary school and develop strategies to cope with possible difficulties.	<ul style="list-style-type: none"> <li>• The children will be able to identify differences between primary and secondary school.</li> <li>• The children will think about the associated risks in terms of potential new routes to and from school.</li> </ul>	
35	<b>Evaluation</b>	To evaluate the success of the Dot Com Digital programme over the year.	<ul style="list-style-type: none"> <li>• The children will be able to highlight what they have learnt in the year.</li> <li>• The children will be able to evaluate the success of the Dot Com Digital programme.</li> </ul>	




# Character List

The following characters appear throughout the Year 5 lessons in Dot Com. Character posters can be found in the Resource section in the [Teacher’s Area](#).

	<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>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. In these sessions, Slam has some interactions with Joe Bulmer who mocks Slam about his mum not being around.</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>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>







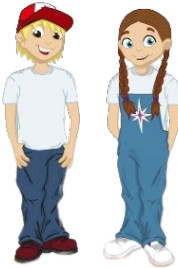

## Dot Com Overview – Year 5

	<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>
	<p><b>Narina</b></p> <p>Narina is another girl in Dot’s class who becomes more of a key character in Year 5. In the ‘Bullying’ stories, Narina is picked on by Julie Watkins for wearing a headscarf.</p>
	<p><b>Julie Watkins</b></p> <p>Julie Watkins features in a sequence of lessons which look at the topic of bullying and viewing it from different perspectives.</p>



	<p><b>Jake</b></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>
	<p><b>Joe Bulmer</b></p> <p>Joe Bulmer becomes more of a major character in these lessons for bullying Slam. In session 19, Slam gets in a fight with Joe because he is taunting him about his mum not loving him. In session 15 there is also a story where Joe is rumoured to be carrying a knife. The subject of carrying weapons is addressed through this.</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>




## Dot Com Overview – Year 5

	<p><b>PC Bonnett</b></p> <p>PC Bonnett is the community police officer who occasionally comes into school to talk to Dot and her classmates.</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>
	<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>Susie Com</b></p> <p>Susie Com is Dot's mum and alongside her husband, Bill, presents a stable and caring family unit for Dot.</p>
	<p><b>Becky and Ben</b></p> <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>		<p><b>Tommy Parker</b></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>

## Dot Com Overview – Year 5

	<p><b>Genie's Mum and Dad</b></p> <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.</p>
	<p><b>Tyler</b></p> <p>Tyler is an older boy who is introduced in the sessions on grooming as the person who approaches Slam.</p>

	<p><b>Slam and Pearl's Dad</b></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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