



**dot com digital**

A 2Simple Well-being Product

Year 6 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 6. 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 look at what makes us different and therefore special.	<ul style="list-style-type: none"> <li>The children will be able to understand that differences mean we are special.</li> <li>The children will be able to understand why we are all different and why it is important always to be the best we can be rather than better than others</li> </ul>
2	<b>Rights and Responsibilities</b>	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	<ul style="list-style-type: none"> <li>The children will be able to understand the rights of every child.</li> <li>The children will be able to know that with rights come responsibilities.</li> </ul> Visit <a href="#">UN Rights of a child</a> to become familiar with the key articles explored in the lesson.
3	<b>Faith and Religion</b>	To look at the similarities and difference between religions.	<ul style="list-style-type: none"> <li>The children will be able to describe some of the similarities and differences between religions.</li> <li>The children will be able to understand the consequences of stereotyping.</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.
4	<b>My Friends and Family</b>	To explore what makes us similar and different and how this can influence the friendships we make.	<ul style="list-style-type: none"> <li>The children will be able to identify that having friends meets one of our basic needs.</li> <li>The children will be able to understand that having older friends can be both positive and negative.</li> </ul>

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5	<b>My Friends and Family</b>	To explore the values of love, honour and courage.	<ul style="list-style-type: none"> <li>• The children will be able to define what love, honour and courage mean.</li> <li>• The children will be able to look at these from another perspective.</li> <li>• The children will be able to identify how loving someone can lead to conflicting feelings.</li> </ul>	
6	<b>Feeling Safe &amp; My Uh-Oh Signs</b>	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"> <li>• The children will understand that they are responsible for themselves and have responsibilities to other people.</li> <li>• The children will be able to describe what feeling safe feels like.</li> <li>• The children will identify people who can help them to feel and stay safe as well as times when it can feel fun to feel scared.</li> </ul>	
7	<b>Feeling Safe &amp; My Uh-Oh Signs</b>	<p>To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe.</p> <p>To recognise our conscience or 'inner voice'.</p>	<ul style="list-style-type: none"> <li>• The children will be able to describe some of the early warning/'Uh-Oh' signs people feel when they don't feel safe.</li> <li>• The children will understand some of the effects and consequences of not listening to these 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.

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8	<b>My Health (Eating)</b>	To raise awareness of the benefits of healthy eating and identify food groups.	<ul style="list-style-type: none"> <li>The children will be able to identify a range of foods that help maintain health.</li> <li>The children will understand what different foods do to our bodies.</li> </ul>	You could bring in a range of food which demonstrates all the key food groups to support this session.
9	<b>My Health</b>	To identify risk by looking at risks to the body caused by ourselves and also by others.	<ul style="list-style-type: none"> <li>The children will be able to identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive.</li> </ul>	
10	<b>Drugs, Alcohol and Smoking</b>	To gain a basic understanding of drugs and the reasons why some people use them.	<ul style="list-style-type: none"> <li>The children will be able to know the consequences of taking drugs in terms of short and long term use.</li> <li>The children will be able to have an understanding of the effects of taking illegal drugs.</li> </ul>	You might wish to follow up or support this lesson with a suitable charity or other organisation that understands the risks of drugs.
11	<b>Risks In My Home</b>	To look at keeping safe with aerosols by understanding why they must be stored correctly and used only as intended.	<ul style="list-style-type: none"> <li>Children will be able to know how to use aerosols safely and keep themselves safe.</li> </ul>	<p>You could bring in a collection of different aerosols to show the children when demonstrating the types and function.</p> <p>You might wish to seek further guidance on the risks of aerosols.</p>
12	<b>Drugs, Alcohol and Smoking</b>	To assess the risks involved with alcohol and how information can affect attitude and therefore behaviour.	<ul style="list-style-type: none"> <li>The children will be able to describe what alcohol does to our bodies and therefore our feelings, thoughts and behaviour.</li> </ul>	You might wish to follow up or support this lesson with a suitable charity or other organisation that understands the risks of alcohol.

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13	<b>Drugs, Alcohol and Smoking</b>	To understand why some people smoke and the risks to their body from smoking.	<ul style="list-style-type: none"> <li>Children will be able to identify reasons why some people choose to smoke.</li> <li>Children will be able to describe what the effects and consequences of smoking could be.</li> </ul>	
14	<b>Law &amp; Crime</b>	To learn about the work of Crimestoppers and how to contact them.	<ul style="list-style-type: none"> <li>The children will be able to describe what Crimestoppers is.</li> <li>The children will know how to contact Crimestoppers and know the reasons for doing so.</li> </ul>	You might wish to organise a visitor representative within the police force or from Crimestoppers.
15	<b>Risks In My Home</b>	To learn about the importance of smoke detectors and having a safe escape plan for your home.	<ul style="list-style-type: none"> <li>The children will understand the importance of having smoke alarms in the home, and how they will alert them to a fire.</li> <li>The children will understand the importance of having a Fire Escape Plan, which has been discussed with every member of their family.</li> </ul>	You might wish to organise a visit with the local fire protection service to support session 15 and 16.
16	<b>The Emergency Services</b>	To learn about the dangers of arson and how to report a fire to the emergency services.	<ul style="list-style-type: none"> <li>The children will understand the dangers, effects and consequences of deliberately starting fires.</li> <li>The children will understand how to dial 999 in the event of them discovering a fire.</li> </ul>	You might wish to organise a visit with the local fire protection service to support session 15 and 16.
17	<b>Feeling Safe &amp; My 'Uh-Oh' Signs</b>	To understand how to keep safe within our community.	<ul style="list-style-type: none"> <li>The children will be able to identify how to keep safe in the community.</li> <li>The children will be able to explain why they need to tell someone on their network where they are going.</li> </ul>	

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18	<b>Law &amp; Crime (Knife Crime)</b>	<p>To understand the term Knife Crime, the role of the bystander and that the responsibility to protect others from harm may come before being seen to be a good friend.</p> <p>To understand the legal implications of carrying a knife.</p> <p>To understand that carrying a knife is not a good strategy for staying safe; it increases the chances of being involved in a violent incident and the chances are that if the knife is drawn it will be used against the person carrying it.</p>	<ul style="list-style-type: none"> <li>• The children will understand the term knife crime and understand the legal implications of carrying a knife.</li> <li>• The children will understand that this could potentially happen in any community and involve a mixture of people and ages – there is no stereotypical person(s) involved.</li> <li>• The children will understand how to help a friend and advice to give to a friend.</li> </ul>	<p>*Please ensure you have referred to the Teacher Guidance document in session 18 before commencing.</p> <p>This session might be best supported with a suitable local representative from an established charity or police force.</p>
19	<b>Safety On The Roads &amp; Streets</b>	<p>To look at dangers on the roads and to identify ways of making journeys safer.</p>	<ul style="list-style-type: none"> <li>• The children will be able to describe how to keep safe whilst travelling on the roads.</li> </ul>	<p>This could be supported by a representative from the local roads policing division or council highways.</p>

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			<ul style="list-style-type: none"> <li>The children will be able to identify unsafe situations and possible solutions to feel and be safe.</li> </ul>	
20	<b>Money &amp; Possessions</b>	To explore what it would be like without money and the need to manage money to save for future wants.	<ul style="list-style-type: none"> <li>The children will be able to demonstrate how to look after and save money.</li> </ul>	
21	<b>Secrets &amp; Surprises</b>	To look at the difference between safe and unsafe secrets.	<ul style="list-style-type: none"> <li>The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.</li> </ul>	
22	<b>The Internet &amp; Social Media</b>	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	<ul style="list-style-type: none"> <li>The children will understand the importance of scrutinising information online and not taking for granted that it is truthful.</li> <li>The children will be aware of some of the reasons why information online can be fictitious or misleading.</li> <li>The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it.</li> <li>The children will know the importance of being careful when consuming and forwarding on content online.</li> </ul>	

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23	<b>Making Safe Decisions</b>	To learn how to assess risks in our lives.	<ul style="list-style-type: none"> <li>• The children will be able to assess risk.</li> <li>• The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.</li> </ul>	
24	<b>Law &amp; Crime (County Lines)</b>	<p>To understand what the term 'County Lines' refers to and the effect that it has on communities.</p> <p>To understand who you can go to for help and to report.</p>	<ul style="list-style-type: none"> <li>• The children will understand the term 'County Lines'.</li> <li>• The children will understand that this could potentially happen in any community and involve a mixture of people and ages – there is no stereotypical person(s) involved.</li> <li>• The children will understand where they can go for help and to report anything suspicious.</li> </ul>	<p>*Please ensure you have referred to the Teacher Guidance document in session 24 and 25 before commencing.</p> <p>Session 24 and 25 might be best supported by a representative from a charity or local police force.</p>
25	<b>Law &amp; Crime (County Lines)</b>	To understand the business model behind county lines and the impact that it has on the individuals involved.	<ul style="list-style-type: none"> <li>• The children will understand that County Lines is a business model.</li> <li>• The children will understand the reality of what County Lines is.</li> <li>• The children will think critically about choices and how they can support friends.</li> </ul>	<p>*Please ensure you have referred to the Teacher Guidance document in session 24 and 25 before commencing.</p> <p>Session 24 and 25 might be best supported by a representative from a charity or local police force.</p>

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26	<b>Making Safe Decisions (Discrimination)</b>	To challenge discrimination.	<ul style="list-style-type: none"> <li>The children will be able to give reasons why we should not discriminate against others.</li> <li>The children will be able to suggest ways to challenge discrimination.</li> </ul>	
27	<b>My Friends &amp; Family</b>	To respect the differences found in different family units.	<ul style="list-style-type: none"> <li>The children will be able to define what a family unit is.</li> <li>The children will be able to discuss the different types of family units that exist.</li> <li>The children will know that different family units are characterised by love and care.</li> <li>The children will be able to identify ways in which we can respect the differences found in family units.</li> </ul>	
28	<b>My Helping Hand Network</b>	To update our safety networks and consider how they might alter when we start our new school.	<ul style="list-style-type: none"> <li>The children will acknowledge the different changes they are facing, now that they are getting a bit older.</li> <li>The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to.</li> <li>The children will review their networks and think about how they might change when they start their new school.</li> </ul>	
29	<b>My Health (Mental Wellbeing)</b>	To understand the importance of looking after our mental health.	<ul style="list-style-type: none"> <li>The children will be able to understand that we need to look after our mental health.</li> </ul>	Mental Health charities might be able to assist with providing suitable additional information or supplementary activities if required.

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			<ul style="list-style-type: none"> <li>The children will be able to understand that it is important to share their worries with someone, as early support can really help.</li> </ul>	
30	<b>My Health</b>	To understand the facts and science relating to allergies, immunisation and vaccination.	<ul style="list-style-type: none"> <li>Children will be able to understand that an allergy is a response by the body's immune system to a particular food or substance.</li> <li>Children will be able to understand that a vaccination protects people against harmful diseases before they encounter them naturally.</li> </ul>	This session could be supported by local healthcare professionals to help raise awareness of allergies e.g. use of EpiPens for treating anaphylaxis.
31	<b>Changing School</b>	To know that a change of school can cause a mixture of feelings and that this is normal.	<ul style="list-style-type: none"> <li>The children will identify feelings they might currently be experiencing about moving to a new school.</li> <li>The children will recognise common causes of worry, anxiety and challenges.</li> <li>The children will identify and evaluate the different sources of support and information available.</li> <li>The children will identify ways to positively manage the move to secondary school.</li> </ul>	
32	<b>The Internet &amp; Social Media</b>	To critically consider their online friendships including awareness of the risks associated with people they have never met.	<ul style="list-style-type: none"> <li>The children can recognise differences between an online friendship and a friendship with a person that they have met offline.</li> <li>The children are aware of reasons why an online friendship presents additional risk.</li> <li>The children can recognise the importance of carefully considering where information</li> </ul>	Many free resources are available to schools from organisations such as Childnet. They might be able to further support if needed.

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		To critically consider sources of information.	has come from before believing it or deciding to share the information.	
33	<b>Law &amp; Crime (Hate Crime)</b>	<p>To understand that similarities and differences are both visible and invisible.</p> <p>To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.</p>	<ul style="list-style-type: none"> <li>The children will understand that similarities and differences can be both visible and invisible.</li> <li>The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.</li> </ul>	<p>*Please ensure you have referred to the Teacher Guidance document in session 33 and 34 before commencing.</p> <p>You might wish to be supported in delivery of this session by a suitable charity or representative from the policing organisation in your area.</p>
34	<b>Law &amp; Crime (Hate Crime)</b>	<p>To understand the term 'Hate Crime' and how it can affect individuals and communities.</p> <p>To understand how to report hate crime.</p> <p>To understand that everyone has a part to play in challenging hatred.</p>	<ul style="list-style-type: none"> <li>The children will understand what a hate crime is and the way that it can affect individuals and communities.</li> <li>The children will understand how someone can report hate crime and the importance of doing this.</li> <li>The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.</li> </ul>	<p>*Please ensure you have referred to the Teacher Guidance document in session 33 and 34 before commencing.</p> <p>You might wish to be supported in delivery of this session by a suitable charity or representative from the policing organisation in your area.</p>
35	<b>Evaluation</b>	To evaluate the success of the Dot Com Digital	<ul style="list-style-type: none"> <li>The children be able to highlight what they have learnt in the year.</li> </ul>	

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		programme over the year.	<ul style="list-style-type: none"><li>• The children be able to evaluate the success of the Dot Com Digital programme.</li></ul>	
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# Character List







The following characters appear throughout the Year 6 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.</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>




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	<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>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>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>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>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>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. We meet Jake's mum in a scenario where she is a victim of crime.</p>

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	<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>Dom</b></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. We first meet Dom in Year 2 and he also appears in a few sessions in Year 6.</p>
	<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>Jason and Robbie</b></p> <p>Jason and Robbie are introduced in a session that explores being different yet special. The two boys display unkind behaviour towards Bongani focusing on that fact that he is a wheelchair user. Dot and Bongani end up educating Jason and Robbie, who realise that everyone has unique differences and hidden talents.</p>
	<p><b>Angenelou</b></p> <p>Dot and her class find out about a 12 year old boy called Angenelou who lives in India. Angenelou is a strong and determined boy who didn't have the best start to life. He was forced to work from the age of 3 to pay of a family debt and then eventually rescued. Dot and her class friends are impressed by his determination and the positive outlook he now faces.</p>		<p><b>Lauren</b></p> <p>Lauren is a presenter on TV. Dot finds out about Lauren's life when she was a little girl. Lauren came from a home where her father drunk lots of alcohol that had a hugely negative impact on Lauren's home life. Despite all the odd's, Lauren managed to become a successful journisit. Dot realises that it is possible to overcome anything.</p>

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	<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>
	<p><b>Becky</b></p> <p>Becky is a child at Dot’s school. The children in the school council learn about Becky being upset because she hasn’t been invited to a party. We learn that Becky is autistic and that some children make assumptions based upon what she does and doesn’t like.</p>
	<p><b>Tom</b></p> <p>Tom is a child at Dot’s school. Tom is lucky as he has two parents who look after him. He doesn’t have a mum but has two dads. We find out that Tom is upset because there is a Mums’ Breakfast meeting at school. He feels that he is unfairly being excluded as he doesn’t have a mum.</p>

	<p><b>Greg</b></p> <p>Greg introduces himself to Dot. We don’t fully know Greg’s intentions but from what he asks Dot we assume that he is planning to get Dot to deliver illegal substances on his behalf. Dot is aware of her Uh-Oh signs and uses them to help her avoid an unsafe situation.</p>
	<p><b>Zara</b></p> <p>Zara is a new child at Dot’s school. We find out that she has upset Bongani and Slam because she has refused to play with them. Zara thinks boys are rude and that they don’t know how to play nicely.</p>