# KOS primary programme overview – junior primary

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|  | **Focus area** | **Learning experiences** | **Learning intentions –** Students are learning to: | **Notes** |
| 1 | I am unique He taonga ahau | 1 – Who we are | * describe where they live
* identify two things that make them special
* explain what to do if they get lost
* understand what personal information shouldn’t be shared online.
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|  |  | 2 – How we feel | * identify their feelings in words
* explain when they feel safe and unsafe.
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| 2 | My body is my own Nōku tōku tinana | 1 – Physically me | * use the correct names for body parts
* say that their body is their own
* understand what consent means.
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|  |  | 2 – Touch | * describe whether a touch is one they like, one they don’t like, or one that is confusing
* identify how different types of touch make them feel.
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| 3 | Unwanted behaviour or touchKore e hiahitia te whanonga me te pā kino | 1 – Saying “no” | * say “no” to touch, behaviour, or words that worry or confuse them
* move away from a frightening situation and seek help.
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|  | 2 –Secrets and tricks | * identify the difference between good secrets and bad secrets
* identify the adults they trust about bad secrets
* explain safe practices for trick situations, including online.
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| 4 | Adults who help Ngā kaiāwhina pakeke | 1 – Asking people we trust for help | * keep themselves safe in different situations
* understand family safety rules
* stay safe online.
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|  |  | 2 – Safety rules | * identify people they trust
* ask for help when they need it
* go on asking until someone does something to help.
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# KOS primary programme overview – middle primary

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|  | **Focus area** | **Learning experiences** | **Learning intentions –** Students are learning to: |  |
| 1 | Confident me | 1 – Confident me | * identify how personal strengths and qualities make us special
* listen to our feelings and express them appropriately.
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|  |  | 2 – I can decide | * consider different consequences when making a decision
* identify risks and describe how to manage them.
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| 2 | Safe or unsafe? | 1 – The real world | * identify behaviours of other people that make them feel unsafe or uncomfortable
* distinguish between touch they like, touch they don’t like, and touch that confuses them
* say “no” to unwanted touch
* use Stop, Walk, Talk in risky situations.
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|  |  | 2 – The digital world | * identify various digital technologies
* describe how and when they use these technologies
* give some safety rules for using digital technologies.
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| 3 | No excuse for abuse | 1 – About abuse | * recognise and identify different types of abuse
* understand the steps for reporting abuse.
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|  |  | 2 – Bribes, secrets, and tricks | * tell the difference between bribes, secrets, and tricks
* describe what to do when faced with a bribe, secret, or trick
* explain that they should ask before they go with anyone or do anything that isn’t planned.
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| 4 | Why should I tell? | 1 – Getting help | * identify adults who they can ask for help
* report incidents involving other people that bother them.
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|  |  | 2 – What now? | * identify what happens when abuse has been reported.
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# KOS programme overview – senior primary

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|  | **Focus area** | **Learning intentions –** Students are learning to: | **Notes** |
| 1 | Keeping one step ahead | * evaluate how safe a situation is
* identify and act on the safest option.
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| 2 | I’m responsible for others, too | * have a positive influence on others in unsafe situation
* take action when they see others are at risk.
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| 3 | Finding out about abuse | * identify what is abuse
* be assertive when they communicate
* support others who are experiencing abuse.
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| 4 | Families working together | * support family members
* identify positive behaviour management techniques
* communicate their needs.
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| 5 | Reporting abuse | * identify risks
* identify and act on the safest option.
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| 6 | What happens now? | * talk with others about the consequences of abuse
* present what they’ve learnt about abuse.
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