# 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. |  |
|  |  | 2 – How we feel | * identify their feelings in words * explain when they feel safe and unsafe. |  |
| 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. |  |
|  |  | 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. |  |
| 3 | Unwanted behaviour or touch  Kore 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. |  |
|  | 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. |  |
| 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. |  |
|  |  | 2 – Safety rules | * identify people they trust * ask for help when they need it * go on asking until someone does something to help. |  |

# 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. |  |
|  |  | 2 – I can decide | * consider different consequences when making a decision * identify risks and describe how to manage them. |  |
| 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. |  |
|  |  | 2 – The digital world | * identify various digital technologies * describe how and when they use these technologies * give some safety rules for using digital technologies. |  |
| 3 | No excuse for abuse | 1 – About abuse | * recognise and identify different types of abuse * understand the steps for reporting abuse. |  |
|  |  | 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. |  |
| 4 | Why should I tell? | 1 – Getting help | * identify adults who they can ask for help * report incidents involving other people that bother them. |  |
|  |  | 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. |  |
| 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. |  |
| 3 | Finding out about abuse | * identify what is abuse * be assertive when they communicate * support others who are experiencing abuse. |  |
| 4 | Families working together | * support family members * identify positive behaviour management techniques * communicate their needs. |  |
| 5 | Reporting abuse | * identify risks * identify and act on the safest option. |  |
| 6 | What happens now? | * talk with others about the consequences of abuse * present what they’ve learnt about abuse. |  |