

**KOS primary programme overview – junior primary**

	Focus area	Learning experiences	Learning intentions – Students are learning to:	Notes
1	I am unique He taonga ahau	1 – Who we are	<ul style="list-style-type: none"> <li>describe where they live</li> <li>identify two things that make them special</li> <li>explain what to do if they get lost</li> <li>understand what personal information shouldn't be shared online.</li> </ul>	
		2 – How we feel	<ul style="list-style-type: none"> <li>identify their feelings in words</li> <li>explain when they feel safe and unsafe.</li> </ul>	
2	My body is my own Nōku tōku tinana	1 – Physically me	<ul style="list-style-type: none"> <li>use the correct names for body parts</li> <li>say that their body is their own</li> <li>understand what consent means.</li> </ul>	
		2 – Touch	<ul style="list-style-type: none"> <li>describe whether a touch is one they like, one they don't like, or one that is confusing</li> <li>identify how different types of touch make them feel.</li> </ul>	
3	Unwanted behaviour or touch Kore e hiahitia te whanonga me te pā kino	1 – Saying “no”	<ul style="list-style-type: none"> <li>say “no” to touch, behaviour, or words that worry or confuse them</li> <li>move away from a frightening situation and seek help.</li> </ul>	
		2 –Secrets and tricks	<ul style="list-style-type: none"> <li>identify the difference between good secrets and bad secrets</li> <li>identify the adults they trust about bad secrets</li> <li>explain safe practices for trick situations, including online.</li> </ul>	
4	Adults who help Ngā kaiāwhina pakeke	1 – Asking people we trust for help	<ul style="list-style-type: none"> <li>keep themselves safe in different situations</li> <li>understand family safety rules</li> <li>stay safe online.</li> </ul>	
		2 – Safety rules	<ul style="list-style-type: none"> <li>identify people they trust</li> <li>ask for help when they need it</li> <li>go on asking until someone does something to help.</li> </ul>	

**KOS primary programme overview – middle primary**

	Focus area	Learning experiences	Learning intentions – Students are learning to:	
1	Confident me	1 – Confident me	<ul style="list-style-type: none"> <li>identify how personal strengths and qualities make us special</li> <li>listen to our feelings and express them appropriately.</li> </ul>	
		2 – I can decide	<ul style="list-style-type: none"> <li>consider different consequences when making a decision</li> <li>identify risks and describe how to manage them.</li> </ul>	
2	Safe or unsafe?	1 – The real world	<ul style="list-style-type: none"> <li>identify behaviours of other people that make them feel unsafe or uncomfortable</li> <li>distinguish between touch they like, touch they don't like, and touch that confuses them</li> <li>say "no" to unwanted touch</li> <li>use Stop, Walk, Talk in risky situations.</li> </ul>	
		2 – The digital world	<ul style="list-style-type: none"> <li>identify various digital technologies</li> <li>describe how and when they use these technologies</li> <li>give some safety rules for using digital technologies.</li> </ul>	
3	No excuse for abuse	1 – About abuse	<ul style="list-style-type: none"> <li>recognise and identify different types of abuse</li> <li>understand the steps for reporting abuse.</li> </ul>	
		2 – Bribes, secrets, and tricks	<ul style="list-style-type: none"> <li>tell the difference between bribes, secrets, and tricks</li> <li>describe what to do when faced with a bribe, secret, or trick</li> <li>explain that they should ask before they go with anyone or do anything that isn't planned.</li> </ul>	
4	Why should I tell?	1 – Getting help	<ul style="list-style-type: none"> <li>identify adults who they can ask for help</li> <li>report incidents involving other people that bother them.</li> </ul>	
		2 – What now?	<ul style="list-style-type: none"> <li>identify what happens when abuse has been reported.</li> </ul>	

**KOS programme overview – senior primary**

	Focus area	Learning intentions – Students are learning to:	Notes
1	Keeping one step ahead	<ul style="list-style-type: none"> <li>• evaluate how safe a situation is</li> <li>• identify and act on the safest option.</li> </ul>	
2	I'm responsible for others, too	<ul style="list-style-type: none"> <li>• have a positive influence on others in unsafe situation</li> <li>• take action when they see others are at risk.</li> </ul>	
3	Finding out about abuse	<ul style="list-style-type: none"> <li>• identify what is abuse</li> <li>• be assertive when they communicate</li> <li>• support others who are experiencing abuse.</li> </ul>	
4	Families working together	<ul style="list-style-type: none"> <li>• support family members</li> <li>• identify positive behaviour management techniques</li> <li>• communicate their needs.</li> </ul>	
5	Reporting abuse	<ul style="list-style-type: none"> <li>• identify risks</li> <li>• identify and act on the safest option.</li> </ul>	
6	What happens now?	<ul style="list-style-type: none"> <li>• talk with others about the consequences of abuse</li> <li>• present what they've learnt about abuse.</li> </ul>	