

## **Lee & Kim: Animal Magic UK Curriculum links**

### **England**

#### **Computing**

**Primary national curriculum:** Computing programmes of study (Key Stage 1)

Pupils should be taught to:

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

#### **Relationships & Health Education**

**Primary national curriculum:** \*Relationships Education, Relationships and Sex Education (RSE) and Health Education (HE)

**\*Please note this document is still a draft and is subject to change in accordance with DfE guidance.**

##### **Relationships Education (primary):**

###### **Respectful relationships:**

- pupils should know the importance of permission-seeking and giving in relationships with friends, peers and adults

###### **Caring friendships:**

- pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties

###### **Online relationships:**

- pupils should know that people sometimes behave differently online, including by pretending to be someone they are not
- pupils should know the rules and principles for keeping safe online, how to recognise risks,

harmful content and contact, and how to report them

- pupils should know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

**Being safe:**

- pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- pupils should know where to get advice from e.g. family, school and/or other sources

**Physical health and mental wellbeing (primary):**

**Internet safety and harms:**

- pupils should know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online
- pupils should know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

**Spiritual, Moral, Social and Cultural (SMSC) development in schools**

The Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. *Lee & Kim: Animal Magic* promotes SMSC throughout the session plans and activities as outlined below.

Through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely
- Encourage respect for other people

## Scotland

### Technologies

**Curriculum for Excellence:** Technologies (experiences and outcomes)

**Early:**

**Digital Literacy**

**Cyber resilience and internet safety:** I can explore, play and communicate using digital technologies safely and securely ([TCH 0-03a](#))

**First:**

**Digital Literacy**

**Cyber resilience and internet safety:** I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure ([TCH 1-03a](#))

### Health and Wellbeing

**Curriculum for Excellence:** Health and wellbeing (experiences and outcomes)

**Mental and emotional wellbeing:**

- I am aware of and able to express my feelings and am developing the ability to talk about them ([HWB 0-01a/HWB 1-01a](#))
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances ([HWB 0-03a/HWB 1-03a](#))

**Relationships, sexual health and parenthood:**

- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to ([HWB 0-44b/HWB 1-44b](#))
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication ([HWB 0-45b/HWB 1-45b](#))

## Wales

### Digital Competence

Digital Competence Framework: Primary

Year 1:

#### Citizenship

- **Online behaviour and cyberbullying:** simply explain that digital technology can be used to communicate and connect with others globally
- **Online behaviour and cyberbullying:** begin to identify similarities and differences between online and offline communication

Year 2:

#### Citizenship

- **Identity, image and reputation:** identify the steps that can be taken to keep personal data and hardware secure
- **Online behaviour and cyberbullying:** interact appropriately with others

### Personal and Social Development, Well-Being and Cultural Diversity

Personal and Social Development, Well-Being and Cultural Diversity: Foundation Phase

\*Please note that the Welsh Government is currently drafting a revised Relationships and sexuality education: <https://beta.gov.wales/draft-guidance-relationships-and-sexuality-education>

#### Social development:

- Be aware of and respect the needs of others, to take responsibility for their own actions, as well as to consider the consequences of words and actions for themselves and others

#### Moral and spiritual development:

- Talk/communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate

## Northern Ireland

### Information and Communications Technology

**The Northern Ireland Curriculum (Primary):** Using Information and Communications Technology across the curriculum

#### 1.6\_3: using information and communications technology across the curriculum

##### Explore

- I can understand how to keep safe and display acceptable online behaviour

### Personal Development and Mutual Understanding

**The Northern Ireland Curriculum Primary:** Personal Development and Mutual Understanding (Key Stage 1)

#### Personal understanding and health:

Teachers should enable pupils to develop knowledge, understanding and skills in:

- Their own and others' feelings and emotions and how their actions affect others
- Strategies and skills for keeping themselves healthy and safe