

Jessie & Friends: UK Curriculum Links

England

Computing

Statutory framework for the early years foundation stage

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

Episode 1	Statutory framework for the early years foundation stage:
	Technology <ul style="list-style-type: none">Children recognise that a range of technology is used in places such as homes and schools
Episode 2	Pupils should be taught to: <ul style="list-style-type: none">Recognise common uses of information technology beyond schoolUse 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
Episode 3: Session one	
Episode 3: Session two	

Relationships & Health Education

Statutory framework for the early years foundation stage

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.**

Episode 1	Statutory framework for the early years foundation stage:
	Personal, social and emotional development <ul style="list-style-type: none">Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride

Episode 2

Relationships Education (primary):

Respectful relationships:

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

Online relationships:

- pupils should know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

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

Episode 3:

Session one

Relationships Education (primary):

Online relationships:

- 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 information and data is shared and used online

Being safe:

- pupils should know how to ask for advice or help for self and for others, and to keep trying until they are heard including having the vocabulary and confidence to report concerns or abuse

Physical health and mental wellbeing (primary):

Mental wellbeing:

- pupils should know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- pupils should know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

- pupils should know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Episode 3:

Session two

Relationships Education (primary):

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
- pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed

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 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- pupils should know how to ask for advice or help for self and for others, and to keep trying until they are heard including having the vocabulary and confidence to report concerns or abuse

Physical health and mental wellbeing (primary):

Mental wellbeing:

- pupils should know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Internet safety and harms:

- 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. *Jessie & Friends* promotes SMSC throughout the session plans and activities as outlined below.

ALL Episodes

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

Technologies

Curriculum for Excellence: Technologies (experiences and outcomes)

Episode 1	<p>Early:</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> • Cyber resilience and internet safety: I can explore, play and communicate using digital technologies safely and securely (TCH 0-03a)
Episode 2	<p>First:</p>
Episode 3: Session one	<p>Digital Literacy</p> <ul style="list-style-type: none"> • 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)
Episode 3: Session two	

Health and Wellbeing

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

Episode 1	<p>Mental and emotional wellbeing:</p> <ul style="list-style-type: none"> • I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them (HWB 0-02a/HWB 1-02a) • I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave (HWB 0-04a/HWB 1-04a)
Episode 2	<p>Mental and emotional wellbeing:</p> <ul style="list-style-type: none"> • 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)

Physical wellbeing:

- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations (HWB 0-17a/HWB 1-17a)

Relationships, sexual health and parenthood:

- 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)

Episode 3:

Session one

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 know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them (HWB 0-02a/HWB 1-02a)
- 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)

Physical wellbeing:

- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations (HWB 0-17a/HWB 1-17a)

Episode 3:

Session two

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)

Physical wellbeing:

- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations (HWB 0-17a/HWB 1-17a)

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)

Digital Competence

Digital Competence Framework: Primary

<p>Episode 1</p>	<p>Reception:</p> <hr/> <p>Citizenship</p> <ul style="list-style-type: none"> • Health and well-being: talk about everyday use of devices and digital media • Online behaviour and cyberbullying: use appropriate words and feelings, e.g. discuss words and feelings that could upset people
<p>Episode 2</p>	<p>Year 1:</p> <hr/> <p>Citizenship</p> <ul style="list-style-type: none"> • Online behaviour and cyberbullying: simply explain that digital technology can be used to communicate and connect with others locally and globally • Online behaviour and cyberbullying: Use appropriate words and feelings, e.g. discuss words, and acts
<p>Episode 3: Session one</p>	<p>Year 2:</p> <hr/> <p>Citizenship</p> <ul style="list-style-type: none"> • 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, e.g. follow the same rules when communicating face-to-face and online
<p>Episode 3: Session two</p>	<p>Year 2:</p> <hr/> <p>Citizenship</p> <ul style="list-style-type: none"> • Online behaviour and cyberbullying: interact appropriately with others, e.g. follow the same rules when communicating face-to-face and online

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>

Episode 1	Moral and spiritual development: <ul style="list-style-type: none">• Talk/communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
Episode 2	Social development: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Talk/communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
Episode 3: Session one	Moral and spiritual development: <ul style="list-style-type: none">• Talk/communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
Episode 3: Session two	Well-being: <ul style="list-style-type: none">• Value and contribute to their own well-being and to the well-being of others, and to be aware of their own feelings and develop the ability to express them in an appropriate way

Northern Ireland

Information and Communications Technology

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

Episode 1	1.6_3: using information and communications technology across the curriculum
Episode 2	Explore <ul style="list-style-type: none">I can understand how to keep safe and display acceptable online behaviour
Episode 3: Session one	
Episode 3: Session two	

Personal Development and Mutual Understanding

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

Episode 1	Personal understanding and health: Teachers should enable pupils to develop knowledge, understanding and skills in: <ul style="list-style-type: none">Their own and others' feelings and emotions and how their actions affect othersStrategies and skills for keeping themselves healthy and safe
Episode 2	
Episode 3: Session one	
Episode 3: Session two	