



Woolmore
Primary School

Health and Relationships Policy

September 2026



Name	Health and Relationships Policy
Agreed by	Governing Body
Date Agreed	September 2026
Review Date	September 2027

Section	Page*
1. Aims	3
2. Context and Background	3
3. Statutory Requirements	5
4. Roles and Responsibilities	5
5. Curriculum Overview	6
5.1 Relationships Education (Statutory)	6
5.2 Health Education (Statutory)	6
5.3 Non-Statutory Content	6
6. National Curriculum: Science	7
7. Monitoring, Evaluation and Assessment	8
8. Right to Withdraw	8
9. Equalities and Safeguarding	9
10. Naming of Private Body Parts	10
11. Puberty Education	10
12. SEND	10
13. Disclosures	10
14. Resources	10
15. Appendix 1: RHE Curriculum Objectives	12
16. Appendix 2: Managing Difficult Questions	21
17. Appendix 3: Summary of Parental Feedback Following Consultation (June 2026)	23

Aims

Woolmore Primary School is committed to promoting the health and wellbeing of all pupils in our school, putting safeguarding at the heart of everything we do. Effective teaching of Relationships and Health Education will support prevention of harms by helping young people understand and identify when things are not right. We value, respect, and want our pupils to learn how to get along well with other people, how to care for themselves and others and how to keep themselves safe by making good choices. High quality evidence-based teaching of relationships and health education can help prepare pupils for the opportunities and responsibilities of adult life and can promote their moral, social, mental and physical development.

In teaching Relationships and Health Education to pupils we aim to:

- Teach Relationships and Health Education as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
- To teach children the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind and caring adults who have respect for others and know how to keep themselves safe
- To teach children how to make decisions about their own health and well-being, to understand the links between physical and mental health and to recognize when they need support. The RHE curriculum aims to teach children strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Context

Forward by the Secretary of State:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content

will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/foreword-by-the-secretary-of-state>

1. Statutory requirements

This policy meets the updated statutory requirements of the [Department of Education July 2025](#) and complies with the relevant provisions of the Equality Act 2010. It is published on our school website.

2. Roles and responsibilities

Parents

- Speak to DHT Inclusion if you have any questions about the RHE policy, curriculum or resources
- Arrange to meet with DHT Inclusion if you would like to withdraw your child from the non-statutory lesson in year 6 on Human Reproduction

Staff

- Participate in training on delivering RHE content
- Ensure that all pupils, including pupils with SEND, can access the curriculum in an age-appropriate and culturally sensitive way

Headteacher

- Make sure the RHE policy is implemented across the school
- Ensure the school is fulfilling its statutory duties with regard to the teaching of RHE
- Ensure that parents have access to information about the teaching of RHE, including the curriculum, resources and the right to withdraw their child from the non-statutory lesson in year 6

Local Governing Board

- In conjunction with the Headteacher and senior leaders, monitor the implementation of the RHE policy and the delivery of the curriculum in the school

Curriculum Overview

The Health and Relationships Education curriculum has three aspects, two are statutory and one is non statutory.

Statutory Aspects are *Relationships Education* and *Health Education*:

Relationships Education - Statutory

- Families And People Who Care For Me
- Caring Friendships
- Respectful and Kind Relationships
- Online Safety and Awareness
- Being Safe

Health Education – Statutory

- General Well Being
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, alcohol, tobacco and vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

Non-Statutory Content

- Human reproduction (DFE recommend in year 6 science curriculum)

The National Curriculum: Science

The science curriculum also has content that supports the learning in the Relationships and Health Education curriculum. This includes the human body, lifecycles, healthy eating and the importance of exercise. Puberty is also included in the non-statutory element of the science programmes of study as something children should learn about. Relevant aspects of the science curriculum include:

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (e.g. touch, smell, taste)
- notice that animals, including humans have offspring which grow into adults
- describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans

Key Stage 2:

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food but instead they get nutrition from what they eat

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Monitoring, Evaluation and Assessment

The subjects will be monitored and evaluated through the school's monitoring processes which include:

- Work scrutiny (book looks) – this will often be in 'Year Books'
- Pupil voice
- Lesson observations including monitoring of planning
- Subject leader evaluation
- SIP review processes when applicable

It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

Assessment

The school will use AFL (assessment for learning) strategies to identify pupils' prior knowledge.

Teachers will assess pupils' learning and progress throughout a lesson using AFL. At the end of a sequence of lessons teachers will utilise the PSHE end of unit reflection templates as an assessment tool where applicable. The PSHE lead will review learning and progress across year groups through in-school monitoring systems. Opportunities for subject leaders to review pupil outcomes against the outcomes of pupils of other LBTH schools will be planned through the school's partnership work i.e. *The Poplar Partnership*

The school will evidence pupils' learning and progress through:

- documented learning in pupils' books/class books (including end of unit reflections for relevant aspects of the Relationships and Health curriculum)
- monitoring activities (including pupil voice)
- its rolling programme of curriculum review as part of the School Improvement Plan

The Right to Withdraw

There is no parental right to withdraw from Health and Relationships Education or any National Curriculum subject as these are statutory part of the curriculum.

Parents have the right to withdraw from the Human Reproduction lessons in Year 6.

The school is happy to meet with parents to discuss concerns and show resources. Ultimately, we will always respect a parental request to withdraw their child from human reproduction in Year 6.

Equalities and Safeguarding

The school is committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against the Protected Characteristics in the Equality Act. It also includes tackling any form of discrimination including racism, disability discrimination, sexism, misogyny, homophobia and gender stereotypes.

Tower Hamlets recommends that schools teach about different types of families as part of our learning and commitment to equalities and diversity education. We want all children to feel welcomed and included in our school. This will be a part of the Year 3 Celebrating Difference PSHE Jigsaw Key Stage 2 curriculum. This aspect of learning is also important in terms of tackling homophobic behaviour and bullying

Naming of the private body parts

Since 2019 Health Education has been statutory. Following our parent consultation in summer 2021 children have been taught the names of their private body parts to support safeguarding. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children can name both the public and private body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Through our community voice work in 2021 we have identified that some parents were sensitive to when the naming of private body parts is taught. We agreed to teach basic body parts in KS1 and private body parts in KS2 as recommended by the Local Authority. This is complemented by the NSPCC PANTS Curriculum.

Puberty

Tower Hamlets recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs. Through our community voice work we have identified that some parents are sensitive to the fact that both boys and girls learn about menstrual wellbeing, including the key facts about the menstrual cycle as part of statutory health education content i.e. Changing Adolescent Bodies. Therefore, these lessons will be taught in single sex groups in year 5 and we will invest time ensuring that parents are clear about how the teaching is done and what resources are used. We will continue to offer an opt-in lesson in Y4 for girls.

SEND

Teaching RHE will be adapted to meet the needs of all children including those with additional needs.

Disclosures

Any disclosures will follow the schools agreed safeguarding procedures.

Resources

Teaching Resources

At Woolmore we are committed to teach in single sex lessons. We will ensure that to resources and plans are shared should parents wish to find out more.

Blank Page

RHE Curriculum Objectives.

The content in bold is to demonstrate what has been made statutory in the updated DFE RHE document. Much of this has been part of the RHE curriculum since the initial consultation in Summer 2021 following Health Education becoming statutory in 2019.

RELATIONSHIPS EDUCATION

By the end of primary school, pupils should know:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up **safe and happy** because they can provide love, security and stability.
2. The characteristics of **safe and happy** family life, **such as** commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the **families of other children**, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and **civil partnerships** represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **Pupils should learn skills for developing caring, kind friendships.**

3. ***That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.***
4. The characteristics ***of friendships that lead to happiness and security***, including mutual respect, ***honesty***, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. ***How to manage conflict***, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. ***How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.***
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. ***How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.***
4. ***Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.***
5. ***That they can expect to be treated*** with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take ***and skills*** they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. **Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.**
9. The different types of bullying (including **online bullying**), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive **or lead to bullying** and how to challenge a stereotype.
11. **How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.**

Online Safety and awareness

Curriculum content:

1. **That people should be respectful in online interactions**, and that the same principles apply to online relationships as to face-to-face relationships, including **where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.**
2. How to critically **evaluate** their online relationships and sources of information, including awareness of the risks associated with people they have never met. **For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.**
3. **That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.**
4. **The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.**
5. **Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.**
6. **That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.**

Being Safe - BS

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). ***This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.***
2. The concept of privacy and ***its*** implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, ***including physical contact.***
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those ***they do*** and do not know.
5. ***How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.***
6. How to report ***abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult*** and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. ***Where to get advice e.g. family, school and/or other sources.***

HEALTH AND WELLBEING - THIS CONTENT IS STATUTORY

By the end of primary school pupils should know:

General Wellbeing

Curriculum content:

1. The benefits of physical ***activity***, time outdoors, and ***helping others for health, wellbeing and happiness.*** Simple self care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. ***The importance of promoting general wellbeing and physical health.***
3. The range ***and scale*** of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. ***Pupils should***

understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

4. How to recognise feelings and use varied vocabulary ***to talk*** about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, ***and the benefits of seeking support.***
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and ***how to seek help for themselves or others.***
8. ***That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.***
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental ***health problems, and early support can help.***

Wellbeing Online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. ***Pupils should be supported to think about positive and negative aspects of the internet.***
2. ***Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in person relationships, looking at the pros and cons of different ways of using online connection.***
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own ***and others' mental and physical wellbeing.***

4. How to consider the impact of their online **behaviour** on others, and how to recognise and display respectful behaviour online.
5. Why social media, **some apps**, computer games and online gaming, **including gambling sites**, are age restricted.
6. **The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.**
7. **How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.**
8. That abuse, bullying and harassment can take place online and that **this can impact wellbeing. How to seek support from trusted adults.**
9. How to understand the information they find online, including **from search engines**, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. **Where and how to report concerns and get support with issues online.**

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular **physical** activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, **moderate and/or vigorous physical activity**.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. **Understanding the importance of a healthy relationship with food.**

3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, ***the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep*** on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, ***including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth***, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and ***scientific evidence*** relating to vaccination and immunisation. ***The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.***

Personal Safety

Curriculum content:

1. ***About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.***

2. ***How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.***

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, ***including the importance of reporting incidents rather than filming them.***
2. Concepts of basic first aid, for example dealing with common injuries ***and ailments***, including head injuries.

Developing bodies

Curriculum content:

1. ***About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.***
2. ***The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.***
3. ***The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.***

SCIENCE - THIS CONTENT IS STATUTORY

Key Stage 1

- identify, name, draw and label the *basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Year 5

- describe the changes as humans develop to old age (including puberty)

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*The national curriculum for science includes teaching about the main external parts of the body. The following words are taught from year 3:

- Penis, testicles, **scrotum**, vagina, vulva, breast and nipples, bottom and anus

HUMAN REPRODUCTION – THIS CONTENT IS RECOMMENDED FOR YEAR 6 BY THE DFE AND IS NON STATUTORY (OPTIONAL)

- How an egg is fertilised and babies are born is taught in year six

Appendix 2: Managing Difficult Questions

Sometimes children may ask a question or make a comment that goes beyond the curriculum or is sensitive. This is guidance outlines how these questions should be responded to:

Scenario 1: A question about something that has not yet been taught in the curriculum

Acknowledge e.g. that's interesting, it's good to ask questions... *"That isn't something we will be talking about in our lessons. You may want to talk to your parents about it."*

Scenario 2: Child asks a question/expresses a family viewpoint

Answer factually, *"Some people believe...The right thing to do is to be respectful of everybody"*

Scenario 3: A question about something that is not taught

"Thank you for sharing your thoughts. We don't learn about that at school, you might want to ask your parents about it"

Scenario 4: A child makes a personal disclosure in front of the class

Acknowledge appropriately (with kindness) *"Thank you for sharing that. I'd like to make some time to talk to you about that afterwards"*

Scenario 5: A child makes an overtly discriminatory comment

If child did this knowing that the comment is disrespectful then this is dealt with as a Serious Incident but from an educating perspective:

To the class: *"Sometimes we might need help to make a respectful choice. I care about you so I will help you after the lesson."*

In private:

"In our lesson you shared..respect is one of our school rules and it's a value of ours. I know you are a respectful person – I have seen it when you...Saying this comment isn't respectful. I'm wondering what you were thinking at the time? I wonder how it affected other people in our class? We care about each other, and I want to help you put this right."

The comment and the resolution would be shared with the parent (and victim where necessary). A senior member of staff would support a restorative conversation and ensure a follow up is scheduled so that the feelings of the victim have been reasonably taken into account.

If child does not seem to know that the comment is disrespectful then it needs to be dealt with in the same way as above – as an opportunity to educate.

Parental Consultation, Safeguarding and Community Engagement

In July 2026, the school undertook a parental consultation on online safety, digital wellbeing and emerging technologies to ensure that our safeguarding provision, curriculum and parental engagement offer reflect the needs of our school community. A total of 46 parents and carers participated in the consultation. The findings demonstrated high levels of parental engagement and confidence in supporting children's online safety, whilst also identifying areas where further information and support would be welcomed.

The consultation found that 61% of parents and carers felt **very confident** helping their child understand the risks associated with social media and online platforms, with a further 35% reporting that they were **somewhat confident**. Similarly, 72% indicated that they were **very confident** in helping children understand the risks associated with sharing photographs and images online, and 63% reported being **very confident** in setting up and managing parental controls on devices.

Parents also reported a generally strong understanding of online safety measures, with 54% feeling **very confident** in helping their child stay safe online through the use of privacy settings, location controls and safe practices when using social media, gaming and messaging platforms. However, a small number of parents indicated that they lacked confidence in these areas, highlighting the importance of continued support from the school.

The consultation identified YouTube as the most widely used online platform amongst children represented in the survey, with smaller numbers of children accessing WhatsApp, TikTok, Snapchat, Instagram and Discord. These findings support the school's ongoing focus on teaching age-appropriate online behaviours, digital footprints, privacy, critical thinking and safe use of online platforms through the computing curriculum, Relationships Education and safeguarding assemblies.

The findings also highlighted the growing importance of educating families about the safe use of Artificial Intelligence (AI). Whilst many parents reported some familiarity with AI tools such as ChatGPT and Snapchat AI, over half of respondents expressed a desire for additional guidance regarding how children can use AI safely and responsibly.

Safeguarding Implications

The school recognises that online safety is a safeguarding issue and that effective protection of children requires a strong partnership between school and home. The consultation findings provide us with valuable information about parental knowledge, confidence levels, concerns and training needs. This information will be reviewed alongside safeguarding information, pupil voice, curriculum monitoring and national guidance to ensure that the school's online safety provision remains current, effective and responsive to emerging risks.

The consultation identified particular areas where additional parental support may be beneficial, including:

- Understanding and monitoring emerging technologies, including AI.
- Managing children's screen time and digital wellbeing.
- Accessing guidance on privacy settings, parental controls and online platforms.
- Receiving regular online safety information and updates from school. The school uses this information to strengthen preventative education and to promote consistent online safety messages between home and school.

School Response and Actions

Following analysis of the consultation findings, the school is committed to:

- Delivering an age-appropriate online safety curriculum that addresses safe use of social media, gaming, messaging apps, online relationships, cyberbullying, privacy, digital footprints and emerging technologies, including Artificial Intelligence.
- Embedding online safety education across the curriculum and through assemblies, themed events and safeguarding activities.
- Providing regular online safety guidance and updates for parents through newsletters, website content and electronic communications.
- Publishing links to trusted online safety resources and guidance for families on the school website.
- Sharing practical advice regarding parental controls, privacy settings, device safety and screen time management.
- Delivering parent information sessions, workshops, webinars or coffee mornings in response to identified needs.
- Working with external agencies and specialist providers where appropriate to enhance online safety education and awareness.

- Reviewing emerging online safety risks at least annually, including developments in Artificial Intelligence and social media.
- Monitoring the effectiveness of online safety provision through parental consultation, pupil voice, safeguarding information and curriculum review.

Commitment to Ongoing Partnership

The consultation demonstrated that many parents would welcome further guidance and resources from school, with newsletters, website information and online sessions identified as the preferred methods of support. In response, the school will continue to strengthen communication with families and provide accessible opportunities for parents and carers to develop their knowledge and confidence in supporting children online.

Through this ongoing partnership, the school aims to ensure that all pupils develop the knowledge, skills and resilience needed to navigate the digital world safely, responsibly and confidently, while enabling parents and carers to play an active role in supporting their children's online safety and wellbeing.