St Wilfrid's Primary School
Online Safety Parents' Session - November 2026



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What brings you here today?





Under-16s will be banned from social media from early 2027



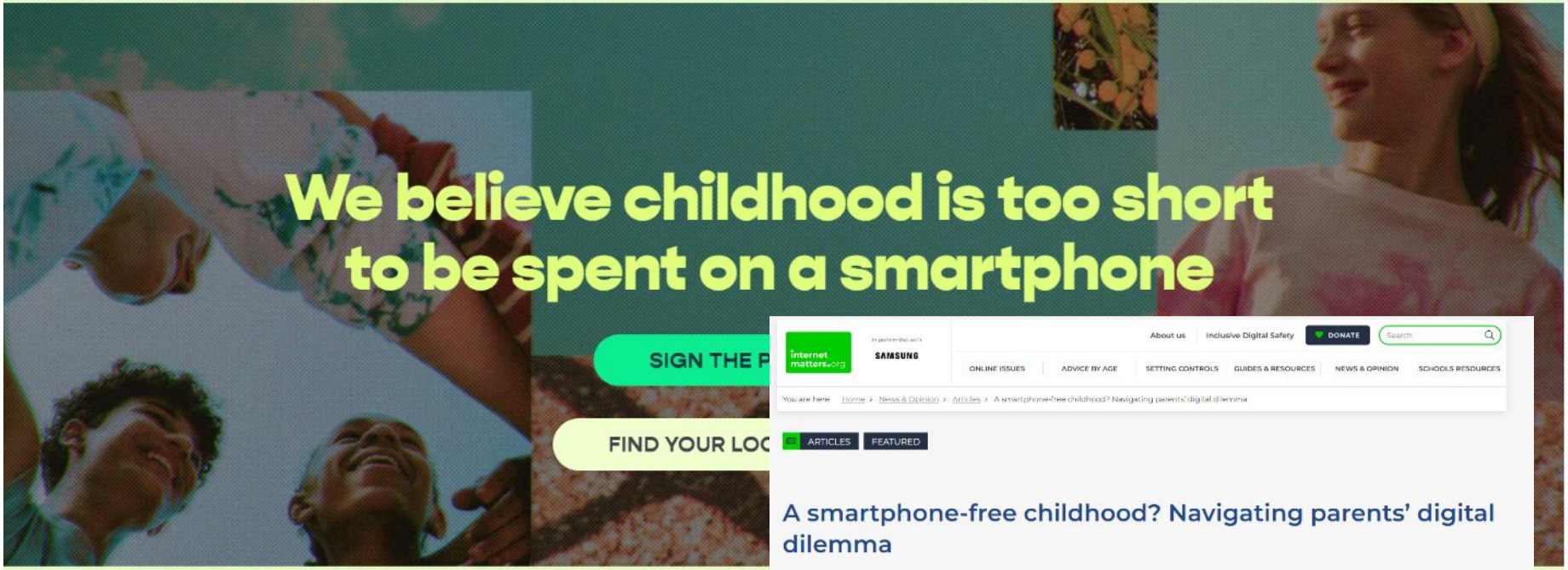
'Positive' or 'unnecessary'? - UK teens on social media ban

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SMARTPHONE FREE CHILDHOOD

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You are here: Home > News & Opinion > Articles > A smartphone-free childhood? Navigating parents' digital dilemma

ARTICLES FEATURED

A smartphone-free childhood? Navigating parents' digital dilemma



Carolyn Bunting MBE | August 19th, 2024

Carolyn Bunting is Co-CEO of Internet Matters, an independent, not-for-profit organisation which helps families keep their children safe online.



With a lot of conversation around a smartphone-free childhood, Co-CEO Carolyn Bunting shares things to consider when it comes to mobile phones.

A Parent's Advice



NCA
National Crime Agency

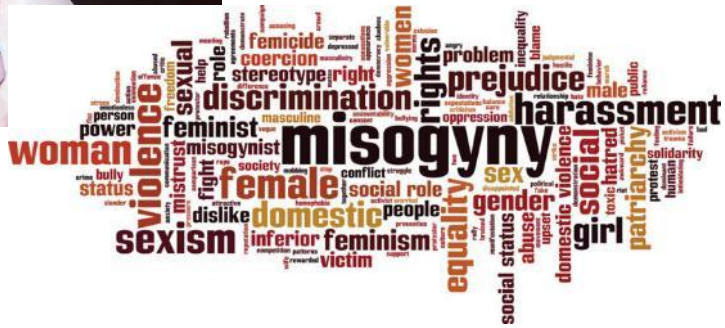
Big Issues in Society



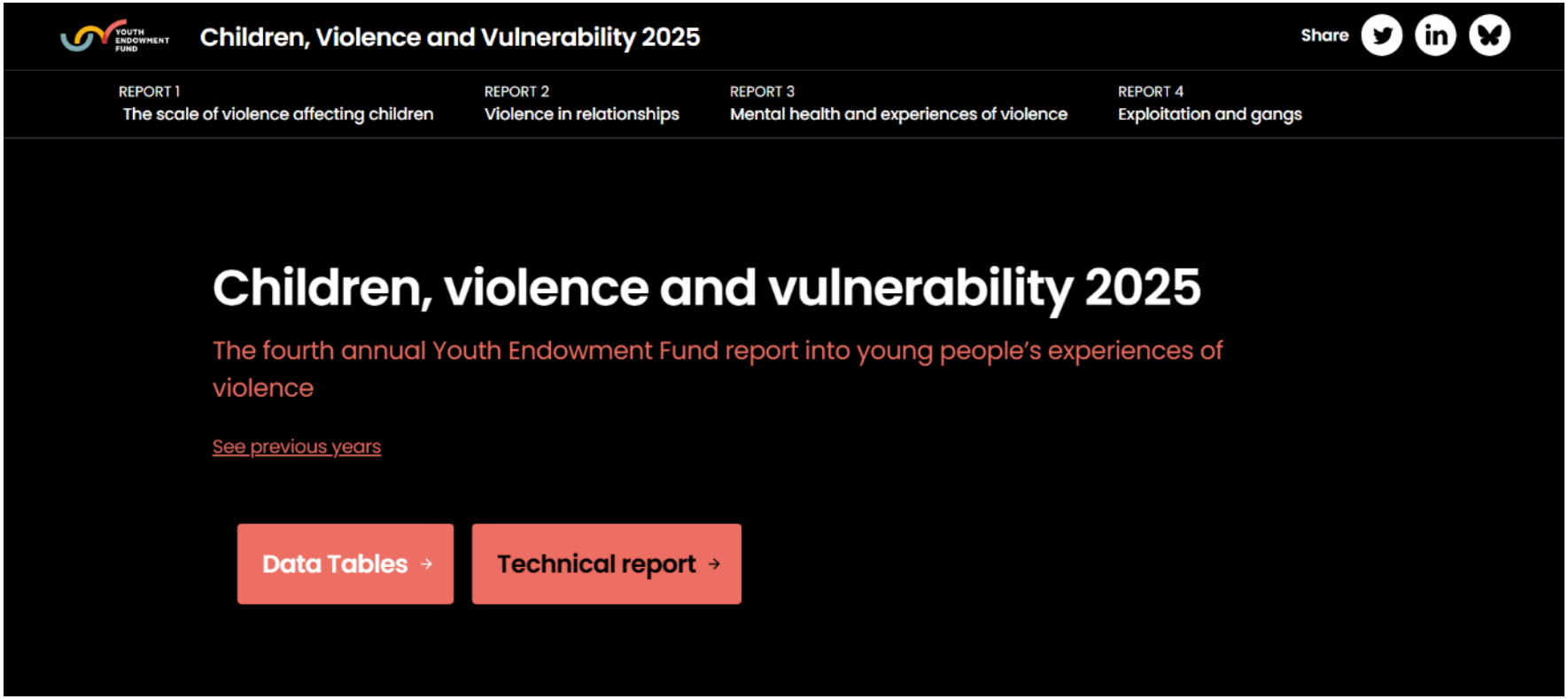








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Children, Violence and Vulnerability 2025
Share
REPORT 1
The scale of violence affecting children
REPORT 2
Violence in relationships
REPORT 3
Mental health and experiences of violence
REPORT 4
Exploitation and gangs
Children, violence and vulnerability 2025
The fourth annual Youth Endowment Fund report into young people's experiences of violence
See previous years
Data Tables →
Technical report →

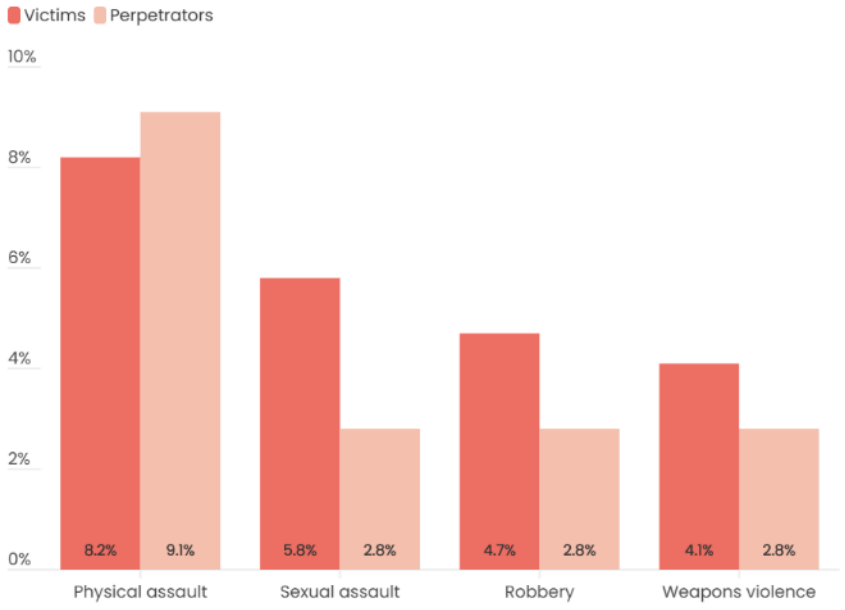
Children, Violence and Vulnerability 2025

The scale of violence affecting children

Share

Physical assault is the most common type of violence experienced

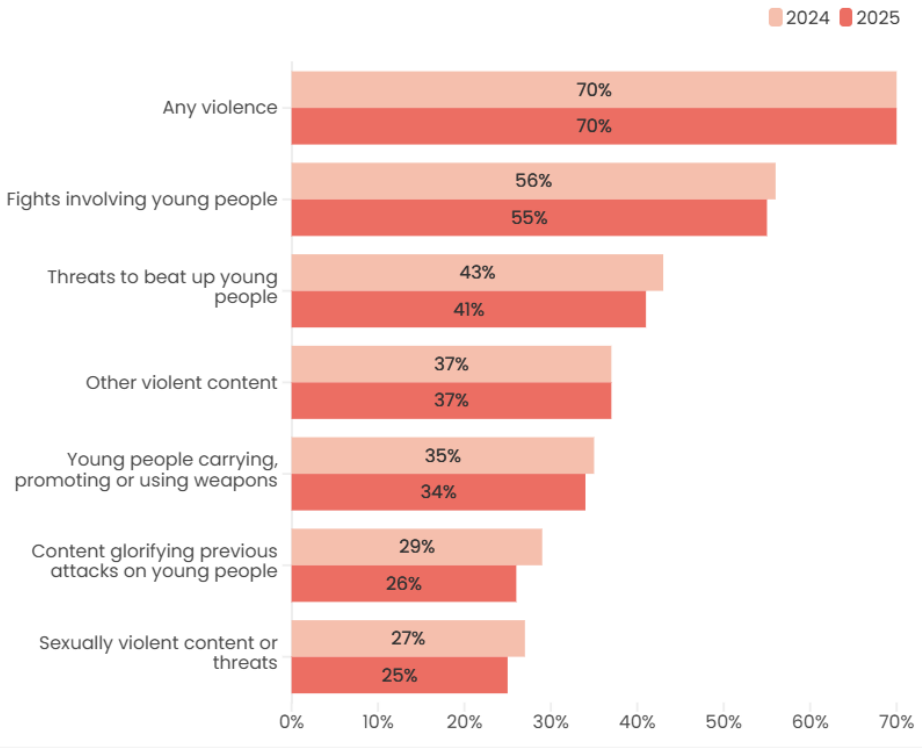
Proportion of 13-17-year-olds who've been victims and perpetrators of different types of violence



TOP↑

Most teens continue to see real-world violence on social media

Proportion of 13-17-year-olds seeing different types of violence on social media



Human Connection: Belonging and Mattering



That connection can be very problematic
Sexual Exploitation
Criminal Exploitation
Gangs
Drugs
Violent Crime
Radicalisation
Misogyny
Problematic Health Messages.

Perception of Risk



OR



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Popcorn Moments



How do you decide?



Do you do the same online?

WattsApp - 13



WhatsApp | Parent Zone | At the heart of digital family life

Snapchat - 13



Snapchat | Parent Zone | At the heart of digital family life

Parent guides | Parent Zone | At the heart of digital family life

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parentzone
The experts in digital family life

Children's Commissioner

CEOP
A National Crime Agency command

Kent County Council
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Childnet International

Home
UK Safer Internet Centre

UK Council for Child Internet Safety (UKCCIS)

NSPCC

IWF Internet Watch Foundation

LONDON GRID FOR LEARNING

IWF Member
DO the right thing

Ofcom

Responding to Digital Ghost Stories – A Guide for Professionals

02 September 2021

Over the last few years the Professionals Online Safety Helpline has seen its fair share of 'digital ghost stories'. There are lessons to be learnt each time and with hindsight, we can see how these things have gained traction and how we may have even helped increase it's reach, unintentionally.

At the time, when it's new news there is pressure on professionals; do I respond? Do I share? I need to warn people! With each 'challenge' or 'story' this pressure can feel different. Earlier in the year when a disturbing rumour circulated, the threat felt very real and unlike previous 'challenges' had more of a 'real world' impact.

It's easy to get caught up in the commotion because at the core, we care. However, as we have seen, sometimes getting caught up in it, and sharing with good intention can sometimes back fire, leading more people to search out and look for the content or story.

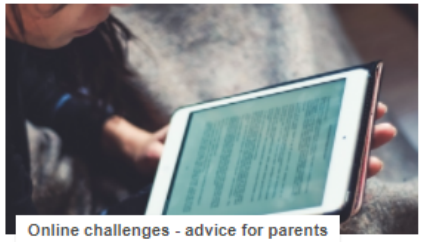
The helpline wants to help try and tackle this, giving you something to focus on initially if/when the next 'story' comes along!

We have created this video;



Back to all blogs

You might like


Online challenges - advice for parents


Advice for schools on responding to online challenges

First rule of Online Safety – Don't mention to children any app/game or online trend unless they have spoken about it to you.

Let’s not forget the positive!





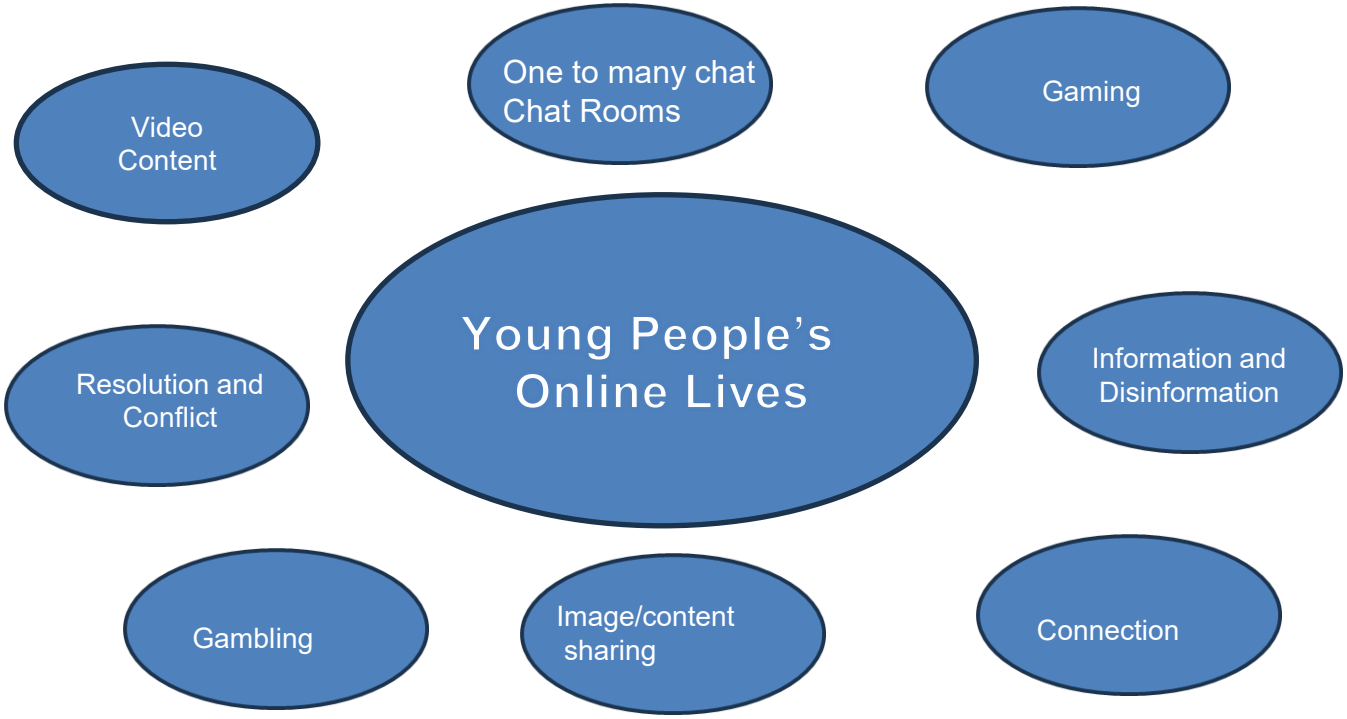




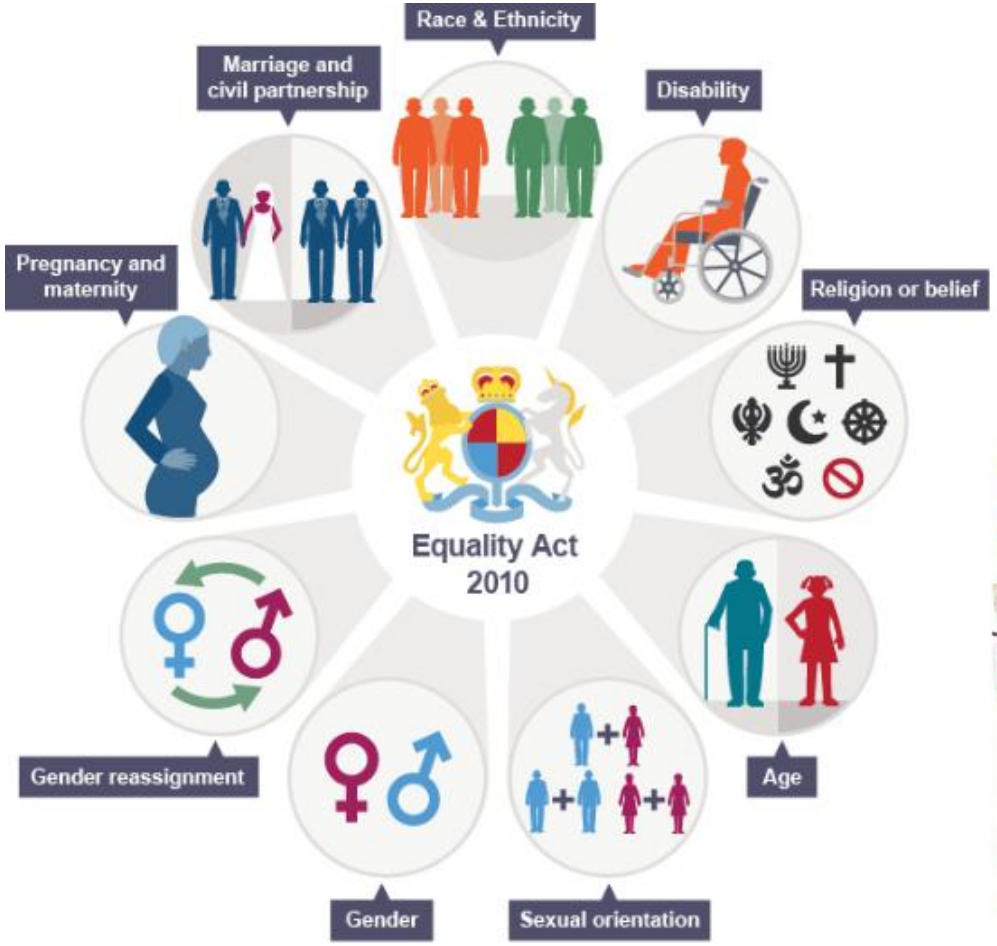


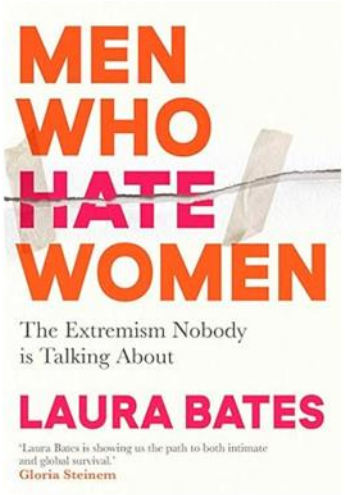


General Trends



Are the Protected Characteristics of the Equality ACT (2010) Lived Out Online?






Ofcom
Children and Parents: Media Use and Attitudes Report
Published 21 May 2026
Welsh language summary available

Media use, by age

3-5



19% have their own mobile phone

85% use any device to go online.
To go online: **69%** use a tablet, **34%** use a mobile phone, and **12%** use a laptop

56% use messaging sites/apps
91% use video sharing platforms
49% use live streaming sites/apps
37% use social media and **60%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**85%**), WhatsApp (**31%**) and Snapchat (**23%**)

31% play games online

76% watch TV or films on any type of device other than a TV set (**77%** on a TV set)

32% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

6-7



30% have their own mobile phone

96% use any device to go online.
To go online: **80%** use a tablet, **48%** use a mobile phone, and **26%** use a laptop

57% use messaging sites/apps
94% use video sharing platforms
48% use live streaming sites/apps
36% use social media and **63%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**91%**), WhatsApp (**33%**) and TikTok(**30%**)

43% play games online

78% watch TV or films on any type of device other than a TV set (**83%** on a TV set)

38% watch live TV | **76%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

8-9



42% have their own mobile phone

97% use any device to go online.
To go online: **73%** use a tablet, **51%** use a mobile phone, and **37%** use a laptop

74% use messaging sites/apps
96% use video sharing platforms
61% use live streaming sites/apps
57% use social media and **69%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**93%**), WhatsApp (**46%**) and TikTok (**42%**)

65% play games online

80% watch TV or films on any type of device other than a TV set (**85%** on a TV set)

41% watch live TV | **74%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

10-12



82% have their own mobile phone

100% use any device to go online.
To go online: **81%** use a mobile phone, **68%** use a tablet, and **48%** use a laptop

94% use messaging sites/apps
99% use video sharing platforms
73% use live streaming sites/apps
81% use social media and **86%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**90%**), WhatsApp (**71%**) and TikTok (**63%**)

77% play games online

79% watch TV or films on any type of device other than a TV set (**87%** on a TV set)

41% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

13-15



97% have their own mobile phone

100% use any device to go online.
To go online: **96%** use a mobile phone, **47%** use a tablet, and **56%** use a laptop

99% use messaging sites/apps
98% use video sharing platforms
82% use live streaming sites/apps
95% use social media and **96%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**87%**), WhatsApp (**82%**) and TikTok (**80%**)

84% play games online

79% watch TV or films on any type of device other than a TV set (**84%** on a TV set)

39% watch live TV | **75%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

16-17



99% have their own mobile phone

100% use any device to go online.
To go online: **98%** use a mobile phone, **44%** use a tablet, and **59%** use a laptop

99% use messaging sites/apps
99% use video sharing platforms
82% use live streaming apps/sites
98% use social media and **98%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**86%**), WhatsApp (**84%**) and TikTok (**83%**)

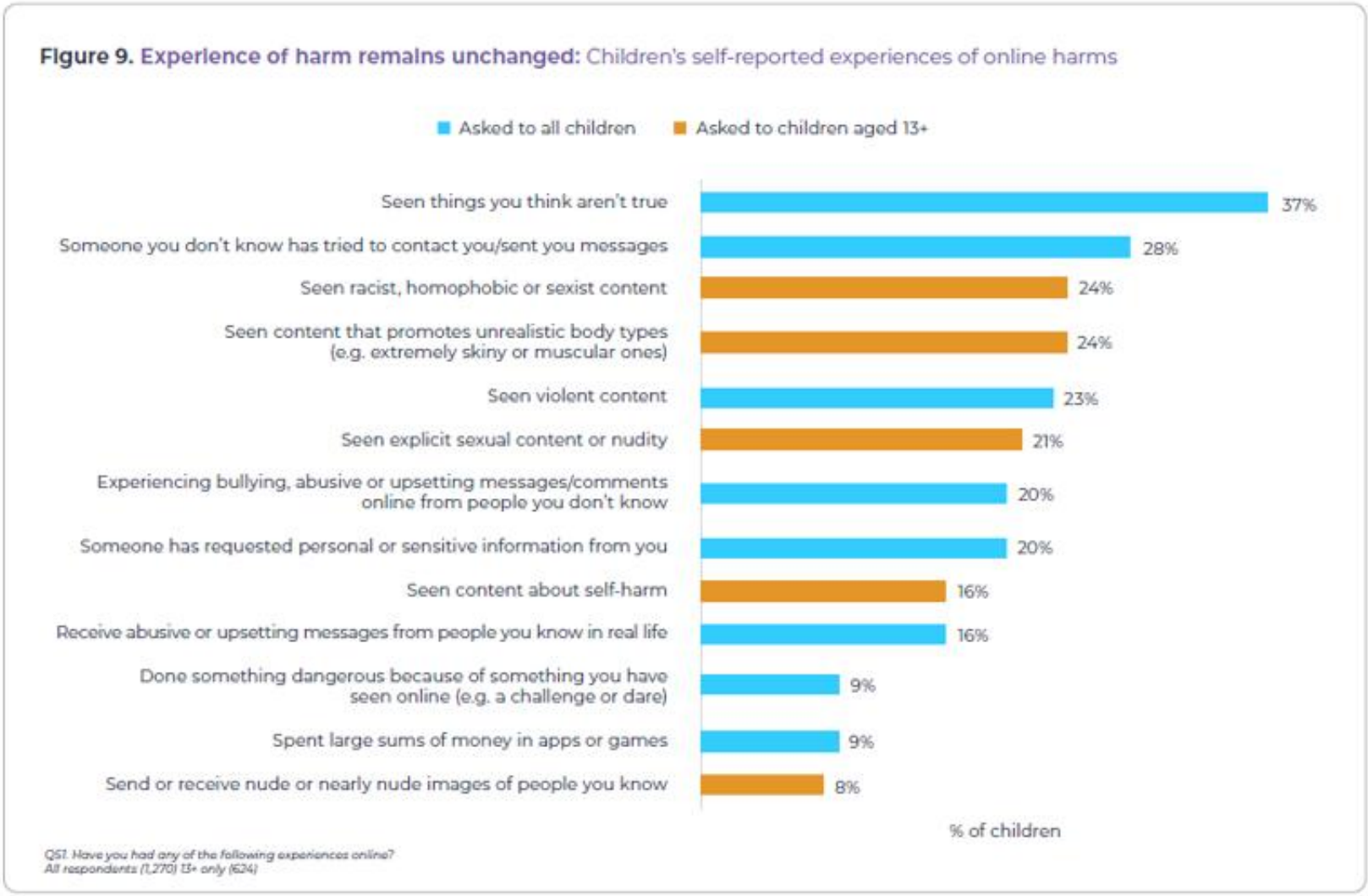
83% play games online

86% watch TV or films on any type of device other than a TV set (**83%** on a TV set)

33% watch live TV | **81%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)


Children's Wellbeing in a Digital World
Year Five Index Report 2026
internet matters.org
Developed with:
BMG
an RSK company

What sort of Harms?



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Sheffield Children Safeguarding Partnership

EVERY CHILD SAFE ONLINE

Supporting children with additional needs

June 2026



Resources to support parents and carers



Keeping children with additional needs safe online

Discover advice by need, activity, issue and skill to help children with additional needs thrive online.



Helplines, guides and resources

Explore guides and resources from Internet Matters and other trusted organisations to support children with additional needs.



Advice and guidance by need

Explore a range of advice for parents/carers of children with additional needs, from communicating safely online to managing anxiety from online spaces.

internet matters.org

Figure 1: *Differences in how children spend their time online*



The Worst Case Scenarios?

Sexual Exploitation

Addiction

Radicalisation

Extreme Health Messages e.g Pro Suicide

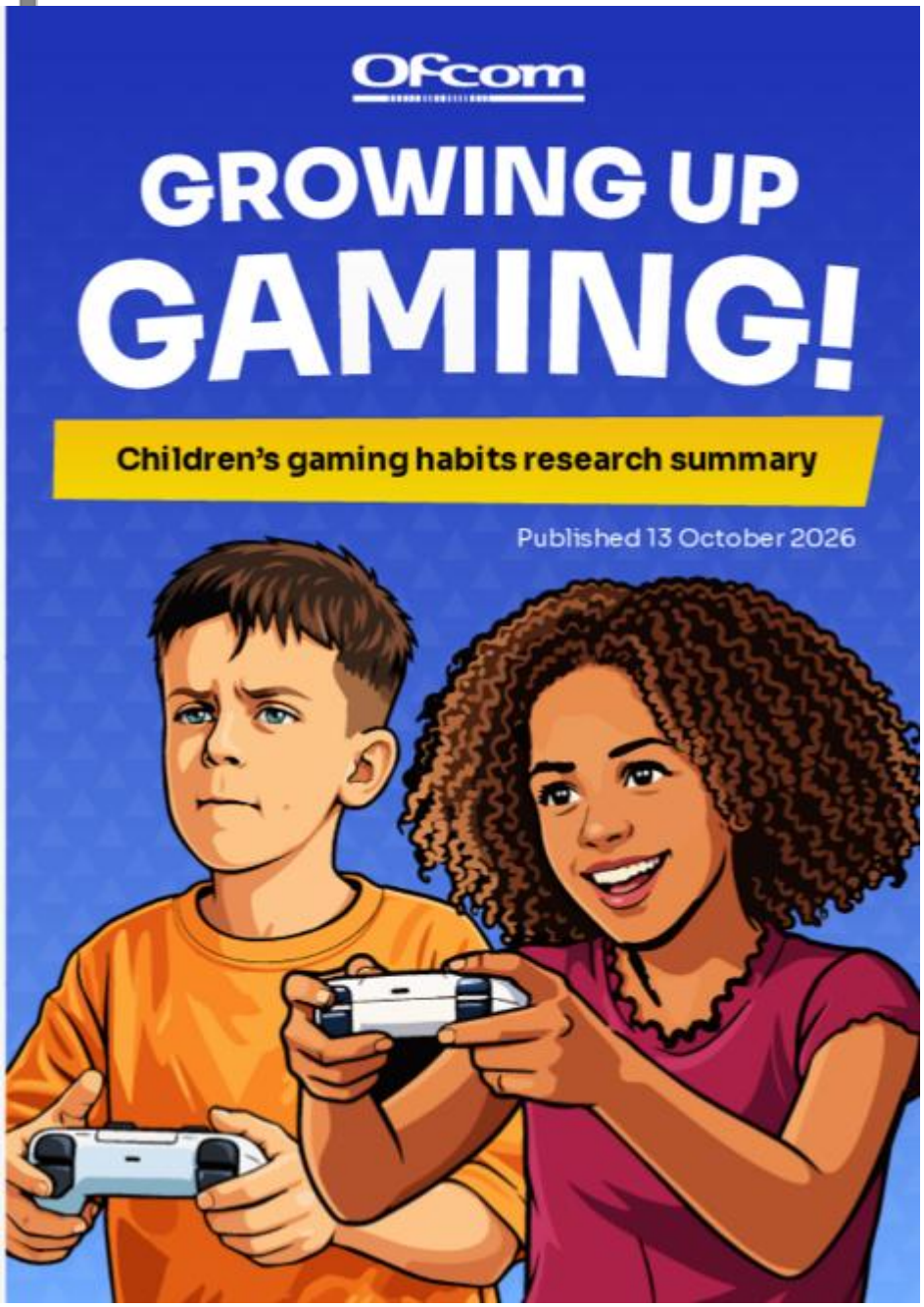
Bullying

Commercial Exploitation or Criminality

Teenagers with SEND are amongst the **Most** Vulnerable

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Figure 2: Who children aged 3-17 game online with

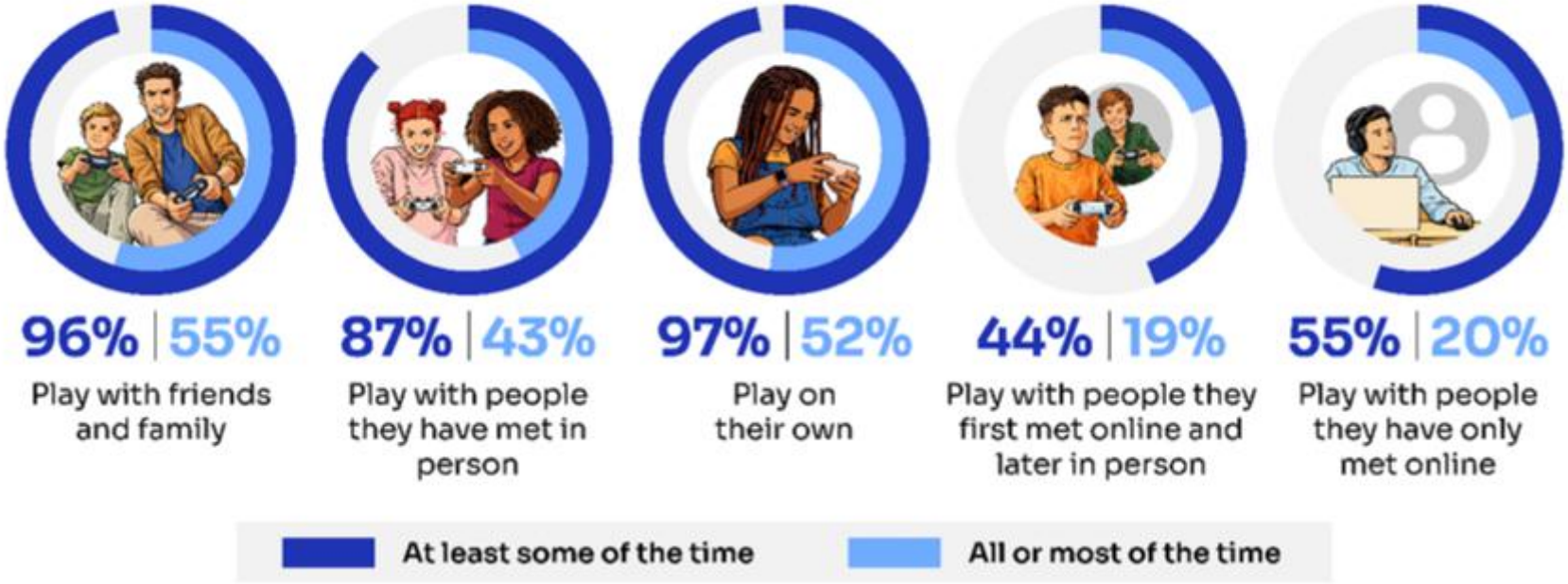
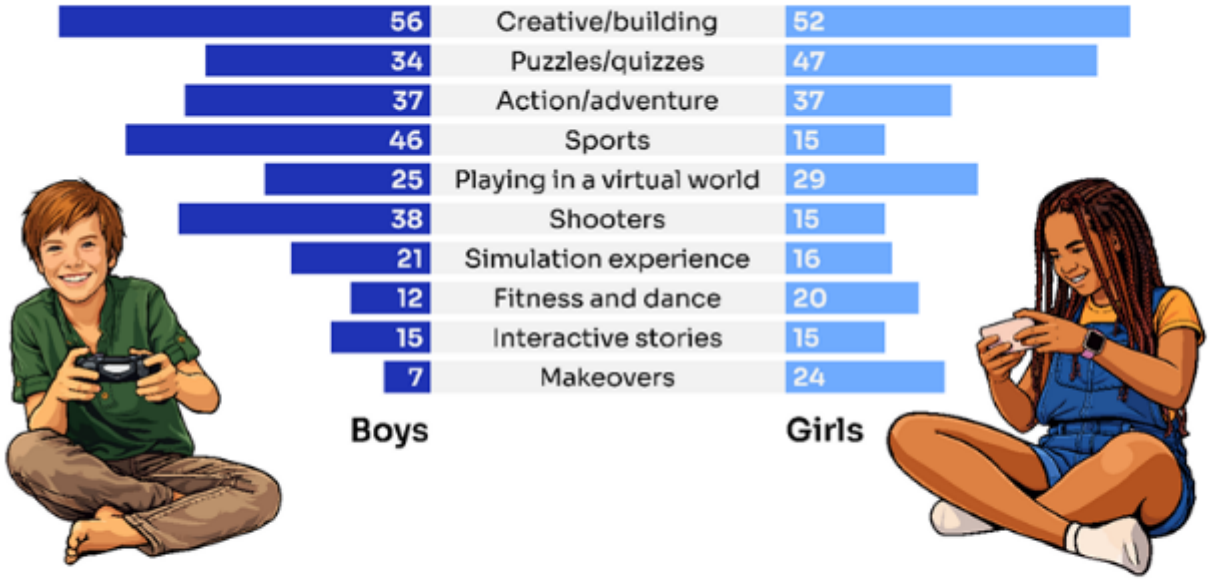


Figure 3: What types of games children play, by gender



Source: Children and Parents' Media Literacy tracker data tables (2026). QP24/G2: Which of the following types of games do you/they play? Base: All of 3-17s AND play games on an electronic device (n=2,541)

Parents Power Up!

That is why Ofcom's Parents Power Up campaign focuses on three simple actions that every family can take: Check, Chat, Change. Parents don't need specialist gaming knowledge to help their children stay safer online. Small actions, taken regularly, can make a meaningful difference.

Check.

Parents can check that the correct age is set on devices, games and platforms, understand the age ratings of the games their children play, and review the privacy and safety features available. Taking a few moments to check settings can help ensure children are accessing age-appropriate experiences and using protections that have been designed with younger users in mind.

Chat.

Parents can talk openly and regularly with their children about gaming. This includes discussing what they enjoy playing, who they play with, how they interact with others, and whether anything online has made them feel uncomfortable or upset. Our research shows that gaming is often about social connection as much as gameplay, making these conversations an important way for parents to understand their children's online lives.

Change.

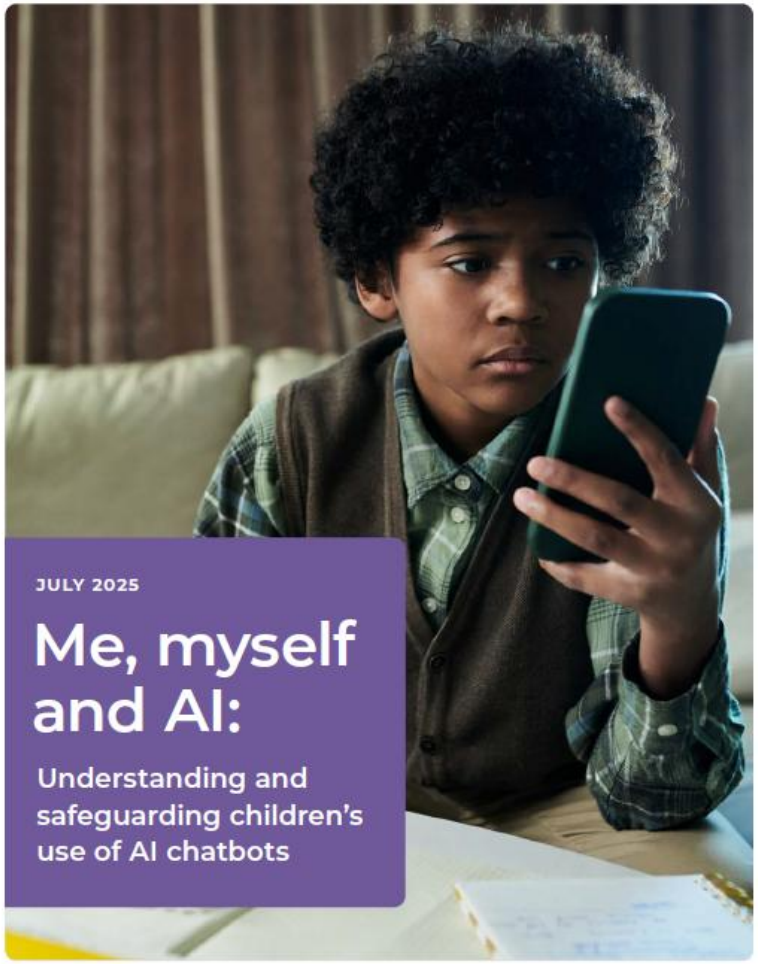
Parents can make simple adjustments to settings, routines or habits to support safer and more positive gaming experiences. This might involve updating privacy controls, restricting contact from unknown players, enabling safety features, reviewing purchasing permissions or agreeing healthy family boundaries around gaming. Small changes can help families create gaming experiences that are right for their children.

Ultimately, gaming is now a normal and valuable part of growing up for millions of children across the UK. The aim is not to take gaming away from children, but to help families feel confident navigating it together. By taking a few minutes to Check, Chat and Change, parents and carers can better understand the games their children play, support safer interactions online, and help ensure gaming remains a positive part of childhood.

To find out more visit ofcom.org.uk/powerup

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Internet matters.org

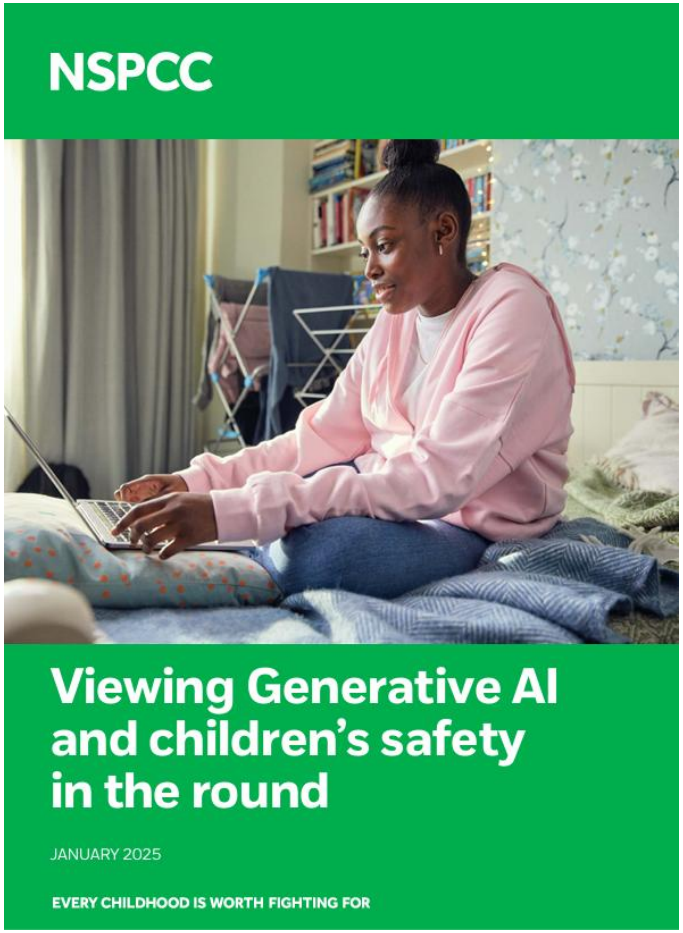
What about AI?

Internet Watch Foundation

South West Grid for Learning

UK Safer Internet Centre
www.saferinternet.org.uk

Childnet International



1. **Adopt a Duty of Care for Children's Safety.** Gen AI companies must prioritise the safety, protection, and rights of children in the design and development of their products and services. Proper governance of training data, transparency in data usage and allowing audits are essential steps in maintaining this standard, as are conducting risk assessments, consulting with child-safety experts, and making mitigation measures transparent.
2. **Embed a Duty of Care in Legislation.** It is imperative that the Government enacts legislation that places a statutory duty of care on Gen AI companies, ensuring that they are held accountable for the safety of children. This legislation should empower regulators to enforce compliance, thereby providing a robust framework for protecting children from the potential harms of Gen AI.
3. **Place Children at the Heart of Gen AI Decisions.** The needs and experiences of children and young people must be central to the design, development, and deployment of Gen AI technologies. Our consultations with the Voice of Online Youth, a group of 14 young people aged 13–16, revealed critical insights into the risks they perceive and who they believe should be responsible for mitigating these risks. Incorporating children's perspectives ensures that Gen AI solutions are both effective and relevant.
4. **Develop the Research and Evidence Base on Gen AI and Child Safety.** Continuous research is vital to understand the evolving risks posed by Gen AI and to develop effective mitigation strategies. The Government, academia, and relevant regulatory bodies should invest in building capacity to study these risks and support the development of evidence-based policies.

Ofcom's Online Nation study in 2023 found that teenagers and children in the UK were far more likely that adults to have embraced Gen AI, with 79% of online 13–17-year-olds using Gen AI technology, compared with just 31% of adult users (aged 16 and above).2

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"I was talking to this girl on Snapchat who I thought was my age, then she said she was actually much older and got angry I didn't want to speak to her anymore. She made fake sexual pictures of me and demanded I send her £200, or she'll send it to my friends. I've reported and blocked the account, but don't know how to be sure they won't send the pictures."

Boy, 16, Childline Snapshot

"I'm still so anxious about what happened at school last year. These boys made fake porn of the girls, including me, and sent them to loads of group chats. They were excluded for a bit, and we had a big assembly about why it was wrong, but after that school told us to forget what happened. I can't forget though, people think that they saw me naked, and I have to see these boys every day."

Girl, 14, Childline Snapshot

"A group of boys at school used deepfake to make a video of me saying I'm gay. They've made fake chat screenshots of me saying I want to do sexual things to them as well. I have questioned my sexuality but haven't come out to anyone, that doesn't stop the bullies though. I want to tell a teacher but it's my word against all these other boys."

Boy, 14, Childline Snapshot

Viewing Generative AI and children's safety in the round

JANUARY 2025

EVERY CHILDHOOD IS WORTH FIGHTING FOR

"Can I ask questions about ChatGPT? Like how accurate is it? I was having a conversation with it and asking questions, and it told me I might have anxiety or depression. It's made me start thinking that I might?"

Girl, 12, Childline Snapshot

"I'm not in a good place right now. I don't want to bother others with my problems, so I use ChatGPT to vent and talk about my feelings. I get some validation but, in the end, I still feel lonely."

Young Person, 17, Childline Snapshot

"I'm so ashamed of what I've done, I didn't mean for it to go this far. A girl I was talking to was asking for pictures and I didn't want to share my true identity, so I sent a picture of my friend's face on an AI body. Now she's put that face on a naked body and is saying she'll post it online if I don't pay her £50. I don't even have a way to send money online, I can't tell my parents, I don't know what to do."

Boy, 14, Childline Snapshot

"Tech companies need to be held responsible for allowing their AIs to generate illegal content and allowing their AI to use illegal data for its model."

Voice of Online Youth Participant

"Everyone has to become more aware about Gen AI and its harmful impact."

Voice of Online Youth Participant



"Social media companies NEED to be able to interpret and display content warnings based on Gen AI content."

Voice of Online Youth Participant

"A lot of the problems with Generative AI could potentially be solved if the information [that] tech companies and inventors give [to] the Gen AI was filtered and known to be correct."

Voice of Online Youth Participant

Sextortion



IWF

ABOUT US MEMBERSHIP OUR TECHNOLOGY POLICY WORK SUPPORT US RESOURCES NEWS DONATE REPORT

Record number of UK under 18s facing 'sextortion' online as experts say no time to lose on nudity blockers for teens' phones

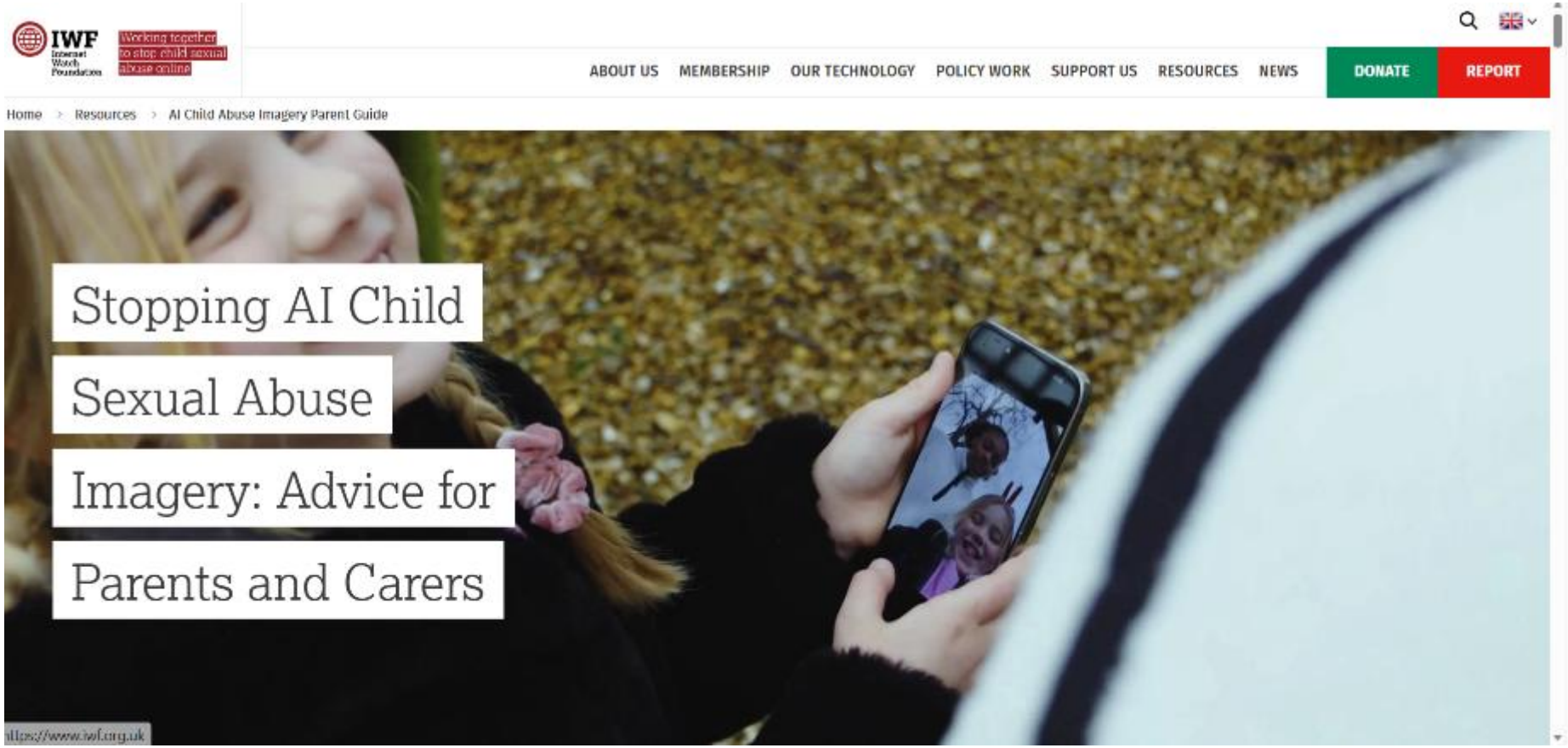
Published: Fri 9 Oct 2026

Record numbers of British under 18s are facing online 'sextortion' according to new data, as experts say there is no time to lose bringing in nudity blocking technology on children's devices.

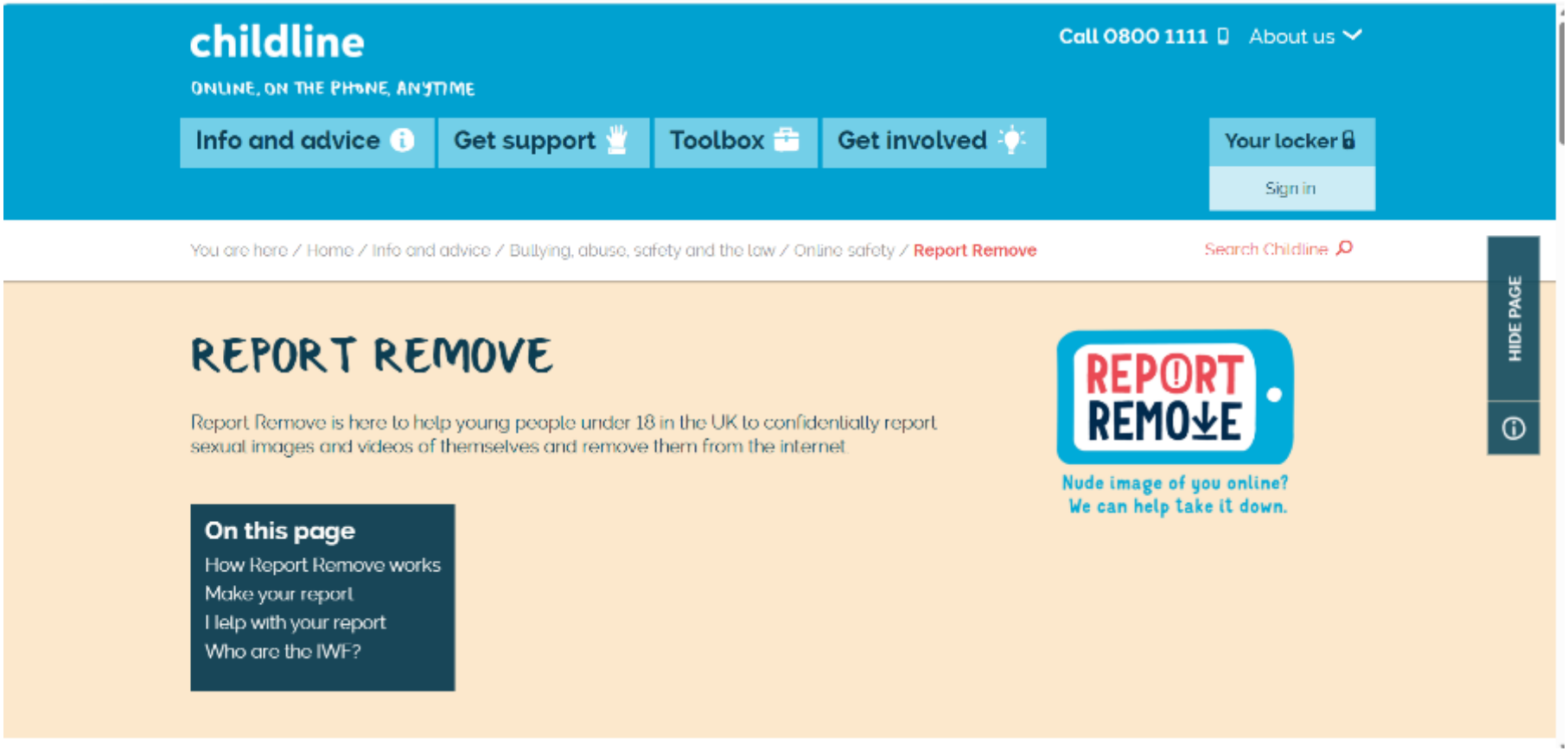
New data published today (October 9) shows a dramatic leap in reports of young people in the UK contacting the IWF's Report Remove helpline having become victims of sexually coerced extortion – often known as 'sextortion'.

More sexual extortion-related reports have already been processed in six months than in the whole of 2025. Of the reports confirmed so far this year, 95% exclusively feature boys.

Useful Guide



Report and Remove



What is misogyny?

Prevent and tackle hate online against girls

Misogyny is form of online hate that targets women and girls. It's promoted in different communities online where influencers promote a narrative that women should be treated as less than men. Explore where misogyny is introduced to young people online and the effective actions you can take to challenge these ideas with this guide.



EXPLORE RESOURCES

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If you or the person you are helping is in immediate danger please contact the police dialling 999

REPORT HARMFUL CONTENT

How to report online harm | More advice | Donate

We're here to help everyone report harmful content online

If you've experienced or witnessed harm online we can help. Report Harmful Content can help you to report harmful content online by providing up to date information on community standards and direct links to the correct reporting facilities across multiple platforms

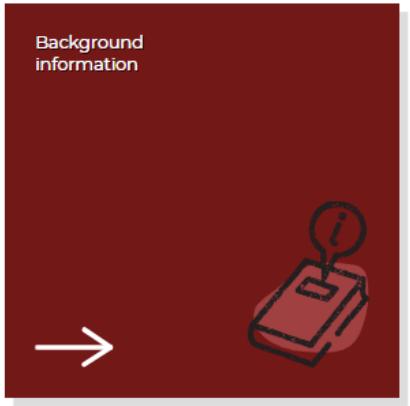
Under 18?

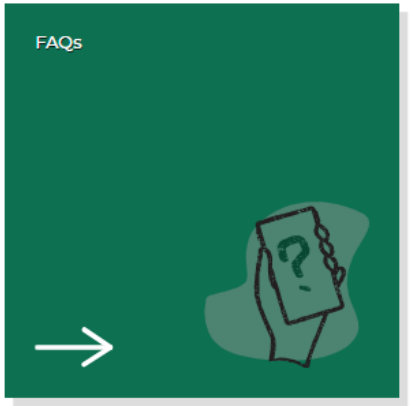
Click here for child friendly advice











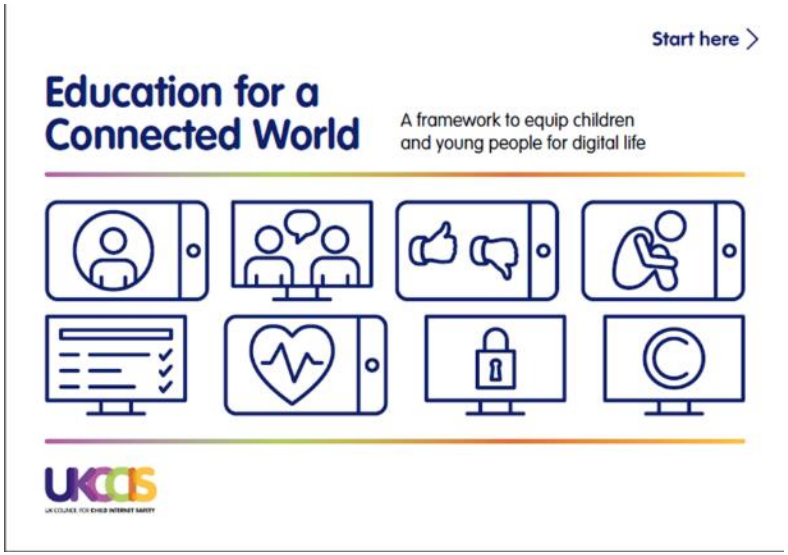
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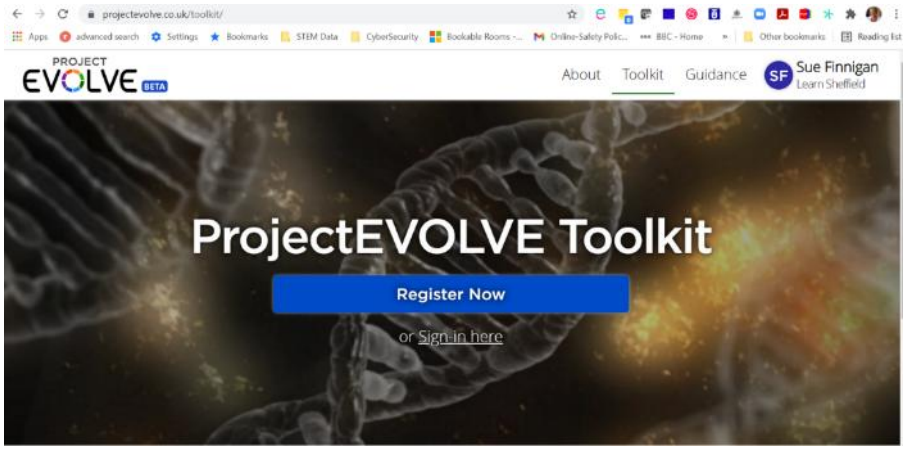
Sheffield Children Safeguarding Partnership

Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers





New KS1-2 Relationships content

- Managing difficult feelings in the context of relationships (such as frustration, disappointment and loneliness)
- Greater focus on skills to manage relationships, including communicating effectively
- Greater focus on online risks and inappropriate content
- Protections on social media, including age requirements and location settings
- Seeking help if concerned about violence or harm, or unsure who to trust
- **Optional:** to teach about the pressure to share nude images or online sexual content

"The focus for primary relationships education should be on teaching 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, caring adults who have respect for others and know how to keep themselves and others safe."

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New KS1-2 Health content

- Managing change and loss, including bereavement
- Scams, fraud and video game monetisation
- Medial literacy e.g. taking a critical approach to online content
- Personal safety including recognising hazards, fire safety and travel safety e.g. water, road, rail
- Facts and risks associated with vaping and risks of nicotine addiction
- Correct names for body parts including penis, vulva, vagina, testicles, scrotum, nipples.

"Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks… Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health."

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Key Stage 1

OS1 What do I do online (1)

02 Digi Duck Books and Resources 5sessions

03 What is personal Information

04Jessie and Friends 3 Sessions

05 BBFC Watch Out 2 sessions

Lower Key Stage 2

- OS1 CEOP: Play Like Share -Level 1 3 Sessions
- OS2 BBFC Lets Watch a Film 2 lessons
- OS3 Coming Soon PHSE Association Paying to Play
- 0S4 Guardian NewsWise – 3 Sessions
- OS5 NSCC Cyber Sprinters Lessons 1 and 2
- 0S6 Be Internet Legends Lessons 1-6 (optional)

Upper Key Stage 2

- OS1. NCA CEOP Connect Lessons 123 (See info re Lesson 4 below)
- OS2 Guardian Foundation NewsWise Lessons 3, 5 and 6
- OS3 London Police Cyber Detectives
- OS4 NCSC Cyber Sprinters Lesson 3
- OS5 PSHE Association Pick your Own Pics. Also Lessson 4 of NCA CEOP connect could optionally be used with selected children.
- OSA6) Understanding AI = PSHE Association. Also works well with LS Digital Innovation Centre AI Resources.
- OA7) PSHE Association with the Home Office Digital Deception Understanding Deepfakes and Manipulated Images
- OA8 Be Internet Legends 7-12 are available -Optional

PSHE Association SEND Scheme

Self-care, support and safety

KS1 KS2

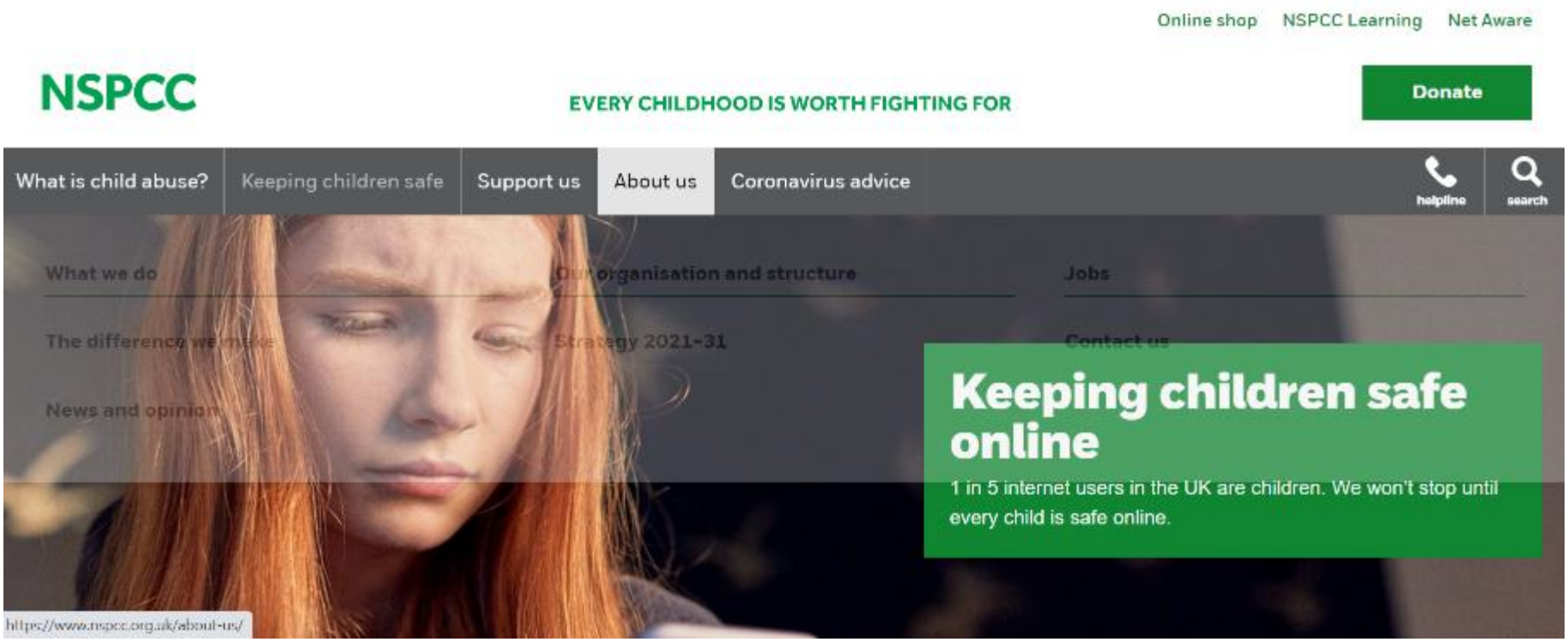
SSS4 Keeping safe online

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with curiosity to adults and peers modelling different ways that people communicate. RKR3 • Engage with different uses of technology and technology stimuli (including communication). WO1	• Identify different ways we communicate. WO1 OSA1 • Begin to explore ways we use technology to communicate, including online. WO1	• Describe some ways that we interact with technology in daily life. WO1 • Explore potential risks or benefits of communicating online. OSA1 OSA2	• Give examples of how people might use technology in daily life, and to communicate with others. OSA1 WO1 • Identify risks of communicating online. OSA2 OSA5 WO8 • Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. OSA4	• Explain that there may be people online who do not have our best interests at heart. OSA2 OSA6 • Identify things that we should never share online without checking with a trusted adult first. OSA4 OSA5 WO10 • Identify some benefits of balancing time on electronic devices with other activities. WO3	• Explain how other people's identity online can be different to what it actually is in real life. WO2 OSA2 • Explain how to respond if we are not sure if someone online is who they say they are. OSA2 • Demonstrate practical strategies for keeping safe when using specific digital devices and platforms. OSA2 OSA5	• Explain how what we post online might affect ourselves or others. OSA1 WO4 • Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online. OSA4 • Identify basic rules for using social media, including age restrictions and why they exist. OSA3 WO5 • Identify who we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable. WO11

Keeping Up-to-date – Getting Good Info!

Learn Sheffield

Sheffield Children Safeguarding Partnership



Let's talk about Search Get help

Let's talk about...

Search info & advice

Relationships | Socialising online | Online safety | Support | Worries about sexual thoughts or behav



Online Blackmail

Understand what online blackmail looks like and where to get help if it happens



Support

Worried about something that's happened online?

Stalking

How to recognise stalking behaviours and where to get support if you're worried about stalking.



Sexual abuse

Online sexual harassment

Understanding online sexual harassment and how to deal with it.



Relationships

Healthy friendships

Nudes

Sending nudes

Things to consider if someone has asked you for a nude or you've already sent one.

Education from the National Crime Agency

Welcome to CEOP Education

Under 18 and worried about online sexual abuse?

To report, click to visit the CEOP Safety Centre.

To report, click to visit the CEOP Safety Centre

The National Crime Agency's CEOP Education team aim to help protect children and young people from online child sexual abuse.

We do this through our education programme, providing training, resources and information to professionals working with children, young people and their families.

What information are you looking for?

Professionals
working with children and young people

Parent or carer
help children get the most out of the internet



4 - 7
years old



8 - 10
years old



11 - 18
years old

Education from the National Crime Agency

Connect and share:

Site info:

- Contact us
- Cookie Policy
- Accessibility

NCA National Crime Agency

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

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Sheffield Children Safeguarding Partnership

Childnet International

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Young people Teachers and Professionals Parents and Carers Press and Policy What we do New for Schools Vacancies

Support Us



Parents and Carers

Welcome parents and carers! In this section you will find all the information you need to keep your child safe online.

Whether you're puzzled by parental controls or would like to know more about gaming, this section can help. We all know that it can sometimes be challenging to keep up to speed with what children and young people are doing online. Luckily on this site you'll find a whole host of useful ways to keep your child safe.

Want a quick overview? Check out our **leaflet for parents**

- What do I need to know?
- Need help?
- Hot topics
- Things to do
- Have a conversation



What do I need to know?

Key advice for parents and carers including conversation starters.



Need help?

Advice for parents and carers about how to make a report online.

Hot topics...

Parental controls

Gaming



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internet matters.org

Our work and impact | Teachers hub | SUPPORT US

Get advice | Set controls | Activities to do | Explore more

Search a topic...

You are here: Home > Parental Controls

Parental controls guides

Get step-by-step guidance and instant help setting up parental controls for your family's devices. You can also **download our online safety guide**.

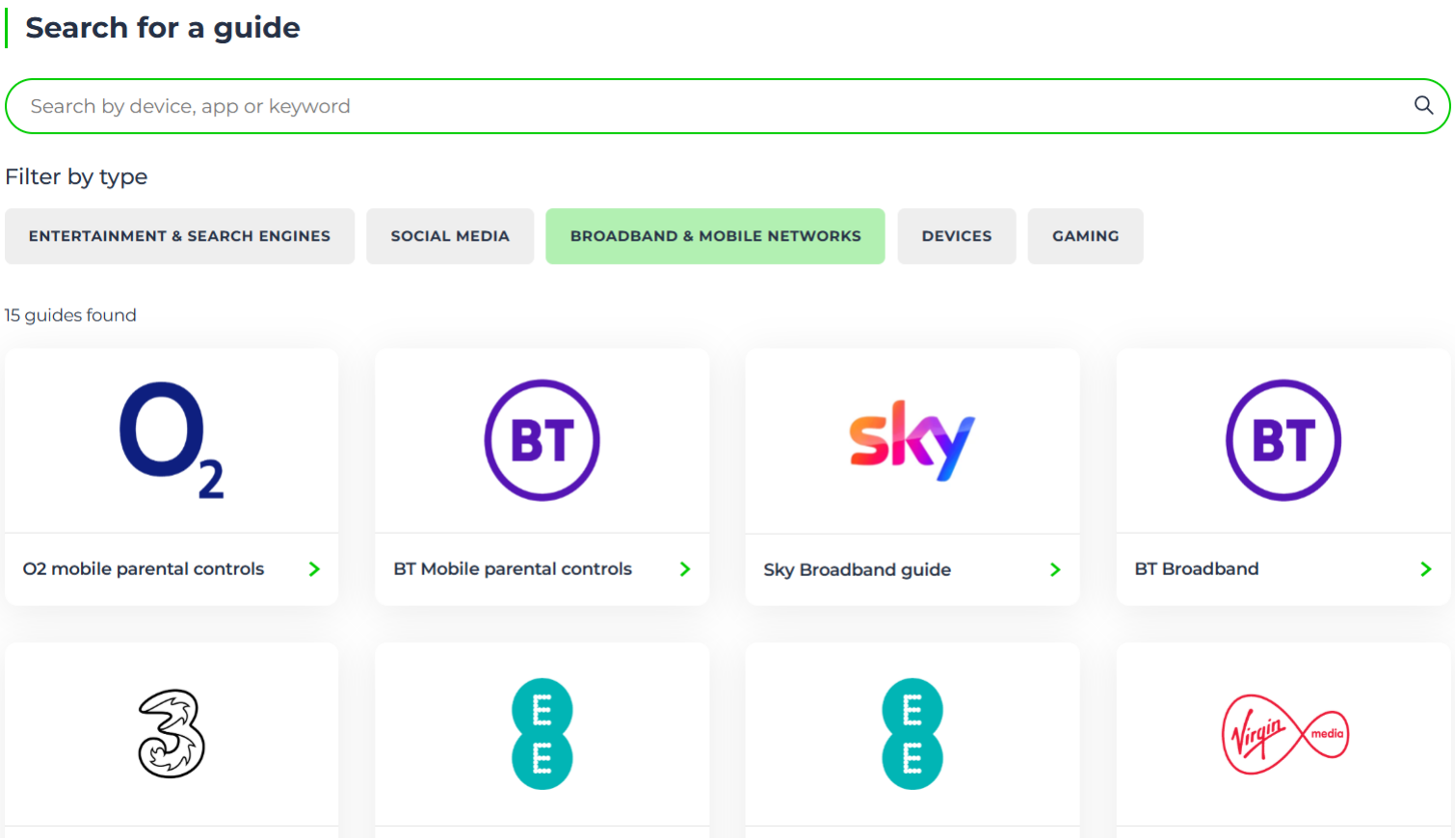
FIND A GUIDE

1189 Likes | Share



Layer up your child's online safety

Internet Matters Parent Guides



Inclusive Online Safety

internet matters.org

Our work and impact | Teachers hub | SUPPORT US

Get advice | Set controls | Activities to do | Explore more | Search a topic...

You are here: Home > Get advice > Neurodivergent children

Supporting neurodivergent children & young people

Neurodivergent children are more likely to benefit from their online space, but they're also more likely to experience harm. See what you can do to keep them safe with the below guides.

EXPLORE ADVICE

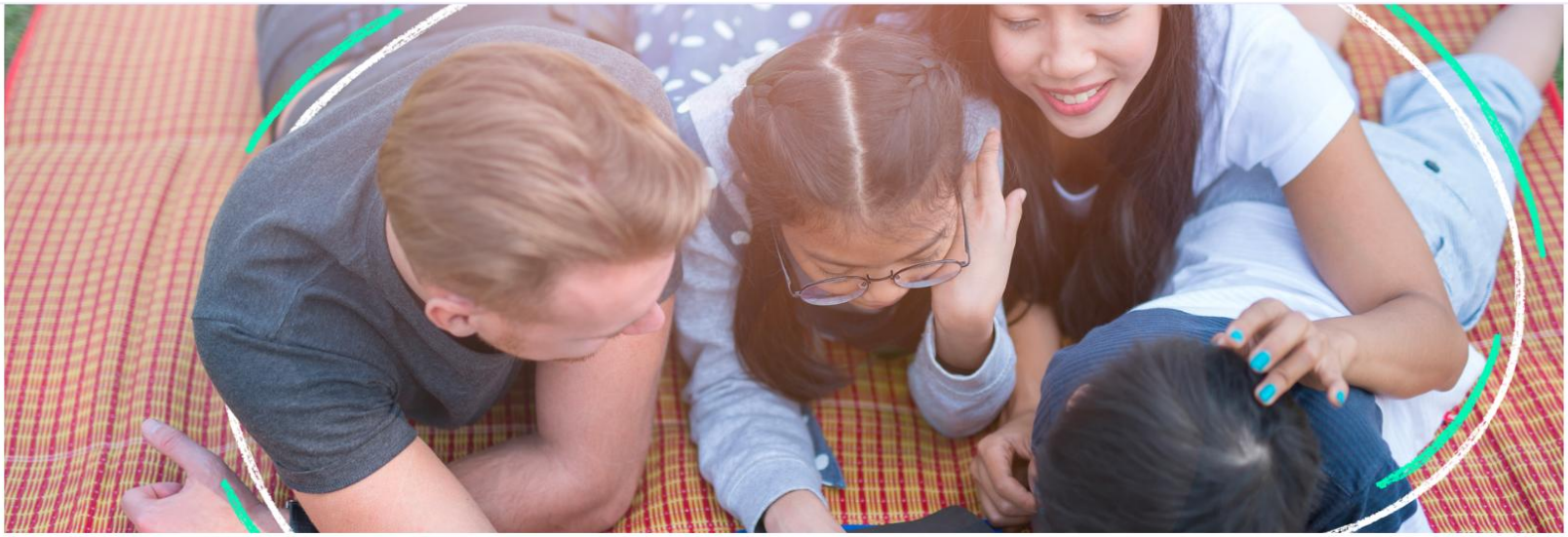


440 Likes | Share

Parentzone

parentzone

Work Blog Professionals Parents Log in / Register



Parent guides

Being a parent in a connected world can feel overwhelming – but you're not alone. We're here to help with articles, videos and our Tech Shock podcast, all designed to give you the confidence to support your child online.

Keep Talking!



Popcorn Moments



St Wilfrid's Primary School
Online Safety Parents' Session - November 2026



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