



Parenting in a Digital World

What You Need to Know

Session 1 - Year 3 & Year 4

Preventing - Setting Safer Rules and Supporting Your Child

ACHIEVING
BELONGING
CARING

Why are we running this session?



Feedback and questions from our parents

Findings from our own student survey

Research into the online risks children
face

A rapidly changing online world

Our 3 Session Programme



Session 1 (Today) Preventing

The first session will give you simple tools to help make your child's device safer and help them stay safer online.

Session 2 Supporting

The second session will focus on gaming, how to supervise it, and how to help your child stay safe when playing and talking with others online.

Session 3 Responding

The third and final session will offer practical advice and support on what to do if something goes wrong online.

The 8-8-8 Model

A child's 24-hour day can be broadly divided into three parts: school, sleep and time at home. Each part has different levels of device use, supervision and online risk.

8 hours - school

All device use in EY & Primary is supervised. We use filtering and monitoring systems to block inappropriate content. Through our curriculum and assemblies, we also teach children how to stay safe online, behave responsibly and develop healthy online habits.



8 hours - sleep

Hopefully, this is more than eight hours. Children should be sleeping rather than being online. Increasing numbers of children globally report using devices at night when they should be asleep, which can affect both the amount and quality of their sleep.

8 hours - home

This can be the highest-risk part of a child's day online. At home, children may have more freedom and independence, increasing their exposure to online risks. School can educate and prepare children, but families play an essential role in setting boundaries, using appropriate safety settings and staying involved in their child's online life.

By the end of today's session, you will:



Know the main online risks for children aged 7-9 years

Understand how safety settings and adult supervision work together

Know how to set up important safety settings on your child's device

Be able to agree a few clear and simple family rules

Understand how to support your child online, not just block content

Know what we teach children to do if something online worries or upsets them

Today's session focuses on practical steps you can take at home to help your child stay safer online.

A first device opens up a much wider online world.

What harmful things could a child access on an unrestricted connected device?



Content

What children
see online



Contact

Who children
speak to



Conduct

How children behave
and communicate
online



Commerce

What children
buy online

What harmful things could a child encounter on an unrestricted connected device?



Content

What children
see online

Pornography, violent or frightening content, and fake or AI-generated images, videos and information

Strangers, unknown players, grooming or people pretending to be someone they are not



Contact

Who children
speak to



Conduct

How children
talk online

Bullying or unkind behaviour, sharing personal information, photos or location, and posting or sending things without thinking

In-app purchases, scams, advertising and features designed to keep children playing, watching or spending



Commerce

What children
buy online

We cannot remove all online risk, but we can reduce it.

Parental controls are an important first step, but they cannot protect children from every online risk.

Children also need adults to stay involved, talk with them about their online lives and teach them what to do when something goes wrong.



Content



Contact



Conduct



Commerce

What does online life actually look like in Year 3/4?

What might children be doing online on a typical day?



Technology offers children many opportunities for entertainment, creativity, communication and learning. Understanding how they use it helps us support them safely.

What does online life actually look like in Year 3/4?

What may they be accessing on a normal day?

Hoạt động trực tuyến của trẻ em

Những cách khác nhau mà trẻ em khám phá, học tập, vui chơi và giữ liên lạc trực tuyến

Cùng một sự tò mò. Một ngày mai tươi sáng, an toàn hơn.

Nền tảng video



Xem và khám phá video

Roblox



Chơi, sáng tạo và khám phá thế giới

Minecraft



Xây dựng, khám phá và sáng tạo

Trò chơi



Chơi nhiều loại trò chơi

Nhắn tin
trong trò chơi và ứng dụng



Trò chuyện với bạn bè trong trò chơi và ứng dụng

Máy tính bảng & điện thoại gia đình



Lên mạng ở nhà hoặc khi ra ngoài

Tim kiếm trên web



Tim thông tin về mọi thứ

Chia sẻ phương tiện



Chia sẻ và xem ảnh, video

Trò chuyện bằng giọng nói



Nói và nghe trong trò chơi và ứng dụng

Tải ứng dụng



Tải ứng dụng và trò chơi mới

TV thông minh & máy chơi game



Xem, chơi và phát trực tuyến trên màn hình lớn hơn

★ Hỗ trợ • Trò chuyện • Cùng khám phá • Giúp các em an toàn hơn trên mạng ♥

Technology offers children many opportunities for entertainment, creativity, communication and learning. Understanding how they use it helps us support them safely.

What does online life actually look like in Year 3/4?

What may they be accessing on a normal day?



어린이의 온라인 활동

아이들이 온라인에서 탐색하고, 배우고, 놀이하고, 소통하는 다양한 방법

같은 호기심,
더 밝고,
더 안전한 내일.

동영상 플랫폼  영상을 보고 새로운 것을 발견해요	Roblox  놀고, 만들고, 세상을 탐험해요	Minecraft  만들고, 탐험하고, 창의력을 키워요	게임  다양한 게임을 즐거요	메시지 게임과 앱에서  게임과 앱에서 친구들과 대화해요	태블릿과 가족 휴대전화  집이나 밖에서 온라인을 사용해요
웹 검색  여러 가지 정보를 찾아요	공유 미디어  사진과 영상을 공유하고 봐요	음성 채팅  게임과 앱에서 말하고 들어요	앱 다운로드  새로운 앱과 게임을 다운로드해요	스마트 TV와 게임 콘솔  더 큰 화면으로 보고, 놀고, 스트리밍해요	

★ 도와주기 • 대화하기 • 함께 탐색하기 • 온라인에서 더 안전하게 ♥

Technology offers children many opportunities for entertainment, creativity, communication and learning. Understanding how they use it helps us support them safely.

What did our children tell us about their online lives?

Last year, we carried out a large survey with our students to better understand their online lives. This is what our Year 3 and Year 4 children told us.

Activity Type	Year 3	Year 4
Entertainment	81%	78%
Gaming	74%	79%
Socialising	28%	34%
Creativity	32%	30%
Learning	25%	26%

Theme	Year 3	Year 4
Gaming Platforms	82%	85%
Video Platforms	79%	76%
Social/Messaging	42%	38%
Discord (high-risk 13+ platform)	3%	3%

ABCIS Student Online Lives Survey, 2025/26

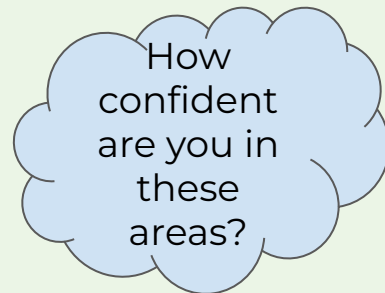
For most Year 3 and Year 4 children, online life is still mainly about entertainment and gaming. Socialising online is beginning to happen.



How prepared do our children feel to manage online risks?

How confident do our children feel about staying safe online?

Skill	Year 3	Year 4
Can block/report	52%	54%
Privacy Management/Privacy Settings	34%	29%
Security Awareness	18%	27%
Identify Scams/Fake Sites	17%	28%
Turn off Location Sharing	11%	24%
Change/Reset Password	29%	41%



What safety tools are already available?

Most devices and platforms have built-in tools that can help parents manage their child's online experience.

- [Apple](#) – Screen Time & Family Sharing
- [Google](#) – Family Link
- [Microsoft](#) – Family Safety
- Games consoles – Parental controls
- Apps and platforms – Supervised or family settings



Which of these are you already using at home?

What do research and experts recommend (1/2)?

Practical steps families can take to reduce online risk for children.

1. Know and manage your child's online accounts

Set up and manage your child's accounts. Know their usernames and passwords, which apps and platforms they use, and who they communicate with. At this age, there should be no online accounts or passwords that are secret from parents.

2. Approve apps and games

Require adult approval before new apps or games are downloaded. Check the age rating and understand what the app allows children to see and do.

3. Set age-appropriate content restrictions

Use parental controls to restrict access to inappropriate websites, apps, games and content.

4. Limit who can contact your child

Use privacy and communication settings to control who can message, chat with or contact your child online.



What do research and experts recommend (2/2)?

Practical steps families can take to reduce online risk for children.

5. Require approval for purchases

Make sure children cannot make purchases, including in-app purchases, without adult permission.

6. Set clear time and bedtime limits

Agree when devices can be used and when they should be switched off. Children should not have access to devices overnight.

7. Keep devices in shared spaces

Children should use devices where adults can see and supervise their use. Have a central charging point in a shared area and keep devices out of bedrooms overnight. We will talk more about this in our next workshop.



Safety settings are only part of the solution

Children also need adults to stay involved in their online lives.

Watch - Talk - Practise

- **Watch together:** Spend time alongside your child while they play, watch or explore online. Take an interest in what they enjoy and who they interact with.
- **Talk:** Talk regularly about their online life, not only when something goes wrong. Make it easy for them to tell you if they see or experience something that worries or upsets them.
- **Practise:** Talk through situations they might encounter online and practise what they should do. Children are more likely to respond safely if they have thought about it before.

The goal is for children to come to you when something goes wrong, not to hide it because they are worried about your reaction.

Practise: What should your child do?

Simple examples to talk through at home can help children know what to do when something unexpected happens online.

Something frightening or inappropriate appears

Close it and tell an adult.

Someone online asks for personal information

Do not reply. Leave the conversation and tell an adult.

A message or pop-up asks you to click, pay or claim a prize

Do not click. Ask an adult first.

Someone they do not know sends a friend/message request

Do not accept or reply. Tell an adult.

Someone asks them to send a photo or turn on their camera

Do not send or share anything. Tell an adult.

Someone says something unkind or makes them uncomfortable

Do not argue back. Leave/block and tell an adult.

Someone asks them to keep an online conversation secret

Do not keep it secret. Tell a trusted adult.

They accidentally share/click/do something they should not have

Stop and tell an adult. They should know they will not be in trouble for asking for help.

Will children tell us when something goes wrong online?

We asked our Year 3 and Year 4 children about telling an adult when something happens online that worries or upsets them.

	Year 3	Year 4
Reluctant to Tell an Adult	34%	59%

Barrier	Year 3	Year 4
Fear Device Taken Away	46%	61%
Believe Adults Overreact	39%	55%
Feel They Can Handle It Alone	33%	41%
Do Not See the Issue as Serious Enough	28%	36%

Why students do not tell adults. What they told us

“My mum will just take my phone away forever.”

“Adults make a big deal out of small drama.”

“I can deal with it myself.”

“It’s not that serious.”

“I don’t want to get in trouble.”

“They will stop me playing.”

In Year 3 and Year 4 children are becoming more active online, but they are still developing the awareness and skills to manage online risks. If something goes wrong, how you respond matters. Knowing they can come to you, be listened to and supported is an important part of keeping them safe.

Suggestion: Agree on Clear Family Rules

A simple family digital agreement can help everyone understand what is expected at home.

An Example Family Digital Agreement

- 1. We use devices in shared areas where an adult can see and support us.*
- 2. We ask an adult before downloading an app or game, buying something or sharing something online.*
- 3. We do not have private conversations with people we do not know.*
- 4. We keep personal information, photos and our location private.*
- 5. We leave devices at our family charging point overnight, not in bedrooms.*
- 6. If anything online worries, upsets or confuses us, we tell an adult. We will not get into trouble for telling.*

That last rule is very important. Children are more likely to hide a problem if they think telling an adult means losing their device.

Which rules could work for your family?

Three Ways to Support Your Child Online

PROTECT - Use appropriate safety settings, parental controls and clear family rules to reduce risk.

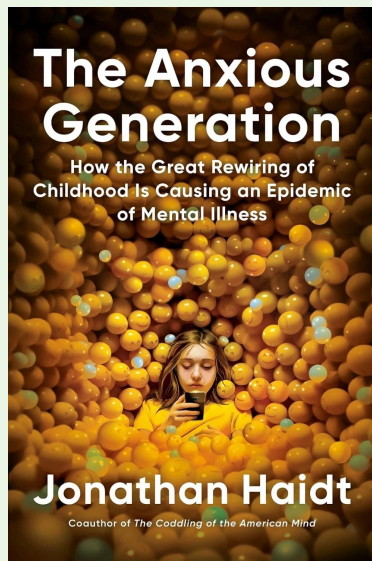
PARTICIPATE - Stay involved in your child's online life. Know what they are doing, who they are communicating with and talk regularly about their experiences.

PREPARE - Help your child recognise when something is not right, practise what to do and make sure they know they can always come to you for help.



We cannot remove all online risk, but together we can help children become safer and more confident online.

Further Reading



The Anxious Generation – Jonathan Haidt

This book explores the impact that smartphones, social media and changes in childhood may be having on children and young people's wellbeing. It has contributed to wider discussion and debate about children's use of technology. He is also good to follow on instagram.

We asked for some of your ideas that you use at home

Here are the ideas you shared

I let my child set a timer for about 20 minutes, use the computer, and tidy everything up afterwards. This helps my child learn to manage technology independently.

I only allow access to YouTube kids channel. If they need any information I support at home and just search by Google (AI).

We use a portable timer to set a specific amount of time for our child to use electronic devices.

I try to spend time and stay with my children when they play on the iPad.

Questions you asked and support requested

How can we help children develop a proper understanding of the potential risks of online content, such as sexually explicit or violent material, and teach them how to proactively say no and respond appropriately if they come across something inappropriate?

How to identify misinformation online, as younger children may be more likely to believe everything they see or read. In particular, they should learn that AI-generated answers are not always accurate and should be checked against reliable sources.

Need the support from school to teach the children what they should and shouldn't do online.

Any Questions?

*Achieving
Belonging
Caring*

