



Parenting in a Digital World

What You Need to Know

Session 1 - Year 5 & Year 6

Preventing - Safer Settings, Clear Boundaries and Open Communication

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 and a rapidly changing online world

Children have more independence as they get older

Our 3 Session Programme



Session 1 (Today) Preventing

The first session will look at safety settings and how communication becomes more important as children become more independent online.

Session 2 Supporting

The second session will focus on gaming, social media and group chats and how you can support your child with using these safely.

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. As children get older, devices can increasingly follow them into the bedroom, extending their online time into the night. This is not only a sleep issue: children may be accessing content or communicating with others while adults are asleep and visibility is at its lowest. **Where is your child's device at night?**

8 hours - home

This can be the highest-risk part of a child's day online. As children have more independence, visibility decreases. 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.

Student survey linked to 8-8-8 model

Metric	Year 5	Year 6
Use Devices in Bedroom	69%	72%
Adults Nearby When Online	54%	49%
Parents Check Activity	66%	60%
Parents Talk About Online Use	66%	60%
Stayed Up Late on Devices	42%	44%

Less visibility and more independence = a greater need for agreed boundaries.

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

Control - know which safeguards still matter

Explain - Help your child understand why the safeguards are there

Agree - Set boundaries together

Review - keep accounts, settings and expectations up to date

Release - know when your child is ready for greater independence

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

Safety settings are only part of the solution

Children need to understand that as they show more responsibility, more independence will be given.

Control → Explain → Agree → Review → Release

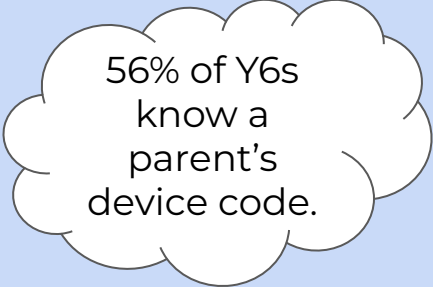
- **Control:** start with safe settings.
- **Explain:** tell children why they exist.
- **Agree:** set expectations together.
- **Review:** revisit them regularly.
- **Release:** give more independence when responsibility is demonstrated.

Where are you with your child currently?

Control - What safety tools are already in place?

A control only works if a child cannot simply change or bypass it.

- [Apple](#) – Screen Time & Family Sharing
- [Google](#) – Family Link
- [Microsoft](#) – Family Safety
- Games consoles – Parental controls
[Xbox](#), [Nintendo Switch](#) and [Playstation](#)
- Apps and platforms - privacy, messaging, location and purchase controls.

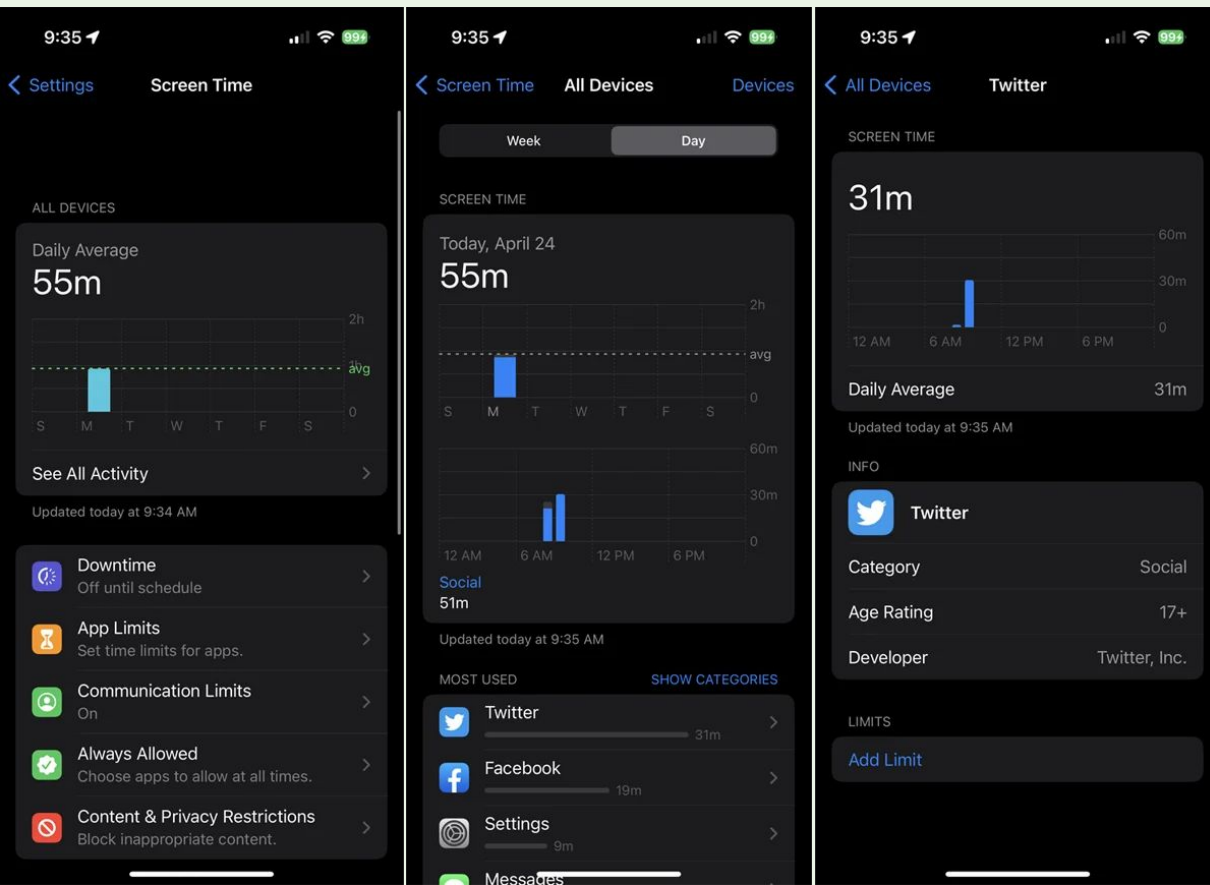


56% of Y6s
know a
parent's
device code.

Which settings should still remain adult-controlled?

Apple Screen Time

Settings - Family - Screen Time



In Screen Time, you can see exactly what the device has been used for and for how long.

It splits the use between what it has been used for i.e. social media, games etc but then also by apps too. You can set app time limits, communication limits and block specific content. This is a really useful tool to help manage your child's (and your own!) device.

What can controls help with and what can they not solve?

What controls help with...

- Restricting explicit content
- Restricting purchases
- Block app downloads
- Blocking some unknown contacts
- Restricting some messages and voice chat

What controls cannot solve...

- Friendship conflicts
- Social exclusion
- Screenshots
- Peer pressure
- Inappropriate behaviour from others
- Children moving conversations elsewhere

EXPLAIN - How do we explain the reasoning to children?

Parental controls still matter - but they cannot replace communication.

As children get older, controls should become more transparent. Children should understand what the rules are and why they are there.

“But you trust me, don’t you?”

How would you answer this question? Discuss on your tables.

Which 3 are the most important in your child's online life? Which do you understand the least?



Children's Online Activity

How older primary children explore, play, chat, share and connect online

Same curiosity.
More independence.
Safer choices online.

Video platforms



Watch and discover videos

Roblox



Play, create and explore worlds

Minecraft



Build, explore and create

Gaming



Play a wide range of games

Group chats & messaging



Chat with friends in games and apps

Social platforms



Share, follow and connect online

AI & web search



Search, ask questions and find information

Sharing & posting



Share photos, videos and updates

Voice chat



Talk and listen in games and apps

Private accounts



Manage privacy and who can see your profile

Online multiplayer, purchases & trading



Play online, buy items and trade in games

★ Support • Talk • Explore together • Help them stay safer online ♥

As children get older, their online world becomes increasingly social. Group chats, social platforms, multiplayer games and voice chats become particularly important.

This means understanding who children communicate with online is as important as knowing what they watch or play.

Which 3 are the most important in your child's online life? Which do you understand the least?

Hoạt động trực tuyến của trẻ em
Cách trẻ lớn ở bậc tiểu học khám phá, chơi, trò chuyện, chia sẻ và kết nối trên mạng

Cùng một sự tò mò.
Tự lập hơn.
Lựa chọn an toàn hơn
trên mạng.

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

Trò chuyện nhóm & nhắn tin

Trò chuyện với bạn bè trong trò chơi và ứng dụng

Nền tảng xã hội

Chia sẻ, theo dõi và kết nối trên mạng

AI & tìm kiếm web

Tìm kiếm, đặt câu hỏi và tìm thông tin

Chia sẻ & đăng bài

Chia sẻ ảnh, video và cập nhật

Trò chuyện bằng giọng nói

Nói và nghe trong trò chơi và ứng dụng

Tài khoản riêng tư

Quản lý quyền riêng tư và ai có thể xem hồ sơ của bạn

Chơi nhiều người, mua hàng & trao đổi

Chơi trực tuyến, mua vật phẩm và trao đổi trong trò chơi

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

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어린이의 온라인 활동

같은 호기심.
더 큰 독립심.
온라인에서 더 안전한
선택을 해요.

초등 고학년 어린이들이 온라인에서 탐색하고, 놀고, 채팅하고, 공유하며 연결되는 방법

동영상 플랫폼



동영상을 시청하고 새로운 내용을 발견해요

Roblox



게임을 하고, 만들고 다양한 세상을 탐험해요

Minecraft



세상을 만들고, 탐험하며 창의력을 발휘해요

게임



다양한 종류의 게임을 즐겨요

그룹 채팅 및 메시지



게임과 앱에서 친구들과 채팅해요

소셜 플랫폼



온라인에서 공유하고, 팔로우하며 서로 연결돼요

AI 및 웹 검색



검색하고, 질문하고, 필요한 정보를 찾아요

공유 및 게시하기



사진, 동영상, 소식을 공유해요

음성 채팅



게임과 앱에서 이야기하고 들어요

비공개 계정



내 프로필을 볼 수 있는 사람을 관리하고 개인정보를 보호해요

온라인 멀티플레이, 구매 및 아이템 거래



온라인으로 함께 플레이하고, 아이템을 구매하며 게임 아이템을 거래해요

★ 서로를 응원해요 • 이야기해요 • 함께 탐험해요 • 안전하게 온라인 활동을 도와주세요 ♥

As children get older, their online world becomes increasingly social. Group chats, social platforms, multiplayer games and voice chats become particularly important.

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What did 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 5 and Year 6 children told us.

Parental Awareness of Online Accounts	Year 5	Year 6
Yes – Parents Know	58%	52%
No – Parents Do Not Know	20%	26%
Not Sure	22%	22%

For most Year 5 and Year 6 children, their online world is becoming increasingly social as our visibility reduces.

Theme	Year 5	Year 6
Gaming Platforms	83%	81%
Video Platforms	78%	80%
Social/Messaging	51%	68%
Discord (high-risk 13+ platform)	7%	36%

ABCIS Student Online Lives Survey, 2025/26

What changes when the internet becomes a friendship space rather than somewhere to watch and play?



EXPLAIN - From 'Because I said so' to 'Here is why.'

Some recommendations on conversations to have with your child.

**Why your child doesn't
have a private account
on a social app or game.**

**Why no devices are
allowed overnight or in
the bedroom.**

**Why they need
approval before
downloading an app or
game.**

EXPLAIN - From 'Because I said so' to 'Here is why.'

Some recommendations on conversations to have with your child.

Why your child doesn't have a private account on a social app or game.

I want to be able to support you if something goes wrong. If I don't know what you are doing, I cannot help.

Why no devices are allowed overnight or in the bedroom.

Your device stays at the family charging point at night because sleep is so important and I cannot support if something happens in the night.

Why they need approval before downloading an app or game.

I check these first as apps can sometimes look real but are fake. We can review these together to make sure they are genuine.

AGREE - What stays adult-led and what can we agree together?

Adult responsibility:

- Age-appropriate apps
- Purchase controls
- Core privacy/security
- Knowing which accounts exist

Shared Agreement:

- Screen-time routines
- Group chat expectations
- Who they play games with and communicate with online
- When devices are used
- When settings are reviewed



What is one boundary we would never negotiate and one we could negotiate?

Suggestion: A Family Digital Agreement

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

Child responsibilities	Adult responsibilities
Tell an adult if something goes wrong	Stay calm and listen
Protect personal information	Explain safety settings and restrictions
Follow agreed rules for apps and games	Set fair boundaries and review them regularly
Communicate respectfully online	Help with blocking, reporting and solving problems
Follow family rules for screen time, bedtime and where devices are used.	Set clear and fair boundaries for device use and review them regularly.
Ask before downloading or buying anything	Check settings openly, not secretly
Use devices responsibly	Give more independence when ready

For this week, you could choose one child and one adult responsibility to work on.

What further conversations could take place?

1. Everyone else is allowed...

2. You don't trust me...

3. I know more about this than you do...



How could we respond without giving up the boundary or shutting down the conversation?

REVIEW: Controls are not 'set and forget.'
Children's accounts, friends, games and capabilities change.

When might a review take place?

- **New app → review**
- **New device → review**
- **New account → review**
- **Problem online → review**
- **Regular family check-in → review**

When was the last time you sat with your child and reviewed their settings together?

Practice Scenarios

For each, ask: What would you want your child to do? How would you respond as a parent?

Scenario A:

Your child is added to a class group chat.

Another child is being excluded or made fun of.

Scenario B:

Someone they regularly game with asks them to move into a private chat.

Scenario C:

Your child's friends are all using an age-restricted platform and they say they will be left out if they cannot join.

What might make your child hide something from you?

If telling you automatically means losing their device, they may stop telling you.

	Year 5	Year 6
Reluctant to Tell an Adult	38%	39%

Barrier	Year 5	Year 6
Fear Device Taken Away	52%	48%
Believe Adults Overreact	49%	46%
Feel They Can Handle It Alone	44%	47%
Do Not See the Issue as Serious Enough	39%	42%

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.”

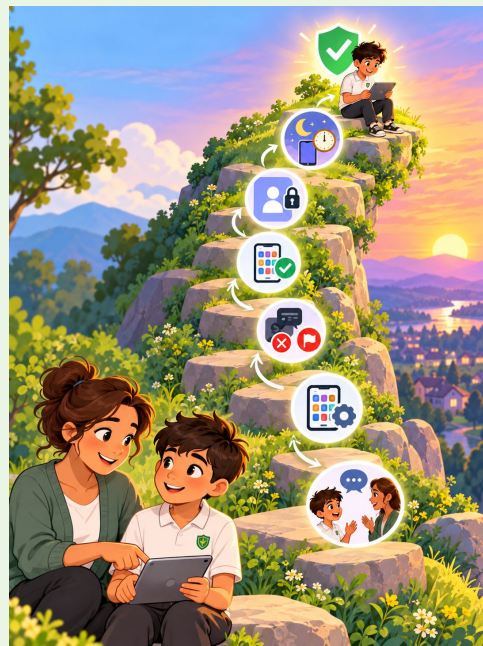
“They will stop me playing.”

In Year 5 and Year 6 children are very active online, and feel more like they can manage problems themselves or become more reluctant to share issues. 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.

RELEASE: How do I know they are ready?

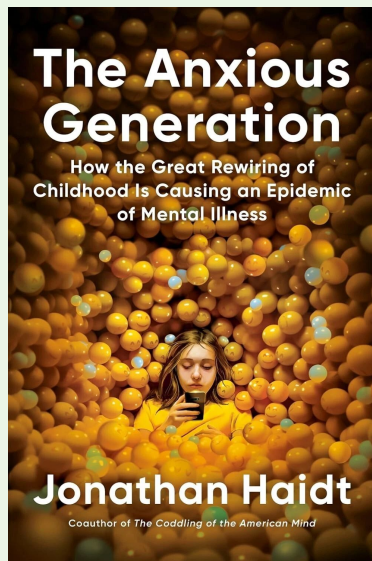
Signs your child could be ready for more independence:

1. They tell you when something goes wrong
2. They follow agreements without constant reminders
3. They understand why settings exist
4. They manage their privacy responsibly
5. They leave/report unsafe situations immediately
6. They handle disagreement without hiding activity
7. They accept regular reviews



Release one thing at a time - more privacy, a new app, less monitoring, a later cut off. As they show more responsibility, build more independence step by step.

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.

One thing to try this week!

Review one account together.

Ask your child to show you their three most-used apps.

Agree a nighttime charging routine.

Explain one existing control rather than simply enforcing it.

Agree what will happen if your child tells you something has gone wrong.



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Any Questions?

*Achieving
Belonging
Caring*

