



# SHOBNALL PRIMARY & NURSERY SCHOOL NEWSLETTER



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6<sup>th</sup> February 2026

*"Once you learn to read, you will forever be free."*

Dear Parents/Carers,

What a fantastic week it has been at Shobnall Primary & Nursery School! As I write this, the school is buzzing with excitement from NSPCC Number Day, where the children have been having lots of fun with maths activities. Preparations are also in full swing for tonight's PFA Valentine Disco, and we look forward to sharing with you next week just how much has been raised!



We are looking forward to welcoming parents to the school on Monday 9 February and Wednesday 11 February 2026, 4.00 – 7.00pm for parent consultations. If you have not already booked your slot, it is not too late to do so. Please follow the instructions that were provided on the email you previously received.

Please note that next week is our last week in school before the half-term holiday. Children will finish at the usual time on **Friday 13 February 2026**. School will open again for pupils on **Monday 23 February 2026**.

We hope that you all have a great weekend and look forward to seeing you on Monday! Enjoy!

## Safer Internet Day – Tuesday 10 February 2026

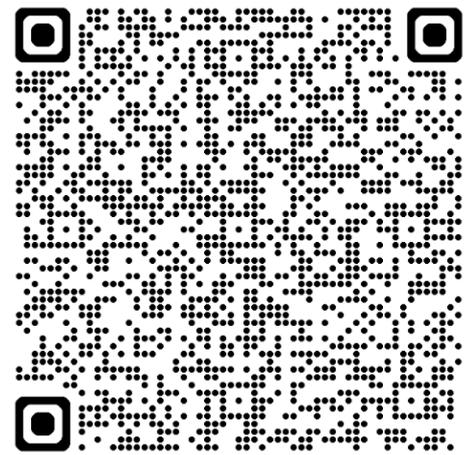


We would like parents and carers to note that **Safer Internet Day 2026** will be celebrated on **10 February** with the theme '**Smart tech, safe choices – Exploring the safe and responsible use of AI**'. Everyone's talking about AI, and with many children and young people hearing about and using AI online, it's important they have the skills and confidence to make safe choices when they are using smart technology. This Safer Internet Day we are exploring the impact of AI on all of our lives, looking at how AI can be used for good, and giving advice and guidance that empowers people to use AI safely and responsibly.

## Online Safety Questionnaire for Parents

Thank you to all those parents who have responded to the questionnaire created by our **Safeguarding Advocates** in preparation for our next **Parent Coffee Morning on Friday 27 February 2026** in the school hall from 9 – 10am. All parents are welcome to attend. The children have stated that they would like to keep the questionnaire open over the weekend to see if they receive a few more responses to help shape the focus of their workshop and ensure it is relevant and useful for families. All responses are anonymous.

You can access the survey by clicking the link below or by scanning the QR code:



[Online Safety Parent Questionnaire – Fill in form](#)

The survey will now close on **Monday 9<sup>th</sup> February 2026**. The children really appreciate your support in helping them shape their work!

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Coordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is celebrated in over a hundred countries coordinated by the joint Insafe/INHOPE network, with the support of the European Commission, and national Safer Internet Centres across Europe. Click on the link below for more information, useful guides and resources:

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>



## Shobnall Stars Pop-Up Stall – Friday 13 February 2026

Continuing with the love theme, spread a little love on the last day of term by visiting the **Valentine Sweet Treats Pop-Up Stall**, run by **Shobnall Stars** outside the external hall doors. The stall will be packed with delicious sweet treats, perfect for celebrating Valentine's Day and enjoying a well-earned end-of-term treat. All proceeds will go towards raising money for some exciting new resources for Shobnall Stars, so your support would be hugely appreciated. Further details will follow soon. We hope to see lots of smiling faces stopping by!

## Valentine's Day

By the time the newsletter goes live this week, the PFA Valentine Disco will already be in full swing! Once the profits have been totalled up, we will let you know how much has been raised! As you know, St. Valentine's Day is celebrated every year on 14 February. Hundreds of years of traditions and customs have made it into this occasion that we observe today. Here are some interesting facts about the day dedicated to love:

- ✚ Every year, thousands of romantics send letters addressed to Verona, Italy to "Juliet", the subject of the timeless romantic tragedy, "Romeo and Juliet." The city marks the location of the Shakespearean tale, and the letters that reach the city are dutifully answered by a team of volunteers from the Juliet Club. Each year, on Valentine's Day, the club awards the "Cara Giulietta" ("Dear Juliet") prize to the author of the most touching love letter.



- ✚ The Valentine's Day tradition of giving a box of chocolates was started in the 19<sup>th</sup> century by Richard Cadbury, a scion of a British chocolate manufacturing family. With a new technique recently established at the company to create more varieties of chocolate, Cadbury pounced on the opportunity to sell chocolates as part of the beloved holiday.
- ✚ During the Victorian Era, those who didn't want the attention of certain suitors would anonymously send 'vinegar valentines.' These cards, also called 'penny dreadfuls' were the antithesis of customary valentines, comically insulting and rejecting unwanted admirers. They were later used to target suffragettes in the late 19<sup>th</sup> and early 20<sup>th</sup> century.
- ✚ The term "wearing your heart on your sleeve" may have origins in picking a valentine. During the Middle Ages, men would draw the names of women who they would be coupled with for the upcoming year while attending a Roman festival honouring Juno. After choosing, the men wore the names on their sleeves to show their bond during the festivities.
- ✚ Cupid has been associated with Valentine's Day for centuries. However, before he was renamed Cupid, he was known to the ancient Greeks as Eros, the god of love. Eros, the son of Greek goddess Aphrodite, would use two sets of arrows – one for love and another for hate – to play with the emotions of his targets. It wasn't until stories of his mischief were told by Romans that he adopted the childlike appearance that we recognise today.



### FREE Uniform!

We continue to accept donations of old uniform via the box situated outside the school office for any parents who wish to donate. Please could we ask that these are cleaned and in good condition before placing in the box outside the school office. If you need any uniform, you will need to pop down to the **Family Hub** on Waterloo Street, DE14 2NJ. The Family Hub do not have the capacity to reply to emails but do have uniform on site all year round and are open Monday to Friday, 8.30am to 4.00pm.

### Shobnall Stars Booking Forms

Please don't forget to book your places a week in advance for **Shobnall Stars Early Birds**, or **Shobnall Stars Night Owls** which is our after-school club. You will need to complete one form per child, on a weekly basis. Forms will need to be submitted by 12noon the Friday before you wish to book. Please also select your breakfast options in advance to assist with catering, specifying dietary requirements if necessary. You can book your place by accessing the information booklets [here](#) or by scanning the QR codes below.



### Improve your Mental Health with Composting

If you are already a composting pro, why not get your friends and family to start their journey.

Asides from helping the environment, composting can be great for your own mental health by:

- Reducing stress and anxiety through mindful activity



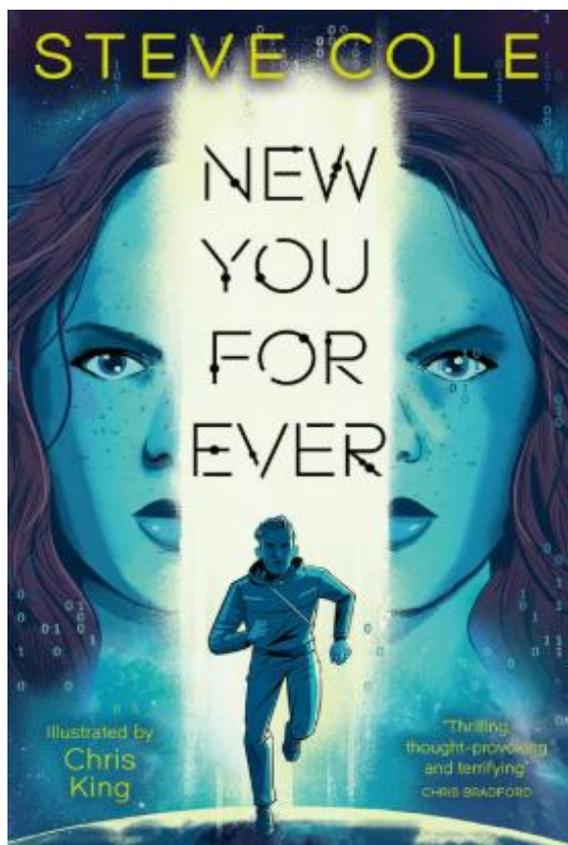
- Providing a sense of accomplishment
- Connecting you with nature
- Involves physical activity, boosting mood.

Get a discounted compost bin if you live in Staffordshire by putting your postcode in [www.getcomposting.com](http://www.getcomposting.com).

### Safety Tip!

Artificial intelligence is becoming a familiar part of young people's online experiences, with a myriad of school tools and entertainment platforms in use. This guide breaks down what AI really is, helping adults explain it clearly and realistically so children don't overestimate its abilities or trust it unquestioningly. It explores how AI systems work, where they appear online, and why understanding them matters.

The guide also highlights key online safety considerations, including misinformation, data privacy, bias and over-reliance on AI tools. With practical advice on setting boundaries, choosing age-appropriate platforms and encouraging ethical, creative use, it empowers parents and educators to build digital literacy while keeping children safe, curious and critically engaged.



### Reading Corner

This week's recommended read is for children aged 11+...

#### **New You For Ever**

*Written by Steve Cole*

Dystopian fiction is right back in vogue it seems – wonder why? – and Steve Cole's gripping, thought-provoking story feels scarily possible.

It's 2070, mankind has experienced a string of climate disasters with large parts of the world uninhabitable, and humans reduced to eating insects. One benefit of this brave new world however, are 'Pleekas'. The development of artificial emotional intelligence means that those who can afford it can transfer their memories and personality into an artificial body, a Pleeka. It looks just like you, only better. Moreover, this body won't age or get sick; won't need to sleep, eat, use the toilet. No wonder people are flocking to sign up with Pleeka developer, the New You Foundation and with the arrival of the next generation of Pleekas, the offer is extended to those as young as sixteen, the marketing campaign being stay young, live forever, don't consume any resources.

If this sounds too good to be true, you won't be surprised to hear that the New You Foundation care more about their profits and power, than about people or the planet.

Can narrator, teenage journalist Anders Jones and young climate change activist Tera Helstrom expose the company before it's too late, for them and their fellow humans?

Packed full of ideas, this tense and involving story poses fascinating questions and will set all readers thinking.

This book is particularly suitable for readers aged 11+ with a reading age of 8.

## Attendance

Please read the [NHS 'Is my child too ill for school?' guidance](#) which has further information if you are unsure whether to send your child to school or not. **Children can come to school with mild respiratory illnesses.** However, children should not be sent to school if they have a temperature of 38°C or above. Please note, we can only accept and administer **prescribed medicines** that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration and dosage.

**If your child arrives late, it is the responsibility of the adult to report to the school office and sign the "Late Book", giving a reason for lateness. This is important so that the school office knows your child is in school and can mark your child in in the class register. The class registers in the classrooms close at 8.55am when lessons start. When reporting an absence, please could we ask that parents contact the school office before 9.30am and state clearly reasons for absence.**



Let's keep working together to ensure attendance is as good as it can be! Remember, **every pupil, every day!** Thank you for your support. This week's Attendance Champions are **Year 2** and **Year 3!** Well done! Here are the latest figures...

Nursery	85.0%	Target
Reception	98.6%	Whole School – 97%
Year 1	92.3%	
Year 2	99.2%	
Year 3	99.2%	
Year 4	94.9%	Overall (to date)
Year 5	94.5%	95.9%
Year 6	95.4%	
Overall	95.6%	

### Head Teacher's Awards

Nursery	Muhib H	Yassin A
Reception	Rory P	Ariana I
Year 1	Ava M	Lakshmi S
Year 2	Haider H	Kadeem H
Year 3	Mustafa A	Mary-Ann F
Year 4	Safia A	Peta O
Year 5	Jackson B	Ava B
Year 6	Hadi K	Rehaan K

### OPAL Play Awards

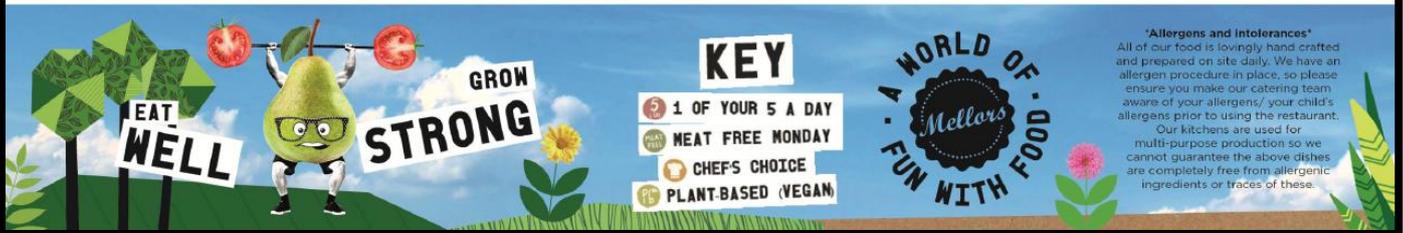
Nursery	
Reception	Noah H
Year 1	Muhammad Q
Year 2	Fred S
Year 3	Jack P
Year 4	Fynn M
Year 5	Kai H-S
Year 6	Dylan S

### Team Points

Team Points	Claymills	Rosliston	Sinai	Trent
Points (Week Ending 06.02.26)	64	30	75	98
Position	3 <sup>rd</sup> – 2 points	4 <sup>th</sup> – 1 point	2 <sup>nd</sup> – 3 points	1 <sup>st</sup> – 4 points
Running Total	13	6	8	10

Hot Lunch Options 09.02.26 – 13.02.26

WEEK 1	 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Main dish</b>	Margherita pizza with baked potato wedges	Chicken tikka masala served with rice	Roast turkey with Yorkshire pudding, roast potatoes & gravy	Pork sausage with creamy mash potato & gravy	Crispy battered fish & chunky chips
<b>Vegetarian Main dish</b>	Roasted vegetable pizza	  Vegetable tikka masala with 50/50 rice	 Quorn™ fillet with roast potatoes & gravy	 Vegan sausage & mash potato with gravy	 Vegetarian burger with chunky chips
<b>Accompaniments</b>	Cauliflower & broccoli ..... Salad bar	Peas & carrots ..... Salad bar	Green beans & cabbage ..... Salad bar	Sweetcorn & broccoli ..... Salad bar	Peas & baked beans ..... Salad bar
<b>Desserts</b>	Jam & coconut sponge	 Flapjack	Chocolate sponge	Shortbread	Ice cream
Fresh fruit or yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt
Jacket potato and sandwich selection	Jacket potato and sandwich selection	Jacket potato and sandwich selection	Jacket potato and sandwich selection	Jacket potato and sandwich selection	Jacket potato and sandwich selection



**KEY**

-  1 OF YOUR 5 A DAY
-  MEAT FREE MONDAY
-  CHEF'S CHOICE
-  PLANT-BASED (VEGAN)

**\*Allergens and Intolerances\***  
All of our food is lovingly hand crafted and prepared on site daily. We have an allergen procedure in place, so please ensure you make our catering team aware of your allergens/ your child's allergens prior to using the restaurant. Our kitchens are used for multi-purpose production so we cannot guarantee the above dishes are completely free from allergenic ingredients or traces of these.



**Valentine's Special Dinner**  
FEBRUARY 13

**CRISPY CHICKEN WRAP AND POTATO WEDGES**

**VEGAN CHICKEN WRAP AND POTATO WEDGES**

**SANDWICHES**

**JACKET POTATO**

**HEART SHAPED PUFF PASTRY JAM TART**

**YOGHURT**

**FRESH FRUIT SALAD**

Fish and chips on Wednesday!

# SHOBNALL SHOWCASE!

Let's have a sneaky peek as to what has been going on in our classrooms this week...

## Nursery

We have had an exciting week exploring vehicles that travel on water this week with a focus on submarines. We were fascinated by the way these mighty vehicles travel underwater as well as all of the fantastic features.

*"The windows are not square ones they go round."* (Adheera)

*"The spinners go round and round so it can go fast under the water."* (Ailya)

*"It has a scope to stick out to look around."* (Theo)

*"If you go on the submarine, you will see the octopuses and jelly fish on the window ports."* (Muhib)

*"The submarine gets so heavy when the tanks fill up with all the water."* (Cody)

It was exciting arriving to school with the song The Yellow Submarine playing. We later learned that a famous group called The Beatles sang this. We loved sharing the story 'The Yellow Submarine,' which is linked to the song. We were mesmerised by the beautiful illustrations and exciting adventure.

We then had a fantastic time singing and dancing to the song using different instruments. We also took part in some super activities including creating our own yellow submarines, carefully completing mazes and making blue meanies out of playdough.

On Friday we shared the story of the great race which is linked to the Chinese New Year. We had fun re-enacting the story especially swimming through the river trying not to get too wet! We are excited to learn more about this magnificent celebration after half term.



## Reception

This week in Reception, the children have been exploring how food is used to celebrate special occasions in different religions and cultures. We talked about Christmas dinner, Eid celebrations, and the food we enjoy at birthdays and weddings. In the Wonder Workshop, the children have been busy junk modelling birthday and wedding cakes, as well as creating playdough cakes and doubling the number of candles to support their maths learning, focusing on doubling to 8. In art, the children have been looking at the work of artist Megan Coyle and exploring how she uses

strips of paper and magazines to create landscapes. In Concept Cat, the children have been learning about the word *wide* and enjoyed building wide roads for cars to drive along. It has been a creative and busy week!

## Year 1

This week in English, the children began our exciting new writing unit all about diary entries. They have loved exploring the adventures of Captain No-Beard and finding out what he gets up to in his own diary. Their excitement has only grown as we prepare to transform our role-play area into a pirate ship! In Maths, we have

been practising counting on when adding numbers up to 20. The children have worked hard and shown great enthusiasm. In Art, the class created their own 3D interpretations of the Tree of Life. They thoroughly enjoyed designing and making different flowers and animals to include in their artwork. Our history lessons have focused on Neil Armstrong, and the children were fascinated learning about his life. They especially loved watching the video of the moon landing. We also had a very wet and muddy Forest School session! The children made their own rock aliens and then built suitable habitats for them. They used secateurs safely and confidently and worked brilliantly together to build dens using tarpaulins and the timber hitch knot.



## Year 2

This week in Year 2, we have finished our final write-up of our *Cinderella* version of our own story, and the children have done absolutely amazing! I can't wait to show it to you at parents' evening! You will be super proud, just like me.

In Maths, we have started looking at multiplication and division. In Science, we have been learning about life cycles. In DT, we have had the needles out and have begun sewing our pouches together. We still have the decorating left to do, which we will complete next week.

We have had a lovely week in Year 2!



## Year 3

Year 3 have had another excellent week of learning! In maths, the children have made a fantastic start to our new unit on length, confidently working with millimetres, centimetres and metres. In English, they wrote up their super stories and showed real determination when editing and polishing their work to make it the best it could be.

In history, we explored artefacts linked to the Amesbury Archer, and the children were very impressive with their growing historical knowledge and thoughtful observations. Our science lesson involved an exciting investigation into the strength of different magnets, with pupils carefully testing and comparing their results.

In art, we have begun our new still life unit, where the children experimented with different shading techniques to show texture and detail. Well done, Year 3 - keep up the wonderful effort!

## Year 4

This week in Year 4, the children proudly published their narratives on electrical safety, and their presentation was exceptional. I am so proud of the effort, creativity, and care they put into their final pieces. In maths, we began a new unit on length and perimeter, learning how many metres are in a kilometre and how to calculate the perimeter of different shapes. In computing, we explored repetition in shapes, using count-controlled loops to write code that produces a variety of patterns. In geography, we learned about Indigenous peoples, developing an understanding of their lives in the Amazon rainforest. We also discussed why tropical

rainforests are important and explored the threats facing the Amazon today. In art, we investigated tints and shades, learning how to lighten or darken colours when mixing paint. A great week of learning – well done, Year 4!



### **Year 5**

Year 5 have had a very productive week of learning across the curriculum. In Maths, the children have started a new unit on decimals and percentages. They have been building on their place value knowledge and beginning to make links between fractions, decimals and percentages. In English, the children have continued writing their own tragedy stories inspired by *The Tragedy of Beddgelert*. They have focused on making their legends engaging and suspenseful for the reader by using relative clauses, short repetitive sentences, ellipses and other effective writing features.

In Geography, we have launched an exciting new unit titled 'Why do oceans matter?'. The children have been learning about the Great Barrier Reef, why coral is so important to our environment, and discussing what we as humans can do to reduce our environmental footprint. These lessons have sparked thoughtful conversations about caring for our planet. Well done, Year 5, for another week of excellent effort and enthusiasm!

### **Year 6**

What a fantastic first week back after an action-packed week at Laches Wood last week! In maths, the children have begun their unit on percentages, and it has been wonderful to see how confidently they are applying their strong understanding of decimals and fractions to this new learning. In English, the children have been writing river poems, using our recent visit to Carding Mill Valley as inspiration – a perfect



opportunity to bring their first-hand experiences into their writing. In history, we have been exploring the impact of the Industrial Revolution, and the children have produced some excellent double-page spreads showcasing their knowledge and creativity. Well done, Year 6, for such a positive and productive week!

## Diary Dates 2025-2026

Event	Date/Time
PFA Valentine's Disco	Friday 6 <sup>th</sup> February 2026
School Closes for Half-Term	Friday 13 <sup>th</sup> February 2026
School Reopens for Pupils	Monday 23 <sup>rd</sup> February 2026
Year 3 Class Assembly	Thursday 26 <sup>th</sup> February 2026, 9.00am
PFA Easter Bingo	Friday 20 <sup>th</sup> March 2026
Year 1 Class Assembly	Thursday 26 <sup>th</sup> March 2026, 9.00am
Year 5 Hampton Court Palace	Thursday 26 <sup>th</sup> March 2026
School Closes for Easter	Friday 27 <sup>th</sup> March 2026, 2.00pm
School Reopens for Pupils	Monday 13 <sup>th</sup> April 2026
May Day Bank Holiday – School Closed	Monday 4 <sup>th</sup> May 2026
Key Stage 2 SATs Week	Monday 11 <sup>th</sup> May 2026 to Friday 15 <sup>th</sup> May 2026
PFA Midsummer Cinema Night	Tuesday 19 <sup>th</sup> May 2026
School Closes for Half-Term	Friday 22 <sup>nd</sup> May 2026
<b>INSET Day</b>	Monday 1 <sup>st</sup> June 2026
School Reopens for Pupils	Tuesday 2 <sup>nd</sup> June 2026
Year 4 Multiplication Check	Tuesday 2 <sup>nd</sup> June 2026 to Friday 5 <sup>th</sup> June 2026
Year 1 Phonics Screening Check	Monday 8 <sup>th</sup> June 2026 to Friday 12 <sup>th</sup> June 2026
Year 4 Class Assembly	Thursday 25 <sup>th</sup> June 2026, 9.00am
<b>JTMAT INSET Day</b>	Friday 3 <sup>rd</sup> July 2026
School Closes for Summer	Friday 17 <sup>th</sup> July 2026, 2.00pm
<b>INSET Day</b>	Monday 20 <sup>th</sup> July 2026

## Spring Term Diary Dates

Event	Date/Time
NSPCC Number Day	Friday 6 <sup>th</sup> February 2026
PFA Valentine Disco	Friday 6 <sup>th</sup> February 2026: - KS1, 3.45pm – 5.00pm - KS2, 5.15pm – 6.30pm
Parents' Evening	Monday 9 <sup>th</sup> February 2026, 4.00pm – 7.00pm
Safer Internet Day	Tuesday 10 <sup>th</sup> February 2026
Parents' Evening	Wednesday 11 <sup>th</sup> February 2026, 4.00pm – 7.00pm
School Closes for Half-Term	Friday 13 <sup>th</sup> February 2026
School Reopens for Pupils	Monday 23 <sup>rd</sup> February 2026
Year 3 Class Assembly	Thursday 26 <sup>th</sup> February 2026
Parent Coffee Morning	Friday 28 <sup>th</sup> February 2026, 9.00am – 10.00am
World Book Day	Thursday 5 <sup>th</sup> March 2026
<b>Shobnall Stars Night Owls (After School Club) CLOSED for staff training</b>	Monday 9 <sup>th</sup> March 2026
Comic Relief	Friday 20 <sup>th</sup> March 2026
Eid al-Fitr	Thursday 19 <sup>th</sup> March 2026/Friday 20 <sup>th</sup> March 2026
PFA Easter Bingo	Friday 20 <sup>th</sup> March 2026, 5.00pm
Mother's Day Lunches – Reception	Monday 23 <sup>rd</sup> March 2026
Mother's Day Lunches – Year 1	Tuesday 24 <sup>th</sup> March 2026
Key Stage 2 SATs Meeting for Parents	Tuesday 24 <sup>th</sup> March 2026, 3.30pm, Year 6 Classroom
Mother's Day Lunches – Year 2	Wednesday 25 <sup>th</sup> March 2026
Mother's Day Lunches – Year 3	Thursday 26 <sup>th</sup> March 2026
Year 5 Hampton Court Palace	Thursday 26 <sup>th</sup> March 2026
Mother's Day Lunches – Year 4	Friday 27 <sup>th</sup> March 2026
School Closes for Easter	Friday 11 <sup>th</sup> April 2025, 2.00pm
Mother's Day Lunches – Year 5	Monday 13 <sup>th</sup> April 2026
Mother's Day Lunches – Year 6	Tuesday 14 <sup>th</sup> April 2026



**Funding for Selected Routes**

**Full or Part-Time Routes**

**Gain School Experience**

# Train to Teach

in Local Schools

Primary (3-7) · Primary (5-11) · Secondary (11-16)



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# SHOBNALL STARS VALENTINE'S POP-UP STALL

**FRIDAY 13 FEBRUARY**  
**FROM 3.30PM**

Spread a little love on the last day of term by visiting our Valentine Sweet Treats Pop-Up Stall.

The stall will be packed with delicious sweet treats, perfect for celebrating Valentine's Day and enjoying a well-earned end-of term treat.

All proceeds will go towards raising money for some exciting new resources for Shobnall Stars, so your support would be hugely appreciated.

We hope to see lots of smiling faces stopping by!

# 10 Top Tips for Parents and Educators

## SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and false 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

### Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.