Department for
Science, Innovation
& Technology

A Safe, Informed Digital Nation

Government's Media Literacy Action Plan (2026-2029)

CP 1535

Government of the United Kingdom

Department for Science, Innovation and Technology

A Safe, Informed Digital Nation

Government's Media Literacy Action Plan (2026-2029)

Presented to Parliament by the Parliamentary-Under Secretary of State for AI and Online Safety by Command of His Majesty

March 2026

CP 1535

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Contents

Ministerial Foreword: A shared commitment to media literacy 4

Introduction 7

Part 1: Principles 8

Part 2: Priorities and Actions 9

1. Build awareness of media literacy and support access to trusted information 9
2. Prepare children and young people for a digital future 11
3. Boost local initiatives, to support people facing barriers to participation 14
4. Ensure a coherent approach across government and support cross-sector coordination 16

Delivery and accountability 18

Part 3: Implementation Timetable 19

References 22

Ministerial Foreword: A shared commitment to media literacy

Media literacy must be a central part of our lives in the digital age. It means thinking carefully about online content and understanding that what we do online can have real-world consequences. It also means understanding how technologies like artificial intelligence (AI) work, how platform algorithms can shape what we see, and how to keep personal information safe. Media literacy shapes how we communicate, access information, and take part in democratic life. Strong media literacy helps people make informed choices and engage online with confidence.

This is not always easy. Around one in seven adults say concerns about online safety keep them offline altogether.[1] Even people who feel confident in spotting misinformation can struggle to recognise fake social media profiles in practice.[2,3] False information online can make it hard to know what to trust. It can also spread quickly, with harmful consequences. We saw this all too clearly in the aftermath of the Southport attack in summer 2024, when the spread of misleading information online contributed to unrest in our communities.

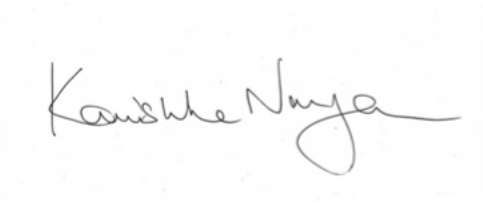
While media literacy can help address these challenges, these skills are about more than just avoiding harm. The digital world can inspire curiosity, creativity and connection. Media literacy can help people explore new interests, make the most out of new technologies and connect with others. Being able to do these things safely and confidently can make a real difference to people's daily lives.

The Department for Science, Innovation and Technology (DSIT) is therefore proud to lead the Media Literacy Action Plan on behalf of government. This action plan sets out the steps departments across government are taking to strengthen media literacy over the next three years. We will work together to help people across the UK think critically about online content, find trustworthy information, and make the most of digital opportunities. For example, while everyone needs media literacy support, formal education plays a key role in supporting children and young people. The Department for Education is committed to ensuring that every child and young person receives an education that reflects the digital realities they experience every day. Alongside education, it is also vital that people have access to trusted information, especially when false or misleading information is spreading virally online. The Department for Culture, Media and Sport (DCMS) is working to ensure the UK continues to benefit from a strong and trusted information environment.

The Online Safety Act 2023 lays a strong foundation to protect people from harm online, but we have been clear there is more to do. In particular, we want to go further to support children's wellbeing and give them the childhood they deserve. To inform this work, we have been listening to parents, young people, and civil society groups around the country. We know that parents want more support, and they want it quickly. We have launched a media literacy communications campaign to support parents and carers with simple, trusted advice they can use at home. We are also running a UK-wide consultation to get the best evidence to inform our next steps.

Whatever solution we land on, this government is clear that effective regulation must go hand in hand with effective education to ensure everyone can thrive online.

We are committed to ensuring that people of all ages have the skills and confidence to take part in the digital world safely and positively, and this action plan is just the first step. We will continue to build on this in the future, so that everyone can enjoy the benefits of technology and the online world.



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Introduction

Media literacy is a foundational skill for participation in modern digital society. Our vision is for everyone in the UK to have the skills to navigate the internet confidently and make informed choices online.

Improving media literacy can help address a wide range of issues this government cares about. It can help tackle misinformation, support a trusted news media environment, improve trust in the rule of law and strengthen social cohesion. It can also support vaccine uptake, reduce the impact of toxic online content and help prevent online violence against women and girls. As set out in the Ministerial Foreword, good media literacy also brings important benefits for individuals. For example, it helps people communicate with others, find reliable information on things that matter to them, and take part in democracy safely, and with confidence.

Delivering lasting improvements in media literacy requires clear leadership and coordinated action. Media literacy takes time to build, and everyone has a part to play. DSIT leads government's approach to media literacy and works closely with other departments delivering policies and projects to help us reach our shared goal. The government has also given Ofcom, the online safety regulator, media literacy duties, which require it to set its own media literacy strategy and raise awareness.

This action plan outlines the government's role in promoting media literacy and the first steps we are taking towards our vision of a safe, informed digital nation. It sets out three core principles guiding our approach and four priority areas for action. We will track progress over time and build on this work as new challenges and opportunities arise.

Part 1: Principles

This government's approach to delivering a more media literate UK is based on the following 3 principles:

1. **We will support people where they are**, through trusted places like schools, libraries, local services, and through tailored support. We will make full use of our existing tools, partnerships, and ways of reaching people.
2. **We will share and use what works**, across government and with Ofcom and other organisations: we will not repeat work that is already being done. We will stay evidence-led and ready to adapt as risks and technologies change, including new developments in AI.
3. **We will help everyone play their part in strengthening media literacy.** This means government, industry, education, the voluntary sector, families and communities working together to support people. We will ensure government thinks about media literacy when it develops key policies. We will also clarify who does what, so people know where to go for support.

Part 2: Priorities and Actions

Over the next three years, this government will focus on 4 priority areas. Below, we set out these priorities, and the specific actions we are taking to achieve our vision of success.

1. Build awareness of media literacy and support access to trusted information

Outcome: By 2029, more people can confidently recognise misinformation and disinformation and know where to find trusted information.

The government has an important role in helping people understand why media literacy matters. **We want to show the benefits of having digital and media skills, such as getting the most out of online opportunities, while also helping people stay safe.** We will also take steps to ensure that everyone can easily access reliable and trustworthy information.

The government will provide clear and consistent messaging about media literacy. Our pilot media literacy campaign will sit alongside wider work to improve digital skills. This includes the Department for Education-owned Skills for Life initiative, with the DSIT-led Digital Skills campaigns built into the wider programme to help more people take training courses that build essential digital skills for work. By working together, we can make sure media literacy support reaches people across many areas of their lives.

Messaging on media literacy is not only important for its own sake. Partners across government are using it to help build resilience to a wide range of harms. For example, Counter Terrorism Policing is leading a campaign to respond to the spread of harmful terrorist-related content among teenage boys, by encouraging critical thinking about online behaviour and its real-world impact.

We also value and encourage the strong campaigns led by other expert organisations. For example, Ofcom and Shout Out UK delivered the DISMISS campaign to support first-time voters ahead of the 2024 general election by helping them identify disinformation.

Action 1: Run a dedicated media literacy campaign aimed at parents and carers, to support both adults and children to develop media literacy skills. The pilot campaign will give families in Yorkshire and the Midlands practical tools and conversation starters to help children aged 8 to 14 build resilience and think critically online. This includes spotting misleading content and challenging harmful attitudes.

The government will make sure high-quality, accurate information and news is available and easy for people to access. Media literacy supports a healthy

information environment, by helping people tell the difference between accurate information and other types of content. Easy access to clear and trusted information helps keep people safe from misleading information.

Action 2: Look at options to help trusted voices reach more people when needed. Trusted, expert organisations, such as the NHS, the Electoral Commission, and Public Service Media providers play important roles in providing people with key information in areas which can be particularly susceptible to misinformation and disinformation in simple, impartial and accessible ways. We will explore options to ensure the accessibility and availability of trusted information sources online, alongside wider work to support reach of news sources. This includes helping trusted voices reach more people when false or misleading information is spreading virally online, and people need accurate sources the most.

Action 3: Support local journalism through the Local Media Strategy. Local news plays a vital role in providing trustworthy information at a local level, reporting on the issues that matter to communities. Under the strategy, we will encourage and support local media and public services to work together to improve local information for their communities. We will also support young people to value local journalism, consider careers in the sector, and develop their news and media literacy.

Action 4: As part of the BBC Charter Review, explore an obligation on the BBC to support and improve media literacy across the UK. The BBC already takes steps to support people's media literacy. For example, their new 'Solve the Story' series on BBC Bitesize gives teenagers practical skills to question what they see online and spot misleading content. We will explore whether we need to go further by adding a specific requirement on the BBC to promote media literacy.

The government wants people to find accurate and reliable information online, especially on important topics such as health and finances, so they are less affected by misleading information. This means giving people the right support for their needs and sharing trustworthy information when it is helpful. We know that online sources play a key role in how people learn about important topics, such as health. We are acting to make sure people can find trusted health information and advice on avoiding fraud. We aim to do the same for other topics in the future.

Action 5: Improve access to trustworthy health information from reliable sources. Both the Department of Health and Social Care (DHSC) and the UK Health Security Agency (UKHSA) will continue to create and share trusted health messages on social media. This will help the public easily find clear and accurate health information and identify disinformation when they encounter it online. UKHSA will continue to have a particular focus on vaccine communications, as well as health protection priorities, incidents and outbreaks. DHSC and UKHSA will support the public to access clear, accurate information, directing them to the NHS website for further support where appropriate, including the Every Mind Matters website for advice about mental health and wellbeing. In addition, DHSC will build media literacy

skills through its Men's Health Strategy, helping men critically assess health information and protect themselves against harmful misinformation. It will also improve access to high-quality health information for women through the renewed Women's Health Strategy.

Action 6: Ensure people know how to spot fraud and can take steps to protect themselves. Through the Stop! Think Fraud campaign, we are helping people understand how they can be tricked by criminals into sharing their personal information or money. The campaign shares instructions on how people can protect themselves from this, including taking time to stop and check if an approach is genuine and setting up 2-step verification on online accounts. The campaign directs people to a dedicated website, which provides further information and advice on how to recognise and protect against fraud. As set out in the government's response to the Curriculum and Assessment Review, it is essential for children and young people to learn about the importance of managing money and to embed key financial literacy skills starting in primary and building throughout secondary school.

2. Prepare children and young people for a digital future

Outcome: Children and young people build critical thinking skills and safe online habits, and adults feel confident guiding them.

We want children to have a safe, happy childhood and be ready for a fast-changing digital world. Alongside strong regulation, **children and young people need a curriculum and experiences that build media literacy**. They also need **support that reflects their online experiences today**. Young people should be supported to build critical thinking skills as well as understanding of how platforms, algorithms and new technologies like AI work. Parents, carers, teachers and other trusted adults also need clear, practical support to help young people use the internet safely and think critically online.

Action 7: Strengthen media literacy education in the National Curriculum, following the independent Curriculum and Assessment Review. The Review highlighted the ability for young people to identify and challenge misinformation and disinformation as an increasing concern amongst parents, teachers and young people themselves. The government's response to the Review set out how the revised curriculum will take forward recommendations to strengthen media literacy with a particular focus on English, to enable young people to critically engage with the messages they encounter through different media channels, and to better specify media literacy within both the primary and secondary citizenship curricula. A consultation on the revised programmes of study will be launched later this year. This is in addition to, and distinct from, recent updates to Relationships, Sex and Health Education (RSHE) guidance, which now includes content on AI (including deepfakes), explains how social media works, and provides guidance on countering

sexual health misinformation. The updated guidance will be used in schools from September 2026.

Action 8: Expand guaranteed access to the updated curriculum, by ensuring all academies, as well as maintained schools, teach the updated National Curriculum, introduced through the Children's Wellbeing and Schools Bill. This will make sure that all their pupils benefit from the new programmes of study and stronger media literacy learning. The Children's Wellbeing and Schools Bill is currently in its final parliamentary stage.

Action 9: Support secondary school pupils to develop advanced digital skills that can strengthen their media literacy. With £24 million in government funding, the TechFirst Youth programme will give one million students the chance to learn about technology, including AI, and be inspired to follow a future career in the tech sector.

Action 10: Clarify and strengthen the updated Keeping Children Safe in Education (KCSIE) guidance in relation to emerging online harms. This guidance is for all school and college staff.

Action 11: Support teachers in line with recommendations from the independent Curriculum and Assessment Review. This will complement the work of the wider sector, such as Ofcom's Continuing Professional Development media literacy training for teachers.

Action 12: Invest in the National Centre for Computing Education, to equip teachers to confidently teach topics such as digital and AI literacy under the refreshed computing curriculum and as part of the new computing GCSE.

Action 13: Develop training for teachers on teaching media literacy skills related to counter-extremism and misogyny. The Department for Education will continue to provide specialist materials on the Educate Against Hate platform to tackle radicalisation, misogyny, and extremism. The department is also working with Connect Futures to create teacher training focused on preventing extremism. This will include guidance on leading open discussions on controversial issues in the classroom and on evidence-based, whole-school approaches to building resilience to extremism. Further resources for children and young people aged 7 to 18 will support schools and teachers to teach about healthy friendships, respect, and the real-world harm caused by misogyny. Where appropriate, these materials and guidance will also be signposted in the Department for Education's new screen time guidance for parents of 5 to 16-year-olds.

The government will strengthen support for other responsible adults, including parents and carers. Formal education is only one part of the solution. For many young people, parents and carers are the first people they turn to when they are worried about staying safe online. Research commissioned by DSIT[4], however, shows that many parents lack awareness and confidence, and are not always sure where to find clear and practical help. Parents say they want simple, age-specific

resources and more centralised media literacy guidance. Other trusted adults outside schools also have an important role to play in supporting children and young people with media literacy.

Alongside the actions set out below, we want to do more to support parents and carers. We know that keeping children safe online is just one of many pressures families face, so support needs to be easy to find and practical for everyday life. That is why we are asking parents and carers about their experiences and the support they need through the children's digital wellbeing consultation.

Clear, age-appropriate guidance will help parents and carers navigate the balance between respecting growing independence and providing appropriate safeguards, equipping families to support young people as they approach adulthood in an increasingly digital world. The Department for Education has established an expert working group to produce guidance and supporting materials on screen time for the under 5s and will be producing guidance for parents of 5 to 16-year-olds later this year.

Action 14: Provide a dedicated Kids Online Safety Hub for parents and carers, offering clear and trusted guidance to help families keep children safe online. This offers practical advice tailored to different ages, including up-to-date information on new technologies such as AI. It brings together easy-to-use tools, conversation starters, and links to trusted resources. The communications campaign will raise awareness of the hub and encourage families to use it. The content will be reviewed and updated regularly with expert advice so that everyone can access relevant and helpful support.

Action 15: Investigate options for integrating media literacy into initiatives to train and support youth workers.

The government will build understanding of how new technologies, such as AI, affect children and young people and update media literacy support to reflect these changes. New technologies like AI are already changing how young people use the internet. Strong media literacy will help them enjoy the benefits and stay safe.

Action 16: Help school pupils to learn about deepfakes through Relationships and Sex Education (RSE) and Health Education lessons. The Department for Education's RSHE guidance states that secondary school pupils should learn about the prevalence of deepfakes, including videos and photos; how deepfakes can be used maliciously as well as for entertainment; the harms that can be caused by deepfakes; and how to identify them. The Home Office has worked with the PSHE Association to create lesson plans that explain what deepfakes are, how they can affect young people, and where to go for support. Older pupils can also learn about the laws around using deepfake technology and how to reduce the harms. We are developing additional lesson plans for pupils with special educational needs and

disabilities (SEND), so they can take part fully. These will be published in early April 2026.

Action 17: Deliver a 'Childhood in the Age of AI' event in April 2026, bringing together experts and young people to talk about the impact of AI on childhood. We will deliver this jointly with the NSPCC and Common Sense Media. It will give young people a voice and explore how AI will change the world they grow up in. It will also look at how adults can best support them.

3. Boost local initiatives, to support people facing barriers to participation

Outcome: High-quality media literacy initiatives are delivered in communities across the UK. People who might otherwise miss out can access trusted support, which meets their needs and addresses issues they care about. More people can use the internet safely and with confidence.

Local community organisations are often well-placed to help people who may need more support to use the internet safely and effectively. Teaching media literacy in **trusted local spaces, such as libraries and youth clubs, helps people feel comfortable building their skills.** For example, good media literacy supports digital inclusion. When people understand what they see and how to stay safe online, they are more confident and motivated to use the internet. It can also support local communities, by helping people spot the harmful and misleading information that can damage social cohesion.

The government will support local initiatives, building on what we have learnt from past efforts to ensure more people can benefit in the future. Earlier media literacy projects helped shape the training the Ministry of Housing, Communities and Local Government (MHCLG) delivered in summer 2025 for around 800 frontline local authority staff. This training supported staff to respond to serious information incidents. Feedback was very positive, with almost everyone who responded saying they felt more able to deal with misleading information afterwards.[5]

Local organisations will be encouraged to play a stronger role in delivering media literacy. Community groups, libraries, youth services and local authorities understand their areas and the challenges people face. They can ensure support is relevant to everyday life. The government will back this by investing in local innovation and providing tools, training and funding. We will champion resources that use plain language and clear examples, and we will consider the needs of different groups, so support is right for them. Ofcom will continue to support this work by leading 'place-based' approaches, working with local partners to find out what works and embed media literacy in trusted services.

Action 18: Work with the Local Government Association and Belong to develop practical tools and training that strengthen local authorities' capability to respond swiftly and confidently to harmful online information and digital threats, supporting the development of more resilient, informed, and cohesive communities.

Action 19: As set out in the new Protecting What Matters Strategy, continue the Common Ground Resilience Fund with up to £5 million available over the coming financial year to deliver targeted cohesion and integration interventions. This could include media literacy and frontline training, to help people think critically about misleading or polarising narratives. This will contribute to more resilient communities.

Action 20: Provide funding for local projects that support media literacy under the £11.9 million Digital Inclusion Innovation Fund. The fund supports projects helping digitally excluded individuals get online, while also improving local support in the longer term. Some current examples include:

- **Libraries Connected is developing a practical guide for digital inclusion in libraries.** This includes a focus on AI, media literacy (including resilience to misleading information), and digital literacy.
- **Durham University is upskilling over 300 young people and adults in core digital areas.** These include critical media literacy, online safety, digital literacy, and creating content. It is providing community digital hubs, online skills platforms, mentorship and co-designed learning. The project supports young people, including those not in education, employment and training. It also supports unemployed adults and adults aged 55 and over.
- **The Engineering Development Trust is trialling a free online platform providing flexible digital skills support for 100 young people.** It is covering topics such as media and data literacy, and the role of AI in the workplace and society.

Action 21: Invest in projects that tackle antisemitism in education and strengthen media literacy. The Tackling Antisemitism in Education Innovation Fund will support projects that address misleading information, strengthen media literacy and promote safe and respectful behaviour online to prevent antisemitism.

Action 22: Engage with Ofcom as it delivers its Media Literacy Strategy, which includes a commitment to strengthen local delivery by supporting projects in the areas that need them most. Ofcom is developing a 'place-based' model of media literacy that focuses on local needs and strengths. This includes working with local partners in locations such as Birmingham and Greater Manchester to deliver media literacy activity through community organisations, libraries, and local digital inclusion networks. These partnerships help embed media literacy into digital support and services, rather than one-off projects. They also help to build an understanding of what works, so people can get the best support possible. Through

the actions set out above, the government will build on Ofcom's work to strengthen local provision, while continuing to meet regularly with Ofcom to share knowledge and avoid duplication.

4. Ensure a coherent approach across government and support cross-sector coordination

Outcome: Media literacy is built in across relevant government strategies. Different groups each have a clear part to play. Government departments, local councils, Ofcom, universities, charities, libraries, schools and colleges, news organisations, online platforms, and other organisations all support media literacy in their own way, working together to help people build the skills they need.

We are helping departments work together to improve media literacy through their different areas of work. Policymakers from across government and Ofcom gather regularly to explore issues such as misinformation and disinformation and the role of media literacy. By sharing insights in this way, we can support stronger and more consistent media literacy outcomes. We are also collaborating with and supporting coordination across the wider sector.

We will improve how government works together, and support coordination across the wider sector. Ofcom already brings many organisations together through its Making Sense of Media network. We recognise that civil society and community organisations are essential delivery partners, especially for adults and hard-to-reach groups. Government is funding these organisations through initiatives such as the Digital Inclusion Innovation Fund. To support coordination, we will lead by example, meeting regularly with these organisations and helping them build connections and share expertise across government. We will encourage the use of existing networks to reach more people and increase impact.

We will also keep guidance and the wider regulatory framework under review to make sure people are supported and protected online. Where appropriate, government will consider whether clearer guidance or regulation for digital services or Ofcom could help improve people's online experiences. We will only take changes forward where evidence shows they are needed and proportionate to the issues identified.

Action 23: Make media literacy a stronger part of the services and skills support people use every day. We are looking at how we can include media literacy in adult digital skills strategies, including the Essential Digital Skills Standards and Essential Digital Skills Framework. We are updating this Framework with input from experts and the public to make sure it reflects how people use digital technology today. We will also link media literacy with work on AI, so people can use

new technology safely and confidently. For example, the government's drive to upskill 10 million workers in AI includes building skills in responsible AI use.

Action 24: Build media literacy into a wide range of policies and programmes, so it supports people across different parts of their lives and helps address key challenges. Media literacy already appears in several recent government plans, including the Digital Inclusion Action Plan, the Protecting What Matters Strategy, the strategy to reduce violence and abuse against women and girls, the National Youth Strategy, the vision for men's health, and the upcoming women's health strategy. We will continue to build media literacy into many other policy areas. For example, we will use media literacy to help people recognise reliable legal and civic information online, to support trust in the rule of law. We also recognise that media literacy is important for personal finance, as it helps people identify trustworthy information. We will consider how to include financial media literacy in our wider work.

Action 25: Build our evidence base on the impacts of misleading content online. As part of the Government Chief Scientific Adviser's Year of Trustworthy Information, the Government Office for Science has commissioned an evidence review on misinformation, focusing on how to measure the problem, assess harms, and counter or mitigate these harms. This will ensure government initiatives are supported by scientific expertise and up-to-date evidence, strengthening efforts to increase resilience and build trust in authoritative information.

Action 26: Share findings from relevant research and initiatives, like the Government Office for Science's Future of Childhood and Adolescence project, across government to inform future activity. This will ensure government initiatives complement the work of the wider sector (such as work by Ofcom), contribute to a strong and growing evidence base, and consider long-term risks and opportunities.

Action 27: Encourage government departments and other organisations to use Ofcom's Evaluation Toolkit when delivering media literacy interventions. This will help us evaluate work consistently, share what works, and make sure initiatives deliver real impact.

Delivery and accountability

Departments across government have agreed the priorities in this action plan and will work together over the next 3 years to deliver them. We will keep our work based on the best available evidence. We will do this by working closely with Ofcom and other experts, and by making sure our interventions are well designed and, where appropriate, evaluated using Ofcom's Evaluation Toolkit.

The table below shows who is responsible for each action, and when it is expected to be completed. Progress will be tracked and ongoing work reviewed to make sure the plan continues to deliver real benefits for people. Regular updates will be published on GOV.UK so families, educators and communities can see how things are moving forward and how the approach is changing as new risks and opportunities emerge.

Part 3: Implementation Timetable

Action	Lead Department	Date
1. Raise awareness of media literacy and support access to trusted information		
Action 1: Run a pilot media literacy campaign aimed at parents and carers of 8–14-year-olds, to help families develop media literacy skills	DSIT	February-March 2026
Action 2: Look at options to strengthen the UK's information environment, including by improving access to trusted sources when people need them most	DSIT/DCMS	Ongoing
Action 3: Support local journalism through the Local Media Strategy	DCMS	Ongoing
Action 4: As part of the BBC Charter Review, explore an obligation on the BBC to support and improve media literacy across the UK	DCMS	December 2027
Action 5: Improve access to trustworthy health information from reliable sources, including by finding ways to build media literacy skills in men by November 2027, and by continuing to promote trustworthy sources, such as the NHS website, where appropriate	DHSC/ UKHSA	Ongoing
Action 6: Ensure people know how to spot fraud and understand what steps they can take to protect themselves	Home Office / National Cyber Security Centre (NCSC)	Present-2029
2. Prepare children and young people for a digital future		
Action 7: Strengthen media literacy education in the National Curriculum, following the independent Curriculum and Assessment Review	DfE	Updated Curriculum consultation later this year, to be published in spring 2027 and implemented from September 2028
Action 8: Expand guaranteed access to the updated curriculum, by ensuring academies, as well as maintained schools, teach the updated National Curriculum, introduced through the Children's Wellbeing and Schools Bill	DfE	September 2028

Action	Lead Department	Date
Action 9: Through the TechFirst Youth programme, support secondary school pupils to develop advanced digital skills that can improve media literacy	DSIT	Implemented by August 2026, ongoing
Action 10: Clarify and strengthen the updated Keeping Children Safe in Education (KCSIE) guidance in relation to emerging online harms	DfE	Implemented by September 2026, when new KCSIE 2026 is expected to come into force (TBC)
Action 11: Support teachers in line with recommendations from the independent Curriculum and Assessment Review	DfE	Ongoing-September 2028
Action 12: Invest in the National Centre for Computing Education, to equip teachers to confidently teach topics such as digital and AI literacy	DfE	Ongoing
Action 13: Develop training for teachers on teaching media literacy skills related to counter-extremism and misogyny	DfE	April 2026
Action 14: Provide Kids Online Safety Hub for parents and carers on how to keep their children safe online	DfE	February 2026
Action 15: Investigate options for integrating media literacy into work to train and support youth workers	DCMS	April 2026
Action 16: Make RSHE lesson plans on deepfakes available for school pupils	Home Office / DfE	Ongoing
Action 17: Deliver a 'Childhood in the Age of AI' event, bringing together experts and young people to talk about the impact of AI on childhood	DSIT	20-22 April 2026
3. Boost local initiatives, to support people facing barriers to participation		
Action 18: Work with the Local Government Association and Belong to develop practical tools and training that strengthen local authorities' capability to respond swiftly and confidently to harmful online information and digital threats	MHCLG	2026-2027
Action 19: As part of the Common Ground Resilience Fund, support local authorities to put in place tailored initiatives that protect communities from threats to local social cohesion	MHCLG	2026-2027

Action	Lead Department	Date
Action 20: Provide funding for local projects that support media literacy under the Digital Inclusion Innovation Fund	DSIT	Present-March 2026
Action 21: Invest in projects that tackle antisemitism and strengthen media literacy under the Tackling Antisemitism in Education Innovation Fund	DfE	April 2026-March 2028
Action 22: Engage with Ofcom as they strengthen local delivery, including by putting into place targeted initiatives in cohorts where the need is greatest	DSIT	2024-2027
4. Ensure a coherent approach across government and support cross-sector coordination		
Action 23: Think about how media literacy can be included in wider government work to improve adults' digital skills, including the Essential Digital Skills Standards and Essential Digital Skills Framework	DSIT/DfE	2026
Action 24: Build media literacy into a wide range of policies and programmes, so it supports people across different parts of their lives and helps address key challenges	All	Ongoing
Action 25: Build our evidence base on the impacts of misleading content online	Government Office for Science	April 2026-March 2027
Action 26: Share findings from media literacy research and initiatives across government	DSIT/All	Ongoing
Action 27: Encourage use of Ofcom's Evaluation Toolkit by government departments and other organisations delivering media literacy interventions	DSIT	Ongoing

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