



HOUSE OF LORDS

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Professor Becky Francis
Chair of the Curriculum and Assessment Review
Department for Education
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1 August 2025

Dear Professor Francis,

During the first half of this year, the Communications and Digital Committee conducted an inquiry into media literacy. We published a report setting out our findings on Friday 25 July.¹ Our report makes several recommendations relating to media literacy education in schools and so I wished to draw it to your attention as you reach the final phase of the Curriculum and Assessment Review.

During our inquiry, we heard that effective media literacy education in schools is “the best avenue through which to teach children media literacy skills at scale”, as well as a key lever for improving media literacy across the population as a whole. Stakeholders told us that good media literacy education requires “sustained and repeated engagement, interwoven throughout the school curriculum” and that this “should be embedded from the start of education and transition across all key stages”.²

This is far from the case at present, however. Good provision is currently a “postcode lottery” that depends on the discretion and enthusiasm of individual teachers and schools.³ Under the existing curriculum in England—where media literacy is covered in English, computing, citizenship and relationships, sex and health education (RSHE)—

¹ Communications and Digital Committee, [Media literacy](#) (3rd Report, Session 2024–25, HL Paper 163)

² *Ibid.*, pp 56–57

³ *Ibid.*, p 58

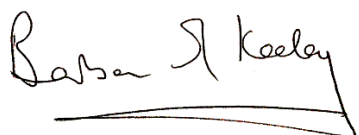
teaching of this vital topic is fragmented and left primarily to non-core subjects. In some cases, media literacy is relegated to one-off assemblies or is absent from school altogether.

We heard overwhelming support for media literacy to be integrated more systematically into the national curriculum, to address this issue. We have therefore urged the Government to ensure that media literacy is embedded across the curriculum in England in a way that guarantees consistent, repeated engagement with the topic for all pupils. We have also called for initial teacher training and continuous professional development to be updated to incorporate media literacy, to ensure that teachers feel better equipped to deliver lessons on this topic.

The Curriculum and Assessment Review presents a unique opportunity to help bring about this change. We welcomed the interim report of the review, which recognised the increased need for critical thinking and digital skills in today's society, and identified that media literacy education would be a priority area of focus in the remaining stages of the process.⁴ We hope that this will translate into meaningful recommendations in the final report of the review and urge you to take account of the evidence we received as you bring together your findings.

Effective media literacy education is vital for preparing children and young people to engage critically with the information they create and consume, participate in democratic life and protect themselves online. Given our increasingly crowded and complex media environment, it must no longer be seen as a “nice to have” in schools.

Yours sincerely,

A handwritten signature in black ink, reading "Baroness Keeley". The signature is written in a cursive style and is underlined with a single horizontal line.

Baroness Keeley

Chair, Communications and Digital Committee

⁴ Curriculum and Assessment Review, [Curriculum and Assessment Review: Interim report](#) (March 2025)