

## Life Skills Education - Parent Outcomes Framework

Outcome	A. Understanding of Risk and Safety	B. Engagement with School Learning	C. Communication and Trust with School	D. Support for Positive Behaviour at Home	E. Confidence in Managing Sensitive Issues
What it means...	... Parents understand the risks their children face and how the school responds to keep them safe	... Parents are aware of and engaged with what their child is learning in life skills education	... Parents feel confident communicating with the school and trust its approach to wellbeing	... Parents support and reinforce consistent expectations for behaviour at home	... Parents feel able to talk with their child about difficult topics and manage them constructively
What we expect to see if the outcome is being met.	<b>A1.</b> The parent can describe key risks discussed in the programme.	<b>B1.</b> The parent can explain what their child is learning in school about life skills.	<b>C1.</b> The parent can approach the school to raise concerns about their child.	<b>D1.</b> The home life is consistent with school expectations around behaviour.	<b>E1.</b> The parent can talk with their child about topics like peer pressure, substances, or online risks.
	<b>A2.</b> The parent can identify how the school manages risk and safeguarding.	<b>B2.</b> The parent can access and respond to school communications about the programme.	<b>C2.</b> The parent can express their views and feels listened to.	<b>D2.</b> The parent can reinforce consequences and support their child's decisions.	<b>E2.</b> The home life is open and supportive of emotional conversations.
	<b>A3.</b> The parent can recognise signs their child might be at risk and knows what to do.	<b>B3.</b> The parent can support home-based learning or reinforce messages from school.	<b>C3.</b> The parent can name a staff member they trust to speak to.	<b>D3.</b> The parent can use language that reflects what their child is learning at school.	<b>E3.</b> The parent can remain calm and constructive during sensitive conversations.
	<b>A4.</b> The parent can explain how to access help or report a concern.	<b>B4.</b> The parent can see the impact of the programme in their child's choices or behaviour.	<b>C4.</b> The home life is based on shared understanding between school and parent.	<b>D4.</b> The parent can model good decision-making at home.	<b>E4.</b> The parent can seek advice or resources if needed.
	<b>A5.</b> The home life is shaped by an increased sense of safety and awareness.	<b>B5.</b> The parent can advocate for continuing life skills education at school.	<b>C5.</b> The parent can participate in consultations or feedback about the programme.	<b>D5.</b> The parent can describe a positive change in the home environment since the programme.	<b>E5.</b> The parent can respond appropriately to disclosures or concerns raised by their child.

\* We are in the process of developing an updated set of measurement tools to thoroughly assess the impact of our suite of programmes against our stated outcomes. Independent large RCTs (randomised control trials) show that our primary programme is effective against its learning outcomes.

The **Parent Outcomes Framework** describes how DAaRT helps families better understand the risks facing young people, and strengthens their role in supporting pupil wellbeing. It recognises that parents are critical allies in sustaining the impact of the programme outside the classroom. When families understand the issues, trust the school, and reinforce key messages at home, pupils are more likely to make safe and informed choices.

The outcomes were developed through thematic analysis of teacher interviews, references to home learning in pupil surveys, and examples drawn from the Life Skills Outcomes Framework. They reflect consistent feedback about the importance of engaging families and enabling them to feel confident, informed, and aligned with school priorities.

These outcomes are particularly valuable in demonstrating the wider impact of DAaRT beyond the classroom. They also help schools meet expectations around parental engagement, part of Ofsted's judgement on personal development and leadership. By creating space for open conversations, improved home-school relationships, and greater confidence among parents, the framework supports a whole-system approach to prevention and early intervention.