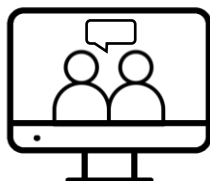


CONTENTS

KEY STAGE 1



Friendship & Relationships

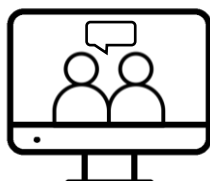


Online Safety & Awareness



Wellbeing Online

LOWER KEY STAGE 2



Friendship & Relationships

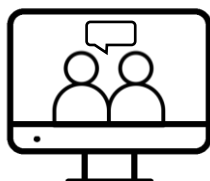


Online Safety & Awareness



Wellbeing Online

UPPER KEY STAGE 2



Friendship & Relationships



Online Safety & Awareness



Wellbeing Online

Using Generative AI in Schools / AI & Safeguarding Considerations

Background AI Knowledge for Teachers

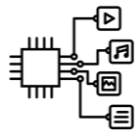
Overview

This document can be used as a standalone resource or alongside the [Sheffield AI Computing Lessons](#) to explore the key messages about artificial intelligence that can be incorporated into RSHE and online safety lessons to teach children about AI Literacy.

It is split into each phase, and maps AI messages to the Caring friendships; Respectful, kind relationships; Online safety & awareness; and Wellbeing online statements from the [RSHE curriculum](#) (version for teaching in Sept. 2026). It also maps to the sections of the [Education for a Connected World](#) document (that underpins Project Evolve).

Schools who do Online Safety well weave the content between RSHE and other subjects, notably Computing. AI Literacy should be approached in the same way. One example of this would be looking at friendships: a class may explore the characteristics of a good friend in RSHE/PSHE and include discussions whether an AI chatbot can ever be considered a true friend, having studied how chatbots work in a computing lesson. The aim is for the concepts to be reinforced across the curriculum in a way that is manageable to staff and achievable in the time available.



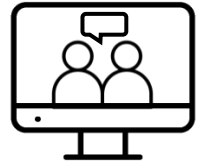


KEY STAGE 1

Caring Friendships

RSHE statements:

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.



Education for a Connected World:

- Self-image & identity
- Online relationships

AI messages:

- Reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer program. They can sound like humans, but they can't think or feel emotions like a real person. The information they give isn't always correct.
- Some children might have AI toys that they can talk to – discuss the difference between talking to these toys or an AI chatbot and talking to a friend or trusted adult.

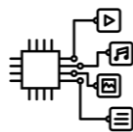
Resources:

Sheffield Year 2 lesson: **AI Around Us**

Project Evolve: <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) – 3-7s Voice assistants

Common Sense Media: [Digital Literacy & Well-being lessons](#) – Choosing Kindness;



KEY STAGE 1

Online Safety & Awareness

RSHE statements:

4. The importance of exercising caution about sharing any information about themselves online.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



Education for a Connected World:

- Privacy & Security
- Online Reputation

AI messages:

- Explore examples of personal information and explain that we shouldn't share this with AI chatbots, as we don't know who else can see this information.
- Discuss who to talk to if they see or hear anything that upsets them when using AI tools, including AI-enabled toys.
- Discuss how content that one person may find funny, might not be seen the same way by others – and how this might relate to AI generated images and video.
- Explore examples of toys and devices that might use AI, e.g. tablets, phones, AI toys, smart speakers – and that the person who is talking on any of these is not real.

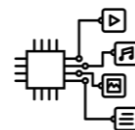
Resources:

Sheffield Year 2 lesson: **AI Around Us**

Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) – 3-7s Voice assistants

Common Sense Media: [Digital Literacy & Well-being lessons](#) – Icky Feelings; How Media Makes Me Feel; Words Can Help or Hurt; Is it OK to Share?; That's Private



KEY STAGE 1

Wellbeing Online

RSHE statements:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
7. How to take a critical approach to what they see and read online.

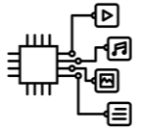


Education for a Connected World:

- Managing online information
- Health, well-being & lifestyle

AI messages:

- Give positive examples of how AI is used in everyday tools and to help people, e.g. to help us translate languages, recognise images, find out information etc.
- Outline some of the negative aspects, including that AI chatbots can get things wrong and you may see things you don't like when using AI tools.
- Discuss the difference between what is real/true and what is made up in relation to images they may see that have been created with AI.
- Explain that AI chatbots (e.g. ChatGPT, CoPilot, Gemini etc.) have age ratings to make sure that children don't see or hear anything upsetting – generally this is 13+. Smart speakers have parental controls that can be set up, but there's no overarching age rating on them.
- Discuss rules when using technology and AI – asking permission, respecting age ratings, not entering personal information, telling someone if they see something they don't like.
- Discuss how AI chatbots can make mistakes, and we should check if the information we get from them is correct. AI chatbots and smart speakers can provide information on lots of different things, but they can't answer some questions (e.g. who should I be friends with? Do you like superhero films?)



KEY STAGE 1

Wellbeing Online

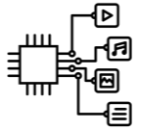
Resources:

Sheffield Year 2 lesson: **AI Around Us**

Project Evolve <https://projectevolve.co.uk/>

Common Sense Media: [Digital Literacy & Well-being lessons](#) – Fact or Fiction; Icky Feelings; How Media Makes Me Feel; Words Can Help or Hurt; Pause & Think Online; Fact Vs Opinion; Be a Super Digital Citizen.



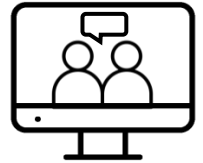


LOWER KEY STAGE 2

Caring Friendships

RSHE statements:

4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.



Education for a Connected World:

- Online Bullying
- Online Relationships

AI messages:

- Reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer program. They have been designed to sound like humans, but they can't think or feel emotions like a real person. The information they give isn't always correct.
- Discuss the difference between talking to an AI chatbots or smart speaker and talking to a friend or trusted adult, and how to recognise unhealthy conversations that might occur.

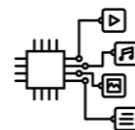
Resources:

Sheffield LKS2 lessons: **How to Train a Computer / Creating Images with AI**

Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

Common Sense Media: [Digital Literacy & Well-being lessons](#) – MENDING Friendships



LOWER KEY STAGE 2

Online Safety & Awareness

RSHE statements:

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.

4. The importance of exercising caution about sharing any information about themselves online.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



Education for a Connected World:

- Self-image & Identity
- Privacy & Security
- Online Reputation
- Online Relationships

AI messages:

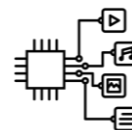
- Start to discuss why people might make fake images or videos to pretend to be someone else, why they might do this, and that not everyone you speak to online may be real – they could be an AI bot, e.g. in a game.
- Explore examples of personal information and explain that we shouldn't share this with AI chatbots, as we don't know who else can see this information. Discuss the importance of gaining permission before sharing things online.
- Discuss who to talk to if they see or hear anything that upsets them when using AI tools, including AI-enabled toys and smart speakers.

Resources:

Sheffield LKS2 lessons: **How to Train a Computer / Creating Images with AI**
Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

Common Sense Media: [Digital Literacy & Well-being lessons](#) – e.g. Perfectly Altered; Is it Just a Joke?; Personally Identifiable Information; S.I.F.T. for Sources.



LOWER KEY STAGE 2

Wellbeing Online

RSHE statements:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online, and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

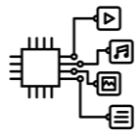


Education for a Connected World:

- Online bullying
- Managing online information
- Health, well-being & lifestyle

AI messages:

- Give positive examples of how AI is used in everyday tools, to help people and in jobs, e.g. to translate languages, recognise images, diagnose illnesses etc.
- Outline some of the negative aspects, including that AI chatbots can get things wrong, people might create images to mislead people, environmental impact.
- Discuss the difference between what is real/true and what is made up in relation to images they may see that have been created with AI, and the reasons why someone might create a fake image (scams, for likes, fake news, to cheat, to pretend to be someone they aren't, to bully someone).
- Explain that AI chatbots can be used to act like humans and the benefits and risks of this, including that not all information you get from a chatbot is accurate.
- Explain that AI chatbots (e.g. ChatGPT, CoPilot, Gemini etc.) have age ratings to make sure that children don't see or hear anything upsetting – generally this is 13+. Discuss who to talk to if they see something that makes them uncomfortable.



LOWER KEY STAGE 2

Wellbeing Online

AI messages:

- Discuss rules when using technology and AI – asking permission, respecting age ratings, not entering personal information, telling someone if they see something they don't like.
- Discuss the use of AI tools to make silly/hurtful images of other people, and how this might make those people feel. Why people need to think carefully how the content they post might affect others, and how to get support if this happens to them.



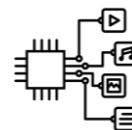
Resources:

Sheffield LKS2 lessons: **How to Train a Computer / Creating Images with AI**

Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

Common Sense Media: [Digital Literacy & Well-being lessons](#) – e.g. Perfectly Altered; Is it Just a Joke?; S.I.F.T. for Sources; How Online Meanness Escalates; Media & Our Emotions.



UPPER KEY STAGE 2

Caring Friendships / Respectful, Kind Relationships

RSHE statements:

2. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.



4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders, and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

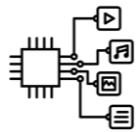
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Education for a Connected World:

- Self-image & Identity
- Online Bullying
- Online Relationships

AI messages:

- Reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer system. They have been designed to sound like humans, but they can't think or feel emotions, and they don't know what is right or wrong.
- Discuss why young people might talk to an AI chatbots, whether a computer can be a 'friend', and the positive activities you can do with a friend you couldn't do with an AI chatbot.
- Explain that content generated by AI (images or text) can be biased and perpetuate stereotypes – this happens when the training data contains these stereotypes, or not enough data about specific groups of people is included (e.g. facial recognition software is poor at identifying people of colour; an image of a surgeon is likely to be white and male etc).

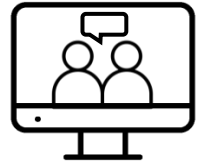


UPPER KEY STAGE 2

Caring Friendships / Respectful, Kind Relationships

AI messages:

- Discuss the use of AI tools to make silly/hurtful images or videos of other people, and how this might make those people feel. Why people need to think carefully how the content they post might affect others, and how to report concerns and get support if this happens to them.



Resources:

Sheffield UKS2 lessons: **What is Machine Learning? / What is Generative AI?**

Project Evolve <https://projectevolve.co.uk/>

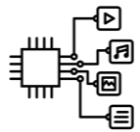
UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

[Code.org videos](#) – Training Data & Bias

[Barefoot Computing](#): AI Explorers – Using AI to Create New Things

Common Sense Media: [AI Literacy Lessons](#) (grades 6-12)

Common Sense Media: [Digital Literacy & Well-being lessons](#) – e.g. Challenging Stereotypes; Dealing with Cyberbullying; Friends Vs Followers.



UPPER KEY STAGE 2

Online Safety & Awareness

RSHE statements:

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.



4. The importance of exercising caution about sharing any information about themselves online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

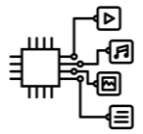
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Education for a Connected World:

- Self-image & Identity
- Privacy & Security
- Online Reputation

AI messages:

- Discuss why people might make fake images to pretend to be someone else, and that not everyone you speak to online may be real – they could be an AI bot, e.g. in a game.
- Explore examples of personal information, what is private, and explain that we shouldn't share this with AI chatbots, as we don't know who else can see this information.
- Discuss how AI can be used to create inappropriate or upsetting images or videos of people, and that anything shared online can't be taken back.
- Discuss who to talk to if they see or hear anything that upsets them when using AI tools, or if they have concerns about images or videos that have been shared.



UPPER KEY STAGE 2

Online Safety & Awareness

Resources:

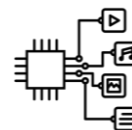
Sheffield UKS2 lessons: **What is Machine Learning? / What is Generative AI?**

Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

Common Sense Media: [Digital Literacy & Well-being lessons](#) – e.g. Dealing with Cyberbullying; PII Should I Share?; Be Aware of What you Share; Making Things Right: Repairing Harms.





UPPER KEY STAGE 2

Wellbeing Online

RSHE statements:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online, and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.

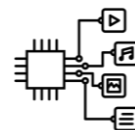


Education for a Connected World:

- Online bullying
- Managing online information
- Health, well-being & lifestyle
- Privacy & Security

AI messages:

- Give positive examples of how AI is used in everyday tools, to help people, and in future careers e.g. to help us translate languages, recognise and create images, find out information, diagnose illnesses, self-driving cars etc.
- Outline some of the negative aspects, including that AI chatbots can get things wrong, people might create images to mislead people, environmental impact of AI, bias in AI tools, loss of creativity.



UPPER KEY STAGE 2

Wellbeing Online

AI messages:



- Discuss how difficult it is to spot images that have been created with AI and the need to be sceptical about images that are too good to be true. Explore reasons why someone might create a fake image (scams, for likes, fake news, to cheat, to pretend to be someone they aren't, to bully someone).
- Discuss the risks and benefits of using AI chatbots to find out information, including bias, stereotypes, inaccurate outputs. Discuss where to find reliable information, e.g. around health.
- Explain that AI chatbots can be used to impersonate humans and the benefits and risks of this.
- Discuss the use of AI tools to make silly/hurtful images of other people, and how this might make those people feel. Why people need to think carefully how the content they post might affect others, and how to get support and report it if this happens to them.
- Recognise the features of persuasive design in AI tools, e.g. a chatbot may fake emotions such as being sad and ask users not to leave a conversation or turn them off (AI toys).
- Explain that AI chatbots (e.g. ChatGPT, CoPilot, Gemini etc.) have age ratings to make sure that children don't see or hear anything upsetting or inappropriate – generally this is 13+. Discuss where to go if they see something that makes them uncomfortable.

Note: Pupils may also come across misleading content or search for information themselves about eating disorders, self-harm, misogyny, drugs and alcohol through AI chatbots that may require targeted support.

Resources:

Sheffield UKS2 lessons: **What is Machine Learning? / What is Generative AI?**

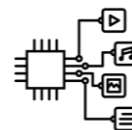
Project Evolve <https://projectevolve.co.uk/>

UK Safer Internet Centre: [Safer Internet Day Resources 2026](#) –7-11s AI Chatbots

Common Sense Media: [AI Literacy Lessons](#) (grades 6-12)

Common Sense Media: [Digital Literacy & Well-being lessons](#) – e.g. Dealing with Cyberbullying; Making Things Right: Repairing Harms; What is the Attention Economy?; What are Online Harms?; Understanding Design Tricks.

[Back to index](#)



Using Generative AI in School

Do

- Check the age rating and suitability of any tools that pupils will use directly
- Refer to your school AI policy before using tools in the classroom
- Model responsible AI use and teach about the risks
- Check any outputs from AI for appropriateness, accuracy and bias

Don't

- Enter any personal or sensitive information into an AI chatbot or tool
- Allow pupils to use generative AI tools (e.g. chatbots) unsupervised (even if the age ratings suggest they are suitable for under 13s)
- Anthropomorphise AI i.e. refer to it in terms of human-like properties such as thinking, understanding, feeling

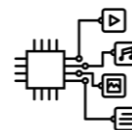
AI & Safeguarding – Considerations for School Leadership

Keeping Children Safe in Education leaves the responsibility for Online Safety education with the Designated Safeguarding Lead. It references various organisations who supply reliable Online Safety information and support e.g. South-West Grid for Learning, London Grid for Learning, The Internet Watch Foundation, Internet Matters and others. There is a curriculum framework for Online Safety called Education in a Connected World, which has an online version which is free to schools called Project Evolve. Strategically the teaching of Online Safety sits within RSHE, as is explained in the RSHE guidance 2026.

Due to well-established Online Safety organisations and processes in England we are well-served to meet the challenges AI will bring to Safeguarding. The guidance and curriculum from the organisations referenced previously, together with the law around distribution and possession in indecent images of children (which covers both “real images” and “likenesses” of children) means that most of the processes to protect children are already in place.

Our advice to schools in preparing for Safeguarding about AI would be ensure that their Online Safety policies, procedures and curriculum are in the best place they possibly can be. You can then consider what extra safeguards need to be put in place to cover generative AI and future technological advances. The South West Grid for Learning has a comprehensive AI policy template that provides a good starting point: <https://swgfl.org.uk/resources/online-safety-policy-templates/>

What is AI?

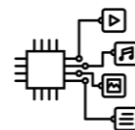


Background knowledge & key concepts for teachers

This is the underpinning knowledge that teachers need to know in order to teach about Artificial Intelligence to primary-age children. The technology is more complex than this summary can cover, but the essential concepts are highlighted.

- The idea of machines that can learn from experience was developed by Alan Turing in the 40s and he introduced many of the central concepts of AI in a paper entitled “Intelligent Machinery”. Artificial intelligence as a term was first coined in 1955.
- **Artificial Intelligence** is a very broad term to describe computer systems that simulate human intelligence to perform tasks that involve learning, problem-solving, understanding language etc.
- **Machine learning (ML)** is a subfield of AI and describes a computer model that is trained on large amounts of data to perform a specific task. The model improves over time without being specifically programmed, by finding patterns in data to make predictions. For example, we can train a machine learning model to identify pictures of cats, by providing it with vast numbers of images of cats and not cats. The model identifies patterns in the pixels and compares that with new pictures to determine whether it is of a cat or not.
- We use ML in a large number of everyday tools, such as spellchecker, spam filters in email, translation tools, predictive text, facial recognition software and recommendations in music and video streaming services.
- A machine learning model is only as good as the data it is trained on. The larger and more diverse the dataset, the better the outcome. However, if data is incomplete it can lead to errors and bias. For example, some facial recognition software is poor at identifying people of colour, in particular black women. This was because the majority of the datasets were typically photos of white men.
- **Generative AI (GenAI)** is a form of Machine Learning that is trained on huge amounts of generic data in order to create something new – text, images, audio, video or code. This was made possible by the increase in processing power of computers, but also the amount of freely-available data since the advent of the World Wide Web.
- A **Large Language Model (LLM)** is trained on text-based data, and essentially looks at patterns the data in order to predict the next most likely word (or part of a word) in a sentence. This technology underpins the **AI Chatbots** such as ChatGPT and Copilot that became commercially available in the past few years. The chatbot is the human interface with AI, that we can ask questions of. As well as an LLM, it will have access to an **AI Image Generator**, that can generate new images based on a textual **prompt** (the instruction you enter).

What is AI?



Background knowledge & key concepts

- Due to how Generative AI works – by predicting the most likely word to make up a sentence or configuration of pixels in an image based on patterns learnt from the data – it can make mistakes. These are known as *hallucinations*. The AI doesn't *know* if something is right or wrong, it is simply high or low probability. Hence it can generate highly plausible sounding content that users may mistake as fact, due to the way it is presented with confidence.
- Generative AI chatbots can also perpetuate stereotypes and contain bias, due to the dataset that they have been trained on often containing these biases. For example, ask a chatbot to generate an image of a surgeon, and it will most likely create an image of a white male. Note that each image or response generated by a chatbot will be different – it doesn't always choose the most likely, but one of the most likely outcomes.
- Generative AI models are hosted on servers (large computers) in data centres all around the world. These data centres have a considerable environmental impact, due to the large amount of electricity required to power the computers and clean water to cool the servers. This is improving, due to the technological advances enabled by AI itself, but users should be aware of the impact.
- It is advised that no personal or sensitive data is entered into Generative AI chatbots – although the data might not be used for training the model, it is still unclear what happens to this data. Using enterprise grade models, such as Copilot if you are a Microsoft school, or Gemini if you are a Google school, provides some protections, but caution is still advised.
- Although there are certain guardrails built into AI chatbots, there is still the risk for young people to be drawn into discussions about inappropriate content, e.g. misogyny, eating disorders, self-harm, alcohol and drug abuse. Furthermore, the chatbots are often incorporate features of addictive design.
- All Generative AI chatbots have a minimum age rating of 13 years, and some are 18+. Chatbots are now also built into apps such as WhatsApp and Snapchat, and are turned on by default.

Further information on how AI works, online safety guidance and AI literacy:

- [Safe & Effective Use of AI in Education resources](#) – DfE & Chartered College training resources
- [Collection of AI videos](#) from Code.org (suitable for children)
- [Parents' Ultimate Guide to Generative AI](#) – Common Sense Media
- [Artificial Intelligence in Schools](#) – South West Grid for Learning
- [AI Literacy Framework](#) – OECD, European Commission, Code.org