

Key Stage 2-3

What is AI?



*Please read this guidance
before teaching the lessons



QUALITY
ASSURED
RESOURCE
PSHE ASSOCIATION

Teacher guidance

This guidance document accompanies the PSHE Association and The Alan Turing Institute's lesson introducing the concept of artificial intelligence (AI). The lesson introduces learning about artificial intelligence (AI), how it is used in daily life, and some of the benefits and challenges of using AI. The lesson includes stimuli for pupils to participate in a competition with the Alan Turing Institute, to win places to attend the first ever [Children's AI Summit](#).

Please read this guidance before teaching the lessons.

Introduction

Who are The Alan Turing Institute?

The Alan Turing Institute is the UK's national institute for data science and artificial intelligence. The Children and AI team at The Alan Turing Institute are specifically aiming to advance child-centred approaches to AI by putting children's rights and voices at the heart of the design, development, deployment and governance of AI.

About the Children's AI Summit

February 4th 2025 will see the first ever Children's AI Summit; bringing together children from across the UK to share their messages for global leaders, policymakers, and AI developers on what the future of AI should look like. Putting children's voices and children's experiences centre stage, the Summit will explore how AI impacts children today, and how children want to shape its future.

This event will be hosted by the Children and AI team from The Alan Turing Institute and Queen Mary University London. It is a child-centred event with entertainment and activities for different age groups between panel sessions and performances. All sessions will be chaired by a young person and all speakers and performers will be children.

Competition entries

This lesson can be taught as an introduction to AI without participating in the competition. However, for schools wishing to participate, this provides an opportunity to extend and deepen pupils' learning into AI and give pupils from your school a possible opportunity to participate in the Children's AI Summit. The lesson gives pupils chance to plan out their competition entries, but these must be completed and submitted in their own time, for example as an extension or homework activity.

There are several different ways pupils can apply to participate:

- [Messages to World Leaders Competition](#): Write a letter or submit a video/audio recording addressed to world leaders to let them know what they should do to make sure that AI is good for children. You can also share your idea of what world leaders need to discuss at the Paris AI Action Summit.
- [Pitching Competition](#): Send us a short video/audio recording sharing your idea of how AI could be used to do something great.
- [Art Competition](#): Create a piece of art showing what AI means to you, or how you want to see AI developed in the future.

Any young person aged 8–18 can submit an entry under any of the three categories, and winners will be chosen from two different age groups: 12 and under and 13 and above in all categories. The first place winners from both age groups for each submission category will receive tickets to attend the Children's AI Summit in person, along with an accompanying adult.

NB: When pupils are ready to submit their entry, please support them to complete this short survey www.smartsurvey.co.uk/s/ChildrenAISummit and attach a [consent form](#).

Why teaching about AI is important

The last decade has seen a dramatic rise in computer power, in data and scientific breakthroughs, as in deep learning and neural networks. Together, these advances have led to the emergence of data science and the resurgence of artificial intelligence (AI). Data science and AI have the power to change the world. This power means there are few things more important to the UK's future prosperity and societal wellbeing than the ethical development of these technologies; and considering their effect on future generations is key.

Moreover, children are increasingly interacting with AI on a daily basis. Ofcom recently found that more children and young people are engaging with generative AI tools than adults. Four in five (79%) online teenagers aged 13–17, and 40% of 7–12 year olds now use generative AI tools and services, compared to only 31% of adults¹. It is therefore essential that children and young people are taught how to safely access this technology, how to identify when it is being used online, and analyse both the challenges and benefits of using artificial intelligence in our daily lives.

Preparing to teach

This lesson should be taught within the context of a planned series of lessons exploring digital and media literacy. The lesson should form part of the overall programme for PSHE education in your

¹ <https://www.ofcom.org.uk/internet-based-services/technology/gen-z-driving-early-adoption-of-gen-ai/#:~:text=Teenagers%20and%20children%20in%20the%20UK%20are%20far,video%20and%20code%20in%20response%20to%20a%20prompt.>

school. Please see the appendix for curriculum links to the PSHE Association [Programme of Study](#) and Department for Education's [Relationships, Sex and Health Education](#) statutory guidance.

The lesson is designed to be delivered in one hour, with challenge and support suggestions provided to adapt the learning to be most suitable for the needs of your class, whether they are in key stage 2 or key stage 3. The timings given are the minimum time required to deliver the activities. Whilst it is always important for PSHE education lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an activity that has fired up discussion and imagination, such as the competition entries. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

Creating a safe learning environment

A safe learning environment helps pupils feel comfortable with sharing their ideas and opinions without attracting negative feedback, and will help teachers to manage discussions on sensitive issues confidently. It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave in discussion, such as;
 - Everyone has the right to be heard and respected.
 - We will use language that won't offend or upset other people.
 - We won't judge or make assumptions about anyone, their feelings, or experiences.
 - We will comment on what was said, not the person who said it.
 - We won't share our own personal experiences, or those of anyone we know.
 - We won't put anyone on the spot, and we have a right to pass.
- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make a box/envelope available for pupils to put questions or concerns in (anonymously if they wish), to avoid having to voice them in front of the class
- provide factually accurate, up to date information
- provide balanced arguments to help pupils clarify their own opinions
- be sensitive to the needs and experiences of individuals
- use distancing strategies to discourage personal disclosures in the classroom, allow pupils to explore topics objectively, and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting pupil wellbeing
- make pupils aware of sources of support, both in and outside the school.

Further guidance on creating a safe learning environment is available from the [PSHE Association](#).

Signposting support

Support for teachers

Find out more about the work of The Alan Turing Institute, specifically engaging children and young people in conversations about AI, here: www.turing.ac.uk/people/spotlights/children-and-ai-team

And to find out more about the Children's AI summit, and to submit competition entries, visit: www.eventsforce.net/turingevents/389/170339

Support for pupils

Ensure pupils know where they can seek help and further advice, now and in the future, if they have questions or concerns related to artificial intelligence (AI) or other aspects of digital and media literacy. Remind pupils that they can ask for help and advice from trusted adults at home, in school or from appropriate organisations. Share the following website details with pupils:

- Childline www.childline.org.uk; 0800 1111
- Think u know www.thinkuknow.org.uk

Appendix: Links to the Programme of Study and DfE’s statutory guidance on Relationships, Sex and Health education

Learning objective and outcomes	PSHE Association Programme of Study	DfE RSHE statutory guidance
<p>To learn about what artificial intelligence (AI) is and how it is used in our daily lives</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify what AI is and how it is used in daily life • explain how AI systems work and affect people’s lives • evaluate potential challenges of AI becoming part of daily life 	<p>Key stage 2</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Key stage 3</p> <p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p>	<p><u>Primary phase:</u></p> <p>Online relationships</p> <ul style="list-style-type: none"> • how information and data is shared and used online <p><u>Secondary phase:</u></p> <p>Online and media</p> <ul style="list-style-type: none"> • how information and data is generated, collected, shared and used online