



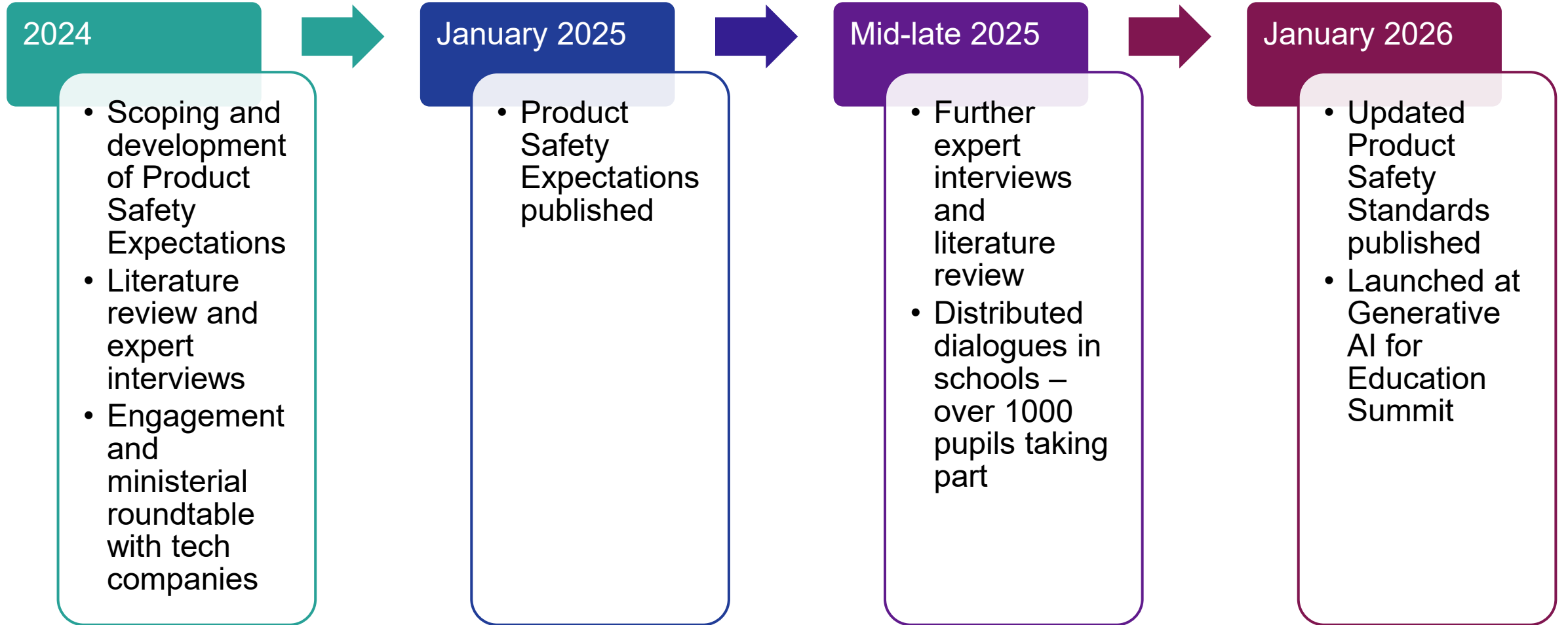
Department
for Education

Generative AI in Education: Product Safety Standards

England

March 2026

Development of Generative AI: Product Safety Expectations



Generative AI: Product Safety Expectation

Stated
purpose

Educational
use case

Filtering

Monitoring
and
reporting

Security

Privacy and
data
protection

Intellectual
property

Design and
testing

Governance

Cognitive
development

Emotional
and social
development

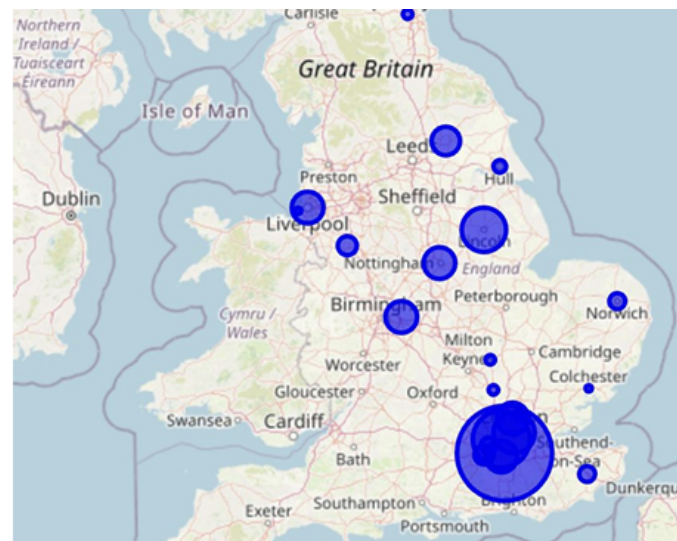
Mental
health

Manipulation

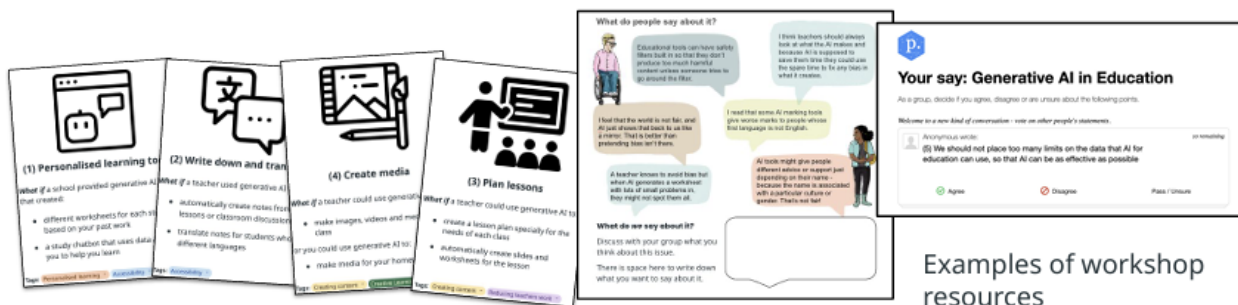
Distributed dialogues

Between 1st November and 15th December 2025, over 1000 students shared their views through a distributed dialogue on how schools, government and AI firms should be approaching the use of generative AI in education.

- **23 settings:** across England, Year 6 - Year 13, and representing a range of urban and rural schools and school types. Over 50 individual workshop sessions.
- **1 or 2 hour deliberative workshop sessions:** learning about AI in education, discussing issues and providing feedback.
- **Balanced workshop materials** exploring benefits and problems of AI in education, supporting students to develop their own views.

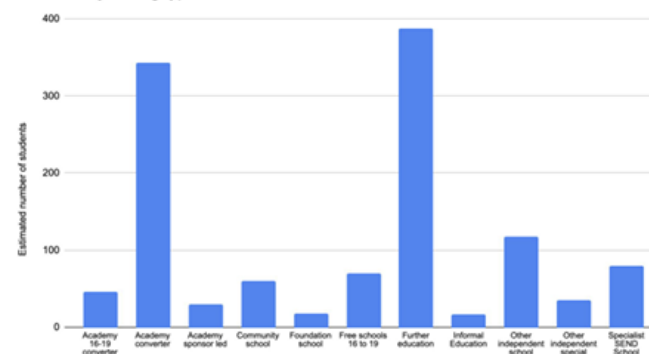


Data on participating settings: ↑ location, ↓ type and number of students engaged



Examples of workshop resources

Students by setting type



Student perspectives

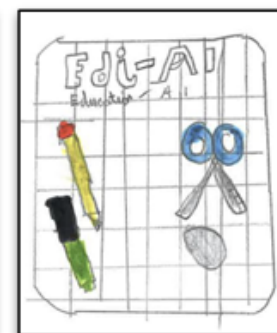
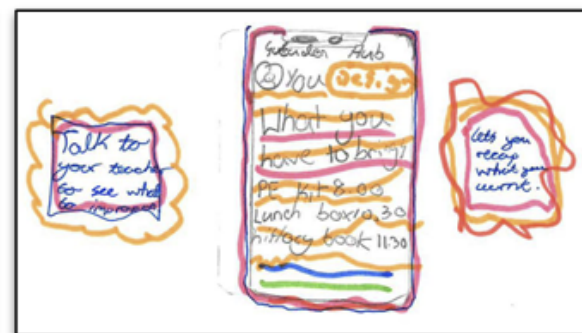
Students expressed detailed, nuanced and critical views on how generative AI could or should be used in education, emphasising:

- the importance of the existing **student-teacher relationship**
- specific uses of AI to enhance learning by:
 - making lessons more engaging
 - providing more **personalised pathways**
 - supporting **self-directed learning**
- **preparing students** to navigate a future where AI is ubiquitous

* Students ~~are assured~~ can get exam questions to study with ~~AI~~ prior to an exam and AI can also serve as a revision partner.
* Students can learn topics before the topic is taught in class with the use of AI.
* AI can produce scheme of work, or mark with the use of exam board's mark scheme and also give model answers.
* Can create logos or styles.
after will not allow them to ask any question without rushing or overthinking it.
* High reliance on teachers.
* stuffs like time tabling, prepare slides will have to be done by teachers or students consuming more time.

The future of Education with AI	The future of Education without AI
- Logical and Critical thinking may be reduced. - People may rely very heavily on using AI to replace their own creative thinking. - This may also reduce social interactions between students, this is a needed skill. - However, AI can be very useful to aid you in your learning. - It can help to explain things you learnt in a different perspective.	- Students will think more for themselves, instead of saying 'Just ask AI!' - Creative students (especially artists) would be less worried about AI taking away from real human creative ability. - Students would have proper social interactions. - Would be perhaps more time consuming to do tasks that would be faster done with AI. - For instance, making revision timetable or making revision resources from your class notes.
<u>Overall opinion</u> - AI is helpful as an assistance however it should not take the place of a person's thinking or brain.	

Student feedback: ↑ Year 13 and education app ideas: ↓ Year 6



Student views

Students suggested that AI for education needs a 'school mode', adequate restrictions, and tightly defined scope of use. Students strongly preferred a focus on safe educational AI tools that can support independent learning or personalised consolidation of learning.

New standards: Stated purpose and educational use cases

Stated purpose

Generative AI products that are deployed, marketed, or made accessible for use in educational settings should clearly state their intended purpose and use cases.

Developers should provide information on their product, including:

- target demographic, such as age of learners, SEND status
- learning focus or subject

Educational use cases

Developers and suppliers should indicate the intended educational use cases of their product, selecting all that are appropriate from:

1. **Content creation and delivery:** tools that generate and deliver instructional materials such as lesson plans, presentations, and educational videos, often tailored to a specific subject or topic
2. **Personalised learning and accessibility:** tools designed to create customised learning pathways, adaptive content, and accessible formats for all learners, especially those with special educational needs
3. **Assessment and analytics:** tools that automate the marking of student work, provide detailed performance analytics, and offer personalised feedback to both learners and teachers
4. **Digital assistant:** AI-powered conversational agents, such as personal tutors and chatbots, that provide on-demand support, answer questions, and guide learners through learning tasks
5. **Research and writing aid:** tools that help learners with tasks like topic ideation, summarising research papers, and ensuring proper citation and plagiarism checks
6. **Learner engagement and interaction:** tools that promote active learning, collaborative projects, and meaningful interaction with both peers and AI systems in a safe, moderated environment

Student views

A notable minority called for a **ban or very limited AI use** in education due to ethical concerns, and feeling AI is bad for learning. Others suggested ways of **mitigating risks** such as:

- AI tools not giving direct answers but encouraging step-by-step learning
- AI tools that express uncertainty
- restricting the use of AI for homework
- daily time-limits or quotas on AI use

New standards: Cognitive development

We expect products not to provide final answers, full solutions, or complete worked examples by default, but to:

- provide responses that follow a pattern of progressive disclosure of information - starting with hints or partial steps, then gradually providing more detail
- prompt learners for input before providing answers or explanations, including asking learners to attempt a first step, explain their current understanding, or answer a question about one aspect of a problem
- include default time limits on usage and:
 - provide advisory prompts encouraging breaks
 - enforce hard limits that cannot be bypassed by the learner (when a hard limit is reached, the system should automatically end the session and block further interaction until reset by a teacher or administrator)

Student views

Students are concerned about the mental health impacts of AI. They do not want AI tools to be involved in personal, emotional and social support. A clear majority of groups agreed that:



"AI tutors should never be able to have conversations with pupils about personal issues, like friendships or family problems."

They opposed AI tools pretending to have feelings, though some suggested it could help if AI tools offered **light encouragement**.

New standards: Social and emotional development and mental health

Mental health

This information is relevant to learner-facing products.

This includes, but is not limited to, use cases 2, 4, 5 and 6.

- products should use safe and supportive response language that:
 - is non-validating and non-pathologising
 - always directs the learner to human help (teachers, family, peers, or crisis services)
 - avoids any language that suggests isolation or secrecy, such as “Don’t tell anyone else”

Emotional and social development

Our standards

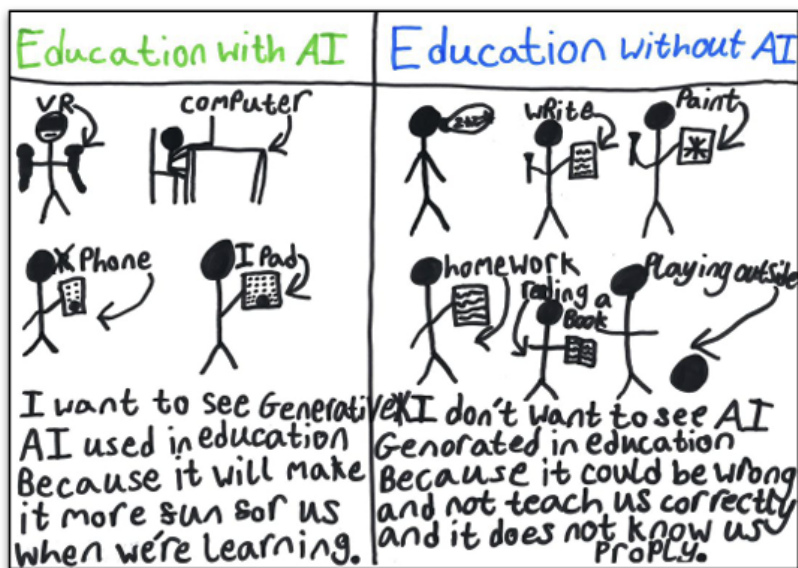
We expect developers and suppliers not to anthropomorphise products or create products that imply emotions, consciousness or personhood, agency or identity.

- avoid producing responses that could undermine real-world support networks, or give responses that may isolate the learner, such as “You can trust me”, “No one else will understand”, “You shouldn’t mention this to anyone else”
- avoid prompting or engaging learners in conversations about personal or emotionally sensitive topics - all conversation prompts should be task-bounded for learning and should not elicit personal or affective disclosures
- avoid attempting to cultivate personal relationships with users

Moving from expectations to standards

The future of Education with AI	The future of Education without AI
I would be okay with seeing AI used in education if I can guarantee the information it is being given is unbiased, accurate and the data used to source the answer was given with permission from the original creators.	I don't want to see Generative AI used in education if it is used to replace human-made resources. I don't want to see Generative AI used in education if students are using AI to generate work instead of writing it themselves without penalty. I don't want AI images/art to be used as reference material for creative classes like English and Art, etc. I don't want AI used in education at all, currently, due to the massive negative impact it has on the the environment and the huge amount of resources it consumes for things that could ethically be done by a human.

Student feedback: ↑ Year 12/13 and ↓ Year 6



Students want AI tools to be checked for safety, accuracy and fairness before they are used in the classroom.

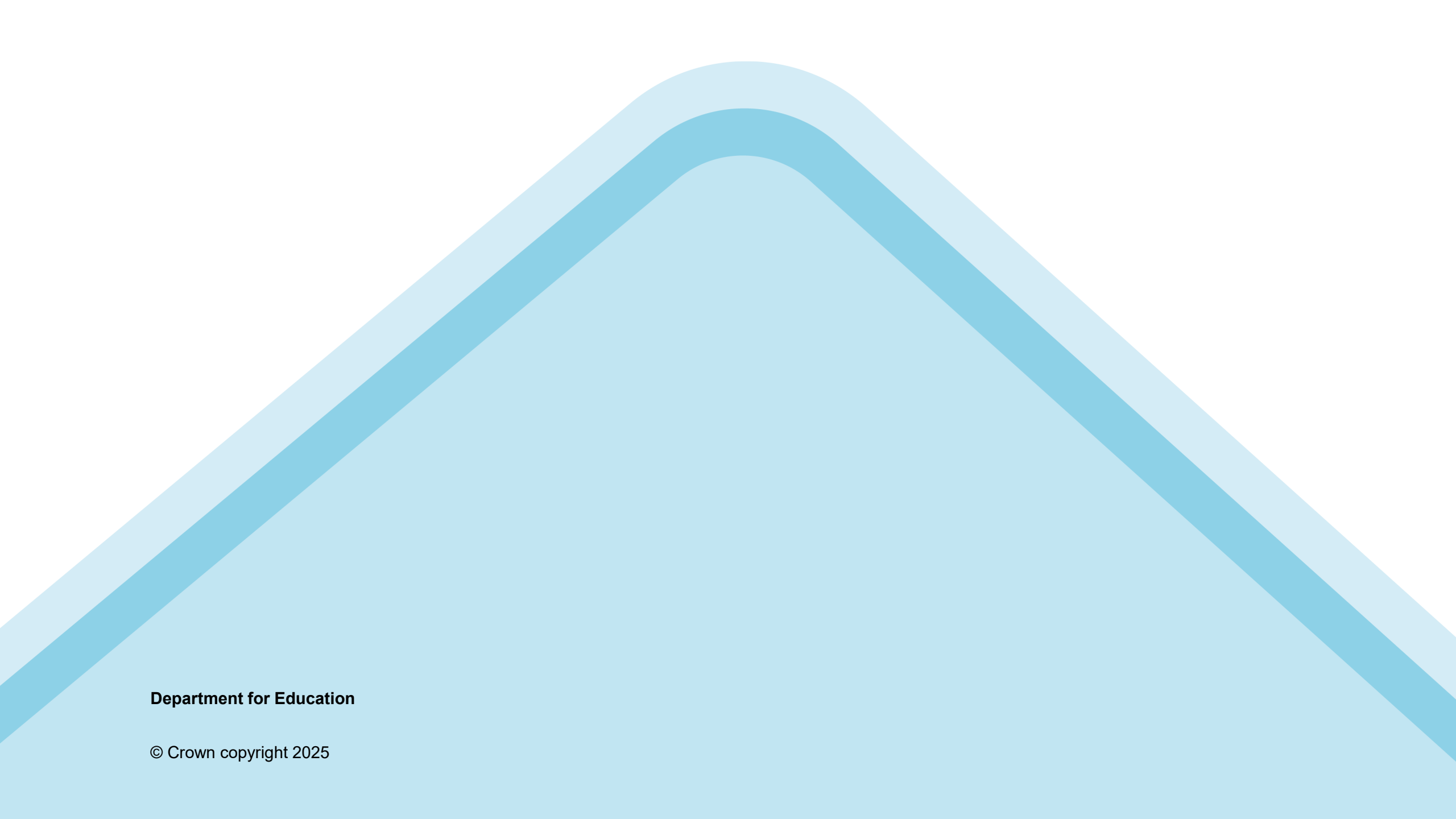
There was near unanimous support for the statement:



"AI tools for education should be officially checked and approved as safe, accurate and unbiased before they can be used, even if that means it takes longer for the latest models to be used in schools."

Students raised concerns about AI tools:

- being **inaccurate** and giving false information
- being too quick to offer **easy answers**, rather encouraging a process of learning



Department for Education

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