

# CREATING A SAFE ENVIRONMENT:

GROUND RULES FOR SAFE CLASSROOM DISCUSSIONS AND ROLE-PLAYS,  
MANAGING DISCLOSURES AND SOURCES OF INFORMATION

## Base your delivery around effective PSHE provision

### Values, Money and Me can contribute to effective PSHE provision in your school.

- Link to your policy and approach for delivering PSHE, including to your school's ethos, values, and vision or mission. Use these links to help pupils develop behaviours that are consistent with what you wish to cultivate through your wider school life.
- Discuss with your SEND coordinator how best to include pupils with SEND in each unit of work.
- Start 'where your students are'. Use the quizzes and starter activities to identify pupils' current knowledge, understanding and feelings about the topics in each unit of work.
- Use a positive approach that helps pupils to identify and acquire the information and skills they need to feel confident to deal with each unit's scenarios.
- Allow time for pupils to share ideas and turn what they learn into skills and strategies they can apply in real life.
- Allow pupils to generate questions and develop responses and answers that meet their needs.
- Use the plenary activity ideas to identify pupils' progress and to provide evidence of the success of each lesson.

## Create a safe space for learning

Be prepared: some pupils may have experienced adverse financial issues in real life. Anticipate any difficult topics and liaise with colleagues to identify and protect any vulnerable pupils.

Use 'distancing' to help pupils take part in the activities without personalising any of the topics. Please don't use a real pupil or someone they know as the subject for a scenario and instead always use one of the characters to explore an issue or idea. Encourage pupils to think and talk about 'someone like ...' or as one of the characters when considering a response. If a pupil asks a

sensitive question, pause the lesson to discuss it or if the pupil risks making a disclosure, explain that you will answer it privately with the pupil at the end of the lesson.

Have a private question box available during each lesson: if a pupil has a question that they do not feel comfortable to ask in front of others, they can write it down and put it in the question box. Pupils can write their name by their question if they would like you to answer it privately with them, but they don't have to. If they don't write their name, you will answer any questions in the next lesson.

## Create and agree on ground rules before you begin

Before you deliver any of the units of work, formulate and agree on some simple ground rules. Ground rules help to minimise inappropriate and unintended disclosures and negative comments made towards other students, whether intentional or not.

Involve pupils and develop your ground rules together. Your rules should support and be consistent with your broader class rules and your school's behaviour policy.

Review the ground rules at the start of each lesson and keep a copy on display. Test them in discussion and group activities and amend them as necessary, again agreeing on any new rules together.

### Sample ground-rules could include:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We will not share or discuss private information about money and family finances.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.
- We will show respect for each other and each other's' views, even where they are different from our own.



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- We agree that it is OK to make mistakes and learn from them.
- We will support each other and encourage those who are less confident than ourselves.

Use these examples as a starting point for developing your own ground rules that are suitable for the class, the age of your pupils and the differing needs of individuals.

and to involve observing pupils by asking them what they have seen and heard, or what they might want the character to do next.

- Help pupils to reflect on what it was like to play each role, or what they observed happening. What did they learn, that they could apply in their own lives?

## Ground rules for safe role-play activities

Role-play can be an important part of learning about values and money. It allows pupils to explore real life situations, explore their feelings and rehearse positive responses, while building their confidence, empathy, creativity and communication skills.

However, it's important that role-play activities take place in a safe environment that reinforces positive behaviours, doesn't put pupils under pressure and avoids reinforcing negative behaviours.

- Be clear that when role-playing, pupils are playing a character and not themselves.
- Invite pupils to role-play as one of the characters from the unit of work.
- If exploring other scenarios, introduce new characters or invite pupils to role-play as 'someone like you' – what could they tell that person to do?
- Establish a learning outcome for the role-play: what will it help pupils to understand or do?
- Introduce each role and explain its part in the scenario.
- Invite pupils to 'step into the character' at the start of the role-play, and then to 'step out of the character' at the end.
- Direct observing pupils on what to listen and look out for.
- Use pause points during the role-play. While paused, use questions to help role-playing pupils to develop their next action or response,

## Managing Disclosures

Always put safeguarding at the heart of your delivery. Despite having ground rules, pupils may disclose sensitive information in the lesson or via your private question box. If this happens it is essential that you always follow the guidance in your school's safeguarding policy. Agree in advance with your safeguarding lead how you will deal with verbal or written disclosures that suggest a child may be at risk due to financial circumstances.

## Sources of Information

### Adults

Money advice service  
0800 138 7777  
[www.moneyadvice.service.org.uk](http://www.moneyadvice.service.org.uk)

StepChange (debt charity)  
0800 138 1111  
[www.stepchange.org](http://www.stepchange.org)

National Debtline (debt charity)  
0808 808 4000  
[www.nationaldebtline.org](http://www.nationaldebtline.org)

### Pupils

Childline (confidential help and advice)  
0800 1111  
[www.childline.org.uk](http://www.childline.org.uk)