

Your Teacher Toolkit

Financial literacy programme



This toolkit lets you approach and adapt the financial literacy sessions to your students. To help plan for calculations along the way, maths moments are shown with this symbol.



1. Powerpoints

This is to aid delivery and should be used together with the lesson plan. Slides are broken down into two to three lesson outcomes, with delivery and explanatory information, as well as prompt questions provided in slide notes.

Supportive organisations for student signposting, in addition to further reading links, are found towards the back of the powerpoint.



2. Lesson plans

The lesson plan complements the powerpoint. It also contains a keywords glossary and lists resources required for the lesson. These include relevant printouts and items such as calculators and mini whiteboards that will support lesson activities.



3. Videos

Videos are embedded in slides and links are provided.

Your Teacher Toolkit

Financial literacy programme



This toolkit lets you approach and adapt the financial literacy sessions to your students. To help plan for calculations along the way, maths moments are shown with this symbol.



4. Session delivery

PSHE at your school

Ensure you are familiar with relevant school policies before teaching these lessons. This might include the school's PSHE policy and the Safeguarding/Child Protection policies, should a pupil make a comment or disclosure which makes you concerned for their wellbeing.

Creating a respectful learning environment

Ensure you establish ground rules with your class before starting these lessons. These ground rules should outline the ways in which the class will engage with each other during discussion and classroom activities.

Ground rules should be negotiated with pupils but might include examples such as:

- We will listen to each other respectfully
- We will avoid making judgements or assumptions about others
- We will comment on what has been said, not the person who has said it
- We won't put anyone on the spot and we have the right to pass
- We will not share personal stories or ask personal questions

Distancing techniques help pupils to engage

Distancing techniques help pupils to engage with any topic in PSHE objectively and from an academic standpoint, rather than through personal experience or emotion.

Distancing supports pupils who may be personally affected by the issue and helps avoid inappropriate public disclosures during the lessons.

Teachers should use language such as 'people' rather than 'you' when framing questions. However, teachers can and might need to elicit varying perspectives based on age, culture, religion, and social class or status.

Your Teacher Toolkit

Financial literacy programme



This toolkit lets you approach and adapt the financial literacy sessions to your students. To help plan for calculations along the way, maths moments are shown with this symbol.



4. Session delivery (continued)

Anonymous questions

Students should be invited to ask questions and they should be provided with an opportunity to ask questions anonymously. It is useful to have a question box or allocated space on the whiteboard for students to share questions.

It is suggested that students are provided with post-its or slips to write their questions on and as the teacher circulates throughout the lesson these questions can be collected and answers throughout the session or using an allocated 'question time' at the end of the session.

Students can be invited to respond to questions asked by their peers. If responses to questions are based on personal preference or opinion, the teacher should be clear to preface any answers with this.

Assessment for learning

Throughout the session, a review of the learning objectives is provided. Teachers should use this as an opportunity to ask the class to rate their level of confidence to having met the criteria (e.g. thumbs up, middle, down, or on a scale of 1-10). Alternatively, the teacher can do some short questioning to reflect key learning and check understanding amongst the group before moving on.

Adaptive teaching

Teachers should adapt the lesson content and/or timings to meet the needs of learners.

Your Teacher Toolkit

Financial literacy programme



This toolkit lets you approach and adapt the financial literacy sessions to your students. To help plan for calculations along the way, maths moments are shown with this symbol.



4. Session delivery (continued)

Use of brands

Some of the lessons contain brand names or branded materials used e.g. Just Eat advert. However, if you feel more comfortable or feel it would be more appropriate for your students, please feel free to remove branded names and talk about large brands more generally.

5. Organisations to signpost for students with any concerns

- [Citizens Advice](#)
- [National Debtline](#)
- [NSPCC Helpline](#)
- [Childline Helpline](#)
- [Young Minds](#)