Santander

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

fed
foundation for education development

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Global consensus

Financial education begins with language, play, and everyday experiences, not abstract financial tools.

Pedagogical model

Story- and play-based, highly contextual, often involving family engagement.

Prior knowledge, understanding and competencies

N/A

Progression in knowledge, understanding and competencies at this key stage

At the Early Years Foundation Stage, children begin to develop foundational understanding, language, and attitudes around money and its role in daily life. They learn that money exists in different forms, can be exchanged for goods, and must be kept safe and looked after. Through play and conversation, they explore concepts such as saving, spending, and making choices, linking these to ideas of fairness, patience, and self-control. Children begin to recognise that adults work to earn money and that jobs help people meet needs and contribute to their community.

Alongside numeracy and language skills, they build empathy, gratitude, and honesty through sharing, giving, and respecting others' belongings. This early financial learning – aligned with the EYFS Learning Goals, PSHE Association guidance, and the Young Money framework – supports broader development in self-regulation, safety, and social awareness, laying the groundwork for confident, responsible money management in later stages.

Alignment with national educational policies (statutory and non-statutory)

Teaching children that banks are safe and money must be looked after aligns with the *Welfare Requirement* of protecting children's personal data, possessions and money-related safety (e.g. bank cards, coins) and supports an overall culture of safety and trust – The Ofsted *Early Years Inspection Handbook* states that providers must meet the Learning and Development Requirements and the Safeguarding and Welfare Requirements of the EYFS statutory framework.

The EYFS Safeguarding and Welfare Requirements include provisions for children's personal possessions and for children to learn how to keep themselves safe. By linking money management with responsibility and self-control. The EYFS welfare and safeguarding expectations emphasise that children should understand what is expected of them and their rights in play and exchanges.

Ofsted's Early Years Inspection Handbook expects that children demonstrate developing independence, self-regulation and decision-making skills (linked to *Personal Development*) e.g. PSED ELG: self-regulation and managing self.

KCSiE emphasises that settings must have a "culture in which safeguarding is everyone's responsibility" and must protect children from all forms of exploitation (including financial).

Alignment with global best practice

Curriculum for excellence Scotland – numeracy maths: "Early-level experiences/ benchmarks include recognising shops/services, noticing digital technology related to money, and using play to meet money outcomes".

Money Smart Australia: "Most young children understand a range of concepts related to money. Generally, they have the capacity to: recognise numbers and coins; know that things cost different amounts of money; appreciate that money needs to be kept safe."

Jump$tart Coalition, USA: "The National Standards for Personal Financial Education… guide educators, curriculum writers, policymakers, and other financial education stakeholders across the country to promote effective, comprehensive financial education for K-12 students."

Toolkit topic	Core knowledge & understanding	Skills	Attitudes & Values	Behaviours	Alignment with National Curriculum & exam specifications	Alignment with national frameworks (not NC)	Twinkl related resources
Banking/ financial services	Banks are safe places to keep money. Adults use banks to save money and take it out when they need it. Money can be kept in different forms – coins, notes, or in a bank account.	**Language development:** Using words like *save, spend, bank, money* **Early numeracy:** Recognising coins, counting small sets of coins, comparing "more/less"	**Trust:** Banks and adults help keep money safe. **Curiosity:** Beginning to ask questions about what money does.	**Respect and patience:** Understanding that money belongs to others and must be looked after.	Could align with **ELGs** around numeracy if counting activities included: "Children at the expected level of development will have a deep understanding of number to 10, including the composition of each number." "Automatically recall number bonds up to 5 (and some to 10)." "Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity." Understanding the world around them **ELG**: "Talk about the lives of the people around them and their roles in society."	*"I know that I need to look after my money. I can choose a safe place to keep my money e.g. money box, purse."* *"I can choose a suitable place to keep my money safe, and explain my choice."* **Young Money (Young Enterprise)**	**Bank Role Play Pack** **A4 British (UK) Coin Cut-Outs** **Money Matching Coin Game** **I Spy and Identify Coins**
Budgeting/ money management	Recognise coins & notes Know that money is limited; choices must be made. Prices and value – recognising that some things cost more than others. Money in everyday life – recognising shopping, cafés, or markets as places where money is exchanged. Recognising that money can be saved to spend later.	**Language development:** Using words like *save, spend, bank, money, shop, market, cafe.* **Early numeracy:** Recognising coins, counting small sets of coins, comparing "more/less"; small counting activities **Simple trade-offs**: Choosing between two options when they can't have both ("If we buy this, we can't buy that")	**Respect** for property and recognising that things have value.	**Patience:** You might not be able to have what you want straight away. Developing **self-control** – resisting the urge to have everything now	Could align with **ELGs** around numeracy if counting activities included: "Children at the expected level of development will have a deep understanding of number to 10, including the composition of each number." "Automatically recall number bonds up to 5 (and some to 10)." "Compare quantities up to 10 in different contexts, recognising when one quantity is greater, smaller or the same." **Communication & language:** "Hold conversation when engaged in back-and-forth exchanges with their teacher and peers." **PSED:** "Show independence, resilience and perseverance in the face of challenge." "Show sensitivity to their own and others' needs." "Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate."	*"I know that I can save some of my money to use later e.g. in a money box."* *"I know that money might make me have different feelings e.g. being happy or sad. I can describe the way money makes me feel. I am beginning to understand that other people may have different feelings about money."* *"I am beginning to know that I will need to use money in different ways. I can name different ways money can be used e.g. saving, spending, giving. I am beginning to understand why money is used."* **Young Money (Young Enterprise)**	**Santander - Maths & Money: More, Less and Equal to 0-50 Card Game [Year 1]** **Santander - Maths & Money: Calculate Unit Fractions of a Set Loop Cards [Year 3]** **Spend or Save with Money Moofle Story PowerPoint** **How much do icecreams cost? Worksheet** **Coin recognition worksheet** **I Spy & Identify Coins worksheet** **Pennies in the Purse cards** **Santander - Maths & Money: Finding the Difference - Problem Scenario Cards** **Who Am I? Guessing Game Jobs and Occupations PowerPoint**
Money & work	Adults go to work to earn money and those jobs help people to buy the things they need or want. Recognise that there are different kinds of jobs in the community (e.g. teacher, shopkeeper, nurse, builder).		**Begin to link effort and reward:** "I worked hard tidying up, and I got a sticker" or "People earn money when they work." **Aspirations:** Start to express ideas about what they might like to do when they grow up.	**Respect:** Recognising the value of all kinds of work, paid or unpaid.	**Understanding the World:** "Describe the roles of people in society." **PSED:** "Show independence, resilience and perseverance in the face of challenge." "Set and work towards simple goals, being able to wait for what they want."	*"I know that adults have jobs and earn money from work."* *"I can name different jobs that people do."* *"I understand that people can use their money to help others."* **Young Money (Young Enterprise)**	**My First Cafe Imaginative Play Pack** **Santander - Financial Education Lesson 2: Where Money Comes From Lesson Pack – Ages 5-7** **People Who Help Us Fill in the Blanks Worksheet** **People Who Help Us Video PowerPoint** **When I Grow Up I Want to Be… Word Mat**
Consumer awareness & rights	Money can be exchanged for goods. Understanding that if you pay for something you can keep it.	**Cause & effect:** "I gave money, now I have the banana." **Language development:** Using words such as *buy, pay, mine, yours, share, fair, money, shop.* **Early numeracy:** Money can be counted or measured to match value. **Memory & Sequencing:** Remembering the steps in a transaction – choosing, paying, taking, keeping.	**Fairness:** People get to keep what they have paid for. **Trust:** Developing trust in others during exchanges (e.g. the "shopkeeper" gives what was paid for). **Empathy:** Understanding that taking something without paying can make others upset or feel it's unfair.	**Respect:** Learning that other people's belongings should be treated with care and not taken without permission. Return borrowed or shared items. **Self-Regulation**: Waiting before taking, asking before using, and accepting limits, **Kindness & Gratitude:** Saying "thank you" during transactions, recognising others' roles.	**Managing Self:** "Explain the reasons for rules, know right from wrong and try to behave accordingly." **If role playing, Building Relationships:** "Work and play cooperatively and take turns with others."	*"Money can be exchanged for goods."* *"Understanding that if you pay for something you can keep it"* *"I can recognise situations where money is used (e.g. shops, cafés, markets)."* *"I know that people can buy and own things." / "I know that taking something without paying is unfair."* *"I understand that if I buy something it belongs to me."* **Young Money (Young Enterprise)**	**Money to 20p: At the Bakery Activity Sheet** **Icecream Cart Adding More Worksheet** **Supermarket-Themed Counting Pennies to 10 Matching Game** **Shop Role Play Cut Outs** **Price Cakes and Biscuits 0-20p Cut-Outs** **Kids' Role Play Shop Receipts**
Mindset, wellbeing, healthy habits	**Choices and limits:** Accepting limits without distress and distinguishing between needs and wants. **Gratitude:** Recognising value in things beyond money (time, sharing, kindness). **Giving** **Money & feelings:** Naming and managing feelings related to getting, giving, or wanting.	**Language development:** Using words such as *money, pay, buy, sell, save, share, fair* in context; talking about feelings linked to spending or sharing. **Early numeracy:** Recognising coins and notes, counting small quantities, understanding "more" and "less."	**Gratitude:** Expressing happiness for what they have, and showing appreciation when given something **Honesty:** Understanding that it's right to pay or trade for something, and wrong to take without asking. **Generosity:** Willingness to share or give, such as helping others in play or contributing in group activities. **Kindness:** Showing thoughtfulness in how they use or share resources (money, toys, time).	**Emotional Regulation:** Recognising feelings like excitement, frustration, pride, or disappointment when talking about money or possessions. **Empathy:** Beginning to recognise that giving can make others (and themselves) feel happy. **Respect:** Caring for play money, toys, and resources as things of value.	**PSED – Self-Regulation:** "Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate." "Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly." **PSED – Managing Self:** "Show independence, resilience and perseverance in the face of challenge." "Explain the reasons for rules, know right from wrong and try to behave accordingly." "Know right from wrong and try to behave accordingly." **Communication and Language – Speaking:** "Express their ideas and feelings using full sentences."	*"Managing risks and emotions associated with money."* **Young Money (Young Enterprise)**	**Santander - Maths & Money: Giving Money to Charity - Add by** **Sharing Is Caring PowerPoint** **Needs and Wants Sorting Activity** **Being Thankful PowerPoint**
Safeguarding/ staying safe	Money should be kept in a safe place (like a purse, jar, or money box). It's not for throwing away, losing, or taking from others. There are trusted adults (family, teachers, shop workers) who help with money safely. We don't talk to strangers or give them things (like toys or coins). Some people might not be honest about money; if something feels wrong (e.g. "someone asks for your coins"), you tell a grown-up. Everyone has their own belongings – we must ask before taking or borrowing.	**Language development:** Expressing feelings – Feeling able to speak up if confused, scared, or pressured about money.	**Trust:** Knowing which adults are safe to talk to about money (parents, carers, teachers)	**Personal Safety:** Knowing that they shouldn't share or give away money, toys, or personal items. **Asking for help** or telling an adult if something goes missing or doesn't feel right. **Developing safe behaviours:** Remembering safety rules (e.g. "Keep your purse zipped).	**PSED – Managing Self:** "Explain the reasons for rules, know right from wrong and try to behave accordingly."	*"I know that money should be kept somewhere safe."* *"I know that I should not take money or things that belong to other people."* *"I can tell someone I trust if I am worried or something is wrong."* *"I understand that adults use different ways to pay and keep money safe."* **Young Money (Young Enterprise)**	**Santander - Financial Education Lesson 3: Look After It Lesson Pack – Ages 5-7** **Money Box Code Activity** **What Is a Stranger? Social Scenario PowerPoint** **Who Can Help Me Cut and Stick Worksheet**

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Global consensus

Financial education is increasingly seen as something that should **start early,** embedded within schooling and supported by families, so children develop capability gradually from young ages. The recent joint OECD (PISA)-INFE "Financial Competence Framework for Children and Youth" emphasises that children and youth require financial competences across content areas like *money & transactions, planning & managing finances, risk & reward,* and the *financial-services landscape.*

The OECD and its International Network on Financial Education (INFE) define financial literacy as a **combination of awareness, knowledge, skills, attitudes and behaviours** needed to make sound financial decisions and achieve financial wellbeing. See this Money & Pensions Service document: **www.fincap.org.uk/en/reviews/the-importance-of-financial-education-oecd-policy-brief.**

Pedagogical model

Financial learning in the early years should be playful, experiential, and embedded across the curriculum. Children learn through recognising money, understanding exchange, and comparing value, while developing patience, fairness, and simple decision-making. Learning links naturally to numeracy and literacy through counting, comparing "more" and "less," and role-play transactions.

Teaching should connect to real life – introducing work, earning, and responsibility – and provide safe opportunities for children to make and reflect on simple money choices. Family involvement is key to reinforcing these experiences, and inclusive practice ensures all children, regardless of background, can build early financial confidence and capability.

Prior knowledge, understanding and competencies

By the end of the Early Years Foundation Stage, children have begun to understand that money has value and can be kept safe in different forms, such as coins, notes or in a bank. They recognise that adults earn money through work and use it to buy what they need or want. Through play and real-life experiences, they learn that money can be exchanged for goods and that choices must be made because money is limited. They begin to practise simple budgeting skills such as saving for later, comparing "more" and "less", and making trade-offs between options.

Children explore fairness and honesty in money exchanges, show respect for other people's belongings, and start to manage feelings linked to wanting, sharing, and giving. They also learn that trusted adults help to keep money safe and that it's important to ask for help if something feels wrong. These foundations build early confidence, patience, and responsibility in managing resources and understanding the role of money in everyday life.

Progression in knowledge, understanding and competencies at this key stage

At EYFS, children learn that money comes in different forms, can be kept safe in banks, and is used to buy things. By Key Stage 1, this develops into recognising that banks and building societies help people manage money securely, and that money can move in different ways (cash or card) while still belonging to the owner. Children move from recognising that money is limited and can be saved, to understanding that choices have consequences – spending on one thing means not on another, and saving enables bigger goals. They begin to relate this to real-world expenses like food or bills, developing early skills in planning and prioritising.

Understanding of work also deepens: from knowing adults earn money through jobs, to realising there are different ways to earn – through employment or creating and selling something of value. They link effort with reward and appreciate how work supports families and communities. In consumer understanding, children progress from knowing money is exchanged for goods to recognising fairness, value, and simple rights and responsibilities in transactions.

In wellbeing, they learn that emotions influence money choices and that fairness, patience, and gratitude support positive relationships. By the end of Key Stage 1, pupils understand how to keep money and belongings safe, identify trusted adults who can help, and act responsibly and honestly in money situations; building early financial awareness, confidence, and safeguarding skills.

Alignment with national educational policies (statutory and non-statutory)

Ofsted expects schools to provide a "broad, rich curriculum that develops pupils' character, resilience and understanding of how to keep themselves physically, mentally and economically safe." Financial education at KS1 contributes to these expectations by: developing independence, responsibility, and respect for property; enabling pupils to recognise risk and make informed, safe choices about money and belongings; supporting the wider aims of spiritual, moral, social and cultural (SMSC) development through fairness, empathy, and respect in exchanges. Ofsted Education Inspection Framework (EIF, 2025)

KCSIE requires that pupils are *"taught about safeguarding, including online safety, as part of a broad and balanced curriculum."* This programme aligns by teaching pupils: to *recognise and respond to unsafe situations* (e.g. money, gifts, or offers that feel wrong); to *identify trusted adults* who help them manage or protect their money; to understand *boundaries and consent* in financial and social contexts – contributing directly to KCSIE's emphasis on *building confidence, resilience, and the ability to seek help.*

Alignment with global best practice

Curriculum for excellence Scotland – numeracy maths: "Early-level experiences/benchmarks include recognising shops/services, noticing digital technology related to money, and using play to meet money outcomes".

Money Smart Australia: "Most young children understand a range of concepts related to money. Generally, they have the capacity to: *recognise numbers and coins; know that things cost different amounts of money; appreciate that money needs to be kept safe.*"

Jump$tart Coalition, USA: "The National Standards for Personal Financial Education… guide educators, curriculum writers, policymakers, and other financial education stakeholders across the country to promote effective, comprehensive financial education for K-12 students."

OECD (PISA)-INFE "Financial Competence Framework for Children and Youth" core areas: Money & transactions; Planning & managing; Risk & reward; Financial landscape. KS1's role-play, vocabulary, and simple choices are explicitly recommended entry-level competences for the youngest band

Aflatoun, Nederlands – (AflaTot 3–6) principles: combining *social* and *financial* education (sharing, goal-setting, saving, simple enterprise) for young children.

Toolkit topic	Core knowledge & understanding	Skills	Attitudes & Values	Behaviours	Alignment with National Curriculum & exam specifications	Alignment with national frameworks (not NC)	Twinkl related resources
Banking/ financial services	Banks and building societies help people look after money safely and keep it secure from loss or theft. Money can move in different ways – people can pay using cash or cards, though all are ways of spending money they own.	**Language development:** Using words like *save, spend, bank, money.* **Early numeracy:** Recognising coins, counting small sets of coins, comparing "more/less" Understanding and sequencing basic financial transactions (putting in, taking out, paying).	**Trust:** Banks and adults help keep money safe. **Curiosity:** Beginning to ask questions about what money does.	**Respect and patience:** Understanding that money belongs to others and must be looked after.	**Maths:** Pupils should be taught to recognise and know the value of different denominations of coins and notes. (National Curriculum, KS1: Measurement)	**PSHE Association:** Pupils learn about where money comes from, how it is used, and the importance of managing it effectively. *"How to keep money safe and the different ways of paying for things."* **(PSHE Association, Economic Wellbeing KS1):** *"I know that banks and building societies are safe places to keep money."* *"I can explain why people save money in a bank or building society."* *"Know that people may save money to buy things in the future."* Young Money (Young Enterprise)	Santander -- Financial Education Lesson 1: Money Lesson Pack – Ages 5-7 PSHE: KS1 Money Matters - Additional Resources Bank Role Play Account Opening Forms Bank Role Play Cash Machine Make Your Own Eftpos Machine
Budgeting/ money management	**Money is limited – you can't buy everything you want at once.** **Choices matter:** Spending on one thing means you can't spend on another. **Saving:** If you don't spend all your money now, you can keep it for something bigger later. **Household bills:** What do we need to pay for in the home?	**Decision-making:** Choosing between options and weighing up simple pros and cons. **Early numeracy:** Counting coins, comparing amounts, and working out "enough" vs "not enough." **Planning:** Beginning to set aside money or tokens for future goals. **Language development:** Talking about money choices and reasons (e.g. "I'm saving for…").	**Patience:** Learning to wait and save for something wanted. **Financial responsibility:** Understanding that money choices affect what's left for other things. **Fairness & empathy:** Appreciating that families must prioritise needs over wants.	**Emotional regulation:** Resisting impulsive spending. **Saving habits:** Putting money aside (e.g. in a jar or money box). **Awareness of needs:** Recognising essentials (food, warmth, home) before extras	**Maths:** "Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change." **English, speaking & listening:** "Articulate and justify answers, arguments and opinions."	*"About the difference between needs and wants; that sometimes people may not always be able to have the things they want."* *"That people make different choices about how to save and spend money."* **(PSHE Association, Economic Wellbeing KS1):** *"Pupils can make simple choices about spending or saving money and recognise that money can be saved for future use."* *"Pupils can describe some things that cost money and some that do not."* *"Pupils can recognise that people's needs and wants may differ."* *"I can recognise when I have spent too much or need to save."* *"I can talk about value for money and making comparisons between items."* Young Money (Young Enterprise)	How much money is in my jar? Counting mixed coins worksheet Adding coins to 10p worksheet Coin ordering cut & paste worksheet Toy Shop Prices Flashcards Santander - Maths & Money Party Planning Santander - Maths & Money: Pocket Money Board Game – 5 Times Table Facts Santander - Save or Spend Santander - Financial Education Lesson 5 Wants or Needs? Santander - Maths & Money: Calculate Unit Fractions of a Set Loop Cards [Year 3] Santander - Maths & Money: Saving for a Rainy Day Game Counting In Multiples of 2 [Year 1] Santander - PSHE: KS1 Money Matters - Lesson Pack 5 Wants and Needs Bingo
Money, work & enterprise	There are different ways to make money by working for someone (jobs) or selling things they make or do. People get rewards for effort – doing jobs, helping others, or completing tasks. A wage or pay is the money people earn from their work. Different jobs help people and the community in different ways (e.g. teachers, builders, shopkeepers, nurses). Creating something of value to sell. Getting rewards for effort .	**Enterprise Skills:** Explore simple examples of creating or selling something of value (e.g. making and "selling" crafts in role play. **Language development:** Express ideas about jobs and roles in their community; talk about what they might like to do when they grow up.	**Economic Awareness:** Understand that work produces value and that people earn money (wages) for their effort. **Confidence:** Recognising their ability to create, help, or contribute something of value. **Motivation:** Understanding that effort and perseverance lead to rewards and satisfaction. **Fairness:** Beginning to see that rewards are linked to effort and contribution. **Community:** Understanding that work helps people and society function.	**Respect:** Appreciating all kinds of work, paid or unpaid, and valuing the contributions of others. **Collaboration & Responsibility:** Work as part of a group to complete small tasks or jobs for shared rewards.		*"Pupils should develop a sense of responsibility and recognise the role of money in their lives."* *"That people have different jobs and roles in the community."* *"That people get money in different ways and that money comes from work."* **(PSHE Association, Economic Wellbeing KS1):** *"I know that people earn money in different ways (e.g. through working, creating, or providing services)."* *"I can describe some of the jobs people do in my community."* *"I know that people receive money for work and use it to buy things they need and want."* *"I can talk about things I would like to do in the future and jobs that interest me."* Young Money (Young Enterprise)	Cafe order forms Santander - Financial Education Lesson 1: Where Does Money Come From? Lesson Pack – Ages 7-9 Common Jobs Word Flashcards My Reward Choices Board Payslip Role Play Cut-Outs
Consumer awareness & rights	Understand that money can be exchanged for goods and services in different ways (shops, markets, cafés, or online). Recognise that prices vary, and people can compare value when choosing what to buy. Understand that if something is broken or not as expected, it's fair to ask for help, an exchange, or a replacement.	**Language development:** Begin to use language such as *cost, value, change, receipt, buy,* and *sell.*	**Economic Awareness:** Identify and compare prices and make simple choices between options. **Fairness:** Understanding that people should get what they pay for. **Honesty:** Recognising that taking something without paying is wrong. **Confidence:** Feeling able to speak up if something isn't right.	**Respect:** Treating others fairly in exchanges (e.g. turn-taking, honesty in role play). **Curiosity:** Beginning to ask questions about price and value.	**Maths:** "Recognise and know the value of different denominations of coins and notes." "Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change."	"Pupils should be taught about the role of money and how to make simple choices about spending and saving." "Pupils should understand that everyone has needs and wants and that people make different choices about how to spend their money." (PSHE Association, Economic Wellbeing KS1) *"I know that people use money to buy goods and services."* *"I can make simple choices about spending money and begin to explain my decisions."* Young Money (Young Enterprise)	Shopping List Matching Activity Santander - Maths & Money: Understanding Budgets and Money Shopping Game Santander - Financial Education Lesson 6: Going Shopping Lesson Pack – Ages 5-7 Santander - Maths & Money: Finding the Difference - Problem Scenario Cards [Year 1] Role Play Blank Realistic Shopping Receipts Check Your Change From £5 Worksheet Shops in Our Community Cards
Mindset, wellbeing, healthy habits	Recognise that money choices can make people feel different emotions (happy, disappointed, proud, worried). Understand that people have different needs and wants, and this can affect their choices Understand that fairness, kindness, and sharing make people feel good. Recognise that if something about money feels confusing or upsetting, they can ask for help from a trusted adult.	**Language development and SEL:** Identify and name feelings about money (e.g. excitement, frustration, envy).	**Empathy:** Noticing how others might feel about money or possessions. **Gratitude:** Appreciating what they have and recognising non-material value. **Honesty:** Returning lost items or reporting mistakes in transactions (e.g. "You gave me too much change").	**Emotional regulation:** Begin to manage feelings of disappointment or waiting when they can't have something immediately. Begin to recognise differences in what others have or value without comparison or jealousy. **Help-seeking:** Knowing it's good to talk to adults when something feels unfair or confusing	**English, KS1, Spoken Language:** Articulate and justify answers, arguments and opinions. Use spoken language to develop understanding through imagining and exploring ideas. **RHE:** "How to recognise and talk about their emotions, including having a vocabulary to do so." "How to recognise the ways in which relationships can be positive or negative." "The importance of self-respect and how their actions affect others."	*"Pupils should learn about different feelings that humans can experience."* *"How to recognise and name different feelings."* *"How to manage feelings in different situations."* *"How to ask for help when they are worried or upset about something."* **Theme 1: Health and Wellbeing, KS1:** *"That people may make different choices about how to spend their money."* PSHE Association, Core **Theme 3: Economic Wellbeing, KS1:** **PSHE Association, Core:** *"I can recognise that money can make people feel different emotions."* *"I can explain how I might feel when I spend or save money."* *"I can talk about the differences between needs and wants."* *"I can describe some ways of sharing and giving."* Young Money (Young Enterprise)	Santander - Financial Education Lesson 4: Spending Decisions Lesson Pack – Ages 7-9 Santander - Financial Wellbeing Invisible Gifts Mind Map Sharing Toys Social Scenario PowerPoint Truthfulness and Honesty PowerPoint
Safeguarding/ staying safe	Money and belongings should be kept safe; people use wallets, purses, piggy banks, and banks to protect them from loss or theft. Only trusted adults (parents, carers, teachers) should help them handle or look after their money. Recognise when something doesn't feel right about money, gifts, or promises and know how to tell a trusted adult.	**Recognising safety:** Identify safe and unsafe situations involving money or belongings (e.g. losing money, being offered gifts by strangers). **Language development:** Use clear language to express uncertainty or refusal ("No thank you," "That's mine," "I'll ask my mum/dad/teacher").	**Personal responsibility:** Recognising personal ownership and the need to take care of one's own things. **Confidence:** Feeling empowered to speak up when something feels wrong or unfair. **Respect:** Understanding boundaries – both their own and others' – around property and possessions.	**Help-seeking:** Know how and when to tell a trusted adult if something feels wrong or confusing. **Boundary setting:** Saying no to unsafe or unfair requests (e.g. "I don't want to give you my toy/money").	**RHE:** "How to recognise and talk about their emotions, including having a vocabulary to do so." "How to recognise the ways in which relationships can be positive or negative." "The importance of self-respect and how their actions affect others."	*"That people make different choices about how to keep themselves and others safe."* *"Who and what helps to keep them safe in the community (including at home and at school)."* *"How to ask for help if they are worried or feel unsafe."* *"How to recognise and respond to feelings of being unsafe."* **(PSHE Association, KS1, Health and Wellbeing):** *"How to keep safe and belongings safe."* *"Pupils should be taught how to keep themselves safe, including how to recognise and respond to unsafe situations."* *"Children should understand that they can speak to a trusted adult if they are worried about something."* **(PSHE Association, Economic Wellbeing):** *"Schools should build children's confidence and resilience so that they know how to seek help and recognise when someone is trying to manipulate or deceive them."* **(KCSIE 2025, Parts 5 & 5)** *"I can explain ways of keeping money safe."* *"I can describe situations when I might need to ask for help about money."* *"I can identify who I can go to for help when I feel unsure or unsafe about money."* Young Money (Young Enterprise)	Santander - PSHE: KS1 Money Matters - Lesson Pack 2 Keeping Money Safe Mind Map Five People I Trust Activity Sheet Printable Social Story – Stealing Worksheets My Actions Have Consequences

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Key stage EYFS
Key stage 1
Key stage 2
Key stage 3
Key stage 4

Return to start

Global consensus

The global consensus is that for children aged 7–11, financial education should move beyond basic recognition of money to active, applied learning about managing, planning, risk awareness, digital competency, work and value, and building the attitudes and behaviours that underpin financial wellbeing. Attitudes like delayed gratification, responsible decision-making, resilience (recovering from mistakes), and ethical awareness (fairness, social responsibility) are encouraged.

Pedagogical model

Drawing on global frameworks (OECD, Aflatoun, MoneySmart) and UK guidance (Young Money, PSHE Association, Ofsted), financial education at this stage should be active, values-led, and experiential. Children learn best through real-life contexts–role-play, class enterprises, and budgeting games that make abstract concepts tangible and meaningful. Teaching should be integrated across the curriculum, linking numeracy, literacy, PSHE, and citizenship, and rooted in familiar experiences such as saving, shopping, or earning rewards. Consistent with *Young Money's Financial Education Planning Framework (3–11)*, pupils should develop not just knowledge but also skills, attitudes, and behaviours that promote fairness, responsibility, and self-control.

Learning should explicitly connect money and wellbeing, helping children recognise emotions around spending and saving, and fostering resilience, empathy, and ethical awareness. In line with *Ofsted's Personal Development* judgement and *KCSIE* principles, teaching should be inclusive and safeguarding-aware, ensuring children know how to keep money safe, seek help, and make confident, responsible choices in a changing world.

Prior knowledge, understanding and competencies

By the end of Key Stage 1, pupils understand that banks and building societies help people keep money safe and that money can be moved, saved, or spent in different ways. They know money is limited, so choices must be made, and saving allows people to plan for something bigger. Pupils recognise that adults earn money through work or by creating and selling things of value, and that effort and contribution are linked to rewards. They can identify that money is exchanged for goods and services, that prices vary, and that fairness and honesty matter in transactions.

Children begin to connect money with feelings – recognising emotions like excitement, disappointment, or pride – and understand that kindness, sharing, and patience build wellbeing. They also know that money and belongings must be kept safe, that only trusted adults should handle their money, and that if something feels wrong, they should tell someone they trust.

Progression in knowledge, understanding and competencies at this key stage

From Key Stage 1 to Key Stage 2, pupils move from building early financial awareness to developing real-world financial capability and responsibility. In Key Stage 1, they learn that money is finite, that choices and saving matter, and that work provides both income and community value. By Key Stage 2, this understanding deepens as pupils explore how households and individuals manage money through tools such as bank accounts, loans, taxes, and pensions, and how saving, borrowing, and planning link to long-term wellbeing. They learn to think critically about fairness, interest, and risk, using mathematical reasoning to compare, budget, and forecast.

Pupils also explore the world of work in greater depth, understanding how pay relates to skills and effort, the importance of fairness and equality, and how taxes support shared public services. Through enterprise projects, they learn how teamwork, creativity, and ethical decision-making can turn ideas into products or services that benefit others and the environment. As thoughtful consumers, they begin to evaluate value and quality, recognise their rights and responsibilities when buying goods and services, and understand how spending choices affect people and the planet.

Finally, they learn to protect their financial and personal information, recognise scams and online risks such as gaming-related spending or money mule recruitment, and know how to seek help from trusted adults. By the end of Key Stage 2, pupils are equipped with the confidence, resilience, and integrity to make informed, fair, and safe financial decisions; linking money management to wellbeing, citizenship, and the wider world.

Alignment with national educational policies (statutory and non-statutory)

Ofsted – Education Inspection Framework (EIF, Personal Development): Ofsted evaluates whether *"the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy."* Units on money mindsets, risk management, and safe digital spending directly evidence this, alongside preparation *"for life in modern Britain."*

Keeping Children Safe in Education (KCSIE, 2024/25) – Safeguarding & Online Safety: KCSIE expects that *"children should be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum,"* and that schools embed online risk awareness across policies, training and curriculum. Your KS2 content on scams, gaming/in-app spend, and money-mule grooming meets this requirement and strengthens the whole-school culture of vigilance.

UKCIS – *Education for a Connected World:* The framework supports pupils to live *"knowledgeably, responsibly and safely in a digital world,"* across strands including Privacy and security, Managing online information, and Health, wellbeing and lifestyle–all reflected in your digital payments, data protection, scam-spotting and help-seeking outcomes.

Alignment with global best practice

Money Smart Australia: "Most young children understand a range of concepts related to money. Generally, they have the capacity to: *recognise numbers and coins; know that things cost different amounts of money; appreciate that money needs to be kept safe.*"

Jump$tart Coalition, USA: "The National Standards for Personal Financial Education... guide educators, curriculum writers, policymakers, and other financial education stakeholders across the country to promote effective, comprehensive financial education for K-12 students."

Aflatoun: Financial education at this stage should be active, values-based, and experiential. Children learn best through real-life simulations, play, and inquiry, such as role-play shops or budgeting games that allow them to practise decision-making safely.

OECD and **World Bank** both highlight the role of home–school partnerships, as evidence shows children who talk about money at home develop better financial capability and confidence. Through its education strategy and research (e.g. *World Development Report 2018*), the World Bank emphasises that foundational learning, real-life contexts and effective instructional methods matter for later outcomes.

Toolkit topic	Core knowledge & understanding	Skills	Attitudes & Values	Behaviours	Alignment with National Curriculum & exam specifications	Alignment with national frameworks (not NC)	Twinkl related resources
Banking/ financial services	Bank accounts, interest, credit & debit, transfers, cash, contactless, currencies, and investments. [illegible]	Functional literacy: Understanding how bank accounts work, reading simple statements, and [illegible]	Global awareness: Recognising that different countries [illegible]	Digital and online safety: Applying knowledge of passwords, PINs, and safe authentication [illegible]	Maths: Compare and order fractions, decimals and percentages, and use appropriate units to estimate and calculate. [illegible]	How money works: Understanding the role of banks and building societies. Understanding that money can [illegible]	Santander - An Introduction to Banking Santander - Debit Cards and Credit Cards [illegible]
Budgeting/ money management	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Money & work	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Enterprise	[illegible] Ethics and Sustainability: Consider the impact of enterprise on people and the environment. Explore ethical choices – fair trade, local business, reducing waste, and giving back to the community.	[illegible] Evaluate what worked well and what could be improved in group projects.	[illegible] Collective responsibility: Understanding that decisions affect others – customers, the team, or the environment Sustainability: Awareness of the need to protect people and the planet in decision-making.	[illegible]	[illegible]	[illegible] Demonstrate teamwork and leadership skills. Career Development Institute (CDI) Career Development Framework (2020)	[illegible]
Consumer awareness & rights	Making Informed Choices: Understand how to compare products and services based on value, quality, and reliability Recognise that advertising, branding, and online reviews can influence spending decisions. Consumer Rights & Responsibilities: Know that when you buy something, it should be as described and work properly. Understand what to do if it's broken or not right – such as asking for a refund, replacement, or help. Be honest and fair when spending money, and keep receipts to show what you bought. Digital and Online Spending: Understand that online shopping and digital payments require care – checking websites, keeping details secure, and avoiding scams. Recognise the difference between needs, wants, and impulse purchases, especially online. Ethical & Environmental Awareness: Begin to explore how spending choices can affect people and the planet (e.g. Fairtrade, local products, packaging waste). Reflect on how being a thoughtful consumer contributes to fairness and sustainability.	Critical Thinking: Compare products and services for value, quality, and reliability. Decision-Making: Make thoughtful spending choices based on needs, not just wants or advertising. Digital Literacy: Use online platforms safely – identify secure websites, recognise scams, and protect personal data. Communication: Ask for help, refunds, or replacements politely and confidently.	Fairness & Honesty: Understand that fair trade goes both ways – buyers and sellers should act responsibly. Personal responsibility: Recognise personal accountability for spending decisions and their impact on others. Empathy: spending choices affect workers, communities, and the environment.	Organisation: Keep receipts and records of purchases; track spending. Digital and online safety: Use secure payment methods and report anything suspicious. Help-seeking: Ask trusted adults for advice when unsure about spending or online offers. Self-regulation: Resisting impulses when faced with pressure to buy.	KS2 Citizenship Non-Statutory Guidance: The guidance suggests that pupils should: Learn about the importance of rules and laws in protecting citizens and ensuring fairness. Understand how laws are made and enforced. Explore the roles of public institutions and services in society. Develop skills to participate in democratic processes and understand their rights and responsibilities. Maths: Estimate, compare and calculate different measures, including money in pounds and pence. Pupils should apply their mathematical knowledge to science and other subjects Computing: Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns.	Know that consumer decisions can have social and environmental effects. Recognise rights and responsibilities when buying goods and services. Know that money can be spent online and the importance of keeping details safe. Understand that advertising can influence choices. Be aware that some offers and deals may not represent good value. Know where and how to seek redress if goods or services do not meet expectations. Young Money (Young Enterprise) Know about the risks associated with money (e.g. scams, online pressure) and how to seek help or advice. Recognise ethical and environmental considerations in spending and saving decisions. PSHE Association KS2 – Economic Wellbeing Strand: Children should be taught how to recognise risks and build resilience, including when managing money and sharing personal information online. KCSIE (2024)	Santander - Maths & Money: Algebra Picture Puzzles [Year 6] Santander -Maths & Money: Calculating and Comparing the Cost Perimeter Challenge Cards [Year 3] Santander - Financial Education Lesson 2: Critical Consumers Lesson Pack – Ages 9-11 Santander - Maths & Money: Charity Champions Board Game – Fractions [Year 4]
Mindset, wellbeing, healthy habits	Balancing risk: Every money choice has risks (e.g. losing money, not getting value, scams). Some risks can be managed (keeping money safe, comparing deals). Ethical spending: Some products are better for people or the planet (e.g. Fairtrade, recycled, local). Spending choices affect workers, the environment, and communities. Donating & fund raising: People can use money not only for themselves but to help others. Fundraising (bake sales, sponsored runs) is a way children can directly contribute. Charities exist to help people, animals, or the environment. They are funded by donations, fundraising, and sometimes government support. They can work locally, nationally, or globally.	Ethical reasoning: Considering how choices affect others and the environment.	Empathy and perspective-taking: Understanding others' needs and the purpose of charitable giving. Personal responsibility: Recognising personal accountability for spending, saving, and giving decisions Fairness: Wanting transactions and exchanges to be honest, just, and considerate of others. Honesty: Being truthful in spending, fundraising, and sharing. Empathy and kindness: Understanding and caring about the needs of others. Sustainability and citizenship: Valuing fair trade, environmental protection, and community wellbeing.	Making informed choices: Comparing products or services before spending. Self-regulation: Resisting impulses when faced with pressure to buy Generosity: Spending for the benefit of others or causes.	KS2 Citizenship Non-Statutory Guidance: The guidance suggests that pupils should: Learn about the importance of rules and laws in protecting citizens and ensuring fairness. Understand how laws are made and enforced. Explore the roles of public institutions and services in society. Develop skills to participate in democratic processes and understand their rights and responsibilities. RHE: Pupils should know "that people sometimes behave differently online, including by pretending to be someone they are not." Pupils should know "about the concept of personal boundaries, and how to recognise and report feelings of being unsafe or uncomfortable."	Understanding that money decisions have consequences for self and others; identifying ways to give, save, and manage risk. Young Money (Young Enterprise) Managing risk and emotions associated with money; recognising how resources are shared; considering how spending affects others. PSHE Association (Economic Wellbeing KS2)	Santander - Maths & Money: Raising Money for Charity - Doubling Activity Sheet Santander - Maths & Money: Charitable Donations [Year 5] Santander - Maths & Money: Two-Step Money Problems Maths Mystery Game Santander - Financial Education Lesson 6: Money in the Wider World Lesson Pack – Ages 9-11 Santander - PSHE: LKS2 Money Matters - Lesson Pack 1 Self-Regulation Toolbox Worksheet
Safeguarding/ staying safe	Keeping Money Safe – Online and Offline: Understand that money can be stored or spent in different ways (cash, cards, online) and that personal details such as PINs, passwords, and bank information must be kept private. Digital Risks and Gaming: Know that online games and apps can involve real or virtual money – through in-app purchases, loot boxes, or trading. Understand that scammers and strangers may use gaming or social media to trick people into sharing personal or financial information. Recognising Scams and Money Mules: Recognise "too good to be true" offers, fake competitions, or messages asking for help moving money or sharing bank details. Understand that allowing others to use your account or handle your money, even as a favour, is unsafe and can be illegal (money mules). Trust and Help-Seeking: Know when something doesn't feel right about money, gifts, or online messages, and how to tell a trusted adult or report through safe channels (e.g. CEOP, Childline, school staff). Understand that asking for help shows responsibility and keeps everyone safer.	Critical thinking: Recognising scams. Alertness: Recognising and staying alert to risks and questioning unusual or suspicious financial requests.	Personal Responsibility and Respect: Respect boundaries around personal belongings, money, and digital information. Recognise that everyone has the right to feel safe and in control of their own money and accounts. Recognising that everyone's money, belongings, and privacy should be respected. Assertiveness: Knowing when to say no, stop, or seek help when something feels wrong online or in person. Integrity: Rejecting dishonest or exploitative behaviour (e.g. scams, tricking others online, "easy money" schemes)	Digital and online safety: Use secure payment methods and report anything suspicious. Safeguarding passwords, PINs, and devices; avoiding sharing login details or digital currencies. Offline money safety and security: Keeping wallets and cards safe and not sharing access. Help-seeking: Ask trusted adults for advice when unsure about spending or online offers. Empathy: Understanding that scams and coercion can harm others, and showing care for those affected. Help-seeking: Ask trusted adults for advice when unsure about spending or online offers. Community-mindedness: Looking out for peers and encouraging others to stay safe and act responsibly with money.	RHE: Pupils should know "the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them." Pupils should know "that people sometimes behave differently online, including by pretending to be someone they are not." Pupils should know "about the concept of personal boundaries, and how to recognise and report feelings of being unsafe or uncomfortable." Pupils should know "how to keep money and personal information safe, including online." Computing: "Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact." KS2 Citizenship Non-Statutory Guidance: The guidance suggests that pupils should: Learn about the importance of rules and laws in protecting citizens and ensuring fairness. Understand how laws are made and enforced. Explore the roles of public institutions and services in society. Develop skills to participate in democratic processes and understand their rights and responsibilities.	*"Pupils should know that money can be lost or stolen and the importance of keeping it safe."* *"Pupils should recognise that there are risks in using money online and know how to manage them."* *"Pupils should understand the impact of financial decisions on themselves and others."* Young Money (Young Enterprise) *"That money can be gained and lost in different ways and the importance of keeping it safe."* *"How to recognise and respond to unsafe or suspicious situations involving money, gifts, or online contact."* *"That some online content and contacts can be harmful or misleading and how to protect personal information."* PSHE Association Programme of Study (2023 update) – Economic Wellbeing and Being Safe: *"Pupils should understand that people can use technology to manipulate, persuade or threaten them."* *"They should know how to recognise suspicious or manipulative online contact and where to seek help."* *"Pupils should understand how personal information, including financial details, can be used fraudulently."* *"Pupils should know that online relationships, including those involving money or gifts, can be exploitative."* Education for a Connected World Framework (UKCIS, 2023 update) *"All staff should be aware that children can be at risk of abuse or exploitation online, including through the use of technology, social media, or gaming."* *"Children should be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum."* *"Online safety teaching should be embedded across the curriculum and ensure pupils understand the risks associated with sharing personal information and images."* KCsiE	Santander - Financial Education Lesson 1: Look After It! Lesson Pack – Ages 9-11 Santander - PSHE: LKS2 Money Matters - Lesson Pack 4 What is Fraud? Mind Map Safer Internet Day 2025: Online Scams: What Should I Do? KS2 Digital Sparks: Digital Citizenship 4: Digital Discoveries Magazine

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Global consensus on content and pedagogy:

Globally, there is a strong consensus that financial education for ages 11–14 should go beyond simple money management to develop financial capability, critical thinking, and social responsibility. Frameworks such as the **OECD (PISA)** and programmes like Aflatoun International and MoneySmart Australia agree that early adolescence is a crucial stage to link personal finance to real-world contexts, rights, and responsibilities. At this age, learners are expected to understand saving, spending, budgeting, and the concept of earning and managing income – but also to explore enterprise, fairness, and the impact of financial choices on society and the environment.

The emphasis is on active, experiential learning (such as budgeting challenges or enterprise projects) that builds practical skills and positive attitudes – confidence, resilience, responsibility, and ethical awareness. Globally recognised good practice (from Singapore's *MoneySense,* Australia's *Moneysmart,* and Aflatoun's *Aflateen* programme) recommends that teaching should be embedded across subjects, use interactive and gamified approaches such as simulations, digital tools, and role-play to make learning engaging and relevant, and link financial wellbeing with personal development and citizenship.

Importantly, international frameworks stress the need for inclusive, equitable delivery, ensuring that financial education reaches the most vulnerable learners, including those from low-income families or marginalised groups, so that all young people can build the knowledge, confidence, and agency needed to participate fully and safely in the financial world.

Prior knowledge, understanding and competencies

By the end of Key Stage 2, pupils have developed a secure understanding of how money works in everyday life and the wider economy. They learn how to manage money responsibly through budgeting, saving, and understanding that financial choices have real-world consequences. Pupils can explain how banks, interest, and taxes function, recognise different ways of earning income, and appreciate the importance of fairness and equality at work.

Through enterprise activities, they gain experience of planning, teamwork, and ethical decision-making, while learning how consumer choices affect people and the planet. They also build financial wellbeing and resilience by managing risk, recognising scams, and using money safely both online and offline. This foundation prepares them to engage with more complex financial, economic, and ethical issues at Key Stage 3 – connecting money management to identity, opportunity, and global citizenship.

Progression in knowledge, understanding and competencies at this key stage

By the end of Key Stage 3, pupils develop a confident, responsible, and critically aware approach to money, work, and financial wellbeing. They move from understanding basic financial concepts to applying them independently – budgeting, comparing, and managing money safely in both physical and digital environments. Pupils explore employment, self-employment, and enterprise, learning about fair pay, rights, and the contribution of work to society. They develop teamwork, communication, and leadership skills through practical projects, while recognising the ethical and environmental impacts of financial decisions.

Financial education at this stage connects numeracy, PSHE, and safeguarding: pupils learn to recognise and resist financial exploitation, manage emotional influences such as stress or gambling risks, and make informed, ethical choices. The programme fosters resilience, integrity, and empathy, preparing pupils for future economic participation and responsible digital citizenship.

Alignment with national educational policies (statutory and non-statutory)

This Key Stage 3 financial education programme aligns closely with key national education policies and statutory frameworks. It supports Ofsted's Education Inspection Framework (2024) by promoting *Personal Development* through the cultivation of confidence, resilience, fairness, and responsible citizenship. It fulfils RSHE statutory guidance by teaching pupils how to recognise and manage financial risk, coercion, and online influence, supporting their wellbeing and decision-making.

The programme reinforces Keeping Children Safe in Education (KCSIE, 2024) by addressing financial exploitation, money mule activity, scams, and digital grooming as safeguarding concerns. It also aligns with UKCIS's Education for a Connected World (2024) by building digital literacy, online safety, and critical thinking about financial data and marketing. Through links to Citizenship, PSHE, and Computing, this curriculum embeds statutory expectations for economic, digital, and emotional competence: empowering pupils to act safely, ethically, and confidently in an increasingly digital financial world.

Alignment with global best practice

OECD (PISA) – Financial competence framework for children and youth in the European Union: Recognises youth financial literacy as a global policy priority across 130+ economies; supports coordinated national strategies and cross-sector collaboration; focus: ensuring early access to financial capability education through schools and communities. Defines four core learning domains: Money & Transactions; Planning & Managing Finances; Risk & Reward; The Financial Landscape. Includes cross-cutting themes: digital finance, sustainability, entrepreneurship, and citizenship. Promotes progressive, developmental learning outcomes from early primary through adolescence.

OECD (2014) – Financial Education for Youth: The Role of Schools: Highlights that "youth face increasing financial risks given access to products at a younger age."; recommends that schools provide structured, age-appropriate financial curricula integrated across subjects; encourages partnerships with families and financial institutions to make learning relevant and practical.

Aflatoun International – Aflateen Framework (Ages 11–18): Focuses on social and financial education as a combined model. Learners should be able to: understand and reflect on their values, rights, and responsibilities in economic life; budget, save, and spend responsibly towards goals; explore enterprise projects and how work contributes to community wellbeing; apply planning and reflection through experiential, peer-led activities.Promotes active, participatory learning through clubs, projects, and reflection journals.

The Australian Curriculum – Consumer and Financial Literacy Framework: embeds financial literacy across multiple learning areas: Mathematics, Humanities & Social Sciences, Technologies. Key content: personal finance, roles and responsibilities, the economic environment, and enterprise. Promotes using financial literacy as a context for cross-curricular learning rather than a standalone subject.

Singapore – MoneySense Initiative: A national programme launched in 2003 to ensure citizens "know their rights and responsibilities, make informed financial decisions, and plan well for their future." Financial literacy is embedded in the school curriculum (social studies, civics) and supported by interactive learning tools.

OECD and **World Bank** both highlight the role of home–school partnerships, as evidence shows children who talk about money at home develop better financial capability and confidence. Through its education strategy and research (e.g. *World Development Report 2018*), the World Bank emphasises that foundational learning, real-life contexts and effective instructional methods matter for later outcomes.

Toolkit topic	Core knowledge & understanding	Skills	Attitudes & Values	Behaviours	Alignment with National Curriculum & exam specifications	Alignment with national frameworks (not NC)	Twinkl related resources
Banking/ financial services	**Banking Basics:** Different types of bank accounts (current, savings, ISAs). How to open an account, what ID/proof is required. The role of banks in keeping money safe. **Borrowing & Credit:** Credit cards – how they work (minimum payments, interest). Overdrafts – what they are, and risks. Mortgages & loans – basics of long-term borrowing. Interest rates – how they make borrowing more expensive **Digital & Everyday Transactions:** Online banking & mobile apps. Standing orders and direct debits (regular payments). Contactless and mobile payments (Apple/ Google Pay). International payments & currencies (when travelling/online shopping). **Savings & Investment:** Interest on savings accounts – how money can grow. Difference between saving and investing. Very simple intro to shares and pensions (long-term wealth building). **Financial Services Beyond Banks:** Building societies, credit unions. Insurance (why people insure homes, cars, health).	**Functional numeracy:** Calculate and compare interest rates, loan repayments, and savings growth (simple and compound interest). Evaluate financial options (e.g. savings vs borrowing) based on risk, reward, and long-term goals. **Functional literacy:** Interpret bank statements, account summaries, and repayment schedules. **Digital literacy:** Navigate online banking safely; understand secure payment systems (encryption, two-factor authentication). Manage mobile payments and budgeting apps responsibly. **Manage risk:** Identify potential financial risks (debt, fraud, data theft, scams). Apply problem-solving to hypothetical scenarios (missed payments, fluctuating interest rates).	**Awareness:** Reflect on how personal habits and emotional drivers influence financial choices. **Confidence:** Building self-assurance in handling one's own financial affairs, from managing a bank account to understanding statements.	**Financial responsibility:** Keeping track of money using bank apps, statements, and budgets. Choosing secure passwords and safe online practices when managing digital payments. Paying attention to fees, terms, and repayment schedules before committing to financial products. Comparing options before choosing financial products or services. Seeking advice or guidance (e.g. from MoneyHelper, Citizens Advice) when unsure.	**Maths:** *"Solve problems involving percentage change... and simple interest in financial mathematics"; use of unit pricing, ratio, proportion for value comparisons.* **Computing:** *"Use technology safely, respectfully and responsibly... securely, including protecting their online identity and privacy.*	Know how different financial services (e.g. banks, building societies, credit unions) help people manage their money. Understand that borrowing money involves repayment and interest, and that different forms of borrowing have different risks. Know how to keep money safe, including when using online and mobile banking. Recognise how savings and investments can help achieve goals and how interest works both ways (saving vs borrowing). Understand the role of different providers and products, including insurance and credit unions. **Money & Pensions Services KS3 Framework:** How to manage money (accounts, budgeting tools, standing orders/DDs) Becoming a critical consumer (fees, T&Cs, comparing offers, international payments) Managing risks & emotions (overdrafts, credit cards, fraud/ scams) Money's role in life (banks vs building societies/credit unions; insurance; pensions, basics of investing). (Use the 11–14 age-band descriptors to set outcomes for each sub-topic.) **Young Money (Young Enterprise)** The different ways in which people pay for things, including the use of money, credit and debit cards. How people make decisions about spending and saving money and the importance of tracking what they spend. Values and attitudes relating to finance, including saving, spending and budgeting. How to make independent financial decisions and use financial information and guidance to help them do so. How to use banking and saving services safely and responsibly, including online. How to evaluate financial products and services (e.g. loans, credit cards, insurance, pensions). The role of money in people's lives, including how it can affect wellbeing and relationships. **PSHE Association Programme of Study (2023 update) KS3 Living in The Wider World**	**Santander - Maths & Money: Understanding Mortgages, Loans and Interest Rates Game** **Santander - Maths & Money - Understanding investments** **Santander - Different Types of Bank Accounts** **Santander - Different Types of Savings Accounts** **Currency Exchange Worksheet**
Budgeting/ money management	**Evaluate trade-offs between short-term wants and long-term goals.** **Budgeting Basics:** Create a personal budget for weekly/ monthly income and expenses (e.g. pocket money, part-time earnings, travel, phone) Understand the difference between fixed costs (rent, bills, subscriptions) and variable costs (food, leisure, shopping). Factor in unexpected costs (repairs, emergencies) **Managing Debt & Commitments:** Build awareness of regular financial commitments like direct debits and subscriptions. Understand how debt repayment affects budgeting (credit card bills, loans). Explore the consequences of not keeping to a budget (overdrafts, missed payments, financial stress). **Tools & Technology:** Learn about budgeting apps, online banking tools, spreadsheets.	**Functional numeracy:** Calculate income, expenses, and savings; differentiate between fixed and variable costs; manage simple budgets or apps. **Risk management:** Compare spending options, assess consequences of overspending or debt, and revise budgets accordingly. Identify potential financial risks (scams, missed payments, impulse buying) and plan preventative strategies. **Functional literacy** **Digital literacy:** Use online tools, banking apps, and technology securely to manage money and track spending.		**Planning and goal setting:** Set financial priorities, apply "pay yourself first," and plan for unexpected costs or emergencies. **Self-regulation:** Resist impulse spending; think before buying. Adjust plans when faced with unexpected expenses or changing priorities. **Resilience:** Accept mistakes or setbacks as learning opportunities and adjust plans accordingly.	**Maths:** Pupils should *"use standard units of money, including conversions,"* and *"solve problems involving percentage change, including percentage increase and simple interest in financial mathematics."*	**Pupils should learn:** *"How to make independent financial decisions."* *"How to use banking and saving services safely and responsibly."* *"How to manage risk and understand the consequences of financial decisions."* **PSHE Association (Living in the Wider World, KS3):** Core theme: *How to manage money* – Students should *"develop practical skills for managing money day-to-day, including budgeting, saving, borrowing and spending."* Core theme: *How to keep money safe* – *"Recognise financial risks and know how to plan for emergencies."* **Money and Pensions Service (MaPS) Financial Education Guidance for Secondary Schools (2021):** *"Create and use a simple budget to manage income and expenditure."* *"Explain how to make informed spending and saving choices."* *"Understand the implications of borrowing and debt."* **Young Money (Young Enterprise)** Understanding money's functions, forms, and digital payments; recognising financial institutions. Navigating online financial products and risks.	**Santander - An Introduction to Budgeting** **Money and Budgeting PowerPoint** **Spending and Budgeting Spreadsheet** **Simple Budget Tracker - Planner Insert**
Money & work	**Employment & Self-Employment:** Understand different forms of work –employment, self-employment, freelancing, and the gig economy –and their respective legal and financial responsibilities (e.g. contracts, tax, insurance). **Pay & Conditions:** Understand different pay structures: salary, hourly wage, commission, bonuses, and overtime. Know about the [illegible]	**Functional numeracy and literacy:** Interpret payslips, understand deductions (tax, National Insurance, pensions), and link earnings to budgeting and financial planning **Careers & skills:** Job research, understanding the labour market and skills gaps. [illegible]	**Respect and appreciation:** Value different types of work, paid or unpaid, and understand how roles contribute to society. Appreciate diversity in jobs, skills, and career choices. Understand that paying taxes and working responsibly helps communities thrive. [illegible]	**Employability behaviours:** Demonstrate reliability, punctuality, teamwork, and effort in simulated or real work tasks. **Goal-setting:** Take responsibility for their own goals, persistence, and reflection in learning or part-time work. **Help-seeking:** Know how to seek advice about employment rights or unfair treatment (e.g. Citizens Advice, [illegible]	**Citizenship:** Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.	*"Explain how income is earned through work and other sources."* *"Understand payslips, including deductions for tax and National Insurance."* *"Describe the role of work in contributing to society."* **Young Money (Young Enterprise)** Benchmark 2: Learning from career and labour market information – Students use examples of local and national sectors. Benchmark 3: Addressing the needs of each pupil – Exploration of diverse [illegible]	**Santander - Income Tax and National Insurance Contributions** **Future Career Worksheet** **Salaries And Wages Worksheet** **Life Skills: Applying for Work - Career Skills Resource Pack** **Employability Skills Audit** **Employment Rights and Responsibilities in the UK Lesson Pack** **Protected Characteristics** [illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible] shopping. **Marketing, Influence & Data Awareness:** Recognise how advertising, influencers, and algorithms shape consumer behaviour. Understand persuasive marketing techniques like scarcity, urgency, and personalisation. Apply this awareness to make ethical, informed, and self-regulated spending choices. **Digital Consumer Risks:** Identify and protect against scams, phishing, fake websites, identity theft, and online fraud. Understand safe online practices – secure sites, trusted sellers, strong passwords, and privacy settings. Recognise risks in digital games and apps (e.g. loot boxes, in-app purchases, digital currencies).	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mindset, wellbeing, healthy habits	**Influences on Money Attitudes:** Understand that beliefs and behaviours around money are shaped by family, culture, media, and peers. Recognise how social comparison and online influence can lead to pressure to spend or appear successful. Recognise how emotions such as stress, envy, or excitement can affect money choices, e.g. impulse spending, risky online purchases, or gambling. Learn strategies for mindful spending, managing stress, and delaying gratification **Financial Wellbeing & Resilience:** Understand the link between money and mental health – that financial stress can cause anxiety but managing money well builds confidence and control. Recognise resilience as the ability to recover from mistakes, plan ahead, and adapt to change **Help-Seeking & Support:** Identify how and where to get help for financial or emotional concerns – from trusted adults, banks, or organisations such as MoneyHelper, Refuge, Childline, or CEOP. Know that asking for help shows responsibility, not weakness.	**Digital & Media Literacy:** Analyse how family, culture, social media, and peers shape financial attitudes. Identify bias and unrealistic portrayals of wealth or success online. Questioning online trends or peer pressure before spending. Reflect on personal influences and make independent, informed choices.	**Self-awareness:** Recognise emotional triggers (stress, envy, excitement) that affect financial behaviour. Recognise early signs of financial manipulation, coercive control, or exploitation **Confidence:** Learning from mistakes. To make responsible decisions even when under pressure.	**Self-regulation:** Apply self-regulation and delay gratification **Resilience:** Apply problem-solving to financial setbacks (e.g. unplanned costs, debt). Build coping strategies for financial stress **Help-Seeking:** Identify reliable sources of help for financial or emotional difficulties. Communicate concerns clearly to trusted adults or organisations. Recognise stigma and barriers that prevent seeking help. Contact a trusted adult or helpline (MoneyHelper, CEOP, Childline) when needed. Offers non-judgemental support to peers. Shares accurate information about financial safety.	**RSHE**: "The benefits of self-care and strategies to build resilience." **Citizenship:** Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.	*"How to manage influence and make independent choices."* *"About gambling, debt, and financial stress, and how to seek help."* *"Strategies for managing pressure, including online, and making safe choices."* **PSHE Association (KS3 – Living in the Wider World / Health & Wellbeing):** *"Identify and manage financial risks and pressures, including gambling and scams."* *"Recognise that emotional and social factors influence money management."* *"Know how and where to access help and advice about financial problems."* *"Recognise that emotions and social factors influence money management."* *"Know how and where to access support for financial problems."* **Young Money (Young Enterprise)** *"Understand the impact of online influence, persuasive design, and behavioural targeting on spending and gambling."* **UKCIS – Education for a Connected World (2024):** Schools must ensure that *"children are taught about safeguarding, including online, through teaching and learning opportunities."* **KCSIE (2024):** "Develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally healthy." "Help pupils know how to keep physically and mentally healthy, including through economic wellbeing." "Develop responsible, respectful and active citizens." **Ofsted Education Inspection Framework (EIF, 2024) – *Personal Development:*** *"All staff should be aware of indicators of child criminal exploitation, including through financial coercion and online grooming."* *"Schools should teach children how to stay safe online, including the safe management of personal data and financial information."* **Keeping Children Safe in Education (KCSIE, 2024**	**What Are Microtransactions? UKS2 PowerPoint and Discussion Pack** **What Is Gambling? PowerPoint** **The Psychology of a Scam Reading Comprehension (ESL adult resource)** **Stress and Anxiety Activity Pack** **Teenager's Guide on How to Cope with Feelings** **Older Learners: Impulse Control Activity**
Safeguarding/ staying safe	**Digital Literacy & Fraud Awareness** **Financial Exploitation & Money Mules:** Understand that letting others use your bank account – even without criminal intent – is illegal and can lead to serious long-term consequences (e.g. frozen account, criminal record). **Financial Control, Exploitation & Gambling Risks:** Know that money can be misused to control or exploit others, including financial grooming, coercion, or manipulation online and in relationships. Recognise gambling and gaming-related spending (loot boxes, betting, in-app purchases) as financial risks that can lead to loss, addiction, or harm Recognise signs of addiction or compulsive spending, and the effects of gambling on mental health, relationships, and debt. Understand that everyone has a right to feel safe and in control of their money. **Scams & Fraud Awareness:** Recognise how scammers exploit social media, gaming platforms, influencers, and fake job or investment offers. Learn how to verify legitimacy (check URLs, secure payment systems, business credentials) and report fraud via trusted channels (Action Fraud, CEOP, banks). **Gambling & Gaming Risks:** Understand how gambling operates (odds, house advantage, variable reward systems) and how gaming features such as loot boxes or "skins betting" mimic gambling. **Digital Identity & Security:** Understand how personal data is collected and monetised online. Know how to **secure accounts** with strong passwords, multi-factor authentication, and privacy settings. Recognise the risks of sharing financial or personal details and understand how banks and individuals share responsibility for protecting accounts. **Subscriptions & Auto-renewals:** Learn how digital contracts work, including free trials, renewal clauses, and cancellation rights. Understand how to manage recurring payments, and recognise how in-app purchases and design features (rewards, time pressure, "fear of missing out") can encourage overspending.	**Risk management:** Identify the risks and legal consequences of letting others use your bank account. Recognise recruitment tactics (social media offers, peers, "easy money" scams). Recognise the signs of financial grooming, coercion, or manipulation in relationships. Identify patterns of compulsive or addictive behaviour in spending or gambling. **Digital & media literacy:** Analyse how scammers operate through digital channels (social media, email, gaming, influencers). Verify legitimacy using security checks (URLs, official sites, trusted sources). Know how to report fraud via official channels (Action Fraud, CEOP, banks). Identify renewal clauses, free trial traps, and recurring payments. Manage app-based or family-linked spending responsibly.	**Respect** for law and community safety. Value for transparency and informed consent. **Empathy** for those affected by financial abuse or gambling harm. **Resilience** to peer or online pressure.	**Digital & online safety:** Apply secure online habits – strong passwords, 2FA, privacy settings. Protecting bank details or allowing access to personal accounts. **Help-seeking:** Ask trusted adults for advice when unsure about spending or online offers. **Empathy:** Understanding that scams and coercion can harm others, and showing care for those affected. **Community-mindedness:** Looking out for peers and encouraging others to stay safe and act responsibly with money. Discusses spending decisions with parents or guardians when unsure.	**RSHE (Statutory Guidance 2020 / 2024):** Under Online and Media: Pupils should know: "How information and data is shared and used online." "How to identify risks, harmful content and contact, and how to report concerns." "The impact of viewing harmful content." Under Respectful Relationships and Being Safe: Pupils should know: "What constitutes coercive control and exploitation." "How to recognise and respond to unsafe or harmful situations." **Computing:** Pupils should be taught to: *"Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy."* *"Recognise inappropriate content, contact and conduct, and know how to report concerns."* **Citizenship:** Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.	*"How to assess and manage risk in relation to financial decisions."* *"How to manage influence and make independent choices, including around gambling and advertising."* *"How to recognise, challenge, or seek support for coercive or exploitative behaviour."* **PSHE Association (11–16, Living in the Wider World):** *"Recognise and manage financial risks, including scams, fraud, and coercion."* *"Understand that poor financial decisions can have legal and emotional consequences."* *"I know how to recognise and avoid potentially fraudulent situations when dealing with my money, including how to protect my PIN/passwords and keep my card details and online identity safe."* *"I can describe the relationship between risk and reward in different financial contexts e.g. saving, investing, borrowing and gambling, and how my emotions may drive my financial decisions."* *"I know some different ways in which companies and individuals may try to influence my savings and spending. I can demonstrate ways to resist unwanted pressure to save or spend my money unwisely."* **Young Money (Young Enterprise)** *"Understand how digital platforms use data to influence financial behaviour."* *"Recognise the commercial and gambling-like nature of online features (loot boxes, in-app purchases)."* *"Apply safe, responsible, and critical use of digital financial tools."* **UKCIS – Education for a Connected World (2024):** Financial exploitation (e.g. money mules, online coercion) is a form of child criminal exploitation (CCE). Schools should teach pupils "how to recognise and report exploitation, grooming, or coercion, including in online contexts." **KCSIE (2024):** *"That money can be gained and lost in different ways and the importance of keeping it safe."* *"How to recognise and respond to unsafe or suspicious situations involving money, gifts, or online contact."* *"That some online content and contacts can be harmful or misleading and how to protect personal information."* **PSHE Association Programme of Study (2023 update) – Economic Wellbeing and Being Safe:** *"Pupils should understand that people can use technology to manipulate, persuade or threaten them."* *"They should know how to recognise suspicious or manipulative online contact and where to seek help."* *"Pupils should understand how personal information, including financial details, can be used fraudulently."* *"Pupils should know that online relationships, including those involving money or gifts, can be exploitative."* **Education for a Connected World Framework (UKCIS, 2023 update)** *"All staff should be aware that children can be at risk of abuse or exploitation online, including through the use of technology, social media, or gaming."* *"Children should be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum."* *"Online safety teaching should be embedded across the curriculum and ensure pupils understand the risks associated with sharing personal information and images."* KCsiE	**Your Digital Footprint** **Should Video Game Loot Boxes Be Considered Gambling? Debate Topic Pack** **How Influencers Shape Consumer Trends - Listen and Discuss (Adult resource)** **Child Exploitation Fact Sheets** **Safer Internet Day 2025: What to Do If Someone I Know Is Being Exploited SEND Older Learners** **Safer Internet Day 2025: Phishing and Staying Safe Online SEND Older Learners**

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Global consensus on content and pedagogy

For 14-16 year olds, international best practice recognises that young people must move from understanding financial ideas to applying them with confidence and independence. Global frameworks – including the OECD (PISA) /INFE's Financial Education for Youth, the EU–OECD Financial Competence Framework for Children and Youth (2023), and the World Bank's Financial Capability Strategy – agree that financial education for ages 14–16 should build practical competence in managing money, budgeting, saving, borrowing, and recognising risk.

Effective programmes, such as Australia's MoneySmart, Singapore's MoneySense, and Scotland's Curriculum for Excellence, embed financial learning across subjects like maths, PSHE, and digital literacy, using active, experiential approaches such as simulations, enterprise projects, and case-based learning to make financial decision-making real and relevant. These frameworks stress that financial capability is inseparable from wellbeing, ethics, and citizenship. Students learn not only how to budget and plan but how to act responsibly in a digital economy, make ethical spending choices, and manage risks such as gambling, debt, and online scams.

The OECD and Aflatoun International further highlight the importance of inclusion and agency – ensuring that all learners, particularly those from disadvantaged backgrounds, develop confidence, resilience, and critical thinking about money. Globally, the consensus is clear: by ages 14–16, financial education should be *applied, ethical, and inclusive* – equipping students to navigate adult financial life safely and sustainably, with integrity and independence.

Prior knowledge, understanding and competencies

At Key Stage 3, students build a strong foundation in financial capability by developing both practical and ethical understanding of money. They learn how banking and financial services operate, how to manage income and expenditure through budgeting, and how borrowing, saving, and interest affect personal finances. Pupils explore employment and self-employment, pay structures, taxes, and workplace fairness, linking these to community contribution and social justice. They gain enterprise experience through teamwork, leadership, and managing simple business projects, while studying consumer rights, digital transactions, and data security.

The KS3 framework also emphasises emotional and digital resilience – helping students understand how media, peers, and emotions influence money choices, and how to stay safe from scams, exploitation, or gambling risks. By the end of KS3, learners are confident, critical, and responsible participants in an increasingly digital financial world, ready to apply their knowledge to more complex real-life contexts at KS4.

Behaviourally, students move from supported decision-making to autonomous and ethical judgement, showing accountability, initiative, and informed risk management. They develop the ability to reflect critically on financial influences – from marketing and social media to peer pressure and digital manipulation – and to respond with integrity, fairness, and empathy. Attitudinally, they progress from curiosity and growing confidence in handling money to demonstrating financial maturity, resilience, and social responsibility, capable of balancing personal goals with ethical and sustainable choices.

Progression in knowledge, understanding and competencies at this key stage

Between Key Stage 3 and Key Stage 4, pupils make a significant shift from developing *foundational financial awareness* to demonstrating *independent, applied financial capability*. At KS3, learners acquire a secure understanding of how money functions in daily life – from budgeting, saving, and consumer awareness to recognising the emotional and ethical dimensions of money. They explore how attitudes, values, and relationships influence spending and saving, and how fairness, resilience, and teamwork support good financial decision-making. Learning at this stage focuses [illegible]

Scotland provides a practical framework for embedding financial education across the Curriculum for Excellence, ensuring all learners develop financial understanding, competence, responsibility, and enterprise through real-life, cross-curricular contexts. It emphasises inclusion, tackling financial exclusion and poverty, and promotes active, partnership-based learning – integrating numeracy, literacy, health and wellbeing, and technologies to build lifelong financial capability.

Aflatoun International – Aflateen Framework (Ages 11–18): Focuses on social and financial education as a combined model. Learners should be able to: understand and reflect on their values, rights, and responsibilities in economic life; budget, save, and spend responsibly towards goals; explore enterprise projects and how work contributes to community wellbeing; apply planning and reflection through experiential, peer-led activities. Promotes active, participatory learning through clubs, projects, and reflection journals.

The Australian Curriculum – Consumer and Financial Literacy Framework: Embeds financial literacy across multiple learning areas: Mathematics, Humanities & Social Sciences, Technologies. Key content: personal finance, roles and responsibilities, the economic environment, and enterprise. Promotes using financial literacy as a context for cross-curricular learning rather than a standalone subject.

Singapore – MoneySense Initiative: A national programme launched in 2003 to ensure citizens "know their rights and responsibilities, make informed financial decisions, and plan well for their future." Financial literacy is embedded in the school curriculum (social studies, civics) and supported by interactive learning tools.

Toolkit topic	Core knowledge & understanding	Skills	Attitudes & Values	Behaviours	Alignment with National Curriculum & exam specifications	Alignment with national frameworks (not NC)	Twinkl related resources
Banking/ financial services	Understand a wider range of financial products and services – e.g. current, savings, and student accounts; credit cards; loans; overdrafts; and mortgages. Explore how interest rates, credit scores, and financial history affect borrowing and long-term financial outcomes Understand digital banking security, fraud prevention, and consumer protection (FCA, FSCS, Ombudsman). Analyse how banks, fintech companies, and online platforms operate in the global economy, including ethical banking and investment. Compare the role of financial institutions vs alternative finance (e.g. buy-now-pay-later, crypto, peer-to-peer lending). **Investing & Financial Growth:** The difference between saving (low risk, short-term) and investing (higher risk, long-term). Basic investment types: shares (stocks), bonds, funds, property, pensions. How investment returns work – dividends, capital gain, compound interest. The concept of risk vs reward and that higher potential gains mean higher potential losses. Inflation and how it affects savings and investments. The role of time and diversification in managing risk.	**Functional numeracy:** Apply **numeracy and data interpretation** to real-world scenarios – calculating interest, repayment totals, or potential investment returns. Calculate **compound and simple interest** on savings, loans, and investments. Understand inflation, diversification, and compound growth through practical examples. **Functional literacy:** Read and interpret real-world financial documents, e.g. bank statements, payslips, loan agreements, credit card terms, investment summaries, and comparison tables. Identify key terms (APR, interest rate, balance, overdraft, compound interest) and understand their meaning in context. Interpret data in tables, charts, and graphs (interest rate changes, inflation, investment growth).	**Personal Responsibility:** Treating financial data as personal property. Confidence.	**Financial responsibility:** Approach borrowing and investing with caution, self-discipline, and long-term thinking. **Keeping safe:** Identify and use secure digital banking features – two-factor authentication, encryption, fraud alerts. **Risk Management:** Distinguish between saving and investing, understanding risk, return, liquidity, and time horizon.	**Maths (Ratio, Proportion and Rates of Change and Measures and Financial Mathematics):** "Solve problems involving percentage change, repeated proportional change, and simple interest in financial contexts." "Use standard units of mass, length, money and time, including with decimals." "Apply financial mathematics to practical problems." Solving problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics. **Assessment and Qualifications Alliance (AQA) GCSE Mathematics (8300) specification:** "Solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics." **The Welsh Joint Education Committee (WJEC):** "Students can expect to be assessed on… use standard units of mass, length, money and time, including with decimals." **Pearson Education Ltd. / Edexcel GCSE:** "Solve problems… involving multipliers over a given interval, for example, compound interest, depreciation, etc." **OCR** **Computing:** "Pupils should be taught to understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report inappropriate content, contact and conduct." **Citizenship: Citizenship Curriculum (KS4)**: "The legal system in the UK, different sources of law and how the law helps society deal with complex problems" **English:** This aligns with KS4 English expectations to read and write a wide range of non-fiction texts (letters, articles, speeches), which can include financial and transactional contexts. **Ofqual Functional Skills Standards (English & Maths, 2019)** – applying reading, writing, and mathematical reasoning to everyday financial contexts.	**L16–L21:** *"Learn how to manage risk in relation to financial decisions and debt."* *"Learn how to access financial support and advice."* *"Understand the role of money in people's lives, attitudes to spending and saving, and how to become a critical consumer."* *"Understand financial contracts, credit and debt, and how to protect against fraud."* **PSHE Association Programme of Study (KS4 – *Living in the Wider World*)** **KS4 descriptors:** *"Understand how to manage credit and debt responsibly."* *"Know how interest rates affect borrowing and saving."* *"Understand the link between personal finance, the economy, and long-term wellbeing."* **Young Money (Young Enterprise UK) – Financial Education Planning Framework (Ages 14–16, 2020 update):** *"Compare financial products," "Recognise risk and reward in saving and investment," "Understand the impact of interest rates on loans and savings," and "Demonstrate ethical and sustainable financial choices."* *"Interpreting written and numerical financial information – key competency for 15-year-olds."* OECD (PISA) – Financial competence framework for children and youth in the European Union	Santander - Credit Scores Santander - Steps to Buying Your First Home Green Banking and Ethical Investments - Read and Discuss (Adult resource) Student Loans Resource Pack (KS5 resource) Simple and Compound Interest KS4 Foundation Walkthrough Worksheet Inflation Walkthrough Worksheet
Budgeting/ money management	**Apply independent judgement to complex financial decisions involving risk and return.** Develop and manage a personal financial plan, including income (e.g. part-time work, student loans), expenditure, savings, and debt. Learn how to calculate and compare interest rates (APR, AER) and understand inflation's impact on purchasing power. Apply numeracy in real-life contexts (renting, bills, transport, insurance, phone contracts). Evaluate financial tools (apps, spreadsheets, budgeting software) for managing income and spending. Understand consequences of debt, missed payments, and credit misuse; know where to seek help.	**Functional numeracy:** Use digital financial tools to plan, monitor, and evaluate financial decisions effectively. Calculate simple and compound interest, loan repayments, and inflation-adjusted prices. Use ratio, percentage change, and proportional reasoning in budgeting and financial comparison. Interpret bills, payslips, and contracts using numerical and textual data. **Risk management:** Recognise financial risks – such as debt accumulation, overspending, or reliance on credit – and understand protective strategies (budgeting, emergency funds, seeking help). **Functional literacy:** Apply literacy in real-world contexts like rent, utilities, travel, and insurance. Communicate financial information clearly, e.g. preparing a simple financial report, budgeting spreadsheet, or letter querying charges. Evaluate financial products using comparison sites and plain-language summaries. **Digital literacy:** Use financial apps, online calculators, and spreadsheet formulas to track income/ expenditure. Analyse spending trends and adjust plans using digital tools. Recognise risks in online budgeting tools (data privacy, scams, app permissions).	**Integrity:** Honesty in recording, declaring, and managing income and expenditure.	**Planning and goal setting:** Demonstrates self-control and patience when saving toward goals. Builds an emergency savings buffer to reduce financial vulnerability. **Self-regulation:** Recognising emotional triggers that influence spending (peer pressure, stress, reward). **Help seeking:** Seeks reliable advice or help when facing financial strain (e.g. MoneyHelper, Citizens Advice, bank support).	**Maths:** "Pupils should develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts." **Citizenship:** "Pupils should be taught about the role of money and financial services, and how money can help achieve aspirations and affect wellbeing." "Pupils should be taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent." **RHSE**: "Pupils should learn about financial choices, budgeting, saving and managing risk, including understanding debt and financial stress." **Computing:** "They should be able to create and use digital tools to analyse data and model real-world scenarios." **English:** This aligns with KS4 English expectations to read and write a wide range of non-fiction texts (letters, articles, speeches), which can include financial and transactional contexts. **Ofqual Functional Skills Standards (English & Maths, 2019):** Applying reading, writing, and mathematical reasoning to everyday financial contexts. "Solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics." **Assessment and Qualifications Alliance (AQA) GCSE Mathematics (8300) specification:** "Solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics." **The Welsh Joint Education Committee (WJEC):** "Students can expect to be assessed on… use standard units of mass, length, money and time, including with decimals." **Pearson Education Ltd. / Edexcel GCSE:** "Solve problems… involving multipliers over a given interval, for example, compound interest, depreciation, etc." **OCR**	**Domains 2 (Planning & Managing Finances) and 3 (Risk & Reward):** *"Developing the ability to plan ahead, budget, and manage risks to financial stability."* OECD (PISA) – Financial competence framework for children and youth in the European Union *"Planning and managing money; making informed choices; managing risk and emotions."* **Young Money (11–19)** **Living in the Wider World:** *"Managing financial risk, budgeting effectively, and understanding the impact of financial decisions on wellbeing."* **Planning for the future:** Including saving, pensions, and long-term financial planning. **PSHE Association (KS4):** Applies numeracy and literacy to real-world financial contexts – interpreting data, reading documents, problem-solving, and communicating decisions. **Ofqual Functional Skills (English & Maths, 2019)**	Santander - Financial Support for Students at College or 6th Form National Minimum Wage and Living Wages Explained (Business tool) Santander - Steps to Buying Your First Home
Money & work	Analyse different employment types (contracts, freelance, self-employment, gig work) and their tax and insurance responsibilities. Understand routes after 16 – A levels, T Levels, apprenticeships, vocational study, and employment. Compare earnings potential, training costs, and funding options (e.g. student finance, bursaries, part-time work). Understand how wages are set, what affects pay in different industries, and the concept of supply and demand in the labour market. Learn how to read job adverts, understand contracts, and evaluate offers (salary, hours, benefits, deductions). Learn about professional behaviour, networking, and digital presence (e.g. CVs, online profiles). Develop awareness of workplace culture, expectations, and professional conduct. Explore career progression – how skills, qualifications, and experience influence opportunities and pay.	**Functional numeracy and literacy:** Compare salaries, deductions, and benefits using payslips or job listings. Analyse training and education costs versus earning potential (e.g. ROI thinking). Calculate tax, National Insurance, and pension contributions using real examples. **Careers & skills:** Identify strengths, interests, and values to inform career decisions. Interpret and compare job adverts, contracts, and employment offers. Create and evaluate professional documents (CVs, cover letters, online profiles). Develop interview, communication, and networking skills. Demonstrate adaptability, reliability, and initiative in simulated or real work settings. **Digital skills:** Build and manage a professional digital footprint. Evaluate online career information for credibility (e.g. job boards, LinkedIn, company sites). Use digital tools for CV design, online applications, and professional networking.	**Fairness and Equality:** Respecting diversity in the workplace and recognising bias or discrimination. **Resilience:** Responding positively to rejection, feedback, or setbacks in career development.	**Employability behaviours:** Appreciation of key behaviours for the workplace – communication, reliability, time management, responds positively to feedback, problem solving, **Self-management:** Prioritise personal wellbeing alongside financial and professional goals. Demonstrate self-regulation in goal-setting, reflection, and time management.	**Citizenship:** Understanding rights, responsibilities and duties of citizens. Pupils should be taught about the different roles and needs of workers, employers, and trade unions. **English:** Pupils should "write accurately, fluently, effectively and at length for different purposes and audiences." **Business Studies:** **AQA:** *Human resources and external environment* "Recruitment and selection of employees." "Motivation, remuneration, and training." "Training and development: the importance of skills to business success." "The impact of legislation on businesses, including employment and equality laws." **OCR:** "Different ways of working (part-time, full-time, temporary, freelance)." "Remuneration methods and factors influencing pay." "Motivation and the benefits of a motivated workforce." "Ethical considerations in recruitment, pay, and employee treatment." **EDEXCEL:** "The impact of legislation on businesses, including employment law." **Ofqual Functional Skills Standards (English & Maths, 2019:** Applying reading, writing, and mathematical reasoning to everyday financial contexts. **OCR Cambridge National in Enterprise & Marketing (J837)**: Learners consider ownership structures and legal responsibilities of different business types. **BTEC Level 2 Technical Certificate in Business Enterprise:** *Unit 1: Exploring Enterprise – covers types of business ownership and roles within businesses.* *Unit 2: Planning for and pitching an enterprise activity* – includes cash flow, profit, pricing, and cost management.	**Exploring Careers and Managing Transitions, Developing Yourself, and Learning About Work and Working Life:** Including employability, self-awareness, and labour market understanding. Manage transitions and adapt to change. Develop the skills and qualities needed to be employable. Learn about working life and what makes a workplace effective. **CDI Careers Development Framework (2021):** *"Pupils should learn about different types of employment, pay, and workplace rights, and how to make informed choices about work and study… Learn about the different types of employment, career pathways, and the skills needed to manage transitions."* **PSHE Association (KS4 – Living in the Wider World)** **Domain 1 (Money and Transactions) and Domain 4 (Financial Landscape):** *"Understanding work, income, and taxation as part of civic participation and wellbeing."* OECD (PISA) – Financial competence framework for children and youth in the European Union Benchmarks 2 (Learning from career and labour market information), 4 (Linking curriculum learning to careers) **Gatsby Benchmarks (2018)**	KS3/4 Career Development Display Pack What are T Levels? What Are Apprenticeships? Finding Apprenticeships in the UK Santander - Income Tax and National Insurance Contributions
Enterprise	Understand basic business structures (sole trader, partnership, company, social enterprise) and their financial and legal responsibilities. Develop financial skills to create a simple business plan – costs, revenue, breakeven, cash flow, and reinvestment. Explore funding sources – personal savings, loans, grants, crowdfunding, and investment. Explore how entrepreneurs identify opportunities, solve problems, and create value. Understand the difference between profit-driven, social, and sustainable enterprises. Analyse real-world case studies of local, national, or global entrepreneurs. Learn the process of developing a business idea – from concept, research, and prototyping to presentation or "pitch." Understand entrepreneurship, profit reinvestment, and ethical business principles. Explore financial and reputational risks in running a business. Learn how to adapt when plans fail – problem-solving, iteration, and resilience. Apply risk assessment and contingency planning to small projects.Recognise that failure can be a key part of innovation.	**Functional numeracy:** Develop business plans, calculating costs, revenue, profit, cash flow, and breakeven. Analyse funding options, comparing personal savings, loans, grants, crowdfunding, and investment for suitability and risk. Build and monitor simple budgets, forecasts, and investment scenarios. **Problem-solving and creative thinking** to generate, refine, and pitch business ideas. **Risk management:** Learn to anticipate and respond to financial and reputational challenges.	**Confidence:** Take calculated risks, act on ideas, and lead small projects. **Creativity:** Explore new solutions, products, or ways to improve existing systems. **Growth mindset**: Understand that innovation often involves trial, error, and reflection. **Social responsibility**: Understanding that enterprise can improve communities, not only generate profit. **Respect and inclusion:** Valuing diverse perspectives in teams and appreciating global enterprise ethics.	**Teamwork & Collaboration:** Take on defined roles (leader, marketer, finance manager, designer) and resolving conflicts constructively. **Planning and organisation**: Setting goals, scheduling tasks, and managing project timelines. **Communication and presentation**: Articulate ideas clearly in written, verbal, and digital forms (e.g. pitching). **Accountability:** Handling money, meeting deadlines, and fulfilling commitments.	**EDEXCEL business studies:** "Develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions…the role of business enterprise, spotting business opportunities, sources of finance, business costs, revenues and profit, and business ownership types (sole trader, partnership, company)." **OCR Cambridge National in Enterprise & Marketing (Level 1/2 for ages 14-16):** Explicitly focuses on enterprise and marketing, including designing business proposals, funding sources, and pitching businesses. **Maths:** "Use standard units of mass, length, money and time, including with decimals." "Apply financial mathematics to practical problems." **OCR Cambridge National in Enterprise & Marketing (J837):** Learners consider ownership structures and legal responsibilities of different business types. Learners prepare budgets, calculate costs, and forecast revenue…includes funding for start-up and growth. Spotting business opportunities, product development. Learning how to pitch to an audience, reflecting on performance. Recognising and managing financial and operational risk. **BTEC Level 2 Technical Certificate in Business Enterprise:** *Unit 1: Exploring Enterprise* – develops innovation and problem-solving through research and case studies. *Unit 2: Planning for and pitching an enterprise activity*: includes cash flow, profit, pricing, and cost management; explores different funding methods for enterprises; *planning for and pitching an enterprise activity* – core practical project element with team pitch; earners reflect on successes, challenges, and adaptations. **NCFE Level 2 Certificate in Developing Enterprise Skills:** *Unit 1: Understanding enterprise and entrepreneurship* – explores enterprise concepts and organisational types. *Unit 2: Planning an enterprise activity* – focuses on developing a business plan with income/ expenditure forecasting. *Unit 3: Sources of support and finance for enterprise* – learners compare formal and informal finance options. *Unit 4: Innovation and creativity in enterprise* – explores how creativity supports entrepreneurship. *Unit 5: Social enterprise* – explores how businesses can meet social needs while being profitable. *Unit 2: Planning an enterprise activity* – learners design, deliver, and evaluate an enterprise project. *Unit 6: Managing risk and problem solving in enterprise* – focuses on resilience and iterative improvement.	Entrepreneurship, risk awareness, financial planning, ethical behaviour. OECD (PISA) – Financial competence framework for children and youth in the European Union Initiative, teamwork, financial capability, responsible leadership. **Young Money (Young Enterprise UK) – Financial Education Planning Framework (Ages 14–16, 2020 update)**	How to Write a Good Business Plan Crowdfunding: How Ordinary People Fund Big Ideas - Listen and Discuss (Adult resource) Young Entrepreneurs - Significant Others Research an Entrepreneur Worksheet Entrepreneurs Throughout History (Scottish curriculum resource) Entrepreneur Skills & Qualities Activity Sheet (Scottish curriculum resource)
Consumer awareness & rights	Deepen understanding of consumer rights legislation (Consumer Rights Act 2015, digital content rights, and data protection). Recognise how to resolve disputes – using Ombudsman services, Trading Standards, or ADR schemes. Understand consumer rights when using financial products – e.g. the right to clear information, to cancel within a "cooling-off" period, and to complain or seek redress via the Financial Ombudsman Service. Understand how data is used in financial services (e.g. for credit scoring, targeted advertising, or risk profiling). Financial Products and Mis-selling: Awareness of rights when buying financial products, such as credit, insurance, or investments. Understand online contracts, auto-renewals, and subscription traps. Recognise the influence of digital marketing, algorithms, and "dark patterns" on consumer behaviour.	**Functional literacy:** Reading and understanding terms and other financial documentation carefully before agreeing. **Communication:** Seeing resolution as a process, not confrontation.	**Respect** for lawful processes. **Critical awareness:** Questioning how and why data is used; recognising influence and bias.	**Keeping safe:** Adjusting privacy settings and permissions. Avoiding oversharing of financial or personal data online. **Financial Responsibility and Integrity**: Comparing multiple providers before purchasing. Reporting misleading or unethical marketing. Choosing financial products aligned with needs, not pressure. Keeping records of transactions and communications. Contacting appropriate authorities rather than resorting to social media or informal complaints.	**Citizenship Curriculum (KS4):** "The legal system in the UK, different sources of law and how the law helps society deal with complex problems" **Computing:** "Use technology safely, responsibly and securely, protecting their online identity and privacy." **English:** Reading non-fiction and media texts critically; writing for purpose and audience **RSHE Statutory Guidance (DfE, 2020):** Under *"The Internet and Media"* and *"Being Safe"* sections, pupils must learn how online interactions and marketing can influence behaviour and risk. **AQA GCSE Citizenship Studies (2024 specification)** **Theme 3: Politics and Participation:** "The role of citizens in democratic and voluntary groups, including consumer and pressure groups." "The rights and responsibilities of consumers and businesses in society." "How citizens can make use of their rights and responsibilities, including consumer and employment rights." **OCR GCSE Citizenship Studies** **Section: Rights, the Law and the Legal System in England and Wales:** "Rights and responsibilities within the legal system." "How laws affect citizens, including consumer and contract law." "The role of pressure groups and citizens in holding organisations to account." **Pearson Edexcel GCSE Citizenship Studies** **Theme C: How the Law Works:** "The importance of laws relating to consumer, employment and contract rights." "The role of government and regulators in protecting citizens, including the role of the Financial Conduct Authority and Ombudsman services." **WJEC GCSE Citizenship:** "Rights and responsibilities of citizens, including as consumers and employees." "The role of citizens and government in ensuring justice and fairness." **AQA GCSE Business (2024):** "The impact of consumer law (e.g. Consumer Rights Act 2015)." "The impact of employment law and government regulation." "How businesses interact with customers and respond to their rights." **OCR GCSE Business** **Unit R067: Business Activity, Marketing and People:** "The purpose of consumer protection laws." "How consumer law influences business decisions." "The role of stakeholders including customers." **Pearson Edexcel GCSE Business** **Theme 1: Investigating Small Business:** "The impact of legislation on businesses: consumer law, employment law, health and safety law."	Develops pupils' ability to manage money, recognise consumer rights, and assess financial and digital risk. **PSHE Association (Living in the Wider World):** Aligns with domains of Money and Transactions and Risk and Reward, promoting informed consumer decision-making and awareness of digital finance. OECD (PISA) – Financial competence framework for children and youth in the European Union Mirrors this focus with outcomes under Becoming a Critical Consumer and Staying Safe Online. **Young Money (Young Enterprise UK) – Financial Education Planning Framework (Ages 14–16, 2020 update)**	
Mindset, wellbeing, healthy habits	**Financial Stress and Mental Health Literacy:** Explore how *financial strain, debt, and uncertainty* affect stress, anxiety, and mental health – using real-life scenarios or case studies. Learn and apply coping strategies: planning ahead, seeking advice, mindfulness, talking about money openly, and accessing support networks (MoneyHelper, Mind, StepChange). Understand stigma and silence around money problems – challenge myths and normalise seeking help. Analyse how *social media, influencers, and cultural norms* shape identity, spending, and perceived self-worth. Discuss social comparison and the emotional impact of "wealth signalling" or debt-driven consumption. Develop media literacy: decoding advertising, "hustle culture," and unrealistic financial success narratives. Go beyond identifying risk: understand how variable reward systems in gambling, trading apps, and gaming exploit brain chemistry (dopamine, intermittent rewards). Learn about financial harm pathways: debt, secrecy, relationship breakdown, and mental health decline. Understand regulation and support: Gambling Commission, GamCare, and financial blocking tools. Explore *complex scenarios* involving financial manipulation in relationships, friendships, or online. Understand how coercion can happen through digital means – controlling passwords, monitoring accounts, or exploiting dependency. Practise help-seeking and boundaries – role-play safe refusal, reporting, and accessing support (Refuge, CEOP, bank safeguarding teams).	**Digital & Media Literacy:** Evaluate how social media and influencers shape perceptions of wealth, success, and value. Deconstruct marketing language and persuasive techniques, including "hustle culture," "get rich quick" content, and targeted ads. Assess reliability and bias in online financial content (sponsorships, affiliate links, influencer marketing). Healthy scepticism and critical curiosity toward online financial messages. Understand psychological mechanisms behind gambling, trading, and in-app purchases (variable rewards, dopamine triggers).	**Boundary setting:** Confidence and assertiveness in setting boundaries. **Empathy & respect:** Respect for others' differing financial circumstances and choices.	**Self-regulation:** Identify and describe emotions linked to financial stress, comparison, or debt. Analyse triggers for financial anxiety and apply coping strategies (planning, problem-solving, seeking help). Reflect on personal values and financial priorities in decision-making. Practising self-regulation when facing stress or temptation to overspend. **Staying safe:** Apply practical strategies to reduce harm (budgeting, limits, blocking tools, trusted conversations). Setting personal limits for spending and gaming. Using support tools such as bank restrictions or gambling blocks. Seeking early help when recognising signs of problem behaviour. Identify signs of financial manipulation, coercion, or abuse in relationships and online contexts. Practise assertive communication and safe refusal skills (e.g. "no," blocking, reporting). Know when and how to access help (Refuge, CEOP, banks' safeguarding teams). **Help-Seeking:** Identify trusted sources of advice (banks, charities, regulatory bodies). Communicate concerns clearly and appropriately in help-seeking situations. Navigate referral pathways for financial, emotional, or safeguarding issues.	**RSHE**: "How to talk about emotions accurately and sensitively, using appropriate vocabulary." "The link between physical and mental wellbeing and how to manage common difficulties." "That the media can misrepresent information and that most content is curated, edited or filtered." "How to be a discerning consumer of online information including recognising advertising and misinformation." "That there are different types of relationships, including online, and that abuse can occur within them." "How to recognise and report abuse, exploitation or coercion, including online." "Pupils should be taught about the benefits of rationing time spent online, the risks of excessive use of electronic devices, and the impact of online activity on financial wellbeing." "Pupils should be taught about the risks associated with online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online." **Citizenship:** "Pupils should be taught about the legal system, the justice system, and how laws affect citizens… about diverse identities and communities in the UK… and about the roles played by public institutions and voluntary groups in society." "The legal system in the UK, different sources of law and how the law helps society deal with complex problems."	*"Develop pupils' confidence, resilience, and knowledge so that they can keep themselves mentally healthy."* *"Help pupils know how to keep physically and mentally healthy, including through economic wellbeing."* *"Develop responsible, respectful and active citizens."* **Ofsted Education Inspection Framework (EIF, 2024) – *Personal Development:*** *"All staff should be aware of indicators of child criminal exploitation, including through financial coercion and online grooming."* *"Schools should teach children how to stay safe online, including the safe management of personal data and financial information."* **Keeping Children Safe in Education (KCSIE, 2024):** *"Recognising the link between financial decision-making and emotional wellbeing."* **PSHE Association Programme of Study (KS4):** *"Understand how technology impacts wellbeing, relationships, identity, and financial safety."* **Education for a Connected World (UKCIS, 2024):** *"Financial education should equip young people with the knowledge, skills, attitudes and behaviours necessary to make sound financial decisions and to become more resilient to economic and social change."* *"Financial education should promote responsible financial behaviour, including the ability to resist peer pressure and the influence of social media, and to recognise the emotional drivers behind financial decisions."* *"Youth should be encouraged to plan for the future, manage risk, and understand that setbacks are part of financial life."* OECD (PISA) – Financial competence framework for children and youth in the European Union *"Pupils should understand how financial decisions can affect wellbeing and how emotions influence financial behaviour."* *"Pupils should recognise that some financial products and behaviours carry risks that need to be managed, including gambling, debt, and fraud."* *"Pupils should develop the confidence to seek help and advice when needed, and to make informed and ethical financial choices."* **Young Money (Young Enterprise UK) – Financial Education Planning Framework (Ages 14–16, 2020 update)**	Gambling Worksheets ESL Hustle Culture Reading Comprehension (Adult resource) Debt Awareness Week Worksheet
Safeguarding/ staying safe	**Cybersecurity & Digital Identity** **Personal & Digital Security**: Evaluate different levels of digital risk, including phishing, identity theft, deepfakes, and financial fraud. Learn how data is monetised and practise checking digital privacy settings. **Financial Exploitation & Coercion:** Understand complex financial exploitation, e.g. money mule recruitment, fake investment schemes, cryptocurrency scams, romance scams. Learn to verify legitimacy (FCA register, secure payments, domain checks). Know how to report or exit safely and access specialist support (banks, police, Refuge, CEOP). **Gaming, Gambling & Digital Manipulation:** Analyse the psychology of manipulation – variable rewards, influencer marketing, algorithmic nudging – and understand how regulation and consumer rights apply to digital environments. **Digital Identity & Reputation** Understand that digital footprints affect employability, finance, and trust. Learn about financial reputation (credit scores, social media, fraud flags).	**Digital & media literacy:** Analyse marketing, algorithmic nudging, and manipulation in online games and social media. Maintains a questioning mindset toward digital content, financial offers, and online influence.	**Integrity:** Acting truthfully and responsibly in digital and financial environments. Avoids spreading misinformation or engaging in unethical online financial activity. **Empathy:** Understanding how exploitation and coercion affect others emotionally and financially.	**Data & privacy:** Managing digital privacy settings, using secure passwords, multi-factor authentication, and evaluating terms of service. Recognising others' rights to privacy, ownership, and informed consent in online exchanges. Demonstrates safe online habits consistently. **Seeking help:** Contacts trusted adults, banks, or official channels when suspicious activity occurs. Reporting exploitation or scams and where to seek support (banks, CEOP, Refuge, Action Fraud, FCA). **Resilience:** Recovers positively from digital setbacks, fraud attempts, or mistakes. Learns from errors without shame or panic, adapts online behaviours accordingly. Acts as a digital role model or ambassador for safe, ethical online finance.	**Computing:** "All pupils should understand how changes in technology affect safety, including new ways to protect their online identity and privacy, and recognise inappropriate content, contact, and conduct." **Citizenship:** "Pupils should be taught about the role of law and justice in society, including laws relating to rights and responsibilities." "They should learn about the role of public institutions and voluntary groups in holding those in power to account." **RSHE (Relationships, Sex, and Health Education, DfE 2019, Statutory Guidance):** "Pupils should know how to manage the influence of social media on their behaviour and decision-making." "They should know about the risks related to online behaviour, including fraud, scams, and grooming." "Pupils should understand coercive and controlling behaviours in relationships, including financial abuse." **GCSE Citizenship Studies (AQA / Edexcel / OCR):** "The role of law in protecting citizens; consumer rights; the justice system and the rule of law."	Privacy and Security: protecting financial and personal data. **Online Reputation:** Understanding the long-term consequences of financial and digital choices. **UKCIS – Education for a Connected World (2024):** *"Children should be taught how to keep themselves safe online, including when they are online at home."* *"Staff should ensure pupils are aware of the risks of online financial exploitation and know how to report concerns."* **Keeping Children Safe in Education (KCSIE 2024):** *"I know how to recognise and avoid potentially fraudulent situations when buying or borrowing."* **Young Money (Young Enterprise UK) – Financial Education Planning Framework (Ages 14–16, 2020 update)**	Santander - What is Crypto Currency? Santander - Credit Scores Investing in Crypto: The Good and the Bad - Listen and Discuss (Adult resource) Safer Internet Day 2025: What Is Online Exploitation? SEND Older Learners Deepfakes Fact File