Key stage EYFS

Santander

Key stage

Key stage 2

Key stage 3

Key stage 4

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK



CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Key stage **EYFS**



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.

(statutory and non-statutory) Teaching children that banks are safe and money must be looked after aligns with

Alignment with national educational policies

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

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).

Personal Development) e.g. PSED ELG: self-regulation and managing self.

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

in things beyond Early numeracy: Honesty: others, and begin to regulate **Being Thankful** money (time, sharing, Beginning to recognise their behaviour accordingly. **PowerPoint** kindness). Recognising coins Understanding that giving can make and notes, counting that it's right to others (and themselves) PSED - Managing Self: pay or trade for Giving small quantities, feel happy. something, and understanding "Show independence, resilience Money & feelings: "more" and "less.' wrong to take and perseverance in the face Respect: of challenge." without asking. Naming and managing Caring for play money, feelings related to Generosity: toys, and resources as 'Explain the reasons for rules, know right from wrong and try to behave accordingly." getting, giving, or wanting. things of value. Willingness to share or give, "Know right from wrong and try such as helping to behave accordingly. others in play or contributing in group activities. Communication and Language - Speaking: Kindness: "Express their ideas and Showing feelings using full sentences." thoughtfulness in how they use or share resources (money, toys, time). Safeguarding/ staying safe Money should be Language development: PSED - Managing Self: "I know that money should be Trust: Personal Safety: Santander - Financial kept in a safe place kept somewhere safe. Education Lesson 3: (like a purse, jar, or Knowing which Knowing that they Explain the reasons for rules Look After It Lesson money box). It's not for know right from wrong and try to behave accordingly." "I know that I should not take Expressing feelings adults are safe shouldn't share or give <u> Pack – Ages 5-7</u> money or things that belong to throwing away, losing, Feeling able to speak up to talk to about away money, toys, or or taking from others. if confused, scared, or personal items other people.' Money Box Cube Activity money (parents pressured about money carers, teachers) There are trusted adults Asking for help or "I can tell someone I trust if I am What Is a Stranger? (family, teachers, shop telling an adult if worried or something is wrong. Social Scenario something goes missing or doesn't feel right. workers) who help with <u>PowerPoint</u> money safely. We don't "I understand that adults use talk to strangers or give different ways to pay and keep Who Can Help Me Cut them things (like toys Developing safe money safe. and Stick Worksheet or coins). behaviours: Young Money Some people might not Remembering safety (Young Enterprise) rules (e.g. "Keep your be honest about money; if something feels purse zipped). 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.

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Key stage 1

Return to start (5)

Pedagogical model

Global consensus

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 financialservices landscape.

Financial education is increasingly seen as something that should **start early**,

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.

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

and simple rights and responsibilities in transactions.

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,

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

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

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

In wellbeing, they learn that emotions influence money choices and that

(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

ability to seek help. Alignment with global best practice <u>Curriculum for excellence Scotland – numeracy maths:</u> "Early-level experiences/ benchmarks include recognising shops/services, noticing digital technology related to money, and using play to meet money outcomes".

		to money, and Money Smart A	using play to Australia: "M	o meet money o Nost young child	utcomes". ren understand a rar capacity to: recognis	nge of concepts	
		coins; know tha needs to be kep	t things cost ot safe."	different amoui	nts of money; apprec	iate that money	
		guide educator	s, curriculun cross the cou	n writers, policy untry to promot	ndards for Personal Fi makers, and other fi e effective, compreh	nancial education	
		core areas: Mor Financial lands	ney & transa cape. KS1's r	actions; Planning ole-play, vocab	mework for Children g & managing; Risk & ulary, and simple che etences for the youn	reward; oices are	
		Aflatoun, Nede	<u>erlands</u> – (Af	laTot 3–6) princ	iples: combining <i>soci</i> nple enterprise) for y	al and financial	
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."	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."	"Know that people may save money to buy things in the future." Young Money (Young Enterprise) "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 - 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.	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.	Community: Understanding that work helps people and society function. 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. turntaking, 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).	right. 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	Recognising safety: Identify safe and unsafe situations involving money or belongings (e.g. losing money, being offered gifts by strangers).	Personal responsibility: Recognising personal ownership and the need to take care of one's own	Help-seeking: Know how and when to tell a trusted adult if something feels wrong or confusing. Boundary setting:	RHE: "How to recognise and talk about their emotions, including having a vocabulary to do so." "How to recognise the ways	"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)."	Santander - PSHE: KS1 Money Matters - Lesson Pack 2 Keeping Money Safe Mind Map

Use clear language to

express uncertainty or

refusal ("No thank you,"

my mum/dad/teacher").

"That's mine," "I'll ask

Language

development:

teachers) should help

something doesn't feel

them handle or look

after their money.

Recognise when

right about money,

know how to tell a

trusted adult.

gifts, or promises and

(parents, carers,

things.

Feeling

Respect:

Confidence:

empowered to

speak up when

something feels

wrong or unfair.

Understanding

boundaries both their own

and others' -

around property and possessions. Saying no to unsafe

my toy/money").

or unfair requests (e.g.

"I don't want to give you

"How to ask for help if they are

"How to recognise and respond

PSHE Association, KS1, Health

"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, KS1. **Economic Wellbeing:**

"Schools should build children's confidence and resilience so that they know how to seek help and recoanise when someone is trying to manipulate or deceive them." (KCSIE 2025, Parts 1 & 5): "I can explain ways of keeping

"I can describe situations when I might need to ask for help

"I can identify who I can go to for help when I feel unsure or unsafe about money."

money safe."

about money."

Young Money (Young Enterprise)

to feelings of being unsafe."

"How to keep money and

worried or feel unsafe."

and Wellbeing:

belongings safe."

Printable Social Story -

Stealing Worksheets

My Actions Have

Consequences

Activity Sheet

positive or negative.

in which relationships can be

The importance of self-respect

and how their actions affect

CORE KNOWLEDGE & COMPETENCIES FRAMEWORK

Key stage 2

Return to start (5)

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.

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

Children begin to connect money with feelings – recognising emotions like

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,

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

alongside preparation "for life in modern Britain."

	currencies, and investments. The difference between saving and borrowing (and the role of interest in both). That money comes in multiple forms (cash, digital, online). Different currencies in different countries Bank security (PINs, passwords, dual authentication)	bank accounts work, reading simple statements, and recognising the difference between saving, spending, and borrowing. Functional numeracy: calculating simple interest, estimating savings growth, or understanding small currency conversions.	Recognising that different countries use different currencies and exchange systems Personal responsibility: Understanding personal accountability in managing money safely. Curiosity: Showing interest in how money moves and how financial systems support individuals and society.	Applying knowledge of passwords, PINs, and safe authentication to protect personal information. Personal planning: Saving regularly – setting small saving goals and tracking progress over time.	decimals and percentages, and use appropriate units to estimate and calculate. Geography: Understand key aspects of human geography, including economic activity and trade links. Computing: Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	banks and building societies. Understanding that money can be kept electronically as well as physically. Exploring interest and why saving or borrowing costs or earns money. Managing money: Recognising that borrowing involves paying back more than was borrowed. Young Money (Young Enterprise) How money is used: Spending, saving, and budgeting. The different ways money can be kept safe. PSHE Association PoS KS2 Core Theme 3 – Living in the Wider World (2020)	Santander - Debit Cards and Credit Cards Santander - Maths & Money: Finding Fractions of Amounts - Saving Money Game [Year 5] Santander - Financial Education Lesson 2: Where Does Money Come From? Lesson Pack - Ages 7-9 Santander - Financial Education Lesson 3: Reasons to Borrow Lesson Pack - Ages 7-9 Santander - Maths & Money: Understanding Investments - Making Money Game [Year 5] Bank Role Play Paying In Slips Dramatic Play Banking and Money ATM Posters & Cards Compound Interest
Budgeting/ money management	Begin to plan and prioritise spending and saving. Understanding limited resources: Wants vs needs. Choices & trade-offs: Budgeting tools and planning: using examples like utility bills or saving goals to make informed choices Saving for the long-term: Exploring saving for big goals (house, pension) and how banks reward saving through interest Running a house: Paying household bills and taxes (council tax, income tax, etc.): understanding money contributes to shared services. An introduction to budgeting tools: Simple budgets, spending trackers, or digital budgeting tools.	Functional numeracy: Calculate income, expenses, and savings using addition, subtraction, and percentages. Understand how interest works – both when saving and borrowing. Use simple budgeting tools (spreadsheets, charts, or apps) to plan and track spending. Compare costs and prioritise needs over wants. Recognise financial patterns (regular payments like rent or bills). Risk management: Identify financial risks and consequences (e.g. debt, missed payments). Apply reasoning to make fair and sustainable money choices. Functional literacy: Read and interpret simple financial information (bank statements, receipts,	Responsibility and accountability: Appreciate that financial choices have real consequences for self and others. Value honesty and reliability in managing and reporting money. Show respect for shared and family financial priorities. Fairness and empathy: Understand that people's financial situations differ; avoid judgement or comparison. Resilience and adaptability: View financial setbacks (unexpected costs, mistakes) as opportunities to learn. Stay positive and persistent when working towards savings or repayment goals.	Planning and goal setting: Regularly review income and spending, setting achievable goals (e.g. saving for an item or charity). Keep track of payments and commitments (e.g. bills, subscriptions). Use tools or reminders to stay organised. Self-regulation: Resist impulse spending; think before buying. Adjust plans when faced with unexpected expenses or changing priorities. Help-seeking: Ask trusted adults, teachers, or financial advice sources (e.g. MoneyHelper, Citizens Advice) for guidance. Discuss money matters confidently and respectfully. Ethical participation: Understand that paying taxes and bills contributes to	Maths: "Solve problems involving addition, subtraction, multiplication and division, using money, including giving change."	How to recognise what influences spending decisions (e.g. advertising, peer pressure, value for money). How to make decisions about spending and saving money and how to keep track of them. That money can be borrowed but there are risks and costs associated with this. PSHE Association Programme of Study for Key Stages 1–5, 2020: Recognise that money can come from different sources and can be used for different purposes. Explain why people might borrow money and recognise that it has to be paid back. Describe why saving for the future is important. Use simple financial records to plan and manage money. Recognise that there are consequences to financial decisions. Young Money (Young Enterprise)	Resource Pack Convert between Currencies Santander - An Introduction to Budgeting Santander - Maths & Money: Finding Fractions of Amounts - Saving Money Game Santander - Maths & Money: Best Value For Money Challenge Cards Santander - Maths & Money: Area Measurement Calculation Lesson Pack [Year 4] Santander - Maths & Money: Understanding How to Budget - Formal Written Methods of Multiplication Santander - Financial Education Lesson 6: Keeping Track Lesson Pack Budget at Home: Bills Bills Bills Pizza Night Budget Worksheets Santander - Maths & Money: Who Saves the Most? Algebra Lesson [Year 6]
Money & work	Types of Work and Income: Understand the difference between employment and self-employment, and that people earn money in different ways (jobs, services, selling, creating). Understand what a salary or wage is and why people are paid differently (experience, qualifications, demand, or type of work). Fairness and Rights at Work: Explore issues of fair pay, equal pay, and discrimination in simple, age-appropriate terms. Recognise that all workers have rights and responsibilities, and that treating people fairly makes workplaces better for everyone. Taxes and Public Services: Understand that people pay taxes from their earnings to help fund shared services like hospitals, schools, and roads. Begin to understand how taxes link to fairness and community wellbeing. Skills and Employability: Identify skills that help people succeed at work – e.g. teamwork, reliability, communication, and problem-solving. Begin to explore how training, apprenticeships, and qualifications help people develop skills and choose careers.	Careers & skills: Understand how wages, salaries, and taxes work in basic terms. Identify factors that influence pay, such as experience, skills, and demand. Recognise transferable skills such as reliability, problem-solving, organisation, and communication. Begin setting simple personal goals for learning and improvement linked to future aspirations.	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. Fairness and integrity: Believe that everyone deserves to be treated fairly at work and paid appropriately. Recognise that discrimination in pay or opportunity is unjust.	fairness and shared responsibility. Reliability and teamwork: Complete tasks on time and with care. Collaborate effectively, listening to others and dividing roles fairly Goal-setting: Identify skills they are good at and ones they want to develop.	Geography: Understand key aspects of human geography, including economic activity and trade links.	Recognise that people earn money in different ways including employment, self-employment, and running a business. Explain why people earn different amounts of money for similar or different types of work. Describe why people pay taxes and how this money is used. Identify a range of skills that people may need for different types of work. Describe what might influence people's career choices, including skills, interests, and values. Recognise the contribution people make to society through work. Young Money (Young Enterprise) That people's attitudes and values influence their choices about work and money. To identify their strengths, interests, skills, and achievements and how these contribute to self-esteem. PSHE Association – Programme of Study (KS2, Core Theme 3: Living in the Wider World): See the Big Picture: Understanding how pay, taxes, public services, and fairness are interconnected in society. Explore Possibilities: Children learning about employment vs selfemployment, types of sectors, and career pathways. Create Opportunities: Recognising skills, apprenticeships, training and the concept of contributing through work. Career Development Institute (CDI) Career Development.	Job Skills and Qualities Matching Cards Pay Day Puzzle Worksheet Role-Play Wage Slip PSHE: UKS2 Money Matters - Lesson Pack 6
Enterprise	Planning and Teamwork: Work in teams to design a simple product or service, plan costs and pricing, and present ideas. Learn how teamwork, leadership, communication, and organisation contribute to enterprise success. Risk and Reward: Understand that taking risks can lead to success or failure, and both offer learning opportunities. Recognise the importance of resilience, adaptability, and reflection when plans change or don't work out. 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.	Planning & Organisation: Break down a simple idea into steps – design, budgeting, pricing, and presenting. Communication: Express ideas clearly through speaking, writing, and simple presentation. Problem-solving & Decision-making: Identify challenges, weigh options, and make collective decisions. Numeracy: Estimate costs, calculate simple prices, and interpret value. Reflective Thinking: Evaluate what worked well and what could be improved in group projects.	Curiosity: Interest in how ideas become products or services that help others. Confidence: Belief that their ideas and effort can create something valuable Resilience: Willingness to try again after setbacks or changes. Fairness: Valuing each team member's contribution and recognising shared success. 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.	Teamwork & Collaboration: Work cooperatively, share ideas, listen to others, and contribute fairly. Leadership & Positive participation: Volunteering for roles, motivating peers, and guiding group progress. Adaptability: Responding positively to feedback or unexpected outcomes. Ethical Action: Making choices that show care for others, the community, and the environment.	Design & Technology: Pupils should generate, develop, model and communicate their ideas through discussion and annotated sketches. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Maths: Solve problems involving money, including giving change, using both £ and in practical contexts.	Pupils should learn about enterprise and the skills that make someone 'enterprising'. Pupils should learn about the value of working collaboratively towards shared goals. PSHE Association – Programme of Study (KS2, Core Theme 3: Living in the Wider World): Understand that choices about spending and enterprise can affect others and the environment. Describe the role of money in people's lives, including work and enterprise. Young Money (Young Enterprise) Area 4: Developing Employability: Show that they can be enterprising. Demonstrate teamwork and leadership skills. Career Development Institute (CDI) Career Development Framework (2020)	Santander - Maths & Money: Understanding. How to Budget - Formal. Written Methods of Multiplication [Year 5] Product Design and Pitch Activity The Business Apprentice Resource Pack PowerPoint Presentation Enterprise What is Fairtrade? PowerPoint KS2 Fair Trade Chocolate Information PowerPoint
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	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 respon of wave to	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:	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]

Introduction to Banking Compare and order fractions services cash, contactless, Understanding how Understanding the role of bank accounts work. Applying knowledge of decimals and percentages, Santander - Debit Cards Recognising banks and building societies. currencies, and that different and use appropriate units to reading simple passwords, PINs, and and Credit Cards investments. shopping and digital recognise acceptable/ **Economic Wellbeing Strand:** unacceptable behaviour; payments require care - checking websites, identify a range of ways to Children should be taught how to recognise risks and build keeping details secure, report concerns. and avoiding scams. resilience, including when managing money and sharing personal information online. Recognise the difference between KCSIE (2024) needs, wants, and impulse purchases, especially online. 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. KS2 Citizenship Non-Statutory Understanding that money Mindset. Balancing risk: Ethical reasoning: **Empathy and** Making informed Santander - Maths & perspectivewellbeing, choices: decisions have consequences Money: Raising Money for self and others; identifying healthy Every money choice has Considering how taking: for Charity - Doubling habits risks (e.g. losing money, choices affect others Comparing products The guidance suggests that ways to give, save, and manage Activity Sheet Understanding not getting value, pupils should: and the environment. or services before risk. others' needs and spending. Santander - Maths scams). Learn about the importance the purpose of **Young Money** & Money: Charitable Self-regulation: Some risks can be charitable giving. of rules and laws in protecting (Young Enterprise) Donations [Year 5] managed (keeping money safe, comparing citizens and ensuring fairness Resisting impulses Santander - Maths Managing risk and emotions Personal responsibility: deals). when faced with Understand how laws are made associated with money; & Money: Two-Step recognising how resources pressure to buy Money Problems Maths Ethical spending: Recognising are shared; considering how **Mystery Game** Explore the roles of public personal Generosity: spending affects others. institutions and services in Some products are accountability Santander - Financial better for people or the Spending for the benefit **PSHE Association (Economic** for spending, Education Lesson 6: planet (e.g. Fairtrade, saving, and giving of others or causes. Wellbeing KS2) Money in the Wider Develop skills to participate recycled, local). decisions World Lesson Pack in democratic processes and Ages 9-11 Spending choices understand their rights and Fairness: responsibilities. Santander - PSHE: LKS2 affect workers, the Wanting environment, and Money Matters - Lesson communities. transactions and exchanges to be Donating & fund Self-Regulation Toolbox Pupils should know "that honest, just, and people sometimes behave differently online, including considerate of raising: others. People can use money by pretending to be someone not only for themselves they are not." Honesty: but to help others. Pupils should know "about the Being truthful

Fundraising (bake

sales, sponsored runs)

is a way children can

Charities exist to help

people, animals, or the

directly contribute.

They are funded by donations, fundraising,

government support.

They can work locally, nationally, or globally.

Keeping Money Safe -

Understand that money

can be stored or spent

in different ways (cash,

cards, online) and that

as PINs, passwords, and

bank information must

be kept private.

Digital Risks and

Know that online

Understand that

strangers may use

to trick people into

sharing personal or financial information.

Recognising Scams

and Money Mules:

Recognise "too good

fake competitions, or

messages asking for

sharing bank details.

Understand that

help moving money or

allowing others to use

your account or handle

your money, even as a

favour, is unsafe and

can be illegal (money

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).

asking for help shows

responsibility and keeps

Understand that

everyone safer.

Trust and Help-

mules).

Seeking:

to be true" offers,

gaming or social media

scammers and

games and apps can

involve real or virtual

money – through in-app purchases, loot boxes,

Gaming:

or trading.

personal details such

Online and Offline:

Critical thinking:

Alertness:

requests.

Recognising scams.

alert to risks and

questioning unusual or suspicious financial

Recognising and staying

and sometimes

Safeguarding/

staying safe

environment.

in spending, fundraising, and

Empathy and

Understanding

Sustainability

and citizenship:

Valuing fair trade, environmental protection, and community

Digital and online

Use secure payment

methods and report

anything suspicious.

passwords, PINs, and devices; avoiding

digital currencies.

and security:

sharing login details or

Offline money safety

Keeping wallets and

Ask trusted adults for

advice when unsure

about spending or

Understanding that

scams and coercion

can harm others, and

Ask trusted adults for

Looking out for peers

to stay safe and act

and encouraging others

responsibly with money.

advice when unsure

about spending or

online offers.

Community-

mindedness:

showing care for those

online offers.

Empathy:

affected.

Help-seeking:

cards safe and not

sharing access.

Help-seeking:

Safeguarding

safety:

and caring about the needs of

kindness:

others.

Personal

Respect

boundaries

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

belongings, and

privacy should be respected.

Assertiveness:

Knowing when

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)

to say no, stop, or

around personal

Responsibility

and Respect:

sharing.

concept of personal boundaries,

report feelings of being unsafe

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

Pupils should know "about the

concept of personal boundaries,

report feelings of being unsafe

Pupils should know "how to

keep money and personal

information safe, including

"Use technology safely,

recognise acceptable/

unacceptable behaviour;

respectfully and responsibly;

identify a range of ways to report concerns about content

KS2 Citizenship Non-Statutory

The guidance suggests that

Learn about the importance

of rules and laws in protecting

citizens and ensuring fairness.

Explore the roles of public

institutions and services in

Develop skills to participate

in democratic processes and

understand their rights and

responsibilities.

Understand how laws are made

and how to recognise and

or uncomfortable."

"Pupils should know that money

importance of keeping it safe."

can be lost or stolen and the

"Pupils should recognise that

online and know how to

themselves and others."

manage them.

Young Money

(Young Enterprise)

there are risks in using money

"Pupils should understand the

impact of financial decisions on

"That money can be gained and

lost in different ways and the

importance of keeping it safe."

"How to recognise and respond

"That some online content and

contacts can be harmful or

PSHE Association Programme

"Pupils should understand that

people can use technology

to manipulate, persuade or

"They should know how

to recognise suspicious or

and where to seek help."

manipulative online contact

"Pupils should understand how

financial details, can be used

"Pupils should know that online

relationships, including those

Education for a Connected World Framework (UKCIS,

"All staff should be aware that

children can be at risk of abuse or exploitation online, including

through the use of technology,

"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."

social media, or gaming."

involving money or gifts, can be

personal information, including

personal information.

of Study (2023 update) – Economic Wellbeing and

Being Safe:

threaten them.

fraudulently.'

exploitative."

2023 update)

KCsiE

misleading and how to protect

to unsafe or suspicious situations involving money,

gifts, or online contact.

Santander - Financial

Education Lesson 1:

Look After It! Lesson

Santander - PSHE: LKS2

Money Matters - Lesson

Safer Internet Day 2025:

Online Scams: What Should I Do? KS2

<u>Digital Sparks: Digital</u>

<u>Citizenship 4: Digital</u>

Discoveries Magazine

Pack - Ages 9-11

What is Fraud?

Mind Map

and how to recognise and

or uncomfortable.

RHE:

are not."

online.'

Computing:

and contact.

Guidance:

society.

pupils should:

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." **<u>Aflatoun:</u>** 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 decisionmaking 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. **Alignment with Alignment with** Core knowledge & understanding Attitudes & Toolkit topic Skills **Behaviours National Curriculum** national frameworks & exam specifications (not NC) Bank accounts, interest, Functional literacy: How money works: Banking/ Global Digital and online credit & debit, transfers, financial awareness: safety:

Twinkl related

Santander - An

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 d financial capability, critical thinking a ch as the **OECD (PISA)** mart Australia agree that e to real-world contexts, ed to understand saving, earning and managing income – but also

the environment.

development and citizenship.

and safely in the financial world.

and global citizenship.

importance of fairness and equality at work.

Progression in knowledge, understanding

and competencies at this key stage

environmental impacts of financial decisions.

(statutory and non-statutory)

Alignment with global best practice

outcomes from early primary through adolescence.

institutions to make learning relevant and practical.

clubs, projects, and reflection journals.

methods matter for later outcomes.

Skills

Functional numeracy:

interest rates, loan

Evaluate financial

term goals.

Calculate and compare

repayments, and savings growth (simple and compound interest).

options (e.g. savings vs borrowing) based on

risk, reward, and long-

Functional literacy:

statements, account

repayment schedules.

Interpret bank

summaries, and

Digital literacy:

Navigate online

banking safely;

authentication).

Manage mobile

payments and budgeting apps responsibly.

Manage risk:

Identify potential

fraud, data theft,

scenarios (missed

interest rates).

financial risks (debt,

Apply problem-solving to hypothetical

payments, fluctuating

Functional numeracy:

expenses, and savings;

differentiate between

costs; manage simple

spreadsheets or apps.

Risk management:

Compare spending

options, assess

accordingly.

strategies.

consequences of

Identify potential

plan preventative

Functional literacy

Digital literacy:

Use online tools.

banking apps, and

technology securely to manage money and track spending.

Functional numeracy

Interpret payslips, understand deductions (tax, National Insurance,

pensions), and link

Careers & skills:

understanding the labour market

and skills gaps.

Job research,

earnings to budgeting and financial planning

and literacy:

Respect and

appreciation:

Value different

types of work, paid or unpaid,

how roles contribute to

Appreciate

society.

choices

and understand

diversity in jobs,

skills, and career

Understand that

responsibly helps communities

paying taxes

and working

Fairness and

integrity

Fairness &

Value equality,

diversity, and

inclusion in

employment

and support fair

treatment for all workers.

Appreciate the importance of

background, gender, or identity.

Appreciate the

moral and legal responsibilities

of employers and employees

and fairness).

Lifelong

learning:

(contracts, rights,

Value continuous

skill development and adaptability

in a changing

labour market.

Integrity &

In managing

Commitment

and honesty in

representation

and persuasion.

Willingness to

try again after setbacks or

changes.

Fairness:

Valuing each

contribution

Confidence:

consumer rights

appropriately.

Valuing authenticity,

fairness, and

informed

consent.

To assert

team member's

and recognising

shared success.

resources.

to fairness

Resilience:

money or shared

honesty:

Teamwork &

Negotiation,

Collaboration:

communication, and delegation.

group activities

participation:

Planning and organising

Reflective thinking on

personal contribution

and leadership style.

Leadership & Positive

Volunteering for roles,

motivating peers, and

guiding group progress.

Reflects constructively

Responding positively to

feedback or unexpected

Vigilance and self-

environments.

Help-seeking:

regulation in digital

Ask trusted adults for

advice when unsure

Apply safe financial

habits by managing

records, and protecting

Personal organisation:

Take responsibility

by keeping records,

checking transactions,

and seeking help from

organisations such as

Standards, or banks.

Citizens Advice, Trading

online payments

securely, keeping

personal details.

about spending or

online offers.

on performance and group dynamics

Adaptability:

outcomes.

fair pay and equal opportunities regardless of

overspending or debt, and revise budgets

financial risks (scams,

missed payments, impulse buying) and

Calculate income.

fixed and variable

understand secure

payment systems

(encryption, two-factor

Attitudes &

Values

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.

Core knowledge

Different types of bank

account, what ID/proof

The role of banks in

keeping money safe.

Borrowing & Credit:

Credit cards – how they work (minimum

payments, interest).

Mortgages & loans -

basics of long-term

they make borrowing

more expensive

Transactions:

mobile apps.

payments).

Google Pay).

shopping).

can grow.

Digital & Everyday

Online banking &

Standing orders and direct debits (regular

Contactless and mobile

International payments & currencies (when travelling/online

Savings & Investment:

accounts – how money

Interest on savings

Difference between saving and investing.

Very simple intro to shares and pensions

(long-term wealth building).

Financial Services

Building societies,

Insurance (why people

insure homes, cars,

Evaluate trade-offs

between short-term

wants and long-term

Budgeting Basics:

budget for weekly/

Understand the difference between

monthly income and

expenses (e.g. pocket

earnings, travel, phone)

fixed costs (rent, bills,

subscriptions) and

leisure, shopping).

Managing Debt & Commitments:

Build awareness of regular financial

commitments like

Understand how debt repayment affects budgeting (credit card

consequences of not

keeping to a budget (overdrafts, missed

payments, financial

Tools & Technology:

Learn about budgeting apps, online banking tools, spreadsheets.

Employment & Self-

different forms of work –employment,

respective legal and

Pay & Conditions:

pay structures:

Know about the

National Minimum

and Living Wage and

recognise the risks of insecure work (e.g.

zero-hours contracts)

Sectors & Labour

Market Awareness:

Explore key sectors in

healthcare, creative industries) and identify

what jobs exist locally

Fairness, Rights & Responsibilities at Work:

Understand basic employment rights,

Recognise discrimination, equal

employees.

including contracts, working hours, holiday, and sick pay.

pay, and diversity issues in the workplace, and

Taxes & Public Services:

income tax and National Insurance operate, and

why they contribute

to fairness and shared public services. Payslips & Financial

policies help protect

Understand how

Commitments:

Be able to read and

interpret payslips,

repayments.

net pay, deductions, pension contributions,

Business Structures

difference between

self-employment, and

employment and

recognise key roles within a business –

Teamwork &

Leadership:

manager).

Profit, Costs

Apply financial

reinvestment.

and expenditure

statements and

understand how

impact growth

Marketing & Consumers:

Consumer

rights

awareness &

financial decisions

including leadership,

Take on and reflect

on different roles in

enterprise projects

(e.g. planner, leader, marketer, finance

& Financial Decisions:

concepts such as fixed

and variable costs, breakeven, and profit

Interpret simple income

Understand the purpose

of branding, market research, and customer

Evaluate the influence of advertising and social media marketing on consumer behaviour Digital Transactions & Payment Methods:

Understand how

modern payment systems work –

including contactless

cards, digital wallets.

subscriptions, online

pay-later schemes.

Compare benefits and risks such as

convenience, cost,

and fraud.

payments.

banking, and buy-now-

overspending, security,

Recognise how data

used through digital

Contracts, Terms &

Learn to read and

 identifying key features like returns,

clauses.

interpret contracts

cancellation rights,

Recognise hidden fees and know how

subscriptions responsibly.

to cancel or manage

Consumer Rights &

Responsibilities:

Understand rights under the Consumer Rights Act – goods and

and of satisfactory

Know about refunds, proof of purchase, and cooling-off periods for online and in-person 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 againsť scams, phishing, fake websites, identity theft, and online fraud. Understand safe online practices – secure sites. trusted sellers, strong passwords, and privacy

nuality

settings.

Attitudes:

and peers.

Mindset,

healthy

wellbeing,

Recognise risks in digital games and apps (e.g. loot boxes, in-app purchases, digital currencies).

Influences on Money

Understand that beliefs

and behaviours around money are shaped by

family, culture, media,

Recognise how social

comparison and online influence can lead to

emotions such as stress, envy, or excitement can

affect money choices,

e.g. impulse spending, risky online purchases,

Learn strategies for

mindful spending,

managing stress, and delaying gratification

Financial Wellbeing & Resilience:

Understand the link between money and

mental health – that

managing money well builds confidence and control.

Recognise resilience as the ability to recover from mistakes, plan

ahead, and adapt to

Identify how and where

to get help for financial or emotional concerns from trusted adults.

banks, or organisations

such as MoneyHelper,

Digital Literacy & Fraud

Financial Exploitation &

Understand that letting

account – even without criminal intent – is

illegal and can lead to

frozen account, criminal

serious long-term

consequences (e.g.

Financial Control,

Exploitation &

Gambling Risks:

or exploit others,

in relationships

betting, in-app

including financial

Know that money can

be misused to control

grooming, coercion, or

Recognise gambling

and gaming-related spending (loot boxes,

purchases) as financial risks that can lead to

loss, addiction, or harm

addiction or compulsive

relationships, and debt.

everyone has a right to feel safe and in control

Recognise signs of

spending, and the effects of gambling

on mental health,

of their money

Scams & Fraud

Recognise how

and fake job or

scammers exploit

investment offers. Learn how to verify

social media, gaming platforms, influencers,

legitimacy (check URLs, secure payment

credentials) and report fraud via trusted channels (Action Fraud,

systems, business

CEOP, banks).

& Gaming Risks:

gambling operates

systems) and how

gaming features such as loot boxes or "skins betting" mimic

Digital Identity & Security:

Understand how

monetised online.

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

renewal clauses, and

cancellation rights.

Understand how to manage recurring payments, and

recognise how in-app

nurchases and design features (rewards,

time pressure, "fear

of missing out")

can encourage

overspending.

contracts work including free trials,

Know how to secure accounts with strong

passwords, multi-factor authentication, and

personal data is collected and

gambling.

lodds, house advantage, variable reward

Awareness:

manipulation online and

record)

others use your bank

Awareness

Money Mules:

Risk management:

Identify the risks and

legal consequences of

letting others use your

Recognise recruitment

tactics (social media

offers, peers, "easy money" scams).

Recognise the

relationships.

or gambling.

Digital & media

signs of financial

grooming, coercion, or manipulation in

Identify patterns of

compulsive or addictive

Analyse how scammers operate through

digital channels (social

media, email, gaming, influencers).

Verify legitimacy using security checks (URLs, official sites, trusted

Know how to report

fraud via official channels (Action Fraud,

sources)

CEOP, banks).

payments.

responsibly.

Identify renewal

clauses, free trial

traps, and recurring

Manage app-based or family-linked spending

behaviour in spending

bank account.

Safeguarding/

staying safe

Refuge, Childline, or CEOP.

Know that asking

for help shows responsibility, not

weakness.

change Help-Seeking

& Support:

financial stress can

cause anxiety but

pressure to spend or

appear successful.

Recognise how

or gambling.

Digital & Media

Analyse how family,

culture, social media, and peers shape

unrealistic portrayals

of wealth or success

online. Questioning

online trends or peer

Reflect on personal

influences and make

independent, informed

pressure before

spending

choices.

financial attitudes.

Identify bias and

Literacy:

Self-awareness:

Recognise

triggers (stress, envy,

behaviour.

excitement) that

affect financial

Recognise early

manipulation,

signs of financial

coercive control,

or exploitation

Learning from

Confidence:

mistakes.

To make

responsible

when under

pressure.

decisions even

Respect for law

and community

transparency and informed

Empathy for

those affected by

financial abuse or

gambling harm.

Resilience to

peer or online

pressure.

consent.

safety.

Digital & online safety:

habits – strong passwords, 2FA, privacy

settings. Protecting bank details or allowing

Apply secure online

access to personal

Ask trusted adults for

advice when unsure

about spending or

Understanding that

scams and coercion

can harm others, and

Looking out for peers

to stay safe and act

Discusses spending

or guardians when

unsure.

decisions with parents

and encouraging others

responsibly with money.

showing care for those

online offers.

Empathy:

affected.

Community-

mindedness:

Help-seeking:

accounts

Self-regulation:

Resilience:

Apply self-regulation

and delay gratification

Apply problem-solving

to financial setbacks

(e.g. unplanned costs,

Build coping strategies

Identify reliable sources

of help for financial or

emotional difficulties.

Communicate concerns

clearly to trusted adults

Recognise stigma and barriers that prevent

Childline) when needed

Offers non-judgemental

or organisations

seeking help.

Contact a trusted adult or helpline (MoneyHelper, CEOP,

support to peers.

Shares accurate

information about financial safety.

for financial stress

Help-Seeking:

RSHE:

Citizenship:

"The benefits of self-care and

strategies to build resilience.

Teaching should develop pupils'

understanding of democracy,

responsibilities of citizens.

The roles played by public

government and the rights and

institutions and voluntary groups in society, and the ways

in which citizens work together

to improve their communities.

services must be fit for purpose, as described.

warranties, and renewal

is collected and

Subscriptions:

management, and staff responsibilities.

Understand the

& Roles:

Planning &

presenting.

Communication:

Express ideas clearly

through speaking.

presentation.

Numeracy:

expenditure.

reinvestment.

financial data.

Marketing:

writing, and simple

Applying numeracy to

interpret income and

Understanding fixed vs variable costs, breakeven, and

Problem-solving with

Critical analysis of

advertising, social media influence, and

consumer psychology.

simple market research (surveys, interviews).

Creativity in branding

and communication.

Applies feedback to

improve products or

Critical Thinking:

Critically evaluate

loyalty schemes

and targeted ads,

considering their

and transactions.

Digital and media

literacv:

use of personal data.

Applying digital literacy

Analysing how advertising, influencers, and algorithms shape

Recognising persuasive

(scarcity, urgency, social

Understanding personal

Identifying scams, phishing, fake sites, and

Recognising digital risks in gaming (loot boxes,

in-app purchases, digital

to digital footprints and

Functional literacy:

Interpreting terms and conditions contracts

and renewal clauses.

Awareness of how financial decisions link

privacy.

data use in digital

advertising.

online fraud.

marketing techniques

to identify secure sites

messages.

Organisation:

Break down a simple

idea into steps – design, budgeting, pricing, and

Enterprise

nationally, and globally.

the economy (e.g. tech,

Understand different

salary, hourly wage,

commission, bonuses, and overtime.

self-employment, freelancing, and the gig economy –and their

financial responsibilities (e.g. contracts, tax,

Employment:

Understand

Money &

direct debits and

subscriptions.

bills, loans).

Explore the

costs (repairs

emergencies)

variable costs (food,

Factor in unexpected

goals.

Beyond Banks:

credit unions.

health).

Budgeting/

management

payments (Apple/

borrowing.

Overdrafts - what they

Banking Basics:

accounts (current,

savings, ISAs).

is required.

How to open an

k understanding

Toolkit topic

Banking/ financial

services

financial world.

delivery, ensuring that financial education reaches the most vulnerable learners, including those from low-income families or marginalised groups, so that all young

Prior knowledge, understanding and competencies

people can build the knowledge, confidence, and agency needed to participate fully

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

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

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

Financial education at this stage connects numeracy, PSHE, and safeguarding:

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

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

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

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

<u>The Australian Curriculum – Consumer and Financial Literacy Framework:</u> 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

<u>Singapore – MoneySense Initiative:</u> 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.

Behaviours

Financial responsibility:

Keeping track of money

using bank apps, statements,

Choosing secure

passwords and safe

online practices when managing digital payments.

Paying attention to fees,

terms, and repayment

schedules before committing to financial

Comparing options

before choosing financial products or

Seeking advice or

guidance (e.g. from MoneyHelper, Citizens

Advice) when unsure.

Planning and goal

apply "pay yourself first," and plan for

unexpected costs or

spending; think before

faced with unexpected

expenses or changing

Adjust plans when

Accept mistakes or

plans accordingly.

Employability

Demonstrate reliability,

punctuality, teamwork, and effort in simulated

or real work tasks.

Take responsibility

for their own goals,

reflection in learning or

seek advice about employment rights or

persistence, and

part-time work.

Help-seeking:

Know how to

unfair treatment

(e.g. Citizens Advice, unions, HR).

Goal-setting:

behaviours:

Citizenship:

Teaching should develop pupils'

government and the rights and

groups in society, and the ways

in which citizens work together to improve their communities.

understanding of democracy,

responsibilities of citizens.

The roles played by public institutions and voluntary

setbacks as learning opportunities and adjust

Self-regulation:

Resist impulse

priorities.

Resilience:

Set financial priorities,

Maths:

Pupils should "use standard

problems involving percentage

change, including percentage

increase and simple interest in

units of money, including

conversions," and "solve

financial mathematics.

services.

and budgets.

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

Alignment with National Curriculum & exam specifications

'Solve problems involving

percentage change... and simple interest in financial

mathematics"; use of unit

"Use technology safely,

pricing, ratio, proportion for value comparisons.

respectfully and responsibly... securely, including protecting their online identity and privacy.

Maths:

Computing:

Alignment with

national frameworks

Know how different financial

services (e.g. banks, building societies, credit unions) help

people manage their money.

Understand that borrowing

forms of borrowing have

different risks.

borrowing).

money involves repayment and interest, and that different

Know how to keep money safe, including when using online and mobile banking.

Recognise how savings and investments can help achieve

works both ways (saving vs

Understand the role of different

providers and products, including insurance and credit

Money & Pensions Services

(accounts, budgeting tools,

Becoming a critical consumer

(fees, T&Cs, comparing offers, international payments)

(overdrafts, credit cards, fraud/

Money's role in life (banks vs

(Use the 11–14 age-band

for each sub-topic.)

(Young Enterprise)

Young Money

descriptors to set outcomes

The different ways in which people pay for things, including the use of money, credit and

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

How to evaluate financial products and services (e.g. loans, credit cards, insurance,

pensions).

guidance to help them do so.

How to use banking and saving services safely and responsibly, including online.

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

"How to make independent

"How to manage risk and

of financial decisions."

Wider World, KS3):

"How to use banking and saving

services safely and responsibly.

understand the consequences

PSHE Association (Living in the

Core theme: How to manage money – Students should "develop practical skills for

managing money day-to-day,

Core theme: How to keep money safe – "Recognise financial risks and know how to plan for

Money and Pensions Service (MaPS) Financial Education Guidance for Secondary

"Create and use a simple

budget to manage income and

"Explain how to make informed

"Understand the implications of

functions, forms, and digital payments; recognising financial institutions. Navigating online

financial products and risks.

through work and other sources."

"Explain how income is earned

"Understand payslips, including deductions for tax and National

"Describe the role of work in

Benchmark 2: Learning from

information – Students use examples of local and national

career and labour market

Benchmark 3: Addressing

the needs of each pupil

 Exploration of diverse career paths and equality of

Benchmark 4: Linking

curriculum learning to

citizenship (tax, fairness)

Career Guidance, 2018):

"About different types of

employment and career

"About equality of opportunity in

"How to challenge stereotypes

"About the skills and attributes

"About employment rights and

PSHE Association – Programme

2. Explore possibilities: Explore a wide range of learning and work opportunities.

<u>Career Development Institute</u> (<u>CDI</u>) <u>Career Development</u>

of Study (KS3 Core Theme 3: Living in the Wider World):

1. Grow throughout life: Reflect on strengths, motivations, and

achievements.

Framework (2020)

Design & Technology:

"Identify and solve their own design problems

and understand how to

and the environment.

Computing (KS3):

privacy."

Citizenship:

'Understand a range of ways

respectfully, responsibly and

securely, including protecting

to use technology safely,

their online identity and

'Recognise inappropriate

and know how to report

content. contact and conduct,

Teaching should develop pupils'

understanding of democracy,

responsibilities of citizens.

The roles played by public

institutions and voluntary

government and the rights and

groups in society, and thé ways

in which citizens work together

to improve their communities.

reformulate problems given

'Understand developments in

design and technology, their

impact on individuals, society

"Students should develop

money, understanding income and deductions, and recognising the value of work in supporting personal and public finances."

Money and Pensions Service (MaPS) Financial Education **Guidance for Secondary** Schools (2021)

Pupils learn about "different

to manage influence and peer pressure in decision-making."

"About enterprise, how

businesses work, and the

PSHE Association - Programme

of Study (KS3 Core Theme 3:

Understand that choices about

Describe the role of money in

people's lives, including work

"Plan, set up and review a simple

entrepreneurs in creating jobs

and enterprise.

Young Money

Employability:

Area 4: Developing

Show that they can be enterprising

Demonstrate teamwork

Career Development Institute (CDI) Career Development

"I know some different ways

demonstrate ways to resist

spend my money unwisely."

Young Money

(Young Enterprise)

unwanted pressure to save or

"How to manage influence and

make independent choices."

influence and how to assess

PSHE Association – Programme of Study (KS2, Core Theme 3:

Children should be taught how

Living in the Wider World):

to recognise risks and build

managing money and sharing personal information online.

children are taught how to stay

safe online, including when they

are learning, communicating or

Pupils should "understand how online services use personal data and recognise and manage

financial and commercial risks.

"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

PSHE Association (KS3 - Living

in the Wider World / Health &

"Identify and manage financial

risks and pressures, including gambling and scams."

"Recognise that emotional and social factors influence money

"Know how and where to access

help and advice about financial

"Recognise that emotions and social factors influence money management."

"Know how and where to access

support for financial problems."

"Understand the impact of

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,

KCSIE (2024):

mentally healthy.

through teaching and learning opportunities."

"Develop pupils' confidence,

"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) -

"All staff should be aware of indicators of child criminal exploitation, including through financial coercion and online

"Schools should teach children how to stay safe online, including the safe management of personal data and financial

Keeping Children Safe in Education (KCSIE, 2024

"How to assess and manage

"How to manage influence and

make independent choices, including around gambling and

"How to recognise, challenge,

exploitative behaviour.

Recognise and manage

in the Wider World):

fraud, and coercion."

or seek support for coercive or

PSHE Association (11-16, Living

financial risks, including scams,

"Understand that poor financial decisions can have legal and

emotional consequences."

"I know how to recognise and

avoid potentially fraudulent

situations when dealing with

protect my PIN/passwords and

"I can describe the relationship

different financial contexts e.g.

between risk and reward in

saving, investing, borrowing and gambling, and how

my emotions may drive my

"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."

platforms use data to influence

"Recognise the commercial and gambling-like nature of online features (loot boxes, in-app

"Apply safe, responsible, and critical use of digital financial

UKCIS - Education for a

exploitation (CCE).

KCSIE (2024):

Connected World (2024): Financial exploitation (e.g. money mules, online coercion) is a form of child criminal

Schools should teach pupils

exploitation, grooming, or coercion, including in online contexts."

"how to recognise and report

"That money can be gained and lost in different ways and the

importance of keeping it safe."

"How to recognise and respond

"That some online content and

PSHE Association Programme

Economic Wellbeing and Being

"Pupils should understand that

people can use technology

to manipulate, persuade or

manipulative online contact

"Pupils should understand how personal information, including financial details, can be used

"Pupils should know that online

involving money or gifts, can be

World Framework (UKCIS, 2023

"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."

relationships, including those

Education for a Connected

"They should know how to recognise suspicious or

and where to seek help."

threaten them.

fraudulently."

exploitative.

contacts can be harmful or misleading and how to protect

to unsafe or suspicious situations involving money,

gifts, or online contact.

personal information.

of Study (2023 update)

"Understand how digital

financial behaviour.'

financial decisions

Young Money (Young Enterprise)

purchases).

tools."

keep my card details and online

my money, including how to

identity safe.

risk in relation to financial

Your Digital Footprint

Boxes Be Considered

<u>Should Video Game Loot</u>

Gambling? Debate Topic

How Influencers Shape

Child Exploitation Fact

Safer Internet Day 2025:

What to Do If Someone I

Know Is Being Exploited

Safer Internet Day 2025:

Phishing and Staying
Safe Online SEND Older

Learners

SEND Older Learners

Consumer Trends -

Listen and Discuss

(Adult resource)

information.'

decisions.

RSHE (Statutory Guidance 2020 / 2024):

should know:

content.

situations."

Computing:

Under Online and Media: Pupils

"How information and data is

"How to identify risks, harmful

content and contact, and how

The impact of viewing harmful

Under Respectful Relationships

and Being Safe: Pupils should

"What constitutes coercive

"How to recognise and respond to unsafe or harmful

control and exploitation.

Pupils should be taught to:

"Understand a range of ways

to use technology safely, respectfully, responsibly and

securely, including protecting

"Recognise inappropriate content, contact and conduct,

Teaching should develop pupils'

government and the rights and responsibilities of citizens.

groups in society, and the ways

in which citizens work together

to improve their communities.

understanding of democracy,

The roles played by public

institutions and voluntary

their online identity and

and know how to report

concerns.

Citizenship:

shared and used online."

to report concerns.

resilience, and knowledge so that they can keep themselves

online influence, persuasive

Young Money (Young Enterprise)

making safe choices."

Wellbeing):

management."

problems."

What Are Microtransactions?

UKS2 PowerPoint and

What Is Gambling?

Discussion Pack

The Psychology

adult resource)

Activity Pack

of a Scam Reading

Comprehension (ESL

Stress and Anxiety

Teenager's Guide

Control Activity

on How to Cope with

Older Learners: Impulse

PowerPoint

UKCIS - Education for a

Connected World (2024)

resilience, including when

Schools must "ensure that

spending money.

KCSIE (2024):

"About online and media

reliability and risk."

individuals may try to influence

my savings and spending. I can

in which companies and

and leadership skills.

Framework (2020)

enterprise activity."

and economic growth.

Living in the Wider World):

spending and enterprise can affect others and the

role of money in society.

types of work and career pathways," "skills and attributes that employers value," and "how

and discrimination in the

that employers value.'

responsibilities.

workplace."

Pupils should learn:

Gatsby Benchmarks (Good

careers – Explicit links to maths (earnings, interest) and

opportunity.

contributing to society.

Young Money

(Young Enterprise)

borrowing and debt.'

(Young Enterprise) Understanding money's

spending and saving choices."

Schools (2021):

expenditure."

Young Money

including budgeting, saving,

borrowing and spending.

Santander - An

Introduction to

Money and Budgeting

Spending and Budgeting

Simple Budget Tracker -

Santander - Income Tax

and National Insurance

<u>Contributions</u>

Future Career

Salaries And Wages

Work - Career Skills

Resource Pack

Employability Skills Audit

UK Lesson Pack

<u>Characteristics</u>

Earning an Income

Activity (Australian

<u>Design a Business</u>

Calculating Profit and

Loss Activity Sheets

Expenses Tracker

Enterprise Skills &

What Do You Need

To Become An

Entrepreneur?

A2 Display Poster

Profit and Loss

Introduction to

Display Poster

Phishing PowerPoint

Phishing Information

Worksheet (Scottish

Curriculum resource)

Phishing Fact File

Template

<u>Advertising</u>

resource)

Challenge Cards (Scottish curriculum

Qualities Worksheet (Scottish Curriculum

(Business Tool)

resource)

Protected

PowerPoint

<u>resource)</u>

Life Skills: Applying for

Employment Rights and

Responsibilities in the

<u>Worksheet</u>

Worksheet

Budgeting

<u>Spreadsheet</u>

<u>Planner Insert</u>

Pupils should learn:

financial decisions.

building societies/credit unions; insurance; pensions, basics of

Managing risks & emotions

standing orders/DDs)

KS3 Framework:

scams)

goals and how interest

Twinkl related

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

Currency Exchange

Accounts

Worksheet

context for cross-curricular learning rather than a standalone subject.

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

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.

future economic participation and responsible digital citizenship.

Alignment with national educational policies

prepares them to engage with more complex financial, economic, and ethical issues at Key Stage 3 – connecting money management to identity, opportunity,

Through enterprise activities, they gain experience of planning, teamwork,

Importantly, international frameworks stress the need for inclusive, equitable

The emphasis is on active, experiential learning (such as budgeting challenges

(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

or enterprise projects) that builds practical skills and positive attitudes – confidence, resilience, responsibility, and ethical awareness. Globally recognised good practice

Key stage 3

Return to start (5)

lore enterprise, fairness, and the impact of financial choices on society and

should go beyond simple money management to develop
critical thinking, and social responsibility. Frameworks suc
and programmes like Aflatoun International and MoneySn
early adolescence is a crucial stage to link personal finance
rights, and responsibilities. At this age, learners are expected
spending, budgeting, and the concept of earning and mana
to explore enterprise, fairness, and the impact of financial

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