

PSHE FACTSHEET

Personal Finance and Economic Well-being

The main aims of personal finance education are:

- To develop financial capability for both girls and boys at all ages
- To enable children to make informed judgements and to take effective decisions regarding the use and management of money in their present and adult lives

Young people need to:

- Be skilled in managing their financial affairs
- Recognise the importance of using financial resources responsibly
- Understand key financial and economic ideas

Economic well-being enables young people to:

- Begin to understand the nature of the world of work
- The diversity and function of business
- Develop as questioning and informed consumers
- Become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take

What should be taught?

	Secondary	Primary
Financial knowledge and understanding	✓	✓
<ul style="list-style-type: none"> • Helping young people to understand the concept of money • Having knowledge and understanding of the nature of money and insight into its functions and uses • Have the skills required to deal with everyday financial issues • Make informed decisions and choices about personal finances 		
Financial skills and competence	✓	✓
<ul style="list-style-type: none"> • Day-to-day money management and thinking about planning for the future • Apply knowledge and understanding of financial matters across a range of contexts: personal situations as well as situations beyond our immediate control 		
Financial responsibility	✓	✓
<ul style="list-style-type: none"> • Is about the wider impact of money and personal financial decisions, not only for an individual's future, but also at societal level • How financial decisions can impact, on the person making the decision, but also on their family and community • Financial decisions and actions are closely linked with value judgements of various kinds (social, moral, aesthetic, cultural and environmental as well as economic) and therefore have social and ethical dimensions 		
Careers Education and Guidance	✓	
<ul style="list-style-type: none"> • Research options and progression routes in learning and work • Have contact with information, advice and guidance specialists • Write a personal statement and make an individual learning and career plan for their transition into the 14-19 phase 		
Enterprise education	✓	
<ul style="list-style-type: none"> • Use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues • Recognise, develop and apply their skills for enterprise and employability 		
Work related learning	✓	
<ul style="list-style-type: none"> • Experience first hand realistic work placements • Have direct and indirect contact with people from business 		

Frequently Asked Questions

Q: Why should we be teaching young people personal financial education?

A: Young people do not legally have access to credit until they are 18, but they are involved in making financial decisions and develop attitudes to managing money much earlier than this. They are significant consumers of goods and services and are seen as an important target for advertising and marketing. From the age of 16, the majority will have experience of full-time or part-time employment and a substantial number of those staying in further education will receive Education Maintenance Allowance. In September 2009 the children who first received Child Trust Funds will reach the age of seven. In 2018 they will take control of their accounts.

Q: Where can I find out more information about financial capability?

A: The Teachernet website provides links to DCSF overarching guidance on Personal Financial Education (see details below). The New Secondary Curriculum contains new Programmes of Study for Economic Well-being for Key Stages 3 and 4. The Personal Finance Education Group (pfeg) is a charity that provides a lead for this aspect of the curriculum.

Q: Does Ofsted inspect this aspect of the curriculum?

A: Recently, a number of local schools have been subjected to 'Themed' Inspections looking at their provision of Economic Well-being. Both secondary and primary schools have been involved. Ofsted published a recent report on "Developing financially capable young people" in 2008.

Q: How can I be sure that resources are unbiased, and not just trying to get young people to open accounts in various banks?

A: pfeg operates a 'Quality Mark' scheme. All pfeg Quality Mark resource providers are required to adhere to a rigorous code of practice.

Q: Is there any training for teachers in this aspect of PSHE?

A: There are a number of CPD opportunities available through the Advisory Service Kent programme. Bespoke CPD can also be organised through LCSPs and Local Learning Networks.

Resources and Support

- **DCSF Guidance** for developing Financial Capability through **Personal Financial Education** for Key Stages 1&2 and Key Stages 3&4 can be found at: <http://www.dcsf.gov.uk/publications/guidanceonthelaw/fcg/>
- **For details of schools' programmes:** What Money Means (Primary); Learning Money Matters (Secondary) and My Money (all ages) see www.pfeg.org.uk
- **Spending Sense:** pfeg's special needs resource http://www.pfeg.org/teaching_resources/resources/spending_sense.html
- **Curriculum guidance:** <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/index.aspx>
- **Resources:** A range of Quality Assured materials for each Key Stage: www.pfeg.org.uk; see also http://www.pshe-association.org.uk/resources/financial_capability.aspx for general guidance and resource materials.