

A photograph of a classroom scene. On the left, a woman with long blonde hair, likely a teacher, is smiling and looking towards the right. In the center, a young boy with short brown hair, wearing a white polo shirt, is smiling broadly. On the right, a young girl with blonde hair and glasses, wearing a red and white striped shirt, is also smiling. The background shows a classroom with shelves containing books and colorful folders.

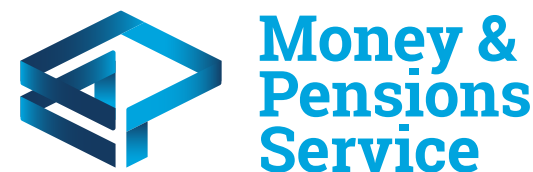
Financial Education Guidance for Primary Schools in Northern Ireland



Money &
Pensions
Service



Rewarding Learning



About the Money and Pensions Service

The Money and Pensions Service (MaPS) is an arm's-length body of the UK Government and helps people – particularly those most in need – to improve their financial wellbeing and build a better, more confident future. This includes work to improve the provision of financial education for children and young people at school, at home and in the community.

MaPS coordinates delivery of the **UK Strategy for Financial Wellbeing**, working towards a vision of everyone making the most of their money and pensions. The strategy includes a goal of two million more children and young people in the UK – including 60,000 children and young people in Northern Ireland – receiving a meaningful financial education by 2030. MaPS brings together funders and providers, and supports the development of new tools and programmes, with the aim of improving the provision of financial education across the UK.

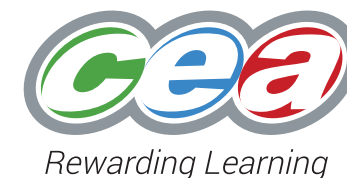
Keep up to date our work at maps.org.uk/schools.

Acknowledgements

MaPS would like to thank CCEA (Council for the Curriculum, Examinations & Assessment) for supporting the development of this guidance. Many thanks to the staff of Glenwood Primary School. We are grateful to the following organisations for their contribution: Young Enterprise Northern Ireland, Bank of Ireland, Bank of England, Barclays LifeSkills, Danske Bank, Everfi, HMRC, HSBC, Just Finance Foundation, Lloyds Banking Group, MyBnk, Santander, Twinkl, and Ulster Bank MoneySense.

Approved/endorsed by CCEA in March 2024. If in any doubt about the continuing currency of CCEA endorsement, please contact info@ccea.org.uk.

Whilst the publisher has taken all reasonable care in the preparation of this publication CCEA makes no representation, express or implied, with regard to the accuracy of the information contained in this publication. CCEA does not accept any legal responsibility or liability for any errors or omissions from the publication or the consequences thereof.



Foreword

Financial capability is an important life skill for everyone; the ability to make sound financial decisions is the key to identifying and making best use of the opportunities in today's changing world.

Our young people need to be prepared for an ever-evolving labour market where they can seek out opportunities and plan for the future. Having financial knowledge, competencies and responsibility is key to this preparation and Northern Ireland is in the enviable position of having had financial capability as a statutory component of the NI Curriculum since 2007.

Children begin to learn about money, budgeting and planning in primary school from the age of four before moving on to post-primary school where financial capability is a contributory strand of the Mathematics and Numeracy Area of Learning.

While good financial management can rely on the acquisition of certain mathematical knowledge, understanding and skills, it does not start and stop in the mathematics classroom. It can be infused across the whole curriculum providing motivating and meaningful context to enrich many aspects of learning and teaching.

CCEA is pleased to have supported the Money and Pensions Service in the development of this guidance, recognising the importance of implementing and enhancing financial education for our young people.



Gerry Campbell
Chief Executive Officer, CCEA



Contents

Introduction	5
The importance of financial education in schools	6
How to implement and enhance financial education in your school	9
Case study: Glenwood Primary School, Belfast	15
Taking the next step: champion financial education and share best practice	16
Financial education resources and services	17

Introduction

About this guidance

The UK Strategy for Financial Wellbeing and the Northern Ireland Delivery Plan, coordinated by MaPS, set a national goal of two million more children and young people in the UK – including 60,000 children and young people in Northern Ireland – receiving a meaningful financial education by 2030. Alongside parents and carers¹, schools have a vital role to play in delivering on this ambition.

This guidance aims to help primary schools in Northern Ireland improve the financial education they deliver. It outlines the value of financial education for children and your school, and sets out evidence-based best practice on how schools can develop or enhance their approach to helping children learn about money. Finally, the guidance highlights services and resources that schools can access to support them.

Who is this guidance for?

This guidance is intended to support those responsible or accountable for the development and delivery of financial education in primary schools including:

- school leaders and their senior team
- curriculum leads for financial education or relevant Areas of Learning
- teachers involved in delivering financial education
- school governors.

What is financial education?

Financial education is any activity that helps children develop the knowledge, skills and attitudes they need to manage money well, make informed financial decisions and achieve their goals. It can cover a wide range of topics responding to the needs of children, from recognising notes and coins, budget management and digital transactions, to understanding the impact of money on relationships and wellbeing, the difference between needs and wants, and how to keep money safe.

¹ For ease, the term 'parents' will be used throughout this guidance to refer to parents and other carers, including guardians and kinship carers.

The importance of financial education in schools

Why financial education matters for your pupils

The skills, knowledge, attitudes and behaviours that help people to manage money and achieve good financial wellbeing begin to develop from an early age. Research shows that financial behaviour starts to be shaped between the ages of three and seven, and long-term financial outcomes can be predicted from skills and behaviours in children as young as five².

Despite the efforts of parents and schools to teach their children about money, too many are unprepared for the financial decisions and challenges that lie ahead. In Northern Ireland, more than four in ten (46%) of 7 to 11 year olds do not have a bank account of their own, and of those who receive regular money, less than half (44%) say they regularly save some of it³.

Financial wellbeing is an important factor in supporting children and young people's mental health now and in the future. Just 37% of 11 to 17 year olds in Northern Ireland feel highly confident managing their money, and almost a fifth (19%) of 14 to 17 year olds feel that thinking about their financial situation makes them anxious. This rises to 44% among 18 to 24 year olds⁴.

The increasing digitalisation of money and financial transactions brings opportunities, but also challenges. With reduced use of notes and coins, there are fewer opportunities for children to witness or make transactions in a tangible way. More than three in five (62%) of 7 to 11 year olds have paid for things online, and more than four in ten (45%) of those did so without adult supervision. Access to in-game purchases, 'loot boxes' and online gambling⁵, and young people being the target of fraud⁶, all demonstrate the importance of strengthening children's awareness and understanding of the financial landscape around them early on.

Financial education in school – alongside support at home and in the community – helps children build foundations for future financial wellbeing and resilience. Children who say they learned about managing money in school do better on many measures of financial capability than their peers. They are more likely to:

- feel confident about managing their money
- be active savers, and
- have higher levels of good day to day money management.

² [Habit Formation and Learning in Young Children](#) (Money Advice Service, 2013); [The journey from childhood skills to adult financial capability – analysis of the 1970 British Cohort Study](#) (Money Advice Service, 2017)

³ Unless otherwise indicated, evidence set out in this introduction is taken from analysis of data from MaPS' [UK Children and Young Peoples. Financial Wellbeing Survey 2022](#)

⁴ [Analysis of data from MaPS' UK Adult Financial Wellbeing Survey 2021](#)

⁵ [Gambling Harm – Time for Action](#) (House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry)

⁶ See for example: [36 million Brits targeted by a scammer so far this year](#) (Citizens Advice, 14 June 2021); and [Money mule recruiters use fake online job adverts to target 'Generation Covid'](#) (Cifas, 11 March 2021)



Financial education helps children learn how to manage their money now and in the future, choose the best financial products and services and protect themselves from fraud and exploitation.

Without high quality financial education, all children and young people are at some risk of having poor financial capability and lower levels of financial wellbeing. This risk increases amongst more vulnerable groups, including children with a disability or long-term illness, looked after children, young carers and those from low-income households⁷. It is particularly important to ensure that the approach to financial education in schools meets the needs of these and all children and young people.

Why financial education matters for your school

Financial education and the curriculum

The Northern Ireland Curriculum aims “to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout their lives”⁸. Financial education is an essential part of this, and it is central to the curriculum objectives and key elements. Financial education is a particular focus of the key element of Economic Awareness which makes clear that teachers should help pupils to learn to manage their money, build up savings, interpret information so they can make informed choices as consumers, understand the importance of the careful use of resources and develop awareness of environmental issues.

⁷ [Children and Young People Financial Capability Deep Dive: Vulnerability](#) (Money Advice Service, 2018)

⁸ [The Northern Ireland Primary Curriculum](#) (CCEA, 2007)

Supporting pupils to understand money and develop their financial capability is a statutory requirement within the Mathematics and Numeracy Area of Learning, across the Foundation Stage and Key Stages 1 and 2.

- During the Foundation Stage, pupils should be enabled to: use money in various contexts; talk about things that they want to spend money on; understand the need to pay for goods; become familiar with coins in everyday use; talk about different ways we can pay for goods; and use their number skills in shopping activities.
- In Key Stage 1, pupils should be enabled to: recognise coins and use them in simple contexts; record, add and subtract money and use these skills to solve problems; talk about the value of money and ways in which it could be spent, saved and kept safe; talk about what money is and ways to pay; and make decisions about spending.
- In Key Stage 2, pupils should be enabled to: solve money problems; discuss the value of money, how to keep money safe; understand ways to pay for goods and the need for budgeting; plan and think ahead in terms of saving and spending money, prioritising spending, and understanding how to access best buys; and discuss foreign currency including the Euro.

In addition, financial education can enhance the teaching of a range of other mathematical topics, supporting pupils to apply their knowledge, understanding and skills in real-life contexts.

The Personal Development and Mutual Understanding Area of Learning suggests, for example, that pupils explore how money is used to buy goods and services and how it is earned through work. Learning about the link between money, feelings and relationships can also support and enhance delivery of other personal development and personal health topics, such as healthy eating, positive relationships, becoming aware of key issues affecting physical, social and mental well-being, and personal safety.

Supporting wider school outcomes

Financial education can support delivery of wider school outcomes and priorities, including:

- demonstrating how the curriculum and extra-curricular activities promote pupils' wider skills and dispositions or capabilities, as defined in the Education and Training Inspectorate's Inspection and Self-Evaluation Framework for primary schools⁹
- supporting children and young people with the knowledge and support to make safe, healthy and sustainable life choices, a priority highlighted in the Northern Ireland Executive's Programme for Government Draft Outcomes Framework¹⁰
- promoting children's mental health and wellbeing by helping them explore feelings about money and their needs and wants
- building relationships with the wider community, including local banks, credit unions and businesses
- supporting a positive transition to post primary school, when young people may take on increased responsibility for managing money and spending.

Starting early

Money skills and attitudes start to form between the ages of three and seven and are influenced by parents and carers. Early development of essential skills, such as self-control and deferred gratification, can make a big impact. Children and young people will have different age-related needs and 'major money moments' and financial education should develop as they do. For example, children leaving primary school may be receiving regular money, have a mobile phone, be making purchases online and be able to open a bank account.

⁹ Inspection and Self-Evaluation Framework Effective Practice and Self-Evaluation Questions for Primary (ETI, 2017)

¹⁰ Programme for Government Draft Outcomes Framework Consultation Document (Northern Ireland Executive, 2021)

How to implement and enhance financial education in your school

There are a number of steps schools can take to strengthen their provision of financial education. Your school may already have undertaken some or most of these, but you might wish to use this opportunity to review whether there is anything more you can consider.

To develop and enhance the financial education they offer, schools can:

- **Review curriculum requirements and recommendations**
- **Audit your existing provision and assess pupils' knowledge and learning needs**
- **Gather input from pupils, staff and parents**
- **Consider having a financial education lead**
- **Create a safe learning environment**
- **Consider how to support pupils with additional needs**
- **Find the help you need – resources, training and external providers**
- **Aim for a whole-school approach**
- **Monitor and evaluate provision**
- **Engage parents and carers in delivering financial education**

Review curriculum requirements and recommendations

Schools can start by reviewing the Mathematics and Numeracy, Personal Development and Mutual Understanding and other Areas of Learning to build a picture of expectations relating to the delivery of financial education across the curriculum.

The **Financial Education Planning Framework 3–11 years** is ideal for identifying priority learning objectives for a financial education programme, lesson or activity. Endorsed by MaPS and financial education experts, it sets out the knowledge, skills and attitudes that pupils can develop at each age phase, covering: how to manage money; becoming a critical consumer; managing risks and emotions associated with money; and understanding the important role that money plays in our lives.

Audit your existing provision and assess pupils' knowledge and learning needs

Auditing your school's current teaching in relation to financial education will help to establish strengths and identify any gaps. It is useful to look beyond the curriculum, for example to consider whether financial education is also being delivered through assemblies or extra-curricular activities and clubs.



It is also helpful to understand pupils' current knowledge, skills and attitudes in relation to money in order to establish their learning needs and how to structure or adapt the curriculum. You could conduct a baseline assessment – such as a quiz, mind map, draw and write activity– checking pupils' knowledge in relation to some of the age-appropriate learning outcomes set out in the [Financial Education Planning Framework 3–11 years](#).

Questions to help you audit your provision

1. What are the financial education learning needs and priorities of pupils in our school?
2. What does our current programme look like in terms of:
 - pupils' knowledge, skills and attitudes
 - progression
 - when it takes place
 - teacher skills and confidence
 - links with external providers
 - links with parents and the community?
3. Where are the gaps in our current programme?
4. How can we build on what we already have for the next planning year?
5. What do we need to put in place to achieve our goals?
6. Where can we find resources and support?
7. What more can we do to champion financial education?
8. How can we get better at sharing information about what we do?

Gather input from pupils, staff and parents

It can be useful to involve pupils, staff and parents in deciding your school's financial education priorities. This can boost commitment and, in particular, act as a point of engagement with parents.

- Pupils can be consulted via the school council, by creating a survey, or asking the pupils themselves to collect their peers' opinions and ideas on which aspects of money they want to learn about.
- Staff can also be consulted and asked to identify the knowledge, skills and attitudes pupils should be developing at each phase, and to share priorities for their own training needs.
- Parents have an important influence on the money knowledge, skills and habits of their children. Consulting them as you plan your financial education priorities could support future engagement in money-related home learning activities. (See more on [engaging parents and carers](#)).

Consider having a financial education lead

Having a financial education lead who can champion financial education across the school can help to ensure effective delivery. A lead can identify opportunities to embed financial education across the curriculum and in extra-curricular activities. They can plan and coordinate a more advanced, cohesive approach to implementation across the school, drawing on findings from your audit and baseline assessment, and they can support staff to build skills and confidence to embed financial education into their lessons.

Create a safe learning environment

Teachers will want to bear in mind the specific sensitivities around talking and teaching about money, when planning financial education activities.

Pupils and school staff will bring different cultural, social and religious perspectives to conversations and lessons about financial matters. Teaching and learning can encapsulate, and be an opportunity to explore, the different values placed on money according to religion and culture.



Some pupils may have had difficult experiences with financial issues within the family, and teachers can liaise with colleagues to identify and protect any pupils who may be vulnerable to certain aspects of the topic. To create an environment that empowers all pupils to take part, teachers can consider: setting ground rules; de-personalising discussions using distancing techniques such as stories, role-play, or scenarios of real situations with fictional characters; and encouraging everyone to avoid making assumptions around money and finance (for example, about all children getting pocket money).

Conversations about money could lead to pupils disclosing information that warrants a safeguarding response. Always work within your school's policies on safeguarding and confidentiality if this arises.

Consider how to support pupils with additional needs

When planning your provision, it will be useful to reflect on the specific needs of your school population. Research shows that some groups of children and young people are less likely to have strong money skills and may benefit from additional support, including children:

- who have a long-term condition related to learning, understanding and concentrating
- who have a long-term illness
- whose maths or numeracy is below age expectations
- with lower levels of social and emotional skills and/or behavioural issues
- growing up in low income households¹¹.

Some children and young people may benefit from targeted financial education or be at greater risk of poor financial outcomes due to their wider circumstances, such as those in or leaving care, those who have caring responsibilities, or those with English as an additional language.

Experience of making choices and taking responsibility with money is particularly important for children and young people who have disabilities or special educational needs. Financial education can support their transition to the next stages of learning and towards greater independence, including helping them protect themselves against financial exploitation.

Schools may want to adapt their approach for pupils with additional needs and:

- ensure that they have information available about the individual characteristics and life contexts of the pupils requiring additional support so that they can ensure any content is relevant
- work with parents and carers to understand what they think their children would benefit from learning. The [Financial Education Planning Framework 3–11 years](#) contains suggested learning outcomes which could be used to assess a learner's current knowledge, skills and needs and monitor their progress.

It can be beneficial for schools supporting pupils with additional needs to share among their teacher networks any financial education resources and activities they have adapted or developed and found effective.

See [Financial education resources and services](#) for resources that aim to meet the specific requirements of pupils with additional needs.

Find the help you need – resources, training and external providers

There are a number of resources and services that can support you to deliver high-quality financial education. Schools are best placed to decide the sort of support they might need – whether that involves finding resources to use in the classroom, training staff or inviting external agencies to deliver a workshop.

Sourcing quality accredited resources

There are a wide variety of resources available to support financial education, catering to different age groups, topics and teaching and learning styles. The Financial Education Quality Mark, funded by the Money and Pensions Service and delivered by Young Money, quality assures resources for accuracy and educational relevance. Quality Mark resources come from a range of providers, and schools can search for resources by age, subject, theme and target audience.

See [Financial education resources and services](#) for more information on the Quality Mark and a selection of financial education resources.

Training teachers to deliver financial education

Financial education is most effective when teachers are well-trained, knowledgeable and confident in the subject matter and the appropriate pedagogy to approach it. Training financial education leads is a priority, to develop their expertise and ability to support other staff. Ideally, this would be followed by training for all educators and support staff involved in financial education, either cascaded by the lead teacher (if confident) or by an external provider.

See [Financial education resources and services](#) for details of financial education teacher training providers.

Using external providers

There are a variety of external providers who can support schools with financial education, including charities, banks and businesses. External providers can be used in a variety of ways to enhance the delivery of financial education, including delivering training for staff, leading a class-based workshop or

assembly, and/or supporting the school to create a whole-school plan for financial education. Working with local businesses or charities can also help to build links between the school and the local community.

In order to secure the most value from an external provider, it is helpful for schools to:

- be clear about learning objectives and outcomes and how the learning will be assessed
- explore what the programme offers – its purpose, content, types of engagement and how it will be embedded within the financial education curriculum
- communicate with the provider in advance – highlighting relevant school policies, pupils' learning needs and how much time is available – so the provider can consider how best to deliver and differentiate the learning
- collaborate with the provider to ensure activities will be educationally sound and appropriate for the pupils and the local context
- empower teachers to engage with the activity, even if it is being delivered by a third party. allowing them to develop their own knowledge, skills and confidence, as well as offer feedback and be part of the evaluation process
- consider how to set the foundations for learning before the session and extend the learning afterwards (some programmes offer readymade classroom resources for this purpose).

See [Financial education resources and services](#) for a list of providers of financial education workshops and other services.



Aim for a whole-school approach

A coherent, whole-school approach to financial education can contribute to a broad, balanced and enriched curriculum that enables positive learning outcomes and clear progression.

Potential approaches include:

Subject-based: Deliver financial education through a range of Areas of Learning, going beyond what is prescribed in the Maths and Numeracy and Personal Development and Mutual Understanding curricula. Opportunities include:

- discussing the links between our money and spending choices and sustainability and climate change in The World Around Us (Geography and Science and Technology)
- doing a role-play based on family discussions about spending money or choices in The Arts (Drama)
- discussing money issues in a storybook as part of Language and Literacy
- exploring the value of money and what influences our money choices, looking across Personal Development and Mutual Understanding and The World Around Us.

Cross-curricular approach and holistic delivery: Aim for more holistic delivery of financial education by embedding it across a number of curriculum subjects, possibly focusing on a theme chosen by pupils, such as healthy eating on a budget or keeping money safe.

Focus day or week: Raise the profile of financial education through a whole-school focus week, such as during [Talk Money Week](#). It is worth noting that while collapsed timetable days can provide focus, they are effective when used as part of the mix of opportunities, rather than as the only approach to delivering financial education.

Assemblies: Use an assembly to give financial education more prominence or make connections with topical issues, linked to the ethos and values of the school.

Extra-curricular: Make use of extra-curricular opportunities, e.g. exploring household budgeting, advertising or ethical consumption as part of an enterprise activity or topic work around sustainability.

Homework: Set some financial education tasks for homework or as flipped learning, to support experiential learning and encourage collaboration with parents and carers. It is helpful to consider the potentially sensitive nature of the subject when financial education homework is set – for example by ensuring tasks are de-personalised and children are not required to share personal experiences relating to economic wellbeing.

Linked to school calendar events: Leverage opportunities that arise within the school year, for example running a school shop, planning and funding a trip away, budgeting for the school production, setting up a social enterprise, or organising a charity event.

Using ‘teachable moments’ and opportunities for experiential learning: Evidence suggests that children are most receptive to learning about money at points where it relates to events in their real lives and can be put into practice¹². Opportunities to talk about money can spring from something in the news, something that has happened in a child’s life (e.g. receiving money as a gift, getting a new pet) or just an inquisitive question (“How does money get in a cash machine?” “Who invented money?” “Do children have to have pocket money?”). Although these opportunities can arise spontaneously, schools can also plan provision around events at different life stages, such as preparing pupils for the transition to post-primary school.

Monitor and evaluate provision

Monitoring and evaluating your financial education provision can help you assess the overall impact and improve pupils’ outcomes. It could involve classroom observations, reviews of pupils’ work, or surveys/ interviews with staff, pupils or visiting providers. The [Financial Education Planning Framework](#) can be used to identify the learning outcomes schools are seeking to achieve.

Questions to help you evaluate a programme, lesson or activity

1. How well were the purposes and intended outcomes met?
2. Were there also positive unintended outcomes?
3. Did the learning opportunities lead to progress?
4. How well were the needs of vulnerable pupils met?
5. Which teaching methods worked best?
6. Which activities and resources were most helpful (including the use of external providers)?
7. What issues have arisen and how can we best address these?

Engage parents and carers in delivering financial education

Engaging parents and carers is a key factor in helping children develop good money skills, knowledge and habits. For example, evidence shows that children are more likely to have good financial capability if their parent or carer gives them regular money (regardless of the amount), sets rules around money and gives them responsibility for some spending decisions¹³. Research also shows that financial education programmes are more likely to have an impact when parents and carers are involved¹⁴.

It is therefore important that schools help parents and carers understand the vital role that they can play, and engage them in children's learning about money. Many parents and carers do not feel confident to talk to their children about money¹⁵, and money may be a highly sensitive or uncomfortable topic for some. Therefore, gentle encouragement to participate is recommended. Schools can consider reaching out through the school website, emails, newsletters, school apps, social media or networking events.



Suggestions for involving parents and carers include:

- Providing practical tips on how to involve children in money use and planning, including online (e.g. shopping, examining bills, budgeting) and setting financial goals (e.g. saving for a special purchase or event)
- Capturing parent voice on financial education (e.g. a school-wide survey)
- Involving parents in learning activities around financial education, through collaborative homework tasks that encourage discussion about money, and by sharing financial education topic planning, so parents know what is going to be covered
- Signposting to interventions to develop parents' own skills around talking to their children about money and money management
- Hosting an event that brings parents and children together to develop financial education
- Sharing experiences, effective practice and ideas around financial education with the wider community, including parents.

Some of the resources and support in [Financial education resources and services](#) include activities to help parents talk to their children about money. This includes MoneyHelper's [Talk Learn Do](#), a free guide for parents and carers to help them teach their children about money.

¹³ Analysis of UK Children and Young People's Financial Wellbeing Survey (Money and Pensions Service, 2023); Children and Young People and Financial Capability: Needs Analysis (Money Advice Service, 2018)

¹⁴ Developing Children and Young People's Financial Capability: A Review of the Evidence (Money and Pensions Service and University of Edinburgh, 2023)

¹⁵ UK Children and Young People's Financial Wellbeing Survey: Financial Foundations (Money and Pensions Service, 2023)

Case study: Glenwood Primary School, Belfast

Glenwood Primary School values the role that financial education can play in developing lifelong skills in their pupils, ensuring learning is relevant, cross-curricular and engaging. Their whole-school focus week on financial education addressed three interrelated areas:

- financial knowledge and understanding – what money is, where it comes from and goes to
- financial skills and competence – budgeting, spending and saving, risk and return, and
- financial responsibility – making personal choices and understanding the implications of finance.

Engaging pupils across the school

The whole school was engaged through two competitions, with P1 to P4 designing and making a money box and Key Stage 2 designing a credit/debit card. Teachers across the different year groups then used resources to deliver age appropriate learning, making use of programmes that offered a range of resources, at no cost and with SEND friendly materials.

Key Stage 2

The P7 year group took part in MoneySense's Fraud Scene Investigators workshop with a volunteer from Ulster Bank, and enjoyed working as a group to problem solve and work out where fraud had occurred. The P7 teachers said "It helped them become much more savvy against an increasingly complex online financial world and helped educate them for their future".

The P6 and P5 year groups focused on getting ready for a party. P6 planned and organised a party within a set budget, using MoneySense's "It's Party Time" workshop. P5 pupils created the party bags, working with a selection of priced items and to a set budget.

Foundation Stage and Key Stage 1

In P4, the pupils used activity-based learning to consolidate what they had already covered in class about combining coins to make up different amounts. A shopkeeper had to add the prices of different items together and the customer had to find the correct coins to pay. Pupils were learning in a real-life context, using role play to put into practice what they had learnt in class. The P4 teacher said, "I think the fact that they were learning through play made the experience a more enjoyable one. The activity catered to all learning styles and abilities which made it accessible for all the children".

P2 and P3 year groups used the Young Enterprise Northern Ireland Ourselves and Our Families resources, helping the pupils learn through story-book characters about the "world of work" and the importance of saving, earning, needs and wants, decision making and team work.

P1 pupils pressed coins into dough, programmed Beebot to move forwards to different coins and set up a class shop with prices from 1p to 10p. Money was explored through storybooks and rhymes like Hot Cross Buns, 5 Currant Buns and Sing a Song of Sixpence. The Foundation stage pupils had a show and tell about keeping money safe, telling their classmates about their purses, wallets and piggy banks.

Enhancing pupils' skills and capabilities

The Numeracy and Key Stage 2 Coordinator said, "Not only did these activities develop financial capability but many thinking skills and personal capabilities were enhanced, such as creativity, problem solving, decision making, working together and self-management. Cross-curricular skills ran through many of the lessons".

Taking the next step: champion financial education and share best practice

Championing financial education involves helping pupils, staff, families and the wider community (including other schools, community groups and businesses) to understand its importance. This can often enhance learning and provide local solutions to local problems.

Within the school

Methods of championing to pupils and staff might include using assemblies, the school intranet, learning awards, staff meetings or training days. Pupils can become champions themselves, sharing their learning through a newsletter, web page, blog or video. Staff could share research findings, case studies of effective practice from within the school or from other schools, useful tools or tips, evaluation results and success stories.

Reaching further

Getting the local community on board can provide pupils with real-life contexts, often supporting wider life skills. Potential approaches could include:

- working with others to establish a community vision of financial education, inviting stakeholder representatives (including parents and children) to work together to create a map of local skills, resources and opportunities for your community to help

- sending a periodic newsletter to relevant community groups, sending press releases to local media and using social media to share information and keep people up to date
- presenting to governors, trustees or parent teacher associations, and asking them to use their contacts with the community to support you
- building partnerships, for example: a breakfast meeting for employers or other potential partners to discuss how they could work with your school; establishing links with local organisations e.g. local banks and credit unions, social enterprises or sports clubs; or inviting community representatives in to support financial education lessons.

Sharing best practice

Schools sharing ideas and effective practice with each other can boost teacher confidence and enhance financial education. Multiple schools can make connections to share good practice or make a joint plan for delivering quality financial education, working through subject coordinator groups, Area Learning Communities, online fora or social media.



Financial education resources and services

Planning tools

Financial Education Planning Frameworks

The Financial Education Planning Frameworks set out what children and young people might need to know about money, at what age. They can be used to support lesson planning and to consult pupils on their own areas of interest.

yeni.co.uk/young-money

Resources to help you deliver financial education in the classroom

Look out for resources with the Financial Education Quality Mark

The Financial Education Quality Mark, funded by the Money and Pensions Service, helps teachers find resources that have been quality assured for their educational value and financial accuracy. Resources with the Quality Mark are available on Young Money (part of Young Enterprise) Resource Hub.

young-enterprise.org.uk/teachers-hub/resources

CCEA's Financial Capability microsite

This site equips teachers with the information and educational resources they will need to deliver effective lessons in personal money management, from Foundation Stage to Key Stage 4. This includes resources exploring financial capability in a digital world, gambling and gaming awareness, and online scams.

ccea.org.uk/learning-resources/financial-capability

Young Enterprise Northern Ireland primary resources

Programmes to help pupils learn about a range of money issues including saving, earning and the 'world of work', making money decisions, needs and wants and taxes. Resources include storybooks, worksheets, videos and facilitatory guides. Workshops also available.

yeni.co.uk/programme-delivery/primary

Bank of Ireland Youth Hub

A free financial education programme for primary school pupils and teachers, including Ollie the Owl teacher led lesson plans. The Youth Hub also has resources for parents and carers.

www.bankofirelanduk.com/personal/what-is-youth-financial-wellbeing/

Barclays LifeSkills

Free, curriculum-linked financial education lessons, tailored for age groups from 7 to 19 years, including resources specifically for young people who have experienced care. The interactive lessons cover topics from budgeting, saving, understanding needs and wants through to recognising fraud, interpreting payslips and planning for financial independence.

barclayslifeskills.com/help-others/lessons

Danske Bank

Financial literacy resources aimed at building the financial confidence of primary and post-primary pupils. The programme includes an outreach programme delivered in the classroom by Danske Bank employees.

danskebank.co.uk/SMART

EVERFI

Free interactive online financial education modules plus classroom activities and worksheets covering topics from foundational financial literacy concepts like budgeting, saving and income to understanding the economy and planning your financial future. Three courses: Vault for ages 9 to 11, Thrive for ages 12 to 16 and Aspire for ages 14 to 16. everfiteachers.co.uk/register

Junior Tax Facts by HM Revenue and Customs

Junior Tax Facts is HMRC's free tax education programme for primary school students (ages 8 to 13). It includes a variety of free online resources to help children learn about the UK tax system. The programme is fully curriculum-linked and designed with educational experts.

gov.uk/government/publications/tax-facts-for-children-and-young-people/tax-facts-resources-for-teachers-and-parents

Lifesavers

A values-based financial education programme to help pupils aged 5 to 11 form healthy money habits, delivered by the Just Finance Foundation at no cost to schools. LifeSavers teachers receive cross-curricular CPD, planning tools, and classroom resources including a digital game, drama resources and storybook.

justfinancefoundation.org.uk/schools-hub

Lloyds Bank Academy

Free materials to help improve the financial capability skills and wellbeing of children and young people aged 5 to 16+. Each pack includes the resources needed to run one-to-one or group sessions, along with advice for running sessions virtually.

lloydsbankacademy.co.uk/financial-skills

Money & Me

A 12 lesson programme designed to introduce pupils, aged 5 to 11, to the economy and the way money works. The programme includes a teacher guide, lesson plans and games featuring familiar Beano characters in real-life situations that involve making decisions about money. Differentiated resources are available to meet a range of learning needs.

schools.beano.com/lesson_plan_category/moneyandme

Money Heroes

Free programme that aims to teach financial education to children aged 3 to 11, at home and in the classroom, supported by HSBC and developed by Young Money (part of Young Enterprise).

The programme offers activities, storybooks, games, guidance and teacher training to help develop knowledge, skills and attitudes for a successful financial future. Includes tailored content for those supporting children with additional needs.

moneyheroes.org.uk/teacher-hub

The Numbers Game

Santander and Twinkl's free learning resources for 5 to 16 year olds featuring Ant & Dec are created by teachers for schools and homes and linked to the curriculum. Schools can join the Financial Education Recognition Scheme to celebrate their work teaching children about money.

twinkl.co.uk/resources/northern-ireland-resources/partnerships-northern-ireland/santander-ni

Ulster Bank MoneySense

Free financial education programme for 5 to 18 year olds, linked to the curriculum. The programme includes support for teachers to help pupils learn about money, with free lesson plans, activity sheets, videos, interactive activities, and differentiated resources for pupils with additional learning needs.

mymoneysense.com

Financial education workshops and training

Financial education experts can provide extra support, delivering workshops for pupils or training for teacher. Some organisations can link you up with volunteers in your local community.

Danske Bank SMART

Educational outreach programme supporting primary and post-primary pupils to become more financially confident, delivered in the classroom by Danske Bank employees.

danskebank.co.uk/SMART

MyBnk

A range of inclusive financial education programmes, for diverse groups of young people aged 5 to 25 years old, that aim to bring money to life and help young people make informed choices. Workshops cover saving, budgeting, debt, independent living, and public and student finance.

mybnk.org/our-work/financial-education

Ulster Bank MoneySense

Teacher-led workshops to help 5 to 18 year olds learn about money, with support from a bank employee volunteer.

mymoneysense.com

Young Enterprise Northern Ireland primary programmes

Face to face workshops covering a range of money issues including saving, earning and the 'world of work', making money decisions, needs and wants and taxes. Resources to support delivery by teachers also available.

yeni.co.uk/programme-delivery/primary

Engaging parents and carers

Parents and carers can help their children develop good money skills and habits. You can encourage your school community to talk money at home and share resources that can help.

Talk Learn Do by MoneyHelper, a free guide for parents and carers to help them teach their children about money.

moneyhelper.org.uk/en/family-and-care/talk-money/talk-learn-do

Money Heroes activities, storybooks and games to help teach financial education to children aged 3 to 11 at home.

moneyheroes.org.uk/parent-hub

Ulster Bank MoneySense for parents, with activities, games and videos for 5 to 18 year olds.

mymoneysense.com

March 2024

Keep up to date with the work of MaPS
to improve the provision of financial education at
www.maps.org.uk/schools

