

Unit 7 Looking after my money

About the unit

In this unit children learn how to look after their money and that saving money means they can afford more expensive things they need or want. They learn that there are different ways to keep money safe, and that money can earn more money through interest paid by banks and building societies. They learn about the concept of planning and budgeting.

The activities in this unit are designed to be flexible so that they can be adapted for the class, the whole school or individual pupils. It is important to establish clear ground rules for these activities (see the *Teacher's handbook* for more details).

This unit supports the Every Child Matters aims 'make a positive contribution' and 'achieve economic well-being'.

Where the unit fits in

This unit address the following aspects of the key stage 2 non-statutory framework for PSHE and citizenship:

Developing confidence and responsibility and making the most of their abilities

1f look after their money and realise that future wants and needs may be met through saving

Breadth of opportunities

5d make real choices and decisions, for example how to spend money

Expectations

Expectations should be adapted according to the needs, age, key stage and maturity of the children. By the end of this unit most children should be able to:

- give reasons why they should keep their money safe and demonstrate different ways of doing this
- explain the importance of keeping financial records and demonstrate an ability to keep a simple record
- understand the reasons for, and importance of, a financial plan to save money for a specific purpose
- make a simple financial plan.

Teaching activities

1 Personal spending

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none">■ that there are different ways of keeping money safe■ about some features and benefits of different bank accounts	<ul style="list-style-type: none">■ To establish the children's existing knowledge of money and financial services, discuss as a class words associated with money. Make a list, grouping the words under headings such as 'Money facts', 'Attitudes towards money' and 'Financial organisations'. Ask the children what they want to know more about in relation to money.■ Ask the children to discuss, in small groups, the reasons why we need to keep money safe and the different ways in which we can achieve this. Give the children newspapers, magazines and publications that advertise banks, building societies, etc, and ask them to make a list of all the different places where they could keep their money. Collate their findings and ask the children to consider the advantages and disadvantages of keeping money in an account or money box, eg <i>greater security, enables you to pay for things without carrying around large amounts of money</i>. Encourage the children to see the advantages of keeping a large amount of money in a bank or money box, rather than carrying it about.■ Ask the children to take on the role of a bank. Explain that they are going to keep a record of one of their account holders. This account holder has £50 in their account and does not keep a record of expenditure. Read out a list of their purchases and ask the children to record this spending. Keep reading out the purchases until it exceeds £50. Ask the children to identify the reasons why it is important for this person to keep a record of what they have and what they spend. Ask the children to think about what might happen if the person continues to not keep a record.■ Show examples of how people with accounts are kept informed of how much money they have, eg <i>balance slips, statements, savings, account book</i>.	<p>Children:</p> <ul style="list-style-type: none">■ identify reasons for and ways of keeping money safe■ explain the importance of keeping financial records	<ul style="list-style-type: none">■ It is important to agree ground rules for talking about financial issues as this is a sensitive area. These rules should include giving the children the right not to talk about their own or their family's personal financial situation. (See 'Setting ground rules' in Section 2 of the <i>Teacher's handbook</i> for more information.)■ Be aware that some religious groups have faith perspectives and/or beliefs about issues of personal finance.■ Some local bank branches or building societies will supply examples of statements and other documents from their training materials.■ If you are planning a visit to a bank make sure that the emphasis is not on promoting the bank or its products, and that a balanced view is presented. (See 'Planning and

Teaching activities

1 Personal spending (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn:		Children:	
	<ul style="list-style-type: none">■ Arrange for visitors from local banks to talk to the class about how banks help people to keep track of their money, or arrange a class trip to a local branch.		<p>developing a PSHE programme' in Section 2 of the <i>Teacher's handbook</i> for more information about arranging external visits.)</p> <ul style="list-style-type: none">■ Link with mathematics: Ma2 1e, 4b.

Teaching activities

2 Spending and saving

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none">■ that needs and wants can be met through saving	<ul style="list-style-type: none">■ As a whole-class activity, create a character of the same age as children in the class and make a class list of what the character could spend money on, how much these things might cost and whether these things are regular purchases, <i>eg a weekly magazine</i> or occasional purchases, <i>eg a new toy</i>. Add up the total cost of the items and give the character a weekly allowance that is less than this. Ask the children what the character can do if they don't have enough money.■ Using the same character, explain that the character wants to buy a new portable CD player that costs £40. Give the character the same weekly allowance as in the previous activity and provide details of the character's weekly spending. Ask the children to make a financial plan to work out how to save enough money for the purchase over four weeks. Encourage the children to work in groups to:<ul style="list-style-type: none">■ write down what the character currently spends their money on■ identify what items are not essential and calculate how much money could be raised over four weeks by not spending money on these items■ suggest ways to raise additional money and cost, <i>eg £5 for doing the washing up every day for a week</i>.■ When groups have completed their financial plan they can present it to the class and discuss its advantages and disadvantages.	<p>Children:</p> <ul style="list-style-type: none">■ make a simple financial plan to save money for a specific purchase	<ul style="list-style-type: none">■ Using ICT: there are opportunities here to model income and expenditure of a typical child using ICT software (for example a spreadsheet). You could create one of these for individual and/or class use.■ Encourage children to make financial plans specific, <i>eg where to keep the money, how much a week the character could save, how to keep a record of the money saved</i>.■ Link with mathematics: Ma2 4b.

Links with other subjects

Mathematics

Ma2 Number: using and applying number

1e make mental estimates of the answers to calculations; check results

Ma2 Number: solving numerical problems

4b choose and use an appropriate way to calculate and explain their methods and reasoning

Resources

- Child Trust Fund – a government savings scheme for children. Children born on or after 1 September 2002 receive a £250 voucher to start an account that can't be touched until they turn 18
- *Financial capability through personal financial education: guidance for schools at key stage 1 and 2* (DfES, 2000) – guidance to help teachers and schools provide financial education
- Personal Finance Education Group (PFEG) – a charity providing information for young people on financial matters. The website provides case studies and a list of financial education resources at each key stage. Monthly cultural diversity bulletins show financial issues in different cultural contexts
- *Pounds and pence* – a free resource produced by the Bank of England on currency and the basics of inflation
- *The red box* – a website developed by Inland Revenue, Treasury and HM Customs and Excise. It contains worksheets and teacher's notes for activities on public spending

The website addresses of these resources are on the PSHE pages of the QCA website (www.qca.org.uk/pshe/).

Care should be taken when encouraging children and young people to access websites.