



Llywodraeth Cymru  
Welsh Government

[www.cymru.gov.uk](http://www.cymru.gov.uk)

# Financial education for 7 to 19-year-olds in Wales

## Guidance for schools and colleges

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO  
THIRD PARTY RIGHTS OR OTHER  
LEGAL ISSUES

## Guidance

Guidance document No: 059/2011

Date of issue: Revised October 2011

Replaces Guidance document No: 043/2010

# Financial education for 7 to 19-year-olds in Wales

**Audience** Teachers, headteachers and governing bodies of all maintained schools; colleges and other learning providers that work with 14 to 19-year-olds; local authorities; initial teacher training providers; teacher unions and school representative bodies; ColegauCymru/CollegesWales; church diocesan authorities; national bodies in Wales with an interest in education.

**Overview** This document provides guidance on the provision of financial education for 7 to 19-year-olds in Wales. It is, therefore, provided for governing bodies, senior management teams and practitioners in primary, secondary and special schools and colleges with the responsibility for the planning and delivery of aspects of financial education.

**Further information** Enquiries about this document should be directed to:  
Curriculum Support Branch  
Curriculum Division  
Department for Education and Skills  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

e-mail: [WFEU@wales.gsi.gov.uk](mailto:WFEU@wales.gsi.gov.uk)  
<http://financial-education.ngfl-cymru.org.uk>

**Additional copies** This document can only be accessed from the Welsh Government website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

**Related documents** *Taking everyone into account: Financial Inclusion Strategy for Wales* (Welsh Assembly Government, 2009); *Welsh Financial Education Unit (WFEU) Strategic Plan 2009–11* (Welsh Assembly Government, 2009); *Mathematics in the National Curriculum in Wales* (Welsh Assembly Government, 2008); *Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008); *Careers and the world of work: a framework for 11 to 19-year-olds in Wales* (Welsh Assembly Government, 2008); *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008)

Main cover image courtesy of [www.freeimages.co.uk](http://www.freeimages.co.uk)

## Contents

<b>Introduction</b>	<b>2</b>
<b>Financial education</b>	<b>4</b>
<b>Including all learners</b>	<b>8</b>
<b>Skills across the curriculum</b>	<b>10</b>
<b>Learning and teaching strategies</b>	<b>13</b>
<b>Managing the provision of financial education</b>	<b>18</b>
<b>Appendix 1: Financial capability</b>	<b>21</b>
<b>Appendix 2: Opportunities for financial education across the curriculum</b>	<b>26</b>
<b>Appendix 3: Useful resources</b>	<b>29</b>
<b>Appendix 4: Ideas for getting started/improving standards</b>	<b>33</b>
<b>Appendix 5: Potential partners</b>	<b>37</b>
<b>Appendix 6: Background materials</b>	<b>39</b>

## Introduction

This document provides guidance on the provision of financial education for 7 to 19-year-olds in schools and colleges in Wales. It identifies the opportunities for the provision of financial education and provides guidance on learning and teaching strategies. It also includes advice on teaching resources and working with partners in developing and delivering a planned approach to the provision of financial education.

The guidance is, therefore, provided for governing bodies, senior management teams and practitioners/teachers in primary, secondary and special schools and colleges with the responsibility for the planning and delivery of financial education.

### Policy context

The Welsh Government is fully committed to tackling financial exclusion. The document *Taking everyone into account: Financial Inclusion Strategy for Wales* (Welsh Assembly Government, 2009)<sup>1</sup> gives a clear undertaking to address the barriers to financial inclusion and to support those who can least afford to be financially excluded.

In the current financial climate, making good financial decisions is more important than ever. All people should understand their rights and responsibilities, know where to go for help if they need it and be wary of any offers that look 'too good to be true'. Our vision is that all our citizens have access to affordable financial products, and the confidence and capability to use them safely and responsibly. We want people to be able to plan for their futures with a reasonable degree of security and to have the right information and the skills and information to avoid getting into financial difficulties.

### Financial education

By improving their skills, knowledge and understanding of financial matters, people are able to make informed decisions and be confident consumers.

The Money Advice Service, formerly the Consumer Financial Education Body/Financial Services Authority, leads a national strategy in partnership with government, the financial services industry, and voluntary, consumer and education groups to improve the population's financial capability. In partnership

---

<sup>1</sup> Further information on the Welsh Government's Financial Inclusion Strategy can be found [here](#).

with the Welsh Government, the Money Advice Service works with practitioners in colleges, youth settings and universities to target young people and learners to ensure support and help arrives before crisis occurs.

Schools and colleges have a unique opportunity to instil positive attitudes towards finance at an early age and to reach all sections of society, including many individuals who may later become far harder to reach.

The Welsh Government has, therefore, ensured that financial education is embedded in the [curriculum](#), principally in [mathematics](#), introduced in maintained schools in Wales from September 2008 and in the [Personal and social education framework for 7 to 19-year-olds in Wales](#) and [Careers and the world of work: A framework for 11 to 19-year-olds in Wales](#)<sup>2</sup>.

## Welsh Financial Education Unit

The Welsh Financial Education Unit (WFEU) has been established by the Welsh Government in partnership with the Money Advice Service to support the delivery of financial education. The unit is working with practitioners in schools and local authorities and in partnership with further education and the financial services and third sectors to:

- raise practitioners' awareness of the importance of financial education and the support that WFEU can provide
- provide guidance and advice for practitioners on making best use of opportunities for financial education in the curriculum
- provide advice on appropriate teaching materials and resources and support for continuing professional development
- develop resources that recognise the distinctive curriculum and linguistic needs in Wales
- identify and disseminate good practice in the provision of financial education from across Wales and the UK.

Details of WFEU's programme of work for 2009–11 are set out in the [Welsh Financial Education Unit \(WFEU\) Strategic Plan 2009–11](#) (Welsh Assembly Government, 2009).

---

<sup>2</sup> Further information on the curriculum introduced in mainstream schools in Wales from September 2008 is available on the [Welsh Government's](#) website.

## Financial education

Financial education aims to ensure that learners are financially capable.

Financial capability can be divided into three interrelated themes – financial knowledge and understanding, financial skills and competence, and financial responsibility. The themes overlap and are interrelated.

- **Financial knowledge and understanding** – This means having knowledge and understanding of the nature of money and insight into its functions and uses.
- **Financial skills and competence** – This means being able to apply knowledge and understanding of financial matters across a range of contexts in order to deal with day-to-day money management issues and to begin thinking about planning for the future.
- **Financial responsibility** – This means being aware that money and financial decisions are closely linked to value judgements and that they can impact, not only on the decision-maker, but also on their family and community

A detailed breakdown of what these three interrelated themes might look like for learners in primary schools and in 11–19 settings is offered in Appendix 1.

### Opportunities to deliver financial education

Building on the skills and outcomes in the Foundation Phase, specific elements of financial education have been included in the following Welsh Assembly Government documents.

- *Mathematics in the National Curriculum for Wales*
- *Personal and social education framework for 7 to 19-year-olds in Wales*
- *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*

## Key Stage 2

### Mathematics

#### Measures and money: Understand and use money

Pupils should be given opportunities to:

- know and use the conventional way to record money
- find approximate solutions to, and use the four operations to solve, problems involving money
- understand a calculator display in relation to money, e.g. *that a display of 21.4 (pounds) means £21.40*
- be aware of other currencies.

### Personal and social education

#### Preparing for lifelong learning

Learners should be given opportunities to understand:

- that money is earned through work and can buy goods and services
- the importance of looking after their money and the benefits of regular saving.

## Key Stage 3

### Mathematics

#### Measures and money: Understand and use money

Pupils should be given opportunities to:

- understand and use the conventional way of recording money
- calculate with money and solve problems related to budgeting, saving and spending, and currency exchange rates
- interpret a calculator display in relation to money.

## Personal and social education

### Preparing for lifelong learning

Learners should be given opportunities to understand:

- the economic and ethical consequences of personal financial decision-making as a consumer, e.g. *Fairtrade*
- how to become competent at managing personal finances and recognise that saving provides financial independence.

## Careers and the world of work

### Understanding the world of work

Learners should have opportunities to:

- explore the attributes of entrepreneurs and the role of enterprise in wealth creation.

## Key Stage 4

### Mathematics

#### Measures and money: Understand and use money

Pupils should be given opportunities to:

- understand and use the conventional way of recording money
- calculate with money and solve problems related to budgeting, saving and spending, including currency exchange rates, profit and loss, discount, hire purchase, best buys, household bills and compound interest
- interpret a calculator display in relation to money.

## Personal and social education

### Preparing for lifelong learning

Learners should be given opportunities to understand:

- their rights as consumers and their responsibilities in terms of managing a budget
- the importance of planning for their financial futures and how to access financial advice.



## Careers and the world of work

### Understanding the world of work

Learners should have the opportunity to:

- explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.

## Financial education for 16 to 19-year-olds

### Personal and social education

#### Improving own learning

Learners should be given opportunities to:

- evaluate financial advice, take personal responsibility for financial planning and manage personal finances effectively.

#### Preparing for lifelong learning

Learners should be given opportunities to:

- understand their increasing independence in terms of managing personal finances and accessing credit.

## Careers and the world of work

### Understanding the world of work

Learners should have the opportunity to:

- engage in activities that encourage an entrepreneurial approach to work and wealth creation.

However, there are opportunities to develop and embed financial education across the curriculum in ways appropriate to learners' needs and maturity at each stage of their formal education.

## Including all learners

### **Responsibilities of schools, colleges and other learning providers**

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on learning providers in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities, and encourage participation in all areas of school life.

Learning providers should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. They should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Learning providers should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Learning providers must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, learning providers will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Learning providers should seek advice regarding reasonable adjustments, alternative/adapted activities, and appropriate equipment and resources which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, learning providers should take specific action to help them learn both English and Welsh through the curriculum. They should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. They should also encourage the use of learners' home languages for learning.

### **Learner entitlement**

Learning providers in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all activities and working wherever possible alongside their peers. Learning providers should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, learning providers may use content from earlier phases or key stages within the curriculum. They should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For more-able and talented learners working at higher levels, learning providers should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Learning providers should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Essential Skills.

Through financial education, learners participate in a wide range of activities which promote financial capability and develop an appreciation of the importance of being able to make informed choices and decisions regarding personal finance. They become skilful and confident in identifying and dealing with everyday financial problems or issues.

### Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In financial education, learners engage in a wide range of financial issues that require them to be informed, skilled, thoughtful and adaptable. Through practical and real-life contexts, learners plan and set goals when carrying out collaborative tasks and evaluate progress. They work together to locate and record information from a range of sources and learn to discriminate between fact and opinion and question the reliability of evidence.

## Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In financial education, through research, role play and debate, learners share information, argue, persuade, explore issues and offer and evaluate opinions. They listen to and value the viewpoints of others and use these to build on thinking. They consider and analyse the ways in which we interpret language and text drawn from a range of media including ICT and how this can affect themselves and others.

## Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In financial education, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work in a variety of ways including databases and spreadsheets. They locate relevant information from a variety of ICT sources including the internet and begin to question the bias of these sources. They gain an awareness of the potential dangers of commercial practices targeted at young people and use simulation of real-life scenarios to develop consumer acumen and minimise risk.

## Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In financial education, learners choose and use appropriate calculation methods to solve problems in a range of real-life contexts involving money, including foreign currency. They gather and analyse information from a variety of sources including ICT and use it to make informed choices about the merits and impacts of goods and services, including value for money. They develop a sense of audience and purpose when communicating findings and data.

## Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

Financial education contributes to the Curriculum Cymreig by giving learners opportunities for active engagement in activities that allow them to explore and understand the factors that have shaped Wales including the inequalities within and between communities that affect everyday life. This prepares learners to make decisions and life choices within their community, locally, nationally and globally.

## Learning and teaching strategies

The mathematics Order, the personal and social education framework, and the careers and the world of work framework provide important reference points for senior management teams and practitioners in primary and secondary schools and colleges with the responsibility for the planning and delivery of aspects of financial education. However, as noted earlier, there are also opportunities to develop financial capability in most subjects in ways appropriate to learners' needs and maturity at each stage of their formal education.

In teaching about financial matters and related discussions, it is essential that practitioners consider the diversity of learners' social, economic, religious and cultural backgrounds and their varied experiences of financial education topics that may be culturally sensitive.

The Welsh Government's [personal and social education \(PSE\)](#) website identifies financial issues such as debt and poverty as potentially sensitive issues and offers guidance as to how they may be approached in a range of settings.

Practitioners should protect learners' privacy by always depersonalising discussions. Distancing techniques help learners discuss sensitive issues and develop their decision-making skills in a 'safe' environment, for example:

- role play, which can help learners practise skills and behaviours
- use of trigger materials such as photographs, advertisements, newspaper articles
- case studies with fictitious characters which learners can relate to.

### Choosing relevant contexts

The context in which financial education is delivered should be relevant to learners now and in the near future and this should inform planning. Practitioners should take account of data for the community they serve such as statistics on deprivation, degrees of financial exclusion, employment patterns, levels of personal debt and related issues such as predatory lending, housing tenure and others.

## Key Stage 2

For learners in Key Stage 2, their 'income' will mostly be in the form of pocket money or gifts. However, if they are to become empowered consumers, they will need to consider:

- where this 'income' comes from
- where it goes
- how to keep it safe
- the impact of their spending choices locally and in the wider world.

## Key Stage 3

Learners in Key Stage 3 are likely to have limited 'incomes' and their expenditure will be similarly modest. Equally they will need to know how to keep their money safe and ensure they get good value when they spend it. Mobile phone tariffs will be more relevant than utility tariffs and saving for spending money on a day out more realistic than for a car.

Part-time work and more pocket money widen learners' opportunities to spend and, hopefully to save, as they progress through their secondary school years. Their spending habits, on the high street and online, will be increasingly influenced by persuasive advertising as well as a desire to get value for money. However, they need to develop an awareness of the wider effects of their spending and giving (charitable) choices, and that of their families, and the impacts and changes these may have on economic activity, trade, sustainable development and aid.

## Key Stage 4 and provision for 16 to 19-year-olds

Many learners will need to plan financially to complete their education and others will need to understand their first payslip. All learners will be able to access credit when they reach 18 and many older learners will aspire to live independently. For those aged 14–19 it is appropriate to choose contexts that fit these widening aspirations. Even more complex financial issues that seem very distant to most school learners such as insurance, mortgages and pensions need to be explained and made relevant.

The examples in Appendix 2 demonstrate how these aspects of financial education can be taught across the curriculum.



## Teaching strategies

Practitioners will know their learners and their experiences of working with them will inform their choice of teaching strategies. Effective financial education should include a variety of activities in order to address different learning styles. Examples include:

- pair work and group work
- competitions and quiz-based activities
- interactive games
- problem-solving activities – individual or group based
- board games, card sorting and other 'hands on' activities
- debates
- role play, drama and 'agony aunt' advice giving and hot seating
- whole-class teaching
- individual research and reading
- questionnaires – to encourage reflection or to collect information on aspects of financial behaviour.

Examples of how the above activities can be used to develop financial capability in a range of subjects provided in primary schools and in 11–19 settings are set out in Appendix 2 and Appendix 4.

## Off-timetable days

Off-timetable days with a financial education focus can enrich, but should not replace, timetabled lessons. They allow efficient use of external partners who can work with several classes in a single school day. In 11–19 settings, off-timetable days can also be a good way to enlist the support of a range of departments, encouraging all staff to see financial education as a natural part of their subject.

Such days can also have other positive outcomes including producing work for Essential Skills portfolios.

## Using school-based opportunities

School life provides learners with real experiences of managing money. Examples include:

- participative budgeting via school councils
- working with credit unions within the school
- organising and managing the financial aspects of charity or community initiatives (perhaps as part of the Welsh BaccaLaureate or the Duke of Edinburgh Award)
- planning the funding of trips and visits
- using foreign currency on school trips and exchanges abroad
- participating in enterprise projects
- involvement in Eco-schools, Fairtrade schools and Welsh Network of Healthy School Schemes, for example such as running fruit tuck shops.

Such activities involve managing money and solving financial problems – skills which are clearly also important in managing personal finance.

Work-focussed experiences might offer further chances of experiencing real financial issues.

## Working with partners from outside the school

Financial education is not the sole responsibility of schools. The most effective programmes are found in those schools that work cooperatively with external agencies. Schools might consider working with partners in the community, such as the organisations listed in Appendix 5, in their delivery of financial education. Some might be able to provide staff to work in schools with learners. Some will simply offer support in the form of advice or possibly resources.

Schools should read the guidance on using visitors on the Welsh Government's [PSE website](#). The site also has a link to a useful checklist 'The role of visitors in PSE'.

## Qualifications

A summary of UK-wide qualifications wholly focused on financial education can be accessed through the link on the [Personal Finance Education Group \(pfeg\)](#) website. This lists qualifications offered at a variety of levels and by a range of providers including the main awarding bodies and specialist providers such as *ifs* School of Finance.

A similar list focused on adult learners is available through the attached link on [The National Institute of Adult Continuing Education \(NIACE\)](#) website. It is useful as it shows progression from Entry Level 2 to Level 4.

Several other qualifications require some financial education work. For example, there is some financial education content in the WJEC GCSE PSE short-course and the Edexcel WorkSkills BTEC qualification has a unit on money management, as do some ASDAN qualifications.

The short, credit-based, financial education modules offered by National Open College Network, and in Wales by [Agored Cymru](#) (formerly OCN Wales), might also be appealing in some educational contexts.

Financial education can also be used as a context to generate portfolio evidence in order to assess learners' Essential Skills, independently or as part of the Welsh Bacalaureate Qualification.

## Managing the provision of financial education

To ensure coherent and progressive financial education for all learners at each stage of their learning, managers and practitioners need to consider where and how key opportunities for financial learning can be provided within various areas and aspects of the school's curriculum.

In the primary school, this will mean not only teaching financial education through the context of a curriculum subject, topic or project but also through learners' everyday life experiences and those of the school's community.

In secondary schools where financial education is only delivered within PSE and mathematics, there will clearly need to be coordination between the two departments. The fact that in many schools learners are 'set' for mathematics and taught in mixed ability groups for PSE poses particular challenges for this coordination. If the full range of opportunities outlined in Appendix 2 is to be used then this coordination task is even more important.

Schools should consider assigning a member staff to take responsibility for co-ordinating the learning and teaching of financial education in order to develop and ensure a whole-school approach. This will involve:

- developing and managing the implementation of a coherent programme of financial education
- identifying and addressing professional development needs linked to the delivery of financial education.

### **Improving practitioner understanding of personal finance**

It should be recognised that practitioners are not always confident about their own money management skills and that this might be a barrier to effective delivery of financial education programmes.

Many financial education resources have comprehensive glossaries to demystify the jargon and do not assume that teachers will have a large amount of background knowledge of the topics. The Money Advice Service produces an excellent series of free step-by-step guides on a wide range of personal finance topics which can be ordered or downloaded from their website at

<http://yourmoney.moneyadviceservice.org.uk/publications>

These enable teachers to quickly update their knowledge.

The Money Advice Service also has a Workplace Education Scheme which offers a free one-hour session on money management to groups of adults.

Teachers might also like to investigate some of the higher level qualifications signposted earlier in this guidance under 'Learning and teaching strategies'.

### **Involving parents/carers and governors**

Parents and carers have a wealth of first-hand experience of financial issues including budgeting, savings and judging value for money. They are therefore in a unique position to help in improving learners' understanding of financial matters. Financial issues such as pocket money, buying a mobile phone or saving on energy bills, can provide joint activities between learners and parents/carers.

*When schools work with other agencies to deliver joined-up programmes, the full range of resources and expertise can be harnessed to deliver improved learner outcomes and wellbeing.*

*The classroom is the essential link between education and the local community. Research shows that learning outcomes improve when there is shared understanding between teachers, parents/carers and other professionals, of the processes that lead to improved learning and wellbeing in the classroom.*

*School Effectiveness Framework* (Welsh Assembly Government, 2008)

### **Resources**

A WFEU microsite will be established on the NGFL Cymru platform. The site's resources and websites page showcases a wealth of materials including interactive games and activities to help support practitioners to plan and deliver financial education. This is an illustrative but not exhaustive directory of the resources available to support the development of financial capability in children and young people.

In addition, the [Personal Finance Education Group \(pfeg\)](#) is an education charity whose mission is for all young people to leave school with the confidence, skills and knowledge they need in financial matters. This site has a range of mostly free resources for teaching financial education as well as case studies of successful teaching and learning activities. The Personal Finance Education Group (pfeg) has a Quality Mark Scheme and practitioners can be assured that the resources that have been awarded this Quality Mark are:

- up-to-date
- accurate
- tested in the classroom.

Appendix 3 also gives details of some of these resources and websites including information of bilingual resources.

Appendix 4 gives some examples of how schools might combine these resources to deliver financial education in different contexts.

## Appendix 1: Financial capability

Financial capability can be divided into three interrelated themes – financial knowledge and understanding, financial skills and competence, and financial responsibility. The themes overlap and are interrelated.

- **Financial knowledge and understanding** – This means having knowledge and understanding of the nature of money and insight into its functions and uses.
- **Financial skills and competence** – This means being able to apply knowledge and understanding of financial matters across a range of contexts in order to deal with day-to-day money management issues and to begin thinking about planning for the future.
- **Financial responsibility** – This means being aware that money and financial decisions are closely linked to value judgements and that they can impact, not only on the decision-maker, but also on their family and community.

Schools and colleges might find the following descriptions of a financially capable learner helpful. They are offered as guidance for practitioners wishing to produce a coherent and focused financial education experience for learners.

### **What might a financially capable learner in a primary school look like?**

The statements below are drawn from *Financial Capability through Personal Financial Education: Guidance for Schools at Key Stages 1 & 2* (DfEE, 2000).

#### **Financial knowledge and understanding**

- Understand how money is used in our society, including foreign currency. Recognise and use a range of coins and notes in our currency. Understand that different countries use different coins and notes.
- Know that money is more than notes and coins and recognise that there are other forms of money including cheque books, credit and debit cards, coupons and vouchers. Begin to understand the concept of credit.

- Recognise that money can come from a variety of sources and is often limited. Appreciate that there are both regular sources of money, e.g. pocket money, and unpredictable sources, e.g. gifts or prizes.
- Be aware that money is earned through working or, when there is no work or insufficient work, it can be claimed through benefits.
- Understand that we need money in retirement and the requirement to save for a pension.
- Understand the exchange of money for goods and services, and that there are some things people have to buy and other things that they choose to buy. Recognise that adults have household expenses and regular financial commitments.

### **Financial skills and competence**

- Understand how different combinations of coins and notes can be used to pay for goods or be given in change. Choose correct value of coins and calculate change.
- Solve one-step, two-step and multi-step problems involving money and all four operations, choosing and using appropriate calculation strategies.
- Begin to appreciate that money is a finite resource and needs to be managed. Recognise the need to keep track of money and how to record incoming and outgoing expenses.
- Know that money needs to be kept safe and that there are different ways to do this including putting it in an account in a bank, building society or post office. Understand the importance of keeping financial records including bank statements.
- Begin to learn to look after their money and understand the advantages of saving. Begin to understand the concept of interest and calculate using the four operations of number.
- Recognise that we may need to save if there isn't enough money for everything we want, or have to buy. Know how to plan ahead for future spending.
- Understand the consequences of losing money or having it stolen.
- Begin to consider the need for insurance in the likelihood of unexpected events.
- Understand simple risk and return.



## Financial responsibility

- Consider the variety of ways in which to spend money.
- Recognise that family income may be limited and begin to understand that matching household expenditure against income is important.
- Recognise needs and wants, and begin to prioritise spending of a limited supply of money.
- Compare and evaluate the costs of similar goods and services and make informed choices to get 'value for money'. Appreciate that making comparisons between costs is important in managing money.
- Recognise that spending decisions and consumer choices can be influenced by advertisements and peer pressure.
- Analyse the potential impact individual spending choices have in society and the environment both locally and globally.
- Recognise that the satisfaction derived from spending money varies according to the nature of the purchase – how long it lasts, how well it performs.
- Appreciate that people have different standards of living and understand the consequences of having more or less money.
- Understand the role of charities.
- Understand that there are ethical dimensions to financial decisions.

## What might a financially capable learner in an 11–19 setting look like?

This description draws together the learning outcomes from the mathematics Order, the PSE framework, and the careers and the world of work framework. It also draws on *Developing financially capable young people* (Ofsted, 2008) and on the Money Advice Service's definition of financial capability. Schools and colleges can also add their own statements reflecting their learners' specific needs and circumstances, which will be influenced by the social, economic and cultural profile of the community they serve.

## Financial knowledge and understanding

- Understand how payments for goods and services can be made and how money can be kept safe.
- Know where money can be saved and how interest makes savings grow. Recognise that saving provides financial independence now and in the future. Understand the risks involved in different ways of saving and investing.
- Understand that inflation can reduce the value of money over time.
- Understand how money can be borrowed, and how interest rates and APR show the cost of borrowing. Understand their responsibilities when they take on debt, including the consequences of not repaying.
- Recognise that money can flow into households as income from paid work and profits from entrepreneurial activity and that benefits and gifts can also bring money into the household. Understand the way wages and salaries are calculated and how the different deductions from them affect take-home pay.
- Recognise that insurance can protect against some financial risks.
- Understand that other countries use different currencies and that there are different ways of managing money abroad.
- Know what their rights as consumers are, and know where financial advice can be sought.

## Financial skills and competence

- Understand how to use a budget as a tool to manage their money and to keep track of their finances over time.
- Solve problems related to spending, household bills and other financial documents such as bank statements, loan and credit card statements, payslips, etc., and extract useful information from them.
- Calculate and solve problems related to finding best value including comparing discounts and best buys.
- Calculate and solve problems relating to profit and loss in a business context.

- Calculate and solve problems in the context of saving (including understanding compound interest) and borrowing.
- Solve problems related to currency exchange rates.
- Use a range of sources to find information about financial products to help them make informed decisions about them, and recognise when they might need to access financial advice.

### **Financial responsibility**

- Realise the importance of planning their financial futures and appreciate that sacrificing current expenditure can bring long-term benefits. They should understand that many decisions they make in their lives will have major financial consequences for themselves and others.
- Develop a good sense of judgement as to how money can be used effectively or wasted.
- Appreciate that there is often no one right answer in making financial decisions because these depend on individual circumstances and preferences. Cultural and social factors also influence attitudes towards money and their spending choices will often have ethical consequences.
- Understand how, as financially active citizens, they fit into the broader economy and society – for example, how their spending (or entrepreneurial activity) can generate income for businesses and employment, how the taxes they pay are used, and how charitable giving can help others.
- Realise how financial institutions make money from them when they buy or use financial products and services. Understand that their ability to make informed decisions about personal finance and financial products is strengthened by finding and evaluating relevant information and accessing reliable advice. Being well informed and staying up-to-date about financial matters offers some protection from persuasive advertising and financial scams.

## Appendix 2: Opportunities for financial education across the curriculum

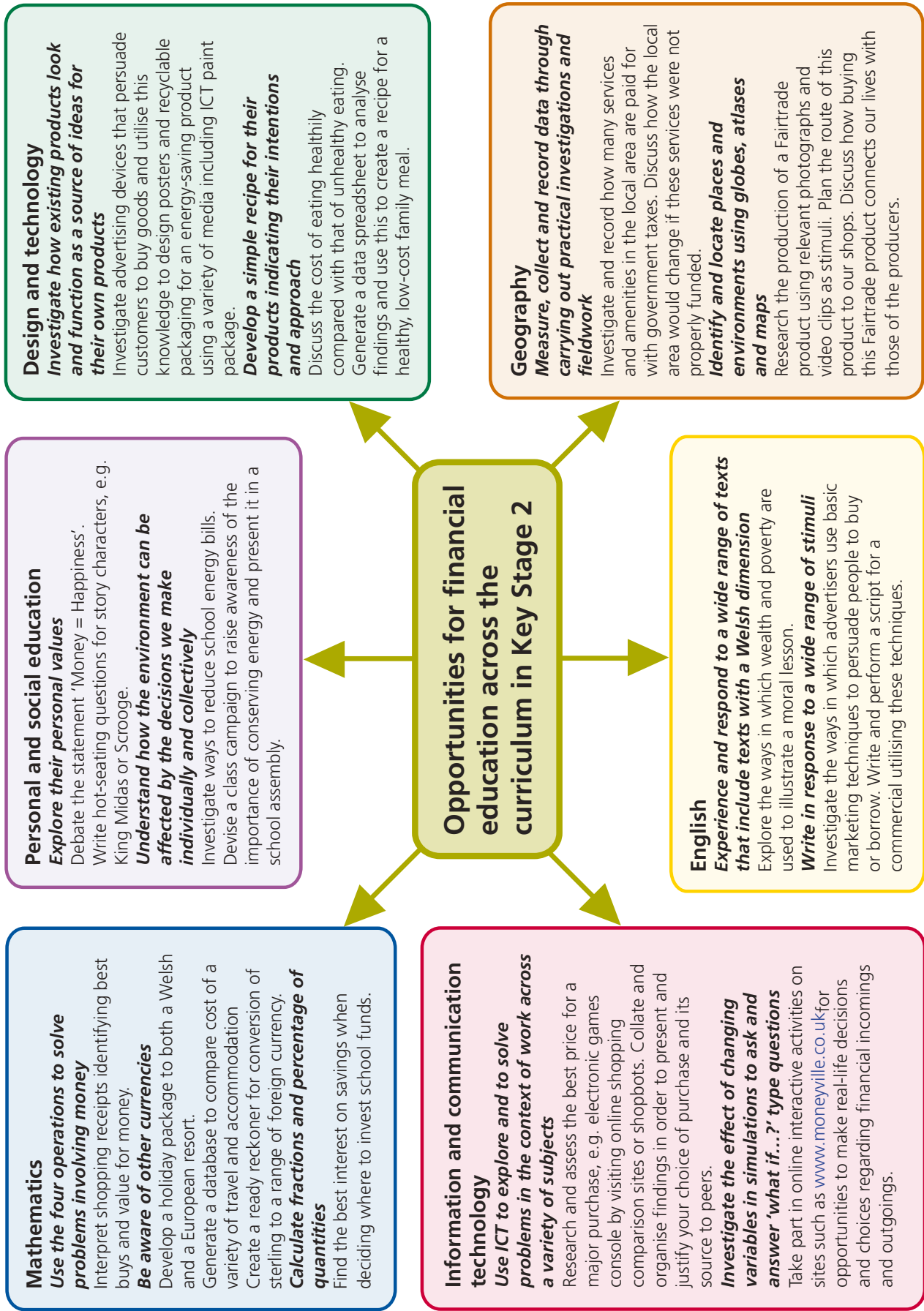
### **Opportunities in Key Stage 2**

The diagram on page 27 exemplifies the types of learning activity that will enable the development of aspects of financial capability – knowledge and understanding, skills and competence, and responsibility – in a range of curricular contexts for learners in Key Stage 2.

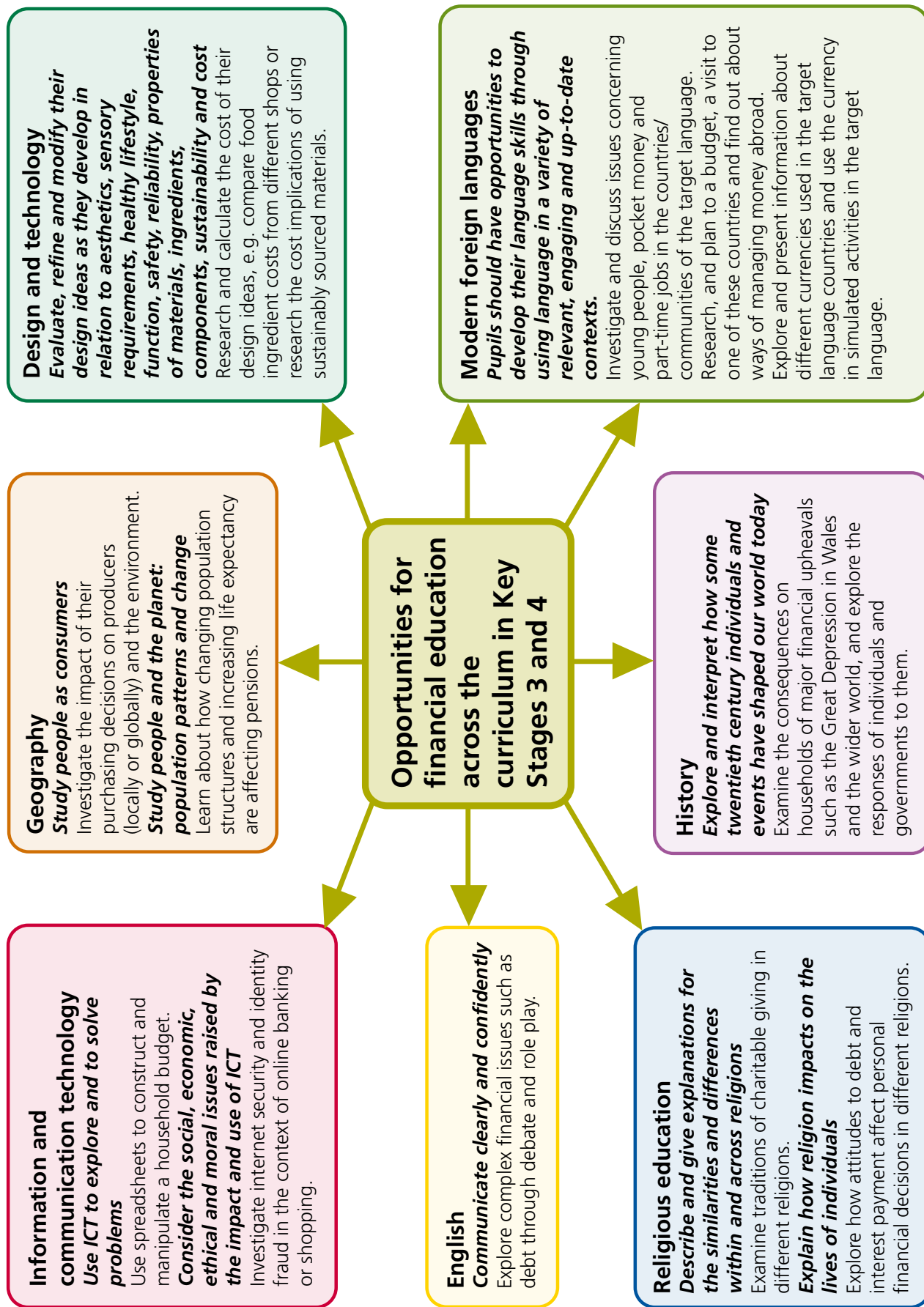
### **Opportunities in Key Stages 3 and 4**

In Key Stages 3 and 4, financial education is placed firmly within personal and social education and mathematics, and to a lesser extent careers and the world of work. For most schools the natural place to deliver financial education will be therefore within the agreed programmes of work for the above curriculum areas. Schools will need to decide how much time to devote to financial education.

However, there are many other opportunities to deliver financial education in secondary schools. A number of these are exemplified in the diagram on page 28.



Financial education for  
 7 to 19-year-olds in Wales  
 Revised October 2011  
 Guidance document  
 No: 059/2011



Financial education for  
 7 to 19-year-olds in Wales  
 Revised October 2011  
 Guidance document  
 No: 059/2011

## Appendix 3: Useful resources

The [WFEU microsite](#) provides practitioners with a list of useful resources including information on bilingual resources. It is for schools to select resources according to their needs. However, they might find it helpful to note that the resources below have been commended by practitioners in Wales.

### Key Stage 2

#### **A Bird's Eye View!/Tipyn o Dderyn!**

This bilingual resource takes the form of a learner workbook, aimed at raising awareness of financial capability by focusing on financial issues including expenditure, earning money, budgeting and foreign currency exchange through cross curricular activities.

Free copies available from Royal Liver Group, tel: 01512 361451

#### **Making Sense of Money**

A colourful book of games to help improve learners' skills in coin recognition, adding up money, exchanging coins for goods and budgeting, keeping money safe and choosing how to spend money.

Available from the [WFEU microsite](#) (bilingually) or from the [Children's Mutual](#) (English only).

#### **Money Counts/Mae Arian yn Cyfrif**

A bilingual resource written by BEAM for the FSA. Provides creative whole-school, whole-class and group activities to develop children's understanding of money.

Schools should already have a copy but additional copies can be obtained from [www.beam.co.uk](http://www.beam.co.uk)

#### **Money Event**

This is a guide to organising a money themed event for 4 to 11-year-olds and provides a wide range of resources available to support teachers across all the primary phases of education.

[www.nicurriculum.org/fc](http://www.nicurriculum.org/fc)

#### **My Money Primary Toolkit**

A teacher toolkit with lesson planning and activities in PSE and mathematics for both Key Stage 1 and Key Stage 2.

[www.pfeg.org/teaching\\_resources/resources/mm\\_primary\\_toolkit.html](http://www.pfeg.org/teaching_resources/resources/mm_primary_toolkit.html)



### **On the Money**

This resource approaches finance and enterprise topics through the use of short stories that learners will identify with and find funny. Accompanying teachers' notes give suggestions as to how each story could be used to address personal finance.

[www.ltscotland.org.uk/onthemoney](http://www.ltscotland.org.uk/onthemoney)

### **Pounds & Pence/Ceiniogau a Phunnoedd**

This is available to primary schools as a free printed resource pack in English or Welsh. The resource encourages learners to think about money and prices through cross curricular activities.

[www.bankofengland.co.uk/education/poundsandpence/](http://www.bankofengland.co.uk/education/poundsandpence/)

## **11–19 learning**

All of the following resources are bilingual except *Planning your Holiday – Developing Financial Capability school mathematics* and *Responding Responsibly: Thematic Unit – Money Matters*.

### **Adding Up To A Lifetime** (includes a Welsh language audio option).

This online resource covers a wide range of financial education topics by following four young people through their lives.

[www.autal.org.uk](http://www.autal.org.uk)

### **Banciwch arno**

This is a translation of the Nat West/RBS resource *Bank on it* and introduces learners to banks and the services they provide, personal budgeting and the financial implications of the decisions they make. It is one of four MoneySense financial education units.

[www.natwestf2f.com/cymrumoneysense/schools.asp](http://www.natwestf2f.com/cymrumoneysense/schools.asp)

### **Cash Confident**

This Basic Skills Cymru resource is aimed at improving the financial literacy of Key Stage 4 learners who have Essential Skills at Level 1 and lower. The CD-ROM (order code A5181), the separate tutor pack (order code A5180) and student pack containing a Financial Literacy handbook and a Glossary (order code A5182) should already be in schools.

To order more, telephone 0845 603 1108 and choose option 3, or contact the BSC by e-mailing [bscprintssc@wales.gsi.gov.uk](mailto:bscprintssc@wales.gsi.gov.uk)

[www.wales.gov.uk/topics/educationandskills/allsectorpolicies/basicskillscymru/?lang=en](http://www.wales.gov.uk/topics/educationandskills/allsectorpolicies/basicskillscymru/?lang=en)

### **CLIConline**

This bilingual website has a 'Money' section in the 'INFO' area which covers several financial education topics in a learner-friendly way.

Some of the material on the website is also on *Dealing with debt* – a dual language CD-ROM already in schools.

[www.cliconline.co.uk](http://www.cliconline.co.uk)



### **CU@theCU**

An interactive bilingual resource focusing on credit unions in schools and the community at large.

[www.cuinschools.org](http://www.cuinschools.org)

### **Finance Skills/Personal Finance**

Mathematics worksheets within the 'Finance Skills/Personal Finance' resource sections of the Nationwide Education website are available in Welsh and English. (The rest of this resource is in English only.)

[www.nationwideeducation.co.uk/www/index.php](http://www.nationwideeducation.co.uk/www/index.php)

### **Financial Literacy Activities for: Entry Level 3 Learners**

Quote code A2375 (English version) or A2376 (Welsh version).

### **Financial Literacy Activities for: Entry Level 2 Learners**

Quote code A2315 (English version) or A2362 (Welsh version).

Both of these Basic Skills Cymru resources are aimed at improving financial capability, and also literacy, language and numeracy skills.

To order, telephone 0845 603 1108 and choose option 3, or contact the BSC by e-mailing [bscprintssc@wales.gsi.gov.uk](mailto:bscprintssc@wales.gsi.gov.uk)

[www.wales.gov.uk/topics/educationandskills/allsectorpolicies/basicskillscymru/?lang=en](http://www.wales.gov.uk/topics/educationandskills/allsectorpolicies/basicskillscymru/?lang=en)

### **Housemate**

Shelter Cymru's resource which looks at housing and homelessness and includes a useful section on independent living. Schools should have this already.

[www.housemate.org.uk](http://www.housemate.org.uk)

[www.sheltercymru.org.uk/library/education.aspx?ParentID=5&year=0&type=1&subcat=20](http://www.sheltercymru.org.uk/library/education.aspx?ParentID=5&year=0&type=1&subcat=20)

### **Made of Money**

This Bank of England resource includes some bilingual resources and is aimed at helping Key Stage 4 learners understand what the economy is, how it works and how it relates to them.

[www.bankofengland.co.uk/education/madeofmoney/index.htm](http://www.bankofengland.co.uk/education/madeofmoney/index.htm)  
(then choose 'Download Resources')

### **Money Week – Ideas**

Financial Services Authority (now Money Advice Service) resources for further education (16–19), containing a range of financial education activities and case studies.

[www.moneyadviceservice.org.uk/workingwithus/youngpeople](http://www.moneyadviceservice.org.uk/workingwithus/youngpeople)

### **Money skills 14–17**

This resource uses group work and other approaches to provide a basic introduction to key aspects of personal and general finance.

The English version is accessible at

[www.pfeg.org/teaching\\_resources/resources/money\\_skills1417.html](http://www.pfeg.org/teaching_resources/resources/money_skills1417.html)

### **Money skills 16–25**

A financial capability resource aimed particularly at vulnerable young people but containing resources and activities suitable for use with all young learners progressing into independent living.

The English version is accessible at

[www.pfeg.org/teaching\\_resources/resources/money\\_skills1625.html](http://www.pfeg.org/teaching_resources/resources/money_skills1625.html)

### **Planning your Holiday – Developing Financial Capability school mathematics** (Northern Ireland version)

Aimed at Key Stage 3 learners, this resource covers a range of financial education topics around a holiday theme, primarily through mathematics but also using PSE and geography as a context.

Available from CCEA website at

[www.nicurriculum.org.uk/key\\_stage\\_3/areas\\_of\\_learning/mathematics/activities/planning\\_your\\_holiday.asp](http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/mathematics/activities/planning_your_holiday.asp) or  
[www.pfeg.org/curriculum\\_and\\_policy/england/secondary/mathematics.html](http://www.pfeg.org/curriculum_and_policy/england/secondary/mathematics.html)

### **Responding Responsibly: Thematic Unit – Money Matters**

A Northern Ireland SEN resource. Money – what is it? Why do we need it? How do we get it? Where should we keep it? How do we spend it? How does it affect us? This resource offers straightforward answers to these questions and also looks at ethical spending issues.

[www.nicurriculum.org.uk/docs/inclusion\\_and\\_sen/sld/responding\\_responsibly/money\\_matters.pdf](http://www.nicurriculum.org.uk/docs/inclusion_and_sen/sld/responding_responsibly/money_matters.pdf)

### **Spending Sense**

A bilingual version of this resource, suitable for use by schools in Wales, has been sent to all secondary schools. Designed for learners in Key Stage 3 and Key Stage 4 with moderate special educational needs, most of the units are also suitable for use with mixed ability groups and cover a range of topics under the headings 'Buying and selling', 'Sources of income' and 'Problem solving money issues'.

Available from the [WFEU microsite](#) or from

[www.pfeg.org/teaching\\_resources/resources/spending\\_sense.html](http://www.pfeg.org/teaching_resources/resources/spending_sense.html)

### **You bet!**

Tacade online bilingual gambling education resources for 11 to 16-year-olds.

[www.tacade.com/publications\\_gambling.php](http://www.tacade.com/publications_gambling.php)

## Appendix 4: Ideas for getting started/improving standards

### Key Stage 2

In School A, as part of a Year 5's English and history topic work on Dickens' *A Christmas Carol*, learners were asked to consider the statement 'Money = Happiness'. Learners discussed the statement in groups and then reported back to the class. A class concept cartoon was developed from the feedback and displayed along with their work on the novel. The teacher felt that listening to the learners' rich discussions not only allowed her to assess their communication skills, but also gave her insight into the pre- and misconceptions learners had relating to a number of financial issues.

In School B, Year 6 learners used *Making Sense of Money* (Children's Mutual Society, 2009) as an exemplar to create money games for younger learners. The games produced included many aspects of financial education, including money calculations, shopping and saving. 'Chance' cards either rewarded players with windfalls or imposed household emergency costs. 'Community' cards allowed for donations to charities and sponsorship. The games were trialled by Year 3 and Foundation Phase classes as part of the school's Money Week event.

In School C, Year 4/5 learners used *Penny Wise Finds Out About Bills and Taxes* (Southgate Publications) as part of their work on education for sustainable development and global citizenship (ESDGC). After reading the short story, they investigated the amount of energy used in the home each day and ways in which they could save energy. Each group then reported their money and energy saving strategies back to the class in the form of a PowerPoint presentation. The teacher felt that learners' enjoyment of the Penny Wise story provided a motivation for the follow-up work. The learners had used a number of skills across the curriculum as well as gaining a good understanding of the way in which they can contribute to improving the sustainability of the environment.

In School D, following a financial education primary continuing professional development (CPD) event, a teacher in a special school used a range of resources and activities to improve learners' financial capability. The teacher began by encouraging the learners to look closely at coins and discuss their values. This was followed by learners carrying out problem-solving activities in order to make up given values. Numeracy resources, such as loop cards which had been distributed during the course, were used to develop learners' mental mathematics strategies. Discussion then moved to the

concept of budgeting – which was put into a real-life situation as the pupils planned and budgeted for a class barbecue. This involved investigating best buys online and then shopping for their needs. The teacher commented on how little time had been spent on looking at coins and discussing their values in the past and felt this had been very worthwhile. The learners were very interested and enthusiastic about the lessons, and particularly enjoyed the shopping both online and at the supermarket.

## 11–19 learning

In School A, the mathematics department wanted to find resources to deliver aspects of financial education and to support work already being done on the topic in PSE lessons. In Key Stage 3 they selected units from *Talk Money Talk Maths* and worksheets from *Savings and Lifeskills*. They also organised a Year 9 'Money Day' around a 'planning a holiday' theme using *Planning your Holiday – Developing Financial Capability through mathematics* (Northern Ireland version) as the main resource, supplementing it with extracts from *Adding Up To A Lifetime (Life as a student – Holidays)*. Several of the 'Money Day' activities generated portfolio material for Level 1 Essential Skills Working with Number.

In Key Stage 4, the mathematics department again used the *Savings and Lifeskills* resource, including the *Finance Finder and Currency Challenge* interactive games as starter activities, along with a selection of maths rich activities from *Money Management – Smart Consumer*. They will use a selection of units from *My Money Mathematics* resources to cover further financial education topics.

In School B, the PSE coordinator was looking for resources to support financial education aspects of the school's 'Preparation for independent living' unit in Year 11, and in particular to encourage learners to consider their responsibilities in terms of managing a budget and to realise the importance of planning for their financial futures. *Adding Up To A Lifetime* was used for whole-class introductions to some topics and PowerPoints from the teaching resources on the *Make Money Make Sense* website for others. Student activities from *Spending Sense* were then used as a core resource to reinforce a range of topics such as budgeting, pay and benefits, debt and 'savvy spending'. Activities from Shelter Cymru's *Housemate* were used to extend the budgeting topic and learners were also encouraged to use the *CLIConline* and *DoughUK* websites for individual research. They used the resources from the

MoneySense website to cover savings and running a bank account, and the [CU@theCU](#) web resource to teach learners about 'not-for-profit' alternatives such as credit unions.

School C, which is a special school, recognised the motivational potential of financial education to engage their learners and help them improve their Essential Skills. They used [Money Matters: Learning for Life and Work \(SLD\)](#) (the Northern Ireland SEN resource) with some groups and the Basic Skills Cymru 'Cash Confident' CD-ROM and activities from the Basic Skills Cymru Entry Level 2 and Entry Level 3 resources with others. A selection of activities from [Spending Sense](#) allowed them to cover wider financial education aspects topics and develop other skills.

College D wanted resources and activities to use for their tutorial units on money management. They used case study resources from the Money Advice Service website for further education (16–19). They also chose a range of activities from [Money skills 16–25](#), [Money Management – Running a home](#) and [MoneySense – Credit Worthy](#).

School E was looking for ways to organise its financial education teaching into themes. Some of these would be delivered as off-timetable days and others as blocks of timetabled PSE lessons. A planning session yielded the following ideas.

- **Savvy spending and saving**  
For any year group. Covers – getting value for money, understanding advertising, safe internet shopping (IT department input), consumer rights, ethical spending (involve RE and geography), ways of saving (including 'banking basics').
- **Earning a living**  
To be delivered around the time of Key Stage 4 work experience or combined with careers sessions earlier. Covers – factors affecting wages and salaries; tax, pensions and other deductions from pay (working them out and what they are used for); self-employment; planning to finance the lifestyle they aspire to; budgeting.
- **Independent living**  
Year 11 and post-16. Covers – accommodation options (renting, buying), budgeting for the basics (food, rent, energy, appropriate insurance, etc.), understanding debt, sources of income (employment, self-employment, EMA, benefits, student finance) and financing family life.

- **Getting some wheels**

Year 11 and post-16. Covers – budgeting to pass the driving test and purchase and run a car, borrowing options, insurance and tax. Could broaden to include road safety, drug and alcohol issues, environmental issues related to transport.

- **Fun time!**

Any year group. Covers – budgeting for a good social life, saving for big occasions, planning a holiday to a budget (getting 'value for money' accommodation and transport), saving options, insurance and foreign currency issues. Involve MFL, maths and geography departments.

## Appendix 5: Potential partners

Name of organisation	Area of interest relevant to financial education	Other details
Shelter Cymru	Housing issues and homelessness. Independent living.	<p><i>Housemate</i>, a bilingual teaching resource, is available to all secondary schools in Wales.</p> <p>It may be possible for Shelter Cymru to arrange a visit to a school, college or youth club.</p> <p>e-mail: <a href="mailto:education@sheltercymru.org.uk">education@sheltercymru.org.uk</a></p> <p>Website: <a href="http://www.sheltercymru.org.uk">www.sheltercymru.org.uk</a> <a href="http://www.housemate.org.uk">www.housemate.org.uk</a></p>
Citizens Advice Bureau (CAB)	CABs provide free advice on a range of topics including debt management and budgeting.	<p>Contact your local CAB.</p> <p>Their online resource <i>Make Money Make Sense</i> is accessible at <a href="http://www.moneymakesense.co.uk">www.moneymakesense.co.uk</a></p>
Development charities, e.g. ActionAid, Oxfam and CAFOD	Several development charities produce material about trade, aid, sustainable development, etc., which cover many of the ethical consequences of our spending. Some also work directly with schools.	Contact charities.
Trading Standards Departments	Consumer issues.	Contact your local Trading Standards Department.
Debtcred	Debtcred is an educational charity that trains volunteers from financial services companies to deliver financial education sessions in schools. They use their own resources.	Their online resource <i>Your Money and Your Life</i> is accessible at <a href="http://www.debtcred.org/materials.html">www.debtcred.org/materials.html</a>

Banks and other financial service companies	Some support financial education in schools.	<p>Many have produced financial education resources and some also run schemes involving bank employees visiting schools to work with learners.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>NatWest <i>MoneySense</i> – a web-based resource covering banking and a range of other financial education topics. NatWest staff can visit schools to support its delivery. <a href="http://moneysense.natwest.com/natwest/schools.asp">http://moneysense.natwest.com/natwest/schools.asp</a></li> <li>Barclays also works with schools and has produced a range of resources.</li> </ul>
Housing associations	Some support financial education work in schools.	Contact local housing associations.
Credit unions	Some support financial education in schools.	Contact your local credit union. The secondary school resource <i>CU@theCU</i> is accessible at <a href="http://www.cuinschools.org">www.cuinschools.org</a>
Wales Illegal Moneylending Unit	Set up to tackle 'loan sharking'. Produces some educational material.	Contact via Cardiff Trading Standards.
Careers Wales companies	Some work in schools on projects with a financial education component.	Contact your local Careers Wales company.
Techniquet	<i>Back Stage Maths</i> , a Key Stage 3 mathematics-focused session, is among a range of resources offered as part of schools' outreach services; specific resources linked to financial literacy are being developed.	Contact Techniquet for further details of all services and resources available to support delivery of the curriculum in schools. <a href="http://www.techniquet.org">www.techniquet.org</a>



## Appendix 6: Background materials

*Careers and the world of work: a framework for 11 to 19-year-olds in Wales* (Welsh Assembly Government, 2008)

*Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008)

*Essential Skills Wales* (Welsh Assembly Government, 2010)

*Financial Capability through Personal Financial Education: Guidance for Schools at Key Stages 1 & 2* (DCSF, 2000)

*Making the most of learning: Implementing the revised curriculum* (Welsh Assembly Government, 2008)

*Mathematics in the National Curriculum for Wales* (Welsh Assembly Government, 2008)

*Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008)

*Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008)

*Taking everyone into account: Financial Inclusion Strategy for Wales* (Welsh Assembly Government, 2009)

*Welsh Financial Education Unit Strategic Plan 2009–11* (Welsh Assembly Government, 2009)