

Living in the Wider World - Money Matters

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.



Home Learning

Looking After My Money: Children will think about money they receive and what they do with it to keep it safe.

My Shopping Trip: Children can be given a small amount of the household budget to be in charge of on a shopping trip and a small list of things to purchase. They need to find the items, pay for them and keep track of what they spend, writing their own receipt. Children can also note advertisements or offers that relate to products they need in order to see how these are aimed at influencing their spending.



Wider Learning:

Why not organise an Enterprise Day? Working in teams, children can plan, budget and market a product to sell. Children can even consider how to influence people's spending by advertising their products.

Assessment Statements

All children should be able to...

- discuss where money comes from;
- talk about reasons people go to work;
- discuss payment resources we can use to spend money;
- consider why and how people might borrow money;
- discuss the choices we have about how to spend our money;
- explain ways we can keep track of what we spend.

Most children will be able to...

- discuss some consequences financial decisions can have on our emotional wellbeing;
- talk about the importance of prioritising our spending;
- discuss advertisements that try to influence what we buy;
- explain why it is important to keep track of what we spend;
- discuss what is meant by ethical spending.

Some children will be able to...

- discuss choices people can make about borrowing and saving;
- talk about how prioritising can lead to saving money for expenses we might need;
- discuss why advertisements try to influence what we buy;
- identify how keeping track of our spending can help us prioritise and save for other spending that we need to do;
- explain some ways spending decisions can have an environmental impact.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Lesson Breakdown

Resources

1. Where Does Money Come From?

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

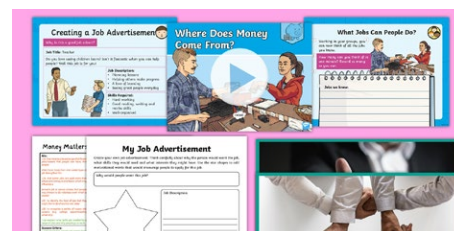
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

I can explain what skills are needed for a range of jobs and why people go to work.

- Coloured pens and pencils
- Large sugar paper



2. Ways to Pay

L17. about the different ways to pay for things and the choices people have about this

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

I can explain the different ways people pay for things.



3. Reasons to Borrow

L20. to recognise that people make spending decisions based on priorities, needs and wants

L24. to identify the ways that money can impact on people's feelings and emotions

I can discuss financial risk and borrowing and explain some consequences of this.

- Coloured pens and pencils
- Sticky notes



4. Spending Decisions

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

I understand the different decisions people have to make about how to spend their money.

- Coloured pens and pencils



5. Advertising

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L20. to recognise that people make spending decisions based on priorities, needs and wants

I can explain how adverts try to influence our spending and why they do this.

- Coloured pens and pencils



6. Keeping Track

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

I can explain ways I can keep track of what I spend and why it is important to do this.

- Coloured pens and pencils
- Mini whiteboards and pens
- Sticky notes

