

# North Lanarkshire Council Report

## Wellbeing & Tackling Poverty Committee

Does this report require to be approved?

☒ Yes ☐ No

Ref AG/JC/AM

Date

16/08/24

## Financial Education Update

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### Executive Summary

This report provides an update on plans to address Financial Education for children and young people as a key element of our updated Tackling Poverty Strategy.

On 26<sup>th</sup> April 2024, an update was provided on the Holistic Driver of the Tackling Poverty Strategy Action Plan. At this point Action Seven – Financial Education (children and young people) had been assessed as having a RAGG status of 'red'; reflecting that previous programme delivered in schools had been paused since the pandemic period, with work on the roll out of a revised programme still to be finalised and alternative models being explored with an aspiration that this be implemented in the new term.

In view of this Committee requested a further update be provided in the next committee cycle. The proposed new approach is outlined in Section 2 below.

### Recommendations

It is recommended that the Wellbeing and Tackling Poverty Committee:

- (1) Approves the update of the action in relation to Financial Education previously provided

### The Plan for North Lanarkshire

Priority All priorities

Ambition statement All ambition statements

Programme of Work Resilient People

## **1. Background**

- 1.1 The Tackling Poverty Strategy was approved at the Policy and Strategy Committee on 28<sup>th</sup> September 2023, it was agreed that the Wellbeing and Tackling Poverty Committee would receive updates on the action plan of each of the drivers throughout the year, noting any achievements, challenges or changes that had to be made to the Action Plan.
  - 1.2 At the Committee meeting on 26<sup>th</sup> April 2024, feedback was provided with updates on the Holistic Driver.
  - 1.3 The Wellbeing and Tackling Poverty Committee were advised that as part of the consultation process informing the revised Tackling Poverty Strategy, children and young people across 21 schools (6 secondary and 15 primary) were asked to participate in “the three questions” exercise, focusing on.
    - How is the cost of living affecting you?
    - How is the cost of living affecting others in the community?
    - What can the council do to help?
  - 1.4 This provided rich information on both how children and young people experience poverty and financial pressures within their families and communities but also their view on what was they believe is needed to help alleviate the pressures of poverty on them. In response the last question “what can the council do to help”, second to “free school meals for everyone”, the children’s most popular responses were around financial education.
  - 1.5 Children and young people from both primary and secondary school expressed that they believed that teaching them about money would help them, responses such as; *“learn more about money and how to budget for when we leave school”, “teach pupils how to manage our money”*, were replicated across all schools and all cohorts.
  - 1.6 At the point of the previous Committee this action had been assessed as having a ‘red status’ on the action plan, as the young people did not recognise that financial education is embedded within the numeracy and maths curriculum pathway. Children and young people wanted a discreet financial education programme. Therefore, a range of delivery options continue to be explored with a view to roll out within education during the 2024/25 school year.
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## **2. Report**

- 2.1 Prior to the pandemic financial education was carried out within primary schools across North Lanarkshire via the MACA (money advice/consumer advice) programme, which was designed to raise financial awareness in an interactive and enjoyable setting.
- 2.2 The MACA programme was developed in 2011 for Primary 4-7 children by the Tackling Poverty Team in conjunction with teachers to ensure the sessions were in line with the Curriculum for Excellence.

- 2.3 The sessions were delivered in person by members of the Tackling Poverty Team to those schools who opted into the service and were resource intensive. The programme received excellent evaluation from both staff and pupils who had taken part.
- 2.4 Post pandemic the demand from referrals on the Tackling Poverty Team and the need for the 2011 programme to be revamped meant that resources were directed away from this, and the MACA programme without considerable funding and resources, was no longer available to schools to deliver financial education in this format.
- 2.5 As outlined above in the innovative consultation work which informed our current Tackling Poverty Strategy children and young people in schools across North Lanarkshire identified financial education as a priority for them when answering the 'Three Questions'.
- 2.6 Children and young people from both primary and secondary from rural to main town schools expressed that they felt that help with money management would be an essential tool for them.
- 2.7 The delivery of financial education across our schools has been identified as an action for Education within our Local Child Poverty Action Report. In recognition of the costs involved in developing and delivering stand-alone face to face sessions across all schools through the Tackling Poverty Team, education leads have identified a programme by Young Enterprise Scotland which can provide an alternative vehicle to deliver financial education senior phase workshops and also provides other materials available for teachers to access and use in the class.
- 2.8 This Young Enterprise Scotland programme has been adopted by schools in other areas in Scotland and comes with valuable teaching aids offers the universal support that is required to meet the action identified by the children and young people as part of more integrated approach within the curriculum.
- 2.9 To provide assurance that this can meet out local needs staff from Education and the Tackling Poverty Team have attended events held by Education Scotland where schools who are currently using the Young Enterprise Scotland programme were able to present their experiences and value of this.
- 2.10 To ensure this universal approach to financial education is robust and maximises opportunities to embed financial education across the core curriculum for all learners, education leads have also begun auditing existing NLC pathways and programmes to highlight to teachers' core and additional opportunities to teach financial knowledge and skills. This information will be disseminated by the numeracy coaches within each establishment and will ensure that tools and learning available through the Young Enterprise Scotland programme are enhanced by opportunities to integrate financial education across the curriculum.
- 2.11 A further audit will be undertaken across all schools in September 24, to identify any other current financial education work being done and to identify any gaps in delivery, which they can then address through training, programmes and/or partnership working. Appendix 2 to this report provides an indicative timeline for progressing this work.
- 2.12 The Tackling Poverty Team will continue to work closely with education colleagues to support this process and will attend meetings with the Numeracy Coaches in September to provide more detailed background information on the needs identified by children and young people through the consultation process.

- 2.13 The choice of strengthening the universal offer of financial education in schools rather than relying on an opt-in model for schools who are prepared to dedicate resource to the effective purchase of the MACA programme has the potential to ensure children and young people across North Lanarkshire benefit from this input. This will also allow Tackling Poverty Team more time and flexibility to focus on additional targeted support to identified groups, and to respond to self-evaluation evidence and emerging feedback.
- 2.14 Regular collaborative planning meetings scheduled across the 2024/2025 school year will support the monitoring of progress and allow the implementation plan to be developed further in response to feedback from children, young people, and schools.
- 2.15 Following implementation of the plan, updates will be brought back to future committees.

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### **3. Measures of success**

- 3.1 The successful delivery of financial education across schools in North Lanarkshire.
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### **4. Supporting documentation**

- 4.1 Appendix One – Young Enterprise Programme
- 4.2 Appendix Two – Financial Education Overview and Timeline



**Alison Gordon**  
**Chief Social Work Officer (Education, Families, Justice & Integrated Practice)**

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## 5. Impacts

<b>5.1 Public Sector Equality Duty and Fairer Scotland Duty</b> Does the report contain information that has an impact as a result of the Public Sector Equality Duty and/or Fairer Scotland Duty? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?  Tackling Poverty is fully aligned with the requirements of the Fairer Scotland Duty, its purpose being to reduce the inequalities caused by socio economic disadvantage.  If Yes, has an assessment been carried out and published on the council's website Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>5.2 Financial impact</b> Does the report contain any financial impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant financial impacts been discussed and agreed with Finance? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?
<b>5.3 HR policy impact</b> Does the report contain any HR policy or procedure impacts? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant HR impacts been discussed and agreed with People Resources? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?
<b>5.4 Legal impact</b> Does the report contain any legal impacts (such as general legal matters, statutory considerations (including employment law considerations), or new legislation)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, have all relevant legal impacts been discussed and agreed with Legal and Democratic? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please provide a brief summary of the impact?
<b>5.5 Data protection impact</b> Does the report / project / practice contain or involve the processing of personal data? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, is the processing of this personal data likely to result in a high risk to the data subject? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, has a Data Protection Impact Assessment (DPIA) been carried out and e-mailed to <a href="mailto:dataprotection@northlan.gov.uk">dataprotection@northlan.gov.uk</a> Yes <input type="checkbox"/> No <input type="checkbox"/>

5.6	<p><b>Technology / Digital impact</b></p> <p>Does the report contain information that has an impact on either technology, digital transformation, service redesign / business change processes, data management, or connectivity / broadband / Wi-Fi?</p> <p>Yes     <input type="checkbox"/>                      No             <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p> <p>Where the impact identifies a requirement for significant technology change, has an assessment been carried out (or is scheduled to be carried out) by the Enterprise Architecture Governance Group (EAGG)?</p> <p>Yes     <input type="checkbox"/>                      No             <input type="checkbox"/></p>
5.7	<p><b>Environmental / Carbon impact</b></p> <p>Does the report / project / practice contain information that has an impact on any environmental or carbon matters?</p> <p>Yes     <input type="checkbox"/>                      No             <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p>
5.8	<p><b>Communications impact</b></p> <p>Does the report contain any information that has an impact on the council's communications activities?</p> <p>Yes     <input checked="" type="checkbox"/>                      No             <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the impact?</p> <p>The Tackling Poverty Officers Action Group Sub Group have a Communications Plan.</p>
5.9	<p><b>Risk impact</b></p> <p>Is there a risk impact?</p> <p>Yes     <input checked="" type="checkbox"/>                      No             <input type="checkbox"/></p> <p>If Yes, please provide a brief summary of the key risks and potential impacts, highlighting where the risk(s) are assessed and recorded (e.g. Corporate or Service or Project Risk Registers), and how they are managed?</p> <p>Tackling Poverty has been identified as a Corporate Risk, with the Chief Social Work Officer as the risk lead. Towards a Fairer North Lanarkshire - Tackling Poverty Strategy sets out a planned approach which seeks to eliminate poverty or make very significant reductions in the level of poverty resulting in benefit to the residents and including improvement in the overall level of health and wellbeing of communities.</p>
5.10	<p><b>Armed Forces Covenant Duty</b></p> <p>Does the report require to take due regard of the Armed Forces Covenant Duty (i.e. does it relate to healthcare, housing, or education services for in-Service or ex-Service personnel, or their families, or widow(er)s)?</p> <p>Yes     <input type="checkbox"/>                      No             <input checked="" type="checkbox"/></p> <p>If Yes, please provide a brief summary of the provision which has been made to ensure there has been appropriate consideration of the particular needs of the Armed Forces community to make sure that they do not face disadvantage compared to other citizens in the provision of public services.</p>
5.11	<p><b>Children's rights and wellbeing impact</b></p>

Does the report contain any information regarding any council activity, service delivery, policy, or plan that has an impact on children and young people up to the age of 18, or on a specific group of these?

Yes ☒ No ☐

If Yes, please provide a brief summary of the impact and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC).

The delivery of financial education has the capacity to impact positively both directly and indirectly on the children's rights both with respect to voice and participation, preventing poverty related stigma and discrimination (Article 3) and supporting adequate standards of living (Article 27)

A full CRWIA will be undertaken during the coming school year as part of the ongoing evaluation of the impact of this approach and will inform future delivery.

If Yes, has a Children's Rights and Wellbeing Impact Assessment (CRWIA) been carried out? - See above commentary

Yes ☐ No ☒

# Appendix 1



**Course Title:** Scotland's Financial Schools

Session 1- Introducing financial education across the curriculum

Session 2 - Embedding financial education through IDL

**Target Audience:**

Early Years/Primary/Secondary (sessions are tailored to specific sector)

**Dates:**

**Term 1**

Sector	Session 1	Session 2
Early Years	03.09.24	10.09.24
Primary	04.09.24	11.09.24
Secondary	05.09.24	12.09.24

**Term 2**

Sector	Session 1	Session 2
Primary	05.11.24	12.11.24
Secondary	06.11.24	13.11.24
Early Years	07.11.24	14.11.24

**Term 3**

Sector	Session 1	Session 2
Secondary	25.02.25	04.03.25
Early Years	26.02.25	05.03.25
Primary	27.02.25	06.03.25

**Term 4**

Sector	Session 1	Session 2
Early Years	12.05.25	19.05.25
Primary	13.05.25	20.05.25
Secondary	14.05.25	21.05.25

**Time:**

All sessions will run from 16:00-17.15

**Staff Delivering:**

SFS Team

**Subject(s):** Financial Education, Health and Wellbeing, Skills based learning, Learning for Sustainability, Developing the Young Workforce

**Course Overview:** Young Enterprise Scotland aims to equip all young people with the skills to thrive in life, learning and work. Our Scotland's Financial Schools professional learning programme is designed to support teachers build their confidence in delivering financial education learning experiences to ensure our young people are equipped with appropriate financial skills. The course runs four times throughout the year and consists of two CLPL sessions. We would ask practitioners attend both.

**Session 1- Introducing financial education across the curriculum**

- To raise awareness of what financial education is and why it is essential for developing skills for life, learning and work
- Learning for Sustainability contextualisation with links the Sustainable Development Goals, DYW agenda, Career Education Standards 3-18, Curriculum Entitlements and the Attainment Challenge.
- To encourage a cross curricular approach to financial education going beyond numeracy and maths
- Overview of 'Scotland's Financial Schools' website- includes access to free lesson plans, a whole school reflections tool and a Financial Education Scottish Progression Pathway which is linked to Curriculum for Excellence
- Overview of financial workshops delivered by our SFS team (secondary schools only)

**Session 2- Embedding financial education through IDL**

- Encouraging a sustainable approach to embedding financial education into teaching and learning
- Examples of delivering financial education through interdisciplinary learning opportunities
- Examples of case studies to inspire and motivate
- A practical session to encourage discussions and the sharing of examples and ideas

**Cost**

All our training and resources are free.





Young Enterprise Scotland - Scotland's leading charity for enterprise and financial education - is excited to offer FREE financial education workshops to secondary school pupils. Please see below for more details:

**My Money Talks (S6 and S4&55 leavers)**

This programme consists of two workshops (Making the Most of your Money and Borrowing) which cover themes that develop essential financial skills for pupils moving on from school. They are in line with the **'Your Money Matters' textbook** which has been endorsed by **Money Saving Expert, Martin Lewis**. The workshops last approximately 50 minutes, to accommodate school timetables. If you wish to read more, please visit our website [What We Do](#) | [Young Enterprise Scotland \(yes.org.uk\)](#)



**Learn to Earn (S3 pupils)**

This year we are piloting our updated Learn to Earn programme for S3 pupils. This programme lasts a double period (although can be adapted to suit timetables) and focuses on the reality of **earning money** and what you would prioritise when **spending, setting goals for the future, keeping to a budget** and **saving**. It also links to the **world of work** by looking at **payslips and tax**



and NI. If you wish to read more, please visit our website [What We Do](#) | [Young Enterprise Scotland \(yes.org.uk\)](#)

If you are interested in booking either of these workshops for 2023-2024, please contact our project manager [gillian.darroch@yes.org.uk](mailto:gillian.darroch@yes.org.uk) or programme executive for North Lanarkshire [Faizah.rauf@yes.org.uk](mailto:Faizah.rauf@yes.org.uk)

## YOUR MONEY MATTERS

# YOUR MONEY MATTERS

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# A Whole-School Approach to Financial Education

Where is our school on its journey?

Emerging		Mature
<b><u>Leadership and Management</u></b> <p>Driving forward financial education is largely left to a single practitioner, co-ordinator or champion. Eg. the school financial champion.</p>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div>	<p>Strategies for driving forward financial education have the full support of the SLT and are embedded in the school improvement plan. Shared leadership regarding financial education is encouraged and supported at all levels within the community. The agenda has high profile and is recognised by all as being a priority as part of Developing the Young Workforce, Building the Curriculum 4 and The National Improvement Framework.</p>
<b><u>Ethos and Relationships</u></b> <p>Financial education is contained within school vision, value or rationale and feature in occasional school activities.</p>	<div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div>	<p>Financial education is reflected in numerous displays, assemblies and activities. A clear vision for financial education forms a core part of school culture. A shared understanding of the relevance and necessity for financial education is evident throughout the school community.</p>
<b><u>Planning and decision making</u></b> <p>Some school policies reflect financial education approaches.</p>	<div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div>	<p>Financial education themes are reflected across school improvement plans and policies. The planning and decision-making process for financial education delivery is fully inclusive and participative, and involves all stakeholders, including children and young people, community, businesses etc.</p>
<b><u>Curriculum</u></b> <p>Financial education has been delivered through a few obvious curricular areas i.e. numeracy and maths.</p>	<div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div>	<p>Financial education is delivered in context for learning and teaching approaches across all levels and relevant curricular areas. It is a key theme embedded in interdisciplinary learning across the school and is incorporated in short term and long term planning. Attention has been given to progression, breadth and depth, and learners are motivated by being challenged, solving problems and thinking critically. Learners can revisit a financial concept or skill from different perspectives to deepen understanding and make links across the curriculum.</p>
<b><u>Learner involvement</u></b> <p>All learners have the opportunity to participate in financial education activities</p>	<div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div>	<p>Pupil voice is valued, and children and young people are actively involved in ensuring financial education is embedded within their learning experiences and opportunities.</p>

<p><b><u>Partnerships</u></b></p> <p>The school has existing partnerships with a number of local organisations, businesses and/or national organisations.</p>	<p>12 13 15 16 17 18 19</p>	<p>Sustained effort has been made to forge a wide range of new partnerships to support learning and engage and connect young people with financial education. The school engages effectively with partners to identify priorities and plan, deliver, monitor and evaluate joint projects. There is a shared common understanding and language around skills development and application. The school is recognised as being open to new ideas and is highly regarded for the active role it plays in its community. Parents and community members readily lend their support to enterprise and financial activities and learning, and other experiences which meet the needs of individual children and young people.</p>
<p><b><u>Wellbeing Equality and Inclusion</u></b></p> <p>Financial wellbeing is delivered through health and wellbeing sessions.</p>	<p>12 13 15 16 17 18 19</p>	<p>Financial wellbeing is fully embedded across the curriculum paying specific attention to its effect on mental health. Children and young people recognise social inequalities and can discuss how to ensure equity and social justice. Children and young people recognise improved financial skills leads to increasing employability and ultimately to improved standards of living and quality of life</p>
<p><b><u>Professional Learning</u></b></p> <p>One-off professional learning activities linked to financial education have taken place.</p>	<p>12 13 15 16 17 18 19</p>	<p>A structured professional learning programme, enabling staff to research and evaluate learning and teaching with a focus on financial education, is in place. Staff are aware of Young Enterprise Scotland's financial education website and use it regularly to support career long professional learning. School has a relationship with YES to help deliver financial and enterprising programmes.</p>
<p><b><u>Career Education</u></b></p> <p>Partially aligned to Building the Curriculum 4, Developing the Young Workforce, the Career Education Standards (3-18) and How Good Is Our School 4.</p>	<p>12 13 15 16 17 18 19</p>	<p>Fully aligned to Building the Curriculum 4, Developing the Young Workforce workstream, the Career Education standards (3-18) and HGIOS 4. Learners have a knowledge and practical understanding of financial education and its relevance to the world of work - organisations across the private, public and third sectors, entrepreneurship (including social entrepreneurship) and volunteering - and the skills and positive attitudes required to support sustained economic growth at each stage of their learner journey. Children and young people have planned opportunities to develop financial skills as an integral part of their curriculum. They are engaged in meaningful discussion about their skills development and they are assisted in industry knowledge to support their career journey.</p>



<https://yes.org.uk/>

#### About us

Young Enterprise Scotland inspires and equips young people with the skills to learn, develop and reach their full potential through an enterprising context. Its vision is for Scotland to be a place where all young people are given the opportunity to have a rewarding future in work and life - no matter where they started their journey. Visit our website for more information on support that YE Scotland can offer.

#### What is Financial Literacy?

Financial literacy is possessing a set of skills and knowledge on financial matters that allow individuals to make informed and effective decisions about their financial wellbeing. Financial Education learning experiences offer opportunities to develop essential life, learning and employability skills such as problem solving, critical thinking, working with others and an enterprising 'CAN DO' attitude.

#### Why Financial Education?

Those who are financially capable and responsible can make well informed choices, will have increased levels of employability chances and therefore more likely to lead to a better standard of living and quality of life.

#### How good is our school?

HGIOS 4 highlights the importance of skills and interdisciplinary learning for quality learning experiences. We help children and young people to recognise the relevance of financial education through real life contexts.

- 2.2 Curriculum - Skills for life, learning and work
- 2.3 Learning, Teaching and Assessment - Quality learning experiences based in a real-life context
- 3.1 Ensuring wellbeing, equality and inclusion - see Increasing Financial Wellbeing
- 3.3 Increasing Creativity and Employability - see Developing Employability Skills

For further ideas see the Professional Reflection Tool on our website.

#### Meeting the Attainment Challenge

Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. Those facing disadvantage or those with lower household incomes often have a higher rate of poor financial wellbeing. Early intervention of quality financial education can equip individuals with skills and knowledge to improve financial wellbeing leading to more equity and less social inequalities.

#### Curriculum-Interdisciplinary Learning

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience opportunities for developing skills for life, learning and work. Financial education offers many opportunities for learners to deepen and contextualise their understanding within curriculum areas. Linking financial education across the curriculum in different contexts and at all levels helps to embed the understanding, importance and relevance.

#### Increasing Financial Wellbeing

There are opportunities to improve mental and emotional wellbeing in children and young people by delivering challenges that develop financial capability and awareness of employability prospects.

Financial stress is the second most common cause of stress in the UK in 2020. Financial wellbeing discussions raise awareness of the serious consequences of debt, credit, loans etc and equip children and young people with the knowledge and skills to be more financially responsible.

#### Developing Employability Skills

Building the Curriculum 4 highlights the entitlements for all children and young people to receive opportunities for developing skills for life, learning and work from early years through to senior phase. HGIOS quality indicator 3.3 'Increasing creativity and employability' focuses on the importance of developing necessary skills for success of young people. Developing the Young Workforce (DYW) is the Scottish Government's youth employability strategy and is underpinned by the Career Education Standards (3-18) and the 'I Can' skills. Financial capability is a core skill to advance in both personal and professional environments.

#### Financial Education and Partnerships

Education establishments, employers and other relevant organisations can work together to equip young people with the skills they need to flourish both personally and professionally. School/employer partnerships can pool together skills and expertise to enhance learning across the curriculum from early years to senior phase. This can lead to mutual benefit amongst all members building on good partnerships and improved community engagement.

# EARLY LEVEL PROGRESSION

## PATHWAY

### How to manage money

#### Recognising and Calculating Money

I can identify coins up to £2.		I can apply addition and subtraction skills and use 1p, 2p, 5p and 10p coins to pay the exact value of items to 10p.	
links	MNU 0-090	links	MNU 0-090

### Becoming a Critical Consumer

#### Choices about Spending and Saving

I can make simple choices about how I spend and my money		I can describe why I might want to save eg. something special or a gift for someone else		I understand that my spending and saving choices may be different to others	
links	HWB 0-020 HWB 0-190 SOC 0-170 SOC 0-200	links	HWB 0-190	links	HWB 0-020 SOC 0-17a

### Managing risks and emotions associated with money

#### Keeping Money Safe

I can choose a safe place to keep my money e.g a money box, purse, bank and explain my choice		I understand that money has a value and needs to be taken care of.	
Links	HWB 0-160 HWB 0-190 SOC 0-160	Links	HWB 0-160
Feelings about Money			
I can describe the way money makes me feel		I am beginning to understand the consequences of losing money and how that might make me feel	
I understand that there are people I can talk to if I need help or support.			
links	HWB 0-01a	Links	HWB 0-020
Links	HWB 0-030	Links	HWB 0-030

Understanding the important role money plays in our lives

### Using Money

Through play, I can demonstrate different ways to pay for goods and services, including cash, cards and digital		I am beginning to understand that money can be used to buy our needs and wants	
Links	TCH 0-020 TCH 0-030 TCH 0-070 SOC 0-200 EXA 0-140	Links	HWB 0-090 SOC 0-200

### Where money comes from

I can identify different ways that I can receive money eg. earning, winning, borrowing, finding or being given		Through play I can learn about different employment and learning opportunities within my community and discuss the positives that brings	
Links	HWB 0-200 CES3-18	Links	HWB 0-200 SOC 0-160 SOC 0-200 EXA 0-140 CES 3-18

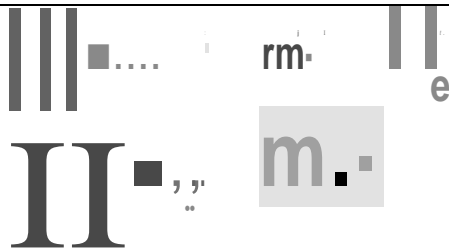
### Money and People

I understand that not everyone has the same amount of money		I can take part in fundraising activities and explain why I am doing them		I am beginning to understand that giving money to charity is a teaching in some religions	
Links	RME 0-090	Links	RME 0-090	Links	RME 0-070 RME 0-090

SDGs and UN Rights of the Child

### Sustainable Development Goals

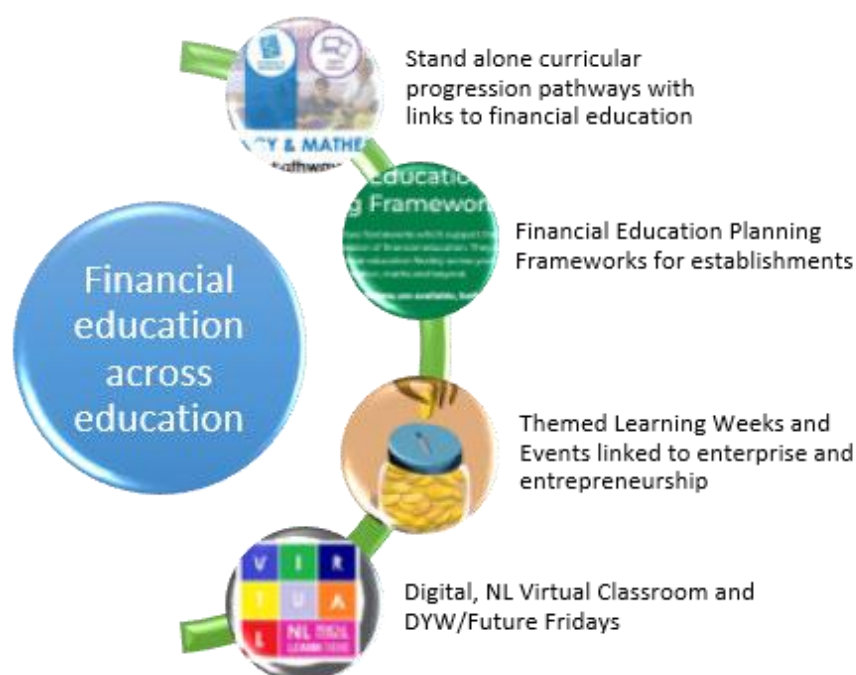
### UN Rights of the Child (Summary)

	
ARTICLE 13 (freedom of expression) ARTICLE 17 (access to information from the media) ARTICLE 24 (health and health services)	ARTICLE 26 (social security) ARTICLE 27 (adequate standard of living) ARTICLE 28 (right to education) ARTICLE 29 (goals of education)

## Appendix Two

### Strengthening Financial Education within North Lanarkshire Schools

- 1.1 Collaboration between Education and the Tackling Poverty Team has already begun to identify an action plan to strengthen the universal delivery of Financial Education within North Lanarkshire Schools. Financial Education is already embedded within the experiences and outcomes of Curriculum for Excellence.
- 1.2 On 24<sup>th</sup> July, a meeting with Young Enterprise Scotland has been organised to secure universal training sessions for all teaching staff. An overview of readily available teaching resources will also be created for schools to support them in delivering high quality learning experiences.
- 1.3 On 20<sup>th</sup> and 22<sup>nd</sup> of August 2024, all probationer teachers will participate in Financial Inclusion and Developing the Young Workforce training as part of their core programme of professional learning.
- 1.4 In September 2024, the Tackling Poverty Team will attend Numeracy Coach meetings to provide an overview of their work in supporting clusters in tackling poverty. In addition, all Numeracy Coaches will participate in self-evaluation activities to support an audit of current practice. This will then inform future planning priorities and identify any potential CLPL that is required.
- 1.5 All schools will also be encouraged to participate in Talk Money Week, starting on 11<sup>th</sup> November. Information and resources will be shared with schools to support this event. Schools' events linked to Talk Money Week, will be continually promoted through a range of education communication channels.
- 1.6 Cluster Chairs and Cluster Improvement and Integration Leads (CIILs) will be signposted to resources/supports available to families experiencing financial difficulties, and a new section will be added to the Padlet created by the DYW team.
- 1.7 Collaborative planning meetings will continue to be scheduled throughout the school year between Education and the Tackling Poverty Team, to evaluate progress and plan next steps in preparation for year 2.





# 2024 Financial Education Plan

