West Witney Primary School

Financial Education Curriculum

1. Rationale

At West Witney Primary School and Nursery, we believe that financial education is an essential life skill. It supports pupils in developing confidence, responsibility, and informed decision-making about money, contributing to their overall wellbeing. Our approach reflects our commitment to ensuring children *know more and remember more* over time.

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2. Aims

The financial education curriculum aims to:

- Develop pupils' understanding of money and its role in everyday life
- Promote positive attitudes towards saving, spending, and borrowing
- Build financial confidence and resilience
- Equip pupils with the skills to make safe and informed financial decisions
- Support emotional awareness linked to money and wellbeing

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3. Curriculum Structure

Financial education is delivered through a progressive curriculum across Key Stages 1 and 2, structured around three key strands:

Financial Wellbeing

Pupils explore how money affects feelings and learn key concepts such as earning, spending, saving, and borrowing.

Financial Confidence

Pupils develop decision-making skills, including understanding needs versus wants, budgeting, and evaluating value for money.

Financial Resilience

Pupils learn how to manage money safely, including saving, understanding risk, and recognising scams and online dangers.

Learning builds progressively from Year 1 to Year 6, deepening knowledge and vocabulary at each stage. In each year, there are three Financial Education lessons.

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4. Teaching and Learning

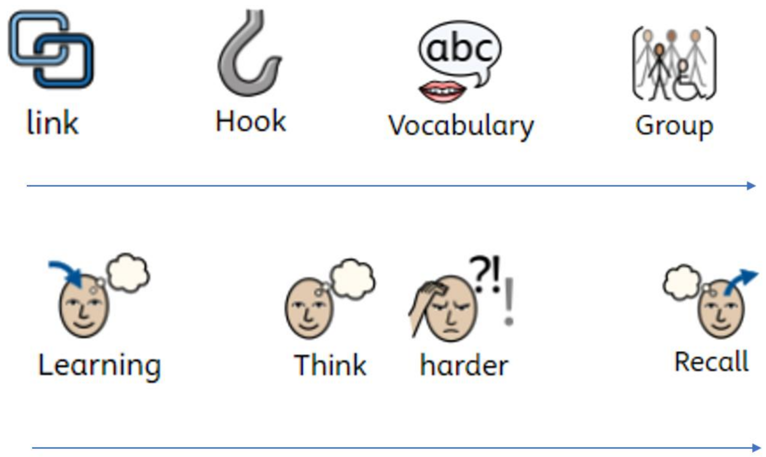
Financial education is taught through:

- Discussion-based activities and real-life scenarios
- Collaborative learning (e.g., paired and group work)
- Problem-solving tasks and decision-making exercises

- Opportunities to reflect on personal values and wellbeing

Lessons encourage pupils to consider consequences, make informed choices, and understand the impact of money on themselves and others.

We have adapted the PiXL Financial Education curriculum to meet the needs of the children at West Witney. Each lesson is structured to support the retention of knowledge:



Progression of knowledge and vocabulary

Lesson 1 Financial Wellbeing

Year Group	Learning Objective	Vocabulary
Year 1	I can understand that money can make me feel different emotions.	Treat, earned, persuaded, spend, save
Year 2	I can explain how we can use money.	Earned, save, spend, selfish
Year 3	I know where to keep money safe.	Digital money, banks
Year 4	I can compare ways to pay and make safe choices.	Digital money, banks, disadvantages, advantages.
Year 5	I can explain what saving and borrowing mean	Saving, borrowing, debt
Year 6	I can analyse the consequences of borrowing.	Saving, borrowing, debt, consequences

Lesson 2 Financial Confidence

Year 1	I understand the difference between the things we need and the things we want	Needs, wants
Year 2	To understand that different people have different needs and wants.	Needs, wants, necessity, luxury
Year 3	To understand the difference between needs and wants and make simple spending choices.	Needs, wants, priority
Year 4	To use a budget to make spending decisions and adapt when circumstances change.	Budget, priority, afford, save
Year 5	To understand that best value is not always the cheapest option.	Budget, quality, brand, advert, spend, save
Year 6	To evaluate how advertising, branding, and needs influence spending decisions.	Advertising, influence, consumer, value for money

Lesson 3 Financial Resilience

Year 1	To know that money should be kept safe and to explain simple choices.	Coin, note, safe, wallet, bank
Year 2	To compare places money can be kept and justify the safest choice for different situations.	Cash, contactless, risk, secure
Year 3	To understand the difference between saving and spending, and to explain why people save money.	Budget, priorities, account, plan
Year 4	To explain why saving matters and compare different choices.	Budget, priorities, account, plan, interest
Year 5	To identify digital ways to pay and explain simple ways to stay safe online.	Digital, online, scam, phishing, smishing, PIN
Year 6	To evaluate how to stay safe from scams.	Digital payment, scam, phishing, smishing, identify theft, personal details.

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5. Inclusion

All pupils are supported to access financial education regardless of background or need. Teaching is adapted to ensure concepts are age-appropriate, relevant, and inclusive.

6. Assessment

Assessment is ongoing and based on:

- Pupil discussions and responses
- Application of knowledge in real-life contexts
- Progression in understanding key concepts across year groups

7. Safeguarding and Wellbeing

Teaching about money includes awareness of risks such as debt, borrowing, and scams. Pupils are signposted to appropriate support services where relevant and taught how to seek help.