

Living in the Wider World – Money Matters

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This Money Matters unit aims to promote discussion about money with children in UKS2. Children will begin the unit by exploring currencies around the world and developing their understanding of exchange rates. They will then review the different payment methods available. Learning will consider factors that may influence people's spending, such as value for money, ethical spending choices and offers or advertisements. Children will learn about budgets, identifying how people can make and manage a budget, if this is a choice they are able to make. They will then learn about how money can affect people's emotions and discuss the importance of talking to people they trust if they are at all worried or concerned. This unit also covers online spending, such as Internet shopping, online money transfers and microtransactions. Children will learn about online financial risks and ways people can keep their money and personal information secure. The unit concludes by exploring different factors which may influence people's employment choices and considering the different ways people can make positive contributions to society. All these topics will be based on the understanding that everyone's financial situation is individual and the different choices and decisions people make about their spending should be viewed with kindness and respect.

Be mindful of the fact that children may have different experiences of money and some children may find this a sensitive topic. It is important to consider your learning environment and ensure it creates an atmosphere of kindness and respect. For further guidance on learning environments, see the additional notes at the bottom of the lesson plans.

Home Learning

Payment Methods: Invite children to create a diary of spending and payment methods they notice over a week. This could include things like food shopping at the supermarket, buying a train ticket or paying for a coffee. Children can note down whether coins and notes, debit cards, contactless payment or online transfers of money are used and write a suggestion as to why each method was chosen.

Design a Board Game: In this activity, children can design their own board game focused around buying and selling products, where players need to borrow money from each other. They can create budgets and salaries for players to work from, along with task cards where they can set challenges for others.

Wider Learning:

Children can be in charge of a small budget for their class. This can be imaginary or real, where possible. They can plan, research and prioritise spending, ensuring essential items are covered.

Assessment Statements

All children should be able to:

- talk about what currencies are;
- explain the advantages of some payment methods;
- talk about how advertisements and offers may influence people's spending decisions;
- discuss how people can make and use a budget;
- give examples of ways money can affect people's emotions;
- explain the importance of keeping personal information private;
- talk about factors which may influence people's career choices.

Most children will be able to:

- explain that different currencies are used in different countries;
- discuss why people might choose one payment method over another;
- explain what value for money and ethical spending are;
- discuss how keeping track of spending can help people to budget;
- consider how different financial scenarios may affect people's emotional wellbeing;
- talk about ways money can be spent online;
- explain some benefits that employment can provide to people's emotional wellbeing.

Some children will be able to:

- discuss what an exchange rate is;
- explain some risks of using each payment method and how to protect against these;
- talk about different priorities people might have for their spending, such as value for money and ethical spending;
- discuss different ways people can keep track of spending and how these can help them understand how much money is available;
- discuss any risks that may be encountered when borrowing, using or saving money and how these can affect people's emotions;
- explain what microtransactions are and ways people can make informed decisions around these;
- discuss other ways people can make positive contributions to society.

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

Lesson Breakdown

Resources

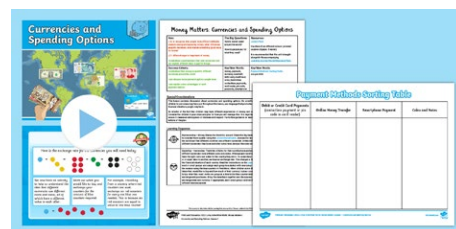
1. Currencies and Spending Options

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'

L21. different ways to keep track of money

I understand countries have their own currencies and can explain different ways to pay for things.

- Counters of six different colours (or small squares of paper, if easier)



2. Spending Influences

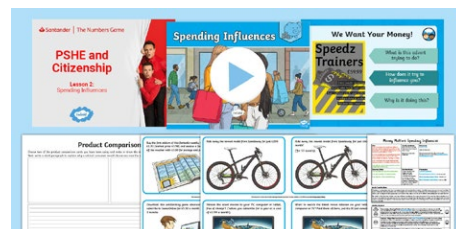
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

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

I can talk about factors that may influence how people spend their money.

- Mini whiteboards



3. Budgeting

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 why budgeting can be helpful and how a budget can be made.

- Sticky notes
- Colourful pens and pencils



4. Money and Emotional Wellbeing

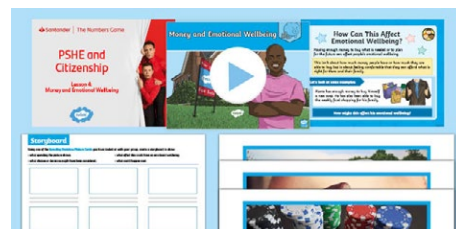
L20. to recognise that people make spending decisions based on priorities, needs and wants

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

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

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

I can discuss the effect money can have on people's emotional wellbeing.



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5. Online Financial Safety

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 different ways of spending money online and how to do this securely.

- Large paper
- Colourful pens



6. Employment Choices

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

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

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

I can discuss factors which may influence people's employment decisions and ways people can contribute positively to society.



Disclaimer: This resource is provided for informational and educational purposes only. As far as possible, the contents of this resource are reflective of professional research as of April 2025. This resource is not intended to replace professional training. If you require financial advice, you should contact a suitably qualified finance professional.

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