

## Personal Economics Secondary Curriculum Mapping

Work Related Learning	<p><input checked="" type="checkbox"/> 1: Recognise, develop and apply their skills for enterprise and employability.</p> <p><i>Students investigate different life maps to describe and demonstrate skills &amp; qualities needed to thrive in the working world. They apply this knowledge to developing their own life map. Students work on tasks in teams and solve problems about investment and saving through budgeting and investment games.</i></p>
	<p><input checked="" type="checkbox"/> 2: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.</p> <p><i>Students gain an understanding of their business volunteer's employment, career progressions and motivations. They also apply their own experiences of work to identify the role that employment and financial capability play in their future plans.</i></p>
	<p><input checked="" type="checkbox"/> 3: Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.</p> <p><i>Students receive a practical introduction to concepts such as personal finance, credit, debt, savings, investment and budgeting. They consider their current and future role in society as consumers, employees, taxpayers, investors and borrowers. There is discussion that helps investigate the roles of business, banks and savers in the national economy and explores consumer rights and responsibilities.</i></p>
	<p><input checked="" type="checkbox"/> 4: Develop awareness of the extent and diversity of local and national employment opportunities.</p> <p><i>Students explore a wide range of employment opportunities through the 'Lifemap Living' board game and their own personal life map. They work with a volunteer from business who shares their experience of local and national employment opportunities.</i></p>
	<p><input checked="" type="checkbox"/> 5: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p> <p><i>Students construct their own life map – identifying the steps they need to take in the short, medium and long term to attain their definition of success. Students discuss with business volunteers future paths to achieving their life goals. They evaluate interview styles and decide on successful interview techniques using an interview simulation.</i></p>
	<p><input checked="" type="checkbox"/> 6: Undertake tasks and activities set in work contexts.</p> <p><i>Work related learning activities are completed which draw on curriculum learning. Students gain an understanding of the relevance of qualifications and training to their own career plans and financial planning. They develop their understanding of work related vocabulary from the business volunteer and through each session particularly related to employment, financial capability and the national economy.</i></p>
	<p><input checked="" type="checkbox"/> 7: Learn from contact with personnel from different employment sectors.</p> <p><i>Students work with volunteers from the business community who draw on their individual career and work experience to deliver the programme. They gain an idea of the business volunteers' motivations and understand the importance of attitudes, qualifications and skills to the world of work.</i></p>
	<p><input checked="" type="checkbox"/> 8: Have experience (direct or indirect) of working practices and environments.</p> <p><i>Students gain indirect experience of a workplace through discussions and working with their business volunteer. They explore good and bad working practices and consider different career paths.</i></p>
	<p><input checked="" type="checkbox"/> 9: Engage with ideas, challenges and applications from the business world.</p> <p><i>Students find solutions to a range of financial dilemmas to demonstrate their learning and understanding of budgeting and financial planning through a variety of activities during the programme. They develop and apply their new enterprise knowledge and understanding to the 'Lifemap Living' board game and undertake at least one business challenge in each session of the programme.</i></p>

Enterprise	<p><input checked="" type="checkbox"/> <b>Enterprise Capability</b> Students work with a volunteer from the business community who helps them to understand what qualities and skills will enable them to succeed in the working world. They work in teams throughout the project and have the opportunity to develop skills in leadership, communication and teamwork. Students explore risk management and decision making through the "Credit and Debt" and "Spinvestment" games.</p> <p><input checked="" type="checkbox"/> <b>Financial Capability</b> Students learn about using paying-in books, cheques, debit cards and credit cards. They consider financial decision making through spending dilemmas for their case study character and learn about saving, investing and borrowing money through the "Credit and Debt" and "Spinvestment" games.</p> <p><input checked="" type="checkbox"/> <b>Business and Economic Understanding</b> Students use economic concepts such as credit, debt, savings, investments and budgets in activities throughout the programme. They learn about how the national economy works and the relationships between savers, companies and banks.</p>						
PSHE	<p><input checked="" type="checkbox"/> <b>Economic Wellbeing and Financial Capability</b> Students review their needs, interests, values and abilities in relation to their personal life map. They explore their own career goals and choices, explore risk management, understand economic concepts and develop a wide range of enterprise capabilities. Students learn practical lessons in how to manage their personal finances and develop their financial decision making skills.</p> <p>A more detailed mapping can be found in "<b>Young Enterprise Delivering Economic Wellbeing and Financial Capability</b>" available from the Young Enterprise website.</p> <p><input checked="" type="checkbox"/> <b>Personal Wellbeing</b> Students reflect on their strengths and achievements, set personal targets and develop self awareness through critical reflection. They explore decision making and managing risk and relate this to their current and future lives. They develop skills of negotiation, communication and teamwork throughout the programme.</p>						
Citizenship	<p><input checked="" type="checkbox"/> <b>Critical Thinking and Enquiry</b> Students reflect and evaluate on different view points by working on the case-study characters and considering their own personal life-map</p> <p><input checked="" type="checkbox"/> <b>Advocacy and Representation</b> Students take part in group and class discussions about issues relating to personal economics.</p> <p><input checked="" type="checkbox"/> <b>Taking Informed and Responsible Action</b> Students are encouraged to reflect on the process of participating in the national economy and to consider other people's financial situations. They gain a basic understanding of how the national economy functions, including the role of business and financial services and how they relate to their own personal finance.</p>						
English	<p><input checked="" type="checkbox"/> <b>Speaking and Listening</b> Students learn about speaking appropriately for a job interview and how to adapt their speaking for a formal work context. Other sessions involve opportunity for discussions in their group, presenting in front of their class and questioning their business volunteer. They listen and respond within their group, to the business volunteer and to other students.</p> <p><input checked="" type="checkbox"/> <b>Reading</b> Students read a variety of non-fiction texts presented in magazine style. In their groups students analyse and respond to these texts.</p> <p><input checked="" type="checkbox"/> <b>Writing</b> Students learn about writing in a variety of different contexts including filling out forms and cheques. Students record notes in their student magazines.</p>						
Mathematics	<p><input checked="" type="checkbox"/> <b>Applications and Implications of Mathematics</b> Students apply their mathematical understanding to analysing bank statements and filling in paying in slips and cheques. They also apply mathematics while playing the "credit and debt" card game.</p>						
PLTS	<p>During the programme students develop the following Personal, Learning and Thinking skills:</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Independent enquiry</td> <td><input checked="" type="checkbox"/> Effective participation</td> </tr> <tr> <td><input checked="" type="checkbox"/> Self-management</td> <td><input checked="" type="checkbox"/> Creative thinking</td> </tr> <tr> <td><input checked="" type="checkbox"/> Reflective learning</td> <td><input checked="" type="checkbox"/> Team working</td> </tr> </table>	<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Effective participation	<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Creative thinking	<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Team working
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Functional Skills	<p>Personal Economics directly supports functional skills by encouraging students to apply English, Maths and ICT to real world contexts.</p>						

<p>Related Subjects and Qualifications</p>	<p><input checked="" type="checkbox"/> <b>Raising Aspirations</b>  <i>Personal Economics encourages students to understand their current and future role in society. Students identify their own vision for future success and investigate the importance of education and sound financial planning in achieving these visions. Thus the Personal Economics programme can be used as a motivation boosting activity for all subjects as students refocus on the importance of education and the subjects they have chosen to take.</i></p> <p><input checked="" type="checkbox"/> <b>Diplomas</b>  <i>Personal Economics supports the learning objectives of a number of the new diplomas. Applying enterprise and economic understanding to real world contexts is an important part of all new diploma qualifications.</i></p> <p><i>In addition the programme can be used to support the Generic Learning component of all diplomas through developing Functional Skills and PLTS.</i></p>
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