



All Party Parliamentary Group  
on Financial Education  
for Young People

# Education Committee Inquiry Response: Financial Education

December 2023

This document was prepared by Young Enterprise, Secretariat of the All-Party Parliamentary Group on Financial Education for Young People, in collaboration with the Chair.

# **The All-Party Parliamentary Group on Financial Education for Young People's submission to the Education Committee Inquiry:**

## **Financial Education**

### **Executive Summary**

The All-Party Parliamentary Group on Financial Education for Young People is a collection of over 200 members, including MPs, Peers and organisations with an interest in financial education.

It is the APPG's belief that the most effective and sustainable solution to ensuring all young people receive high-quality financial education is to better support teachers in delivering it throughout all years of compulsory education.

The APPG believes the following should be considered in pursuit of this:

- An improved guidance framework highlighting age-relevant content and resources to reduce the time teachers need to prepare financial education lessons.
- A communications campaign from the Department for Education raising awareness of the mandatory nature of financial education in the secondary curriculum and where it should be delivered, with the sharing of best practice of those schools embedding financial education across the curriculum and in their whole-school priorities.
- Make training on financial education available for all Initial Teacher Trainees alongside a programme of accessible Continued Professional Development for existing teachers to develop their confidence and understanding of the requirements and how best to deliver them.
- Add high-quality and effective financial education to the curriculum for primary schools in England, to be taught within PSHE, citizenship and incorporated in maths.
- Embed financial education into post-16 teaching through the Department for Education's Maths to 18 initiative.
- Engage Ofsted to include financial education in their Education Inspection Framework, with clear communication to schools of what will be inspected and in which part of the curriculum.
- Invest in research and the sharing of best practice to enable schools and policymakers to learn from leading examples across the UK and other countries. This includes international benchmarking, such as agreeing for the UK to participate in the PISA (Programme for International Student Assessment) assessment of financial literacy.

As part of our response to this inquiry, the APPG organised an Educator Roundtable on December 6, 2023 bringing together representatives of the APPG with educators currently involved in the development and delivery of financial education across various secondary and further education settings<sup>1</sup>. We selected a representative sample of six teachers and senior leaders across England from an advisory cohort of 140 specialists in financial education delivery. The participants work in a diverse range of educational settings, including Multi-Academy Trusts, Sixth Forms, Comprehensive Secondary Schools and Further Education Colleges, with those in the room representing a range of roles involved in delivery, including maths teachers, economic and business teachers, PSHE leads and

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<sup>1</sup> APPG on Financial Education for Young People (2023) Building Solutions Together – Educator Roundtable Report <https://www.young-enterprise.org.uk/wp-content/uploads/2023/12/Educator-Roundtable-Financial-Education-Young-Enterprise-IFF-Final-Report.pdf>

a head of faculty. The participants were drawn from educational establishments across five regions of England with a wide range of Pupil Premium levels.

All participants were highly motivated and involved in financial education delivery and were able to discuss in depth the barriers faced by teachers on the ground and the potential solutions to improve these going forward at the secondary level. The findings from this session have fed into all areas of the report, particularly Section Three, and the full write-up of the event can be viewed on the APPG's webpage in the report: *Building Solutions Together: An Educator Roundtable organised by the All-Party Parliamentary Group on Financial Education for Young People*<sup>2</sup>. For the purposes of this report, evidence collected through this roundtable is referred to as the Educator Roundtable.

### About the APPG

The All-Party Parliamentary Group (APPG) on Financial Education for Young People was launched in January 2011 and has since grown to be one of the largest groups of its kind within Parliament, with almost 200 members and a raft of supporter organisations.

The purpose of the Group is to provide a medium through which MPs, Peers and organisations with an interest in financial education can:

- Discuss the current provision of financial education in schools and colleges
- Ensure young people are equipped to make informed financial decisions
- Help make resources and qualifications available to young people in education
- Support schools in the delivery of financial capability
- Encourage the introduction of a requirement for all schools and colleges to provide financial education

In 2014, the APPG was successful in calling for financial education to be added to the secondary curriculum.

Current Officers of the APPG are:

- Jerome Mayhew MP (Chair, Cons)
- Lord David Blunkett (Vice-Chair, Labour)
- Marion Fellows MP (Vice-Chair, SNP)
- Peter Gibson MP (Vice-Chair, Cons)
- Paul Howell MP (Vice-Chair, Cons)
- Jonathan Reynolds MP (Vice-Chair, Labour)
- Baroness Amanda Sater (Vice-Chair, Cons)

The Secretariat of the APPG is Young Enterprise, a national charity specialising in employability, enterprise and financial education for young people across the UK.

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<sup>2</sup> APPG on Financial Education for Young People (2023) Building Solutions Together – Educator Roundtable Report <https://www.young-enterprise.org.uk/wp-content/uploads/2023/12/Educator-Roundtable-Financial-Education-Young-Enterprise-IFF-Final-Report.pdf>

## Foreword from the Chair, Jerome Mayhew MP

As Chair of the All-Party Parliamentary Group on Financial Education for Young People (APPG), I welcome the Education Select Committee's inquiry into financial education. The fact that fewer than half of 7-17-year-olds receive meaningful financial education is a real and present issue.<sup>3</sup> While some positive progress has been made, more needs to be done to ensure every young person leaves school understanding the importance of personal finance and being able to make informed decisions about how they manage their money.

The APPG was instrumental in advocating for the inclusion of financial education in the secondary curriculum in England in 2014. Since then, the Group has been working on developing this further to ensure that every child in the UK receives a meaningful financial education, including:

1. Ensuring more consistent delivery of high-quality financial education at the secondary level
2. Introducing financial education to the primary curriculum in England

In particular, the APPG would like to see the UK Financial Wellbeing Strategy increase its ambitions for all school-aged children to receive financial education by 2030, beyond the current target of two million more children, and we see this inquiry as a positive first step to achieving this.

Over the past ten years, the APPG has undertaken six inquiries into different aspects of financial education for young people, including the most recent inquiry into barriers that teachers face to delivering financial education in different settings and parts of the UK. The extensive evidence base generated through the APPG, along with other research, forms the basis of our inquiry response below.

When the Education Select Committee called this inquiry, the APPG felt it was of the utmost importance that teachers were consulted directly. To facilitate this, the APPG held a teacher roundtable on December 6 2023, chaired by APPG Vice-Chair Baroness Sater and organised in collaboration with Young Enterprise and the Schools, Students and Teachers Network (SSAT). The findings from this roundtable have fed into this response, and we are grateful to the time all the educators gave to contribute to this in person.

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<sup>3</sup> Money and Pensions Service (2023) Less than half of UK children have been taught about money <https://maps.org.uk/en/media-centre/press-releases/2023/less-than-half-of-uk-children-have-been-taught-about-money#:~:text=Financial%20Foundations%2C%20based%20on%20a,in%20either%20or%20both%20settings.>

## SECTION ONE

**What should we be teaching young people about money? What should financial education include and are there any aspects missing from the current provision?**

### **Why financial education is important and how it should be delivered**

Effective financial education promotes positive attitudes to money and increased financial literacy in adulthood. Children and young people who say they learned about managing money in school are more likely to save up frequently, have a bank account and be confident managing their money<sup>4</sup> Recent research by Santander shows nearly 70% of UK adults say better financial education would have increased their ability to manage their finances as the cost of living rises<sup>5</sup>. In addition, research from GoHenry, Censuswide and Development Economics highlighted a range of positive outcomes experienced by those who received financial education as young people, including less chance of debt, larger pension savings and more savings in general.

The importance of financial education in schools is that it is **inclusive** so that every child is exposed to the key content that will enable them to make these positive financial choices. In the most recent APPG inquiry, *Building Beyond Barriers*, schools were identified as having a vital role to play in the delivery of financial education, especially in more deprived areas<sup>6</sup>. Teachers are the key individuals to deliver financial education in a way that is relevant, relatable and instructive to the young people they teach. This means that any approach or content guidance needs to be **easy to navigate and flexible** for teachers to adjust accordingly for their students.

### **What guidance is needed**

In light of the above, the APPG draws attention to the broad themes identified in the Financial Education Planning Frameworks, endorsed by the Money and Pensions Service<sup>7</sup>. The frameworks are split into content suitable for 3-11 years and 11-19 years and support the planning, teaching and progression of financial education in primary and secondary education. Designed to be flexible, these frameworks and their outcomes can be adapted to suit educator needs across maths, Citizenship, PSHE and beyond.

These themes include:

1. How to manage money
2. Becoming a critical consumer
3. Managing risks and emotions associated with money
4. Understanding the important role money plays in our lives

Each theme is broken down into progressive key learning outcomes across the age group, which encompass the knowledge, skills, and attitudes gained.

In the Educator Roundtable organised by the APPG in December 2023, participants noted that having a clear framework supports and increases teachers' confidence in delivering financial education. However, additional detail is needed, as participants discussed the need for further guidance regarding

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<sup>4</sup> Money and Pensions Service (2021) Financial Education Guidance for Secondary Schools in England <file:///C:/Users/AliceClarke/Downloads/maps-financial-education-guidance-secondary-schools-england-2021.pdf> page 6

<sup>5</sup> Santander (2023) Santander UK and Twinkl launch Financial Education Recognition Scheme for schools <https://www.santander.co.uk/about-santander/media-centre/press-releases/santander-uk-and-twinkl-launch-financial-education>

<sup>6</sup> APPG on Financial Education for Young People (2023) Building Beyond Barriers – A roadmap for enhancing financial education in schools <https://www.young-enterprise.org.uk/wp-content/uploads/2023/02/Building-Beyond-Barriers-%E2%80%93-A-roadmap-for-enhancing-financial-education-in-schools.pdf> page 4

<sup>7</sup> Young Enterprise (2020) Financial Education Planning Frameworks <https://www.young-enterprise.org.uk/teachers-hub/financial-education/resources-hub/financial-education-planning-frameworks/>

what content is appropriate for the different year groups and what to prioritise at different stages (for example, with limited time, what should be prioritised for Year 7s). Participants felt it was important for all guidance and frameworks to take the form of a spiral curriculum, progressing students from one stage to the next, in order for content to be successfully learnt, retrieved and retained by pupils as they progress through their secondary education.

They referenced the Financial Education Planning Frameworks as a main source of guidance and a good basis for learning outcomes, which were developed and regularly updated in consultation with teachers<sup>8</sup>. However, it was felt that these could be built upon further to link directly to resources or for a centralised bank of quality-assured financial education resources to be better signposted. This was suggested to take a similar form to other curriculum subject associations have, such as the PSHE Association<sup>9,10</sup>. It is worth noting that several banks of resources exist, including the Financial Education Quality Mark, funded by the Money and Pensions Service, which hosts resources by a range of providers, including NatWest, HSBC, MyBnk, HMRC, among many others, and which is filterable by age, theme and focus.<sup>11</sup> Another example is the Santander and Twinkl bank of online resources, with similar filtering for age-appropriate content<sup>12</sup>. Improved awareness of such resource banks could assist teachers in accessing more suitable materials and reducing the time they spend sourcing appropriate materials, as well as complementing more detailed curriculum guidance.

One example of such a resource is the *Your Money Matters* textbook, created by a partnership of Young Enterprise, the Money and Pensions Service and founder of MoneySavingExpert.com, Martin Lewis OBE, and supported by the Department for Education.

The first school-based financial education textbook in the UK, *Your Money Matters* is designed for use with young people aged 14-16 and includes content on the topics of:

- a. Spending and saving
- b. Borrowing
- c. Debt
- d. Insurance
- e. Student finance
- f. Future planning

In 2018, 100 copies of this textbook and accompanying lesson plans, funded by Martin Lewis OBE, were distributed to every state secondary school in England. This was repeated in 2021 for all state secondary schools in Wales, Scotland, and Northern Ireland, with bespoke versions for each nation. In an external evaluation of the textbook, 89% of surveyed teachers agreed that the textbook would increase the quality of financial education, and 88% agreed it would increase teacher confidence in delivering financial education<sup>13</sup>. This demonstrates the need for content-rich resources with specific, age-appropriate content covering these areas of financial education.

### **Recommendation 1:**

The APPG believes that the Department of Education should commission the Oak National Academy to consult with educators and the financial education sector to further identify key themes and topics that should be covered in financial education. These should be built on top of existing financial

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<sup>8</sup> APPG on Financial Education for Young People, Building Solutions Together – Educator Roundtable, page 10

<sup>9</sup> Ibid, page 10

<sup>10</sup> PSHE Association (2023) PSHE education teaching resources <https://pshe-association.org.uk/resources-landing>

<sup>11</sup> Resources Hub <https://www.young-enterprise.org.uk/teachers-hub/financial-education/resources-hub/>

<sup>12</sup> Twinkl (2023) Santander and Twinkl are helping children build money confidence <https://www.twinkl.co.uk/resources/twinkl-partnerships/santander>

<sup>13</sup> University of Edinburgh (2019) Your Money Matters – An Evaluation <https://www.young-enterprise.org.uk/home/impact-policy/research-evaluation/our-impact-reports-2/your-money-matters-an-evaluation/>

education frameworks, which give "spiral" curriculum guidance while still allowing flexibility for teachers to adapt this guidance to best fit their students' needs. Such guidance should include age-specific content prioritised and clear links or signposting to relevant resources. Any such guidance will need the support of a strong communications plan to ensure it reaches teachers across the curriculum in all schools.

## SECTION TWO

**Where should financial education sit within the National Curriculum between ages of 11 and 16? To what extent does its current position within the curriculum limit the amount of delivery time it receives? Should financial education form part of a core subject, such as mathematics?**

Financial education currently sits in the maths and Citizenship areas of the curriculum, with the latter often being delivered in PSHE<sup>14</sup>. However, research undertaken by the APPG shows that two-in-five (41%) secondary teachers in England (where financial education is a curriculum requirement) do not think it is a mandatory part of the curriculum, and a further 15% are unsure<sup>15</sup>.

It is clear that financial education needs a "home" in the curriculum to enable accountability and guidance for teachers to ensure it is delivered. However, there is currently limited accountability for the delivery of financial education, and this was cited as a barrier by educators in our roundtable discussion. Furthermore, some of the strongest examples of financial education can be found in those schools where it has been aligned with whole-school priorities and is taught across the curriculum.

More needs to be done to strengthen the position of financial education in the curriculum, coordinate and champion cross-curricular integration of financial education, and strengthen financial education's accountability in these areas of the curriculum.

### **Strengthening the Two-Pronged Approach: The development of financial capability and attitudes through Maths and Citizenship/PSHE**

In 2011, the APPG launched an inquiry into financial education and the curriculum, exploring where financial education should be aligned within both the primary and secondary curricula (pros and cons listed in Table 1). This inquiry took place before financial education was made compulsory in secondary education in England<sup>16</sup>. This research included a survey of 852 teachers across the UK and 41 written inquiry submissions from the education and financial services sector and student bodies, with follow-up interviews.

The inquiry found that mathematics and Citizenship/PSHE education were the most appropriate subjects to cover various aspects of personal finance, with mathematical finance building an understanding of how money works complemented by the development of attitudes, behaviours and understanding when it comes to money management in Citizenship/PSHE. Financial education was subsequently introduced to these curriculum areas in secondary education in 2014.

Almost 10 years on, this topic of where financial education should sit in the curriculum was revisited during the Educator Roundtable in December 2023, where the participants (who represented both

<sup>14</sup> PSHE Association (2017) How PSHE education can develop financial capability <https://pshe-association.org.uk/news/news-and-blog/blog-entry/how-pshe-education-can-develop-financial>

<sup>15</sup> Building Beyond Barriers – A roadmap for enhancing financial education in schools, page 13

<sup>16</sup> APPG on Financial Education for Young People (2011) Financial Education & the Curriculum <https://www.young-enterprise.org.uk/wp-content/uploads/2019/02/Financial-Education-the-curriculum-Final-report-APPG-on-fin-ed-for-YP-Dec-11.pdf>

secondary and further education, delivery teachers and Senior Leaders) discussed the merits and drawbacks of financial education being delivered in maths and Citizenship/PSHE.

**Table 1. Pros and cons of financial education sitting in the Maths or Citizenship/PSHE curriculum<sup>17</sup>**

Pros of inclusion in the Maths Curriculum	Pros of inclusion in the Citizenship/PSHE Curriculum
<ul style="list-style-type: none"> <li>- Best place to deliver the mechanical, 'how' learning (teacher expertise/confidence)</li> </ul>	<ul style="list-style-type: none"> <li>- Best place to deliver the context</li> <li>- Classroom safe space for questions about difficult topics – for example mental health</li> <li>- A 'natural' place to talk to consider topics such as 'consequences' and 'choice'</li> </ul>
Cons of inclusion in the Maths Curriculum	Cons of inclusion in the Citizenship/PSHE Curriculum
<ul style="list-style-type: none"> <li>- Young people who view themselves as 'bad at maths' might disengage from financial education.</li> <li>- If it is not examined in GCSE Maths in a meaningful way, it could be skipped.</li> <li>- If it is part of GCSE Maths syllabus and is examined, it could lead to teaching 'to the test' without the space for real-world context and applied learning</li> </ul>	<ul style="list-style-type: none"> <li>- The contents of PSHE is already so broad that it could be de-prioritised (e.g. to RSE)</li> </ul>

The discussions showed no clear one-true-home in the curriculum for financial education, with a balance of merits given to delivering in maths and Citizenship/PSHE. It was discussed that more coordination across the school was needed to ensure that these two areas complemented each other and that students could build their financial capability through applying learning in maths lessons alongside exploring and developing attitudes in Citizenship/PSHE. However, it was noted in both areas that there presented a risk of de-prioritisation, as financial education is not currently inspected by Ofsted or examined in either area. It was felt that more should be done to coordinate approaches, such as the nomination of financial champions in schools to oversee this (see below).

### **Championing Cross-Curricular Teaching**

In the Educator Roundtable, participants did not find a concrete solution to the placement of financial education in one place in the curriculum. Instead, the group discussed the merits of cross-curricular approaches, such as with how this is achieved with literacy.

This was also recommended in the 2011 APPG inquiry, with a suggestion that improved coordination of personal finance education in schools coming from the leadership within a school. Indeed, a study by Sheffield Hallam University into the effectiveness of PSHE concluded that coordination and senior leadership support were vital to the successful implementation of key topics in this area of the curriculum<sup>18</sup>. This notion was supported by discussions at the Educator Roundtable, where participants felt that whether or not financial education has a status within a school or college relies on getting the Senior Leadership Team 'fully on board' (see Section Three).

<sup>17</sup>APPG on Financial Education for Young People, Building Solutions Together – Educator Roundtable, page 9

<sup>18</sup> Centre for Education and Inclusion Research, Sheffield Hallam University. PSHE Education: A mapping study of the prevalent models of delivery and their effectiveness. Department for Education. Research Report DFE-RR080. January 2011

The APPG's 2011 inquiry found that the presence of financial education 'champions' in schools could better coordinate resources and monitor the impact of financial education in schools, generating greater accountability for outcomes. This was considered to be a positive model by participants of the roundtable, who suggested that this should be extended to a couple of staff members to ensure longevity. Furthermore, research has shown it to be particularly effective when the Champion is from within the Senior Leadership Team.

### **Raising Awareness**

A number of studies have been undertaken regarding the levels of provision of financial education in schools across the UK. Research from Compare the Market and MyBnk found that almost two-thirds of young people don't recall receiving any financial education at secondary school, despite being a mandatory part of the curriculum<sup>19</sup>. As noted previously, our APPG's most recent inquiry, *Building Beyond Barriers* (2023), found that two in five (41%) secondary teachers in England where financial education is a curriculum requirement, do not think that it is, plus a further 15% are unsure<sup>20</sup>.

This suggests that structural reforms alone, such as the addition of financial education to the secondary curriculum, are not enough to ensure effective provision, as they need to be supported by a strong communications campaign to raise awareness of financial education, its importance and best practice.

### **Recommendation 3:**

As discussed previously, clear, more detailed curriculum guidance is needed to better equip teachers with the content and outcomes to deliver financial education. Such resources should enable the coordination of such delivery across the maths and Citizenship/PSHE curricula so that young people engage with financial education in both subjects, building their capability, understanding and attitudes in tandem.

### **Recommendation 4:**

A cross-curriculum coordinated approach to financial education should be celebrated and encouraged by the Department for Education, as personal finance and financial literacy relate to different subjects and outcomes. To facilitate this, each school should appoint financial education "champions", preferably including a member of the Senior Leadership Team with some teacher support, to coordinate access to resources training and map financial education outcomes against current school priorities. We believe this approach can also help overcome some of the barriers teachers face regarding time, resources, and access to training (see Section Three).

### **Recommendation 5:**

The APPG recommends that any developments made to the curriculum regarding financial education are supported by a strong communications campaign coordinated by the Department for Education so that teachers are aware of the importance of financial education and where it should be delivered and are supported and equipped to deliver it effectively.

### **Recommendation 6:**

Ofsted's Education Inspection Framework should more explicitly address the extent to which schools provide young people with financial knowledge and skills. This should be communicated effectively

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<sup>19</sup> Compare The Market (2023) Financial education in secondary schools in the UK  
<https://www.comparethemarket.com/financial-education-in-secondary-schools-in-the-uk/>

<sup>20</sup> APPG on Financial Education for Young People Building Beyond Barriers – A roadmap for enhancing financial education in schools, page 13

by Ofsted to all schools, with clarification as to where in the curriculum this will be inspected, providing clarity for Senior Leadership Teams.

### SECTION THREE

#### **What steps should be taken to support teachers and schools in their delivery of financial education?**

Schools have a vital role to play in the ambition of reaching the UK Financial Capability Strategy's goal of 2m more young people receiving a meaningful financial education by 2030<sup>21</sup>; however, as we have already explored, financial education is not being delivered in all schools to all young people at secondary level, despite being a mandatory part of the curriculum.

As an APPG, our research has shown that winning the hearts and minds of teachers is key, with the majority of teachers delivering financial education doing so because they believe it is important for young people's futures<sup>22</sup>. A lot of financial education design and delivery in schools often comes from 'the bottom-up', with individual passionate teachers taking responsibility, dispersing resources and getting the buy-in of colleagues<sup>23</sup>. However, even amongst the most knowledgeable and motivated teachers delivering the subject, barriers around limited time, resources, guidance and buy-in need to be explored and improved in order for financial education to be delivered in a high-quality and time-efficient manner in a busy curriculum and competing school priorities.

This section will take the key findings from our most recent APPG inquiry, *Building Beyond Barriers*, which took a wide-scale view of the barriers teachers face, and the subsequent Educator Roundtable, which addressed these barriers in more depth and with a focus on potential solutions.

#### **Building Beyond Barriers – a roadmap for enhancing financial education in schools report**

In February 2023, the APPG published its report exploring the barriers and challenges facing schools in the delivery of financial education. This inquiry included a survey of 400 teachers across the UK from primary and secondary settings and evidence submitted by stakeholders from a diverse range of sectors. The inquiry sought to build on the existing evidence base of the level and impact of provision in secondary schools by identifying and exploring the key barriers teachers face as they seek to deliver financial education at the primary and secondary levels. The report outlines a series of recommendations to help increase the financial capability of future generations of young people.

The inquiry found that the challenges to providing high-quality financial education in schools are multi-faceted and that there is no silver bullet solution but multiple factors to consider.

Key findings include:

- **Schools are recognised as having a vital role** to play in the delivery of financial education, especially in deprived areas.
- There is a distinct **lack of awareness about curriculum requirements**; two-fifths (41%) of secondary teachers in England who have a statutory duty to deliver financial education do not think it is on the curriculum, plus a further 15% are unsure.

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<sup>21</sup> Money and Pensions Service via the Independent (2023) Less than half of children 'have received a meaningful financial education' <https://www.independent.co.uk/news/uk/children-wales-covid-northern-ireland-department-for-work-and-pensions-b2357007.html>

<sup>22</sup> APPG on Financial Education for Young People, *Building Beyond Barriers – A roadmap for enhancing financial education in schools*, page 11

<sup>23</sup> APPG on Financial Education for Young People, *Building Solutions Together – Educator Roundtable*, page 5

- Financial education is considered **challenging to deliver** by the majority of teachers, with **training, time and funding** identified as the key barriers to delivery.
- Teachers need **resources** to be more accessible, further contextualised to their settings and better tailored to different learners.
- Winning the **hearts and minds** of teachers is key to long-term success, with three in five teachers currently delivering the subject saying they do so because they believe it is important for young people's futures.

### **Building Solutions Together – APPG Roundtable with Secondary Educators, December 2023**

In a follow-up to this report, the APPG organised a teacher roundtable to further inform what steps should be taken to support teachers and schools in their delivery of financial education. In this session, several barriers that had been identified in the *Building Beyond Barriers* report were explored in more detail, with a focus on the solutions that could be implemented to help overcome these.

Key areas covered included the lack of buy-in from colleagues and Senior Leadership, how this could be improved to enable high-quality, cross-curricular financial education in schools and the need for improved resources, guidance and signposting to support teachers once buy-in is secured.

#### ➤ **Securing Buy-In from Colleagues**

The roundtable was made up of teachers and senior leaders who are already deeply involved in the provision of financial education at their schools/colleges, and it was unanimously viewed that financial education was largely delivered due to their own personal passion and belief in the value of teaching this content. For some, this passion was due to their previous careers before teaching (e.g. one was a chartered accountant), whereas others were motivated by how valuable they perceived the content to be to prepare young people for the future. One teacher summarised, *"all of PSHE is on the backburner, unless there is a passion and a will for it, it doesn't get anywhere"*.

These teachers also felt responsible for financial education in their settings, with other teaching staff feeling underconfident in being part of its delivery.

It was reflected by all that more needed to be done to increase buy-in from colleagues so that the responsibility of financial education could be shared and reach more students, including:

- Reframing the narrative of financial education to showcase its positive impact** – One participant felt that a lot of information surrounding financial education is negative, for example, focusing on what percentage of children don't know what a loan is, which in turn might intimidate teachers with this level of responsibility. It was felt that giving financial education a more 'positive reputation' in literature and promotional material by using evidence that 'shone a light on the positive parts of financial education' would improve teachers' attitudes towards its delivery and its importance within the school setting.
- Improve teacher confidence through Continuous Professional Development and Initial Teacher Training (ITT)** - as teacher confidence was cited as a main barrier both in the APPG report and anecdotally at the Educator Roundtable, it follows that teachers could be better supported with CPD and teacher training. In addition, participants at the roundtable noted that they did not recall financial education being in the ITT curriculum, and therefore, early career teachers (ECTs) would not join the profession having been trained to deliver this curriculum subject or even being aware it is mandatory. There was a sense from the participants that ITT providers would be keen to engage with a provider that would deliver this content to ECTs.
- Flexible support offered to schools via seed funding** - Some participants at the roundtable had previously used seed funding from a bursary (e.g. through Centres of

Excellence in Financial Education<sup>24</sup>) to pay for CPD, another had used it to engage with a financial education consultant to give their school direction with financial education delivery. Seed-funding initiatives were welcomed by the group, with the caveat of ensuring any funding is flexible in the way it could be used to fit the needs of the school.

### ➤ **Securing buy-in from Senior Leadership Team (SLT)**

Gaining the hearts and minds of Senior Leaders was seen as key by participants of the roundtable (as discussed in Section 2). All participants had been, to some extent, successful in securing SLT buy-in in financial education delivery, but most said it often felt like a continuous 'fight' with yearly timetable and qualification changes and ever-changing school priorities.

The participants reflected that they themselves were a very motivated and confident group of educators in teaching financial education, suggesting it is likely that other schools, without such confident teachers, face even greater barriers to delivering financial education effectively without buy-in from SLT.

Three key suggestions were explored to improve SLT buy-in:

- a. **Improved measurements of the impact of financial education** – participants felt that engaging SLT in financial education required a layer of data on the impact of financial education that may not currently exist, as the impacts of good financial education can often only be seen years afterwards. There was a discussion of the merits of examining financial education – either as a standalone qualification or integrating it better into other areas of the examined curriculum, such as maths, statistics and business, where there is already significant overlap in content. This was felt to align financial education with other whole-school priorities, such as improving a school's Progress 8 score. However, participants also voiced concerns that this may encourage financial education to be taught "to the test" rather than truly imbedded (see Table 1).
- b. **A clearer position from Ofsted on how they would inspect financial education** – educators felt that, currently, Ofsted does not prioritise the inspection of financial education. There was a perception that if Personal Development content was generally being delivered at a good level from Ofsted, schools could 'get away' with not having firm plans for financial education. Participants felt that if Ofsted developed clearer communications on how they inspect financial education, SLT buy-in would be much easier to secure (see Recommendation 6).
- c. **Including financial education in a school/college's mental health or Pupil Premium strategies** – participants felt that this would demonstrate commitment to financial education at a whole-school level by aligning financial education to wider-school priorities that were already well established and had pre-existing buy-in. The Pupil Premium strategy was suggested as a place to make a pledge to financial education because of the participants' views on the links between financial education and social mobility; the limitation of differing funding levels between schools depending on which quintile they fall into was acknowledged as well as potentially further entrenching financial educations into the margins, rather than being seen as a mainstream intervention for all young people.

### ➤ **Improved guidance and signposting**

One of the main barriers cited by participants of the roundtable was the amount of time spent searching for resources, sourcing age-appropriate materials and lesson planning for the limited

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<sup>24</sup> Young Enterprise (2023) Centres of Excellence <https://www.young-enterprise.org.uk/centres-of-excellence/>

amount of delivery time they had for financial education. All participants reflected on the limited time teachers had and how the level of preparation was a significant barrier to effective financial education delivery:

*"As a teacher I get 160 emails a day and I teach 4 lessons...as a teacher we have a lack of time...when do I have time to make all these new links and deal with the practicalities of getting speakers in"*

There was a consensus in the group that whilst there were more than enough resources available (mapping by the Money and Pensions Service found there were 102 financial education programmes in 2021<sup>25</sup>), the quality varied, and it was hard to know where to start.

Three practical solutions were explored in the session to help improve this:

- a. **Development of frameworks to clearly set out appropriate content** – it was felt that a clear, progressive framework marking appropriate content for each year group with clear signposting to quality-assured resources would greatly speed up lesson planning and curriculum design. As discussed in Section 1, this bank of resources should be filterable so that educators are still able to tailor their lessons to suit their learners, but with less time spent searching for quality resources. The PSHE Association's Programme of Study was cited as a potential model that could be applied to complement the Financial Education Planning Frameworks.
- b. **Increasing the ease of external facilitators accessing schools** – in addition to a bank of resources, participants were keen on there being better opportunities to engage quality-assured external speakers where appropriate, as organising speakers to come in and deliver talks or activities could also be very time consuming. Participants thought the presence of external speakers is an effective way to engage young people on occasion if delivered by a quality provider. However, speaker quality was cited as an important factor as participants also reported frustrating experiences around the high quantity of work going into organising a speaker only for the session to be dry and non-engaging for pupils. Participants made reference to providers such as MyBnk and YGAM as examples of quality providers.
- c. **Support for teachers should remain flexible** – whilst a clearer framework and bank of quality-marked resources was considered a positive step, participants did not want to feel constrained by 'having' to use one textbook or being forced to teach particular topics. Educators felt that adaptable content would be best suited to engage their pupils through topics that interested them. For example, one participant felt they were able to spark their pupils' imagination and interest by bringing financial topics from the news into the classroom. In addition, when designing a more comprehensive framework, the designer would need to be aware of the variety of time that different schools give to financial education and not design a framework that feels out of reach for schools, many of which have very little time allocated to it unless more mandated guidance is given by the Department for Education. Participants were keen for any frameworks to also be flexible enough to account for policy changes within finance (e.g. changes to tax) to ensure resources or curriculums do not quickly go 'out of date'.

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<sup>25</sup> Money and Pensions Service (2022) Financial education provision mapping 2021: Final report  
<https://moneyandpensionsservice.org.uk/2022/11/16/financial-education-provision-mapping-2021-final-report/>

It is important that these three levels of barriers – from the enablers of colleagues feeling motivated and confident to deliver financial education, raising SLT awareness of financial education's importance in order to dedicate resource and coordinate delivery across the school, and the correct support and resources for teachers to deliver financial education with limited preparation time – be considered by the Department for Education in any future developments.

### **Recommendation 7**

a. The Department for Education should consider a positive narrative to frame the promotion of financial education in schools. In addition, more research needs to be done to better understand how the benefits and impact of financial education in schools can be captured and reported upon to motivate teachers and Senior Leaders to prioritise its delivery.

b. In addition, the Department for Education should also consider international benchmarking of the UK's financial literacy alongside such interventions by agreeing for the UK to participate in the PISA (Programme for International Student Assessment) assessment of financial literacy, facilitated by the OECD, in 2024 to provide an international benchmark to track, learn from and improve upon to ensure any interventions employed are seeing meaningful impact<sup>26</sup>.

### **Recommendation 8**

Training in financial education should be available for all Initial Teacher Trainees and there should be an accessible programme of Continued Professional Development for existing teachers to develop their confidence in delivery and understanding of the curriculum requirements of financial education. This should be supported by ensuring teachers have adequate opportunities to take part in training.

### **Recommendation 9**

Seed funding should be available for schools to use flexibly to improve their financial education offering. This should include guidance on how they might choose to spend such funds, such as CPD/Teacher Training, purchasing resources, sourcing external consultants to give direction or facilitating trips to other schools to learn from best practice.

### **Recommendation 10**

Ofsted's Education Inspection Framework should more explicitly address the extent to which schools provide young people with financial knowledge and skills. This should be communicated effectively by Ofsted to all schools, with particular attention to the Senior Leadership Team.

### **Recommendation 11**

The Department for Education should consider the possible contributions financial education can have in whole-school priorities, such as mental health and Pupil Premiums, sharing best practice of the schools embedding financial education across schools in these ways.

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<sup>26</sup> OECD (2023) What is PISA? <https://www.oecd.org/pisa/>

## SECTION FOUR

### Should the provision of financial education in schools be extended beyond key stages three and four. Is there scope for it to be embedded more extensively at primary-school level?

The APPG on Financial Education for Young People firmly believes that every child in the UK should receive a high-quality and effective financial education so that they can leave the education system and transition into adult life with the knowledge, confidence and skills to manage their money well. Because of this, **we recommend that financial education be made a mandatory part of the English Primary Curriculum**, as recommended in all of our recent inquiries and reports.

Research by the Money and Pensions Service shows that children's money habits are formed as early as age seven<sup>27</sup>. This includes the capability for functions such as planning ahead, delaying decisions and understanding that some choices are irreversible.

In 2012, the OECD reported that 52% of UK teenagers were in debt before they were 17. In addition, 55,000 children aged 11-16 are problem gamblers, and the number of young people being financially exploited by criminals is increasing<sup>28</sup>.

With money being accessed earlier and earlier – from spending and saving pocket money to managing in-app purchases on digital devices – the need for younger children to access reliable information on financial education grows. This has also been exacerbated by the COVID pandemic, with 6 in 10 young people saying that COVID has made them feel more anxious about money<sup>29</sup>.

However, there is currently no statutory requirement to teach personal finance education in primary schools in England, despite being embedded into the Scottish, Welsh and Northern Irish primary curriculums. Indeed, research from the Money and Pensions Service in July 2023 found that financial literacy rates are higher in Scotland and Wales, where it is a mandatory part of the primary curriculum, than in England, where it is not<sup>30</sup>.

In 2020, the APPG for Financial Education for Young People called for high-quality and effective financial education to be placed on the curriculum for primary schools, taught within PSHE and Citizenship, and incorporated into maths. While its presence on the curriculum is an important first step to ensuring all primary-aged children have access to financial education at school, it is important to learn from the successes and limitations made in secondary financial education delivery since it was first mandated in 2014.

As discussed in Section Three, there are still many barriers facing educators to deliver effective financial education, including access to training, time and resources to deliver high-quality financial education, and these should be considered for primary teaching in conjunction with any addition of financial education to the curriculum to ensure delivery is supported.

#### **Recommendation 12**

The APPG on Financial Education calls for high-quality and effective financial education to be placed on the curriculum for primary schools, taught within PSHE, citizenship, and incorporated in maths.

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<sup>27</sup> Money Advice Service (2013) Financial Education in Schools [https://oecd.org/daf/fin/financial-education/FinEdSchool\\_web.pdf](https://oecd.org/daf/fin/financial-education/FinEdSchool_web.pdf)

<sup>28</sup> The Gambling Commission (2019), Young People and Gambling Survey 2019: a research study among 11–16 year olds in Great Britain <https://www.gamblingcommission.gov.uk/statistics-and-research/publication/young-people-and-gambling-2019>

<sup>29</sup> London Institute of Banking and Finance LIBF (2021), Young Persons' Money Index [https://www.libf.ac.uk/docs/defaultsource/financial-capability/ypmi-2020-21-final.pdf?sfvrsn=56d9248d\\_2](https://www.libf.ac.uk/docs/defaultsource/financial-capability/ypmi-2020-21-final.pdf?sfvrsn=56d9248d_2)

<sup>30</sup> Money and Pensions Service via the Independent (2023) Less than half of children 'have received a meaningful financial education' <https://www.independent.co.uk/news/uk/children-wales-covid-northern-ireland-department-for-work-and-pensions-b2357007.html>

To ensure successful implementation of this, we recommend:

- a. **Each nation in the UK to devise a standalone strategy for financial education**, which gives specific consideration to provision at a primary level. This includes ensuring financial education is placed on the national curriculum for primary schools in England and taught within PSHE and Citizenship.
- b. **Train teachers and provide them with support** - The Government should ensure teachers are provided with guidance, support and training in delivering financial education<sup>31</sup>. This can be done by embedding financial education in initial teacher training, creating specialised CPD, and facilitating a sharing of best practice by celebrating those schools pioneering financial education at the primary level in their local area.
- c. **Increase the availability of high-quality resources** – there is a plethora of financial education resources available<sup>32</sup>, but these should be better signposted or centralised to enable teachers to access quality resources without investing too much time.
- d. **Promote financial education** – The Government should raise the profile and priority of financial education in both primary and secondary schools by better embedding financial education into the curriculum and encouraging schools to map financial education outcomes with whole-school priorities.
- e. **Invest in research** – given that England does not currently take part in the PISA (Programme for International Student Assessment) assessment of financial literacy facilitated by OECD, the Department for Education should agree for the UK to re-join this research. Failing this, a nationwide assessment of students' financial literacy should be undertaken on an annual and voluntary basis to more actively track the progress of financial capability and literacy in young people.

## SECTION FIVE

**The Government has outlined proposals to ensure that all students study some form of maths up until the age of 18 – should financial education be included in these plans and, if so, how?**

Financial education provision for ages 16-18 is not widely mapped. However, research has shown that delivery to this age group can improve confidence and financial capability well beyond their years, resulting in a more comparable capability of 18-24-year-olds, better preparing them for financial independence<sup>33</sup>.

The APPG believes that financial education should be taught all the way through young people's education – through primary, secondary and further education. There are multiple opportunities to better embed financial education across the different educational pathways in post-16 education, as at this stage, they are at their closest to financial independence while in education. These opportunities include vocational and apprenticeship education, where financial independence is much closer to young people than other pathways, embedding financial education in elements of the Maths to 18 initiative, and increasing research into best practice in how this is done effectively in other areas.

### Financial Education and Vocational Pathways

Some post-16 pathways, such as apprenticeships, include young people earning money while in education and others, such as certain vocational pathways, set them on a path to being self-employed.

<sup>31</sup> APPG on Financial Education for Young People, Building Beyond Barriers – A roadmap for enhancing financial education in schools, page

<sup>32</sup> Money and Pensions Service, Financial education provision mapping 2021: Final report

<sup>33</sup> Young Enterprise (2018) What Works for Financial Education [https://www.young-enterprise.org.uk/wp-content/uploads/2018/12/Young-Money-WWF\\_Impact-of-Teacher-Training\\_-Final-Report-080618.pdf](https://www.young-enterprise.org.uk/wp-content/uploads/2018/12/Young-Money-WWF_Impact-of-Teacher-Training_-Final-Report-080618.pdf) page 4

Whichever path a young person takes at the post-16 stage, it is vital that they continue to build upon the foundation of financial education skills, attitudes and knowledge, leading to a strong level of financial capability and literacy when they leave school. But where there is a need for more immediate or specialised training, such as in these pathways, financial education should be better embedded into the support they receive in Further Education (FE).

At the Educator Roundtable, participants from FE colleges were keen to point out that apprentices were in particular need of financial education, as they were getting paid as part of their training, and it often was the first time a young person has had a job. A participant from an FE college reported that they made personal development mandatory across all apprenticeships connected with the college, which included financial education. They thought this content was very well received by young people, and, even when in an 'on-demand' capacity, where young people could review the content online at a time that was suitable for them.

### **Integration of Financial Education into the Maths to 18 Initiative**

- The benefits: financial education provides real-world contexts to boost engagement in mathematics

Better integration of financial education into Maths to 18 can enhance the initiative's objective of improving maths confidence, ability and attainment for all young people by the time they leave school. This is because financial education has been shown to improve student engagement and even attainment in maths.

In an OECD study, findings showed that students improved their mathematical attainment by around 20% when answering public examination questions that used a financial context, significantly more than the control group<sup>34</sup>. A follow-up to this study, *Maths in Context*, managed through the Education Endowment Foundation was designed to improve pupils' financial capability, financial understanding, applied numeracy and problem-solving skills through a two-year intervention including teacher training, materials and lesson plans<sup>35</sup>.

The project was compared to a control group who were taught by the same teachers, finding that just over half of teachers from the intervention group had noted improved student engagement in maths, and 81% reported understanding and learning of financial literacy. However, the impact on mathematical attainment in this study was inconclusive, and further research is needed, including the potential to repeat the study with refined research questions to better understand this.

These studies demonstrate the importance of financial education to provide real-world contexts for students to apply their learning in maths, boosting students' engagement in maths and financial capability. This suggests that the integration of financial education in the Maths to 18 initiative will further the goal of developing a positive relationship with maths in students, boosting their prospects.

- **The Maths Hub model should be extended to support and share good practice of financial education**

Several participants of the Educator Roundtable organised by the APPG in December 2023 were part of the Centres of Excellence financial education programme. This programme is designed to support schools that have made a commitment to embedding financial education within their whole-school

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<sup>34</sup> OECD (2019) Policy Handbook on Financial Education for Young People in the Commonwealth of Independent States <https://www.oecd.org/financial/education/Youth-Policy-Handbook-on-Financial-Education-CIS-EN.pdf>

<sup>35</sup> Education Endowment Foundation (2022) Maths in Context <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-in-context>

curriculum. The programme pairs each school with a financial education consultant to embed financial education throughout the whole school through curriculum mapping, the design and development of appropriate financial education provision, training and assessment for learning. The programme also includes a bursary for schools to boost their financial education provision. As discussed in Section Three, this programme was cited by participants as a key factor to enabling them to better develop their financial education provision.

The Maths Hub initiative, coordinated by the NCETM, is tasked with helping schools and colleges lead improvements in mathematics education in England<sup>36</sup>. Maths Hubs seek to harness maths leadership and expertise within an area to develop and share best practice for the benefit of all pupils and students. Comparisons can be drawn between this approach and the approach of the Centres of Excellence programme in its goal and model.

Research from *Maths - No Problem!*, CPD and resource provider to Maths Hubs, found that 95% of surveyed Head Teachers and Maths Leads agreed that the approach has led to improved maths outcomes amongst pupils<sup>37</sup>. We know from speaking to educators that Senior Leadership buy-in is a significant enabler of quality financial education provision (see Section Three), and a whole-school programme of this scale is well-placed to engage these stakeholders. If financial education is included in the Maths Hub model of Head Teacher and Maths Lead engagement, it could help in drawing out the relevant financial content within the maths curriculum while also strengthening the relationship between the two, encouraging teachers to create opportunities for students to apply their learning in maths to financial education contexts, deepening their engagement.

Finally, the inclusion of Local Leaders of Maths Education (LLMEs) in the Maths Hubs initiatives demonstrates the potential for financial champions in schools (see Recommendation 4). According to the *Maths Hubs Programme Annual Report 2022/23*, LLMEs lead the work of Maths Hubs at a local level and work together as a community with their Maths Hub's Leadership and Management Team, supporting the schools and colleges in the hub area<sup>38</sup>. This operates in a similar way to the Financial Champions used in the Centres of Excellence programme and is cited by the roundtable participants as a positive first step to ensuring financial education is incorporated across the curriculum within a single school setting.

We suggest integrating Financial Champions into the Maths Hub model so that the Financial Champion can work closely with the LLME to ensure financial education is included in all maths-related activity while also coordinating a whole-curriculum approach to financial literacy.

### **Increased research into best practice**

As further education becomes more decentralised, there are learning opportunities across the FE space regarding how financial education curriculums are structured, the different innovative practices in delivery, and the deeper relationships with local industry to provide real-world engagement opportunities.

The APPG on Financial Education for Young People is currently exploring the possibility of launching an inquiry in 2024 exploring best practice in financial education across the devolved areas of the UK, to learn from best practice examples happening already. This is an opportunity to better

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<sup>36</sup> National Centre for Excellence in the Teaching of Mathematics (2023) About Maths Hubs

<https://www.ncetm.org.uk/maths-hubs/about-maths-hubs/>

<sup>37</sup> Maths – No Problem! (2023) Supporting Maths Hubs <https://mathsnoproblem.com/en/about-us/supporting-maths-hubs#:~:text=From%20the%20survey%2090%25%20of,positive%20for%20students%20and%20teachers.>

<sup>38</sup> National Centre for Excellence in the Teaching of Mathematics (2023) Maths Hubs Annual Report <https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf> page 11-12

explore what is happening in different areas and at different levels of the educational journey, including FE provision.

One such example is the *Curriculum for Wales*, published in January 2020, which enables each school to develop its own curriculum to support their learners to develop to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society<sup>39</sup>.

The *Curriculum for Wales* encourages schools to plan and deliver meaningful opportunities for learners to develop and apply their financial skills across the curriculum. One of the ways they achieve this is for local authorities in Wales to facilitate effective arrangements for schools to share best practice and resources for financial education<sup>40</sup>. Further research should be done exploring how this is implemented and the impact it has had on financial literacy.

### **Recommendation 13**

Further consideration must be paid to ensure that all young people aged 16-18, regardless of what pathway they are on, receive high-quality and financial education. Particular attention should be given to those on vocational pathways, where their relationship to money might be more direct than others during their education, and should be taught to manage it alongside their course.

### **Recommendation 14**

Financial education to be integrated into post-16 education in collaboration with the Department for Education's Maths to 18 plans. This includes CPD opportunities, the provision of resources, the sharing of best practice and the appointment of Financial Champions alongside Local Leaders of Maths Education to coordinate cross-curricular integration of financial education.

### **Recommendation 15**

The Department for Education should work with the APPG on Financial Education for Young People to support our planned inquiry into the provision and practice of financial education across devolved areas of the UK to facilitate the sharing of best practice, impact data and key lessons learned across the four nations.

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<sup>39</sup> Llywodraeth Cymru Welsh Government (2020) Curriculum for Wales: overview <https://www.gov.wales/curriculum-wales-overview>

<sup>40</sup> Llywodraeth Cymru Welsh Government (2018) Response to the Estyn thematic review on Managing Money: financial education in primary and secondary schools in Wales <https://www.gov.wales/sites/default/files/publications/2018-03/response-to-the-estyn-thematic-review-on-managing-money-financial-education-in-primary-and-secondary-schools-in-wales.pdf>

**SECTION SIX:**

**Examples of best practice in teaching financial education are welcomed.**

The APPG would be happy to arrange any follow-up with the educators present at our roundtable held in December to discuss issues directly as part of the inquiry. Furthermore, the APPG can connect the Education Select Committee with teachers and Senior Leaders in primary settings who are currently championing financial education to learn more about barriers and successes in this space.

Finally, the APPG would be happy to work with the Education Committee on our proposed 2024 inquiry into financial education provision across the devolved areas to help further the Committee's plans to strengthen provision in the UK.