

Teaching Economic and Finance Education in Citizenship

This summary helps schools think about the opportunities for teaching Economic and Finance Education (EFE) in Citizenship.

DFE Key Stage 1 and 2 National Framework for Citizenship

Pupils should be taught that money comes from different sources and can be used for different purposes as well as the importance of looking after their money and to realise that future wants and needs may be met through saving.

Key stage 3 and 4 National Curriculum for Citizenship

One aim of Citizenship is to ensure pupils are equipped with skills to think critically to debate political questions, manage their money and plan for future financial needs. Citizenship teaching includes the functions and uses of money, the importance and practice of budgeting, and managing risk. They will learn about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

At GCSE pupils must learn about:

How public taxes are raised and spent by government locally and nationally; the practice of budgeting and managing risk; and how it is used by government to manage complex decisions about the allocation of public funding; different viewpoints and debates about how governments and others service providers make provision for welfare, health, the elderly and education.

High quality EFE enables pupils to understand their role as responsible, active citizens in a modern, global society and builds understanding about how their choices and decisions relate to the economic and financial issues at **personal, societal and global level**. As they progress through the key stages, understanding deepens and pupils become increasingly aware that financial and economic issues are interconnected with the political and social systems they are living in.

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EFE involves teaching a number of interrelated concepts, skills and areas of knowledge to enable critical engagement with economic and financial arguments and ideas.

We can think about knowledge of **EFE in Citizenship** in at least two ways:

1) There is specialist knowledge and terminology necessary to understand and participate in debates about the financial and economic dimensions to citizenship. For example: *savings, spending, budget, profit, costs, risk, interest, inflation and exchange rates, direct/indirect taxation, public and private sectors, trade unions/professional associations, imports /exports, balance of payments, national debt, GDP, single markets and customs unions. This will also include key institutions: the Bank of England, the Treasury, the EU, WTO, IMF, World Bank and Local Authorities.*

2) As teachers we also need to develop a deeper understanding of how financial and economic debates relate to key citizenship concepts, to inform teaching for example:

(i) Democracy and pluralism

What is the relationship between a liberal democracy and a market economy? Does political freedom entail free market capitalism or does it entail some form of market regulation or intervention? How should we balance public and private aspects of our economy?

(ii) Equality and justice

Does social justice require the redistribution of resources, and if so, who should pay? What levels of taxation are justifiable? What is the difference between equality of opportunity and equality of outcome, and what balance should we strike?

(iii) Rights and responsibilities

Does it make sense to talk about rights without providing the resources to fully realise them? What economic rights do we have and who is responsible for fulfilling them? Do we have responsibilities towards future generations to safeguard natural resources?

(iv) Active citizenship

How do citizens' personal financial decisions impact on others? How can citizens hold government to account for its financial and economic decisions?