



Personal
Finance
Society

MY PERSONAL FINANCE SKILLS



Moving On – Presentation Guide

Introduction

This session has been developed for Key Stage 4-5 pupils, predominately for those who are in the process of considering life beyond school. It can also be used to support Sixth Form students transitioning from school or college into the wider world.

Schools and colleges may choose to integrate this session into the PSHE or enrichment curriculum.

Financial Education Planning Framework

The Financial Education Planning Framework is a national framework that aims to support the planning, teaching and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes. This session aims to develop the following skills and attitudes:

- *I can stay informed I can explain the financial implications associated with the different pathways*

Session Outline

The focus of this session is to help young people consider their future potential income when they leave school/college. The session aims to equip young people through the fundamentals of payslips, tax, student finance and pensions to that they have the knowledge to navigate this critical juncture in their lives.

Learning Objectives:

By the end of the session all students will be able to:

- Understand the key features of a payslip
- Explain different types of income deductions
- Calculate gross and net income
- Understand how the Government uses income tax and NICs to fund public services

In advance

Before you arrive at the school/college



- ensure you have read through the slides, are comfortable with the content and activities and have noted the timings
- ensure any materials and resources required to deliver the session are provided by the school or brought yourself
- ensure that you have viewed the relevant training webinar and have passed the financial education sign off process with the My Personal Finance Skills team.

What you will need

For this session you will need:

- the presentation guide, session leader answer booklet, PowerPoint presentation and copies of the moving on handout for each student
- to ask the school to have access to either a PC or laptop, projector, paper and pens for the students. Students will also require calculators to complete the activities in this session.
- Internet access – this lesson is linked to a YouTube video

Length of session

This session is expected to take approximately 1 hour to deliver.

Links to Your Money Matters Textbook

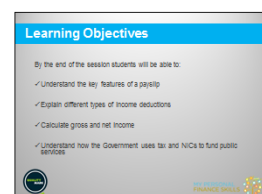
All state schools in England will have received copies of Your Money Matters textbook published by the Young Money charity. The chapter on “Moving on from school – The world of work” focuses on a number of the points discussed in this session and could be referred to during the session. There are many more activities, case studies and questions in the book to help further develop the student’s understanding of these topics.

Session Guidance

***where an activity is numbered, this means that this activity takes place on the student handout.**

General Introduction – slides 1-3 (5 minutes)

Introduce the session topic and the learning objectives.





so that the video plays. You should be able to play the video directly in presentation mode. However, if you are unable to, you can find the direct link to the video below the video itself.

Discuss current income tax rates and National Insurance Contributions. It would also be a good idea to inform the students that income tax rates can change annually and are often influenced by the Government that is in power. Using the discussion point, encourage students to spend a couple of minutes discussing their views on increasing income tax, this is likely to spark some lively debate!

Pensions and student loans - slides 12-13 (2 minutes)

Briefly explain the other deductions that may be on a payslip including pensions and student loans. Again feel free to bring in your own experience here if appropriate.

Activities - slides 14-17, handout and answer booklet (20 minutes)

Using their handout, students should now answer the questions about Sam's/Jakob's payslips in pairs.

