



# MY PERSONAL FINANCE SKILLS



## Moving on from School Assembly – Presentation Guide

### Introduction

This assembly session has been developed for Key Stage 4 and/or 5 students, to help them think about some of the options available to them, the need to manage their money and the benefit of starting to save in a pension early.

Schools and colleges may choose to follow up this session through their PSHE or enrichment curriculum or book a My Personal Finance Skills free financial education workshop (with up to 35 students).

### 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 help develop the following:

- I can plan and budget for my current and future saving and spending, and show I can take a pro-active approach to managing my money by tracking
- I can use my skills as a critical consumer to compare different options for long-term saving, including pensions, that I and other people may need in the future.
- I know there are different ways to save for the long-term and for my retirement, and the key facts about contributing to and benefiting from a pension, including through National Insurance contributions.

### Session Outline

The focus of this session is to help young people to understand the options available to them after they leave school, and that it will be important to manage their money. It is also designed to make them more aware of pensions and the benefit of starting to save early.

### Learning Objectives:

By the end of the session the students should:

- ✓ Be aware of some of the options available to you when you leave school
- ✓ Be aware of the need to live within your means and have a budget
- ✓ Understand more about credit, debt and pensions

### In advance

Before you arrive at the school/college



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- Check with the school/college whether PowerPoint will be available for you and the approximate number of students likely to be present. (The assembly can be presented from these notes alone if PowerPoint is not available or the group will be too large for it to be practicable)
- Ensure you have read through the notes (and slides if you are using them), are comfortable with the content and have noted the timings
- **When preparing for your visit, make sure you have something prepared to say on Slide 3 (a bit about me...)**
- 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:

- this presentation guide
- optional: PowerPoint presentation
- to ask the school to have access to either a PC or laptop and projector, regardless of whether you are using the PowerPoint (see final bullet point below)
- Internet access – this assembly includes a link to a YouTube video
- **Where a session has been scheduled with the My Personal Finance Skills team, the PowerPoint will be sent over to the teacher upon confirmation and 1 week before the session is due to take place.**

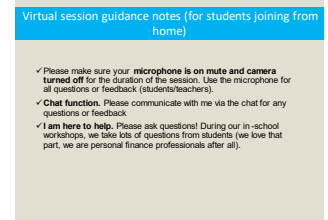
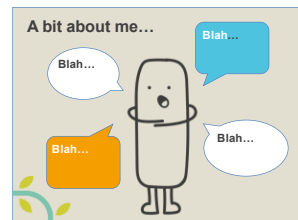
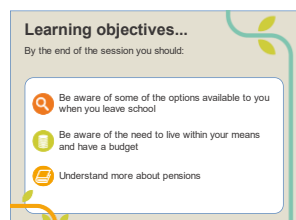
## Length of session

This session is expected to take approximately 30 -35 minutes to deliver. There is a 5-minute float in the timings to allow for slippage.

## Session Guidance

### ***General Introduction – slides 1 - 4 (3 minutes)***

Introduce the session topic and the learning objectives.





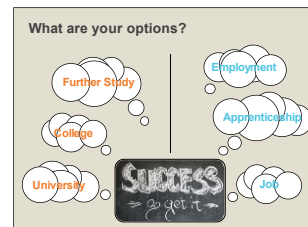
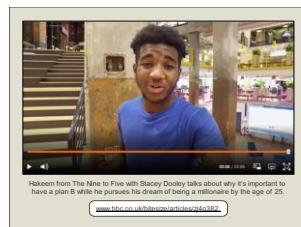
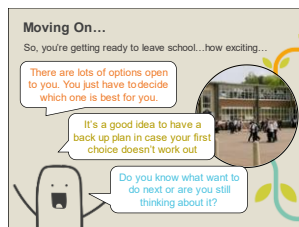
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Explain a little bit about yourself, your job, the role of the Personal Finance Society and the My Personal Finance Skills programme. Students are often curious about visitors and what they do.

## Moving On - slides 5 - 7 (4 minutes)



Explain that there are lots of options open to them once they leave school. They just have to decide which one is best for them.

Going to university is no longer the 'only' option.

Stress that it's a good idea to have a back-up plan in case their first choice doesn't work out.

Depending on the time and the number of students, you could ask those who know what they want to do next to stand up for a moment or raise their hand – is it the majority or the minority?

Show the video full-screen at: [www.bbc.co.uk/bitesize/articles/zj4q382](http://www.bbc.co.uk/bitesize/articles/zj4q382). The video lasts for just over 2 minutes. **NB** – You will need to open the video via the link on Slide 5.

Their main options are either:

- ✓ Further study at either College or University; or
- ✓ Employment by finding a job or an apprenticeship

Remind students that going to university (naturally there are certain degrees that university is the only option) is not the only way to have a successful career. There are several ways one can take to achieve success.





- ✓ No more homework or exams!

## Apprenticeship

- ✓ Structured hands-on training programme
- ✓ Developing work skills such as teamwork and handling pressure
- ✓ You earn while you learn - spending an average of 4 days a week working plus one day studying
- ✓ Gaining a practical qualification

The National Careers Service has lots of information about hundreds of different careers

You can find out the average salary and hours, the qualifications required, the skills and knowledge you will need

## Money – slides 13 - 19 (5 minutes)

**Money**  
Whatever you decide to do you will need to manage your money...

**College** – you might qualify for a bursary to help you pay for things like transport, meals, books and equipment.

**University** – you might get a Student Loan to help with tuition fees and maintenance loan to help with everyday living costs.

**Job** – you should have a regular income but many jobs have variable hours so you might not always know how much you will get at the end of each week/month.

**Apprenticeship** – you earn while you learn, the training is free although the pay can be quite low (The current minimum wage for an apprentice is £4.15 per hour)

I am concerned about the 'debt' of my student loan?

Is an apprenticeship better than uni?

5 things I wish I had known about money at age 15

Your questions

The savvy spender

**How much is?**

An 800g white toastie loaf 	A four pint bottle of milk 
1. 50p	1. 70p
2. £1.05	2. £1.10
3. £1.50	3. £1.50

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**Apprenticeship** – you earn while you learn, the training is free although the pay is quite low (The current minimum wage for an apprentice is £4.15 per hour)

**How much for this basket?**



- Four pints of semi-skimmed milk
- A loaf of medium sliced bread
- 12 free range eggs
- Two pack of kitchen roll
- Washing powder (approx. 40 washes)
- Fabric conditioner
- Nine pack of toilet paper
- Tig pasta
- Tin of baked beans (four pack)
- Margarine
- Tin of chopped tomatoes (four pack)
- Cereal

A. £10  
B. £20  
C. £30

**How much is?**

A box of 6 medium free range eggs 	A 500g box of own brand cornflakes 
1. 29p	1. 60p
2. 89p	2. £1
3. £1.39	3. £1.35



It is important to highlight that students will make decisions based on what is good for them and should not be put off by high tuition fees or low wages for an apprentice. They must remember that this is their start of the career journey.

Do they know the price of:

- ✓ An 800g white toastie loaf (£1.05)
- ✓ A four-pint bottle of milk (£1.10)
- ✓ A 500g box of own brand cornflakes (60p)
- ✓ A box of 6 medium free-range eggs (89p)

Explain that living within your means is about not spending more than you earn. It's a really good idea to keep track of what you have spent and where

**NOTE TO SPEAKER – if delivering remotely, encourage students to put their thoughts into the chat when it is the quiz. Alternatively, you can get students to vote depending on the options. This is to encourage student participation.**

## Slide 19 Draw up a budget

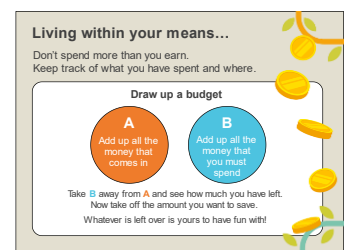
A: Add up all the money that comes in

B: Add up all the money that you must spend

Take B away from A and see how much you have left

Now take off the amount you want to save.

Whatever is left over is theirs to have fun with



Living within your means...  
Don't spend more than you earn.  
Keep track of what you have spent and where.

Draw up a budget

**A**  
Add up all the money that comes in

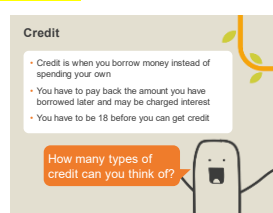
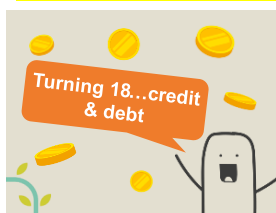
**B**  
Add up all the money that you must spend

Take B away from A and see how much you have left.  
Now take off the amount you want to save.  
Whatever is left over is yours to have fun with!

Money in might include bursary or loan payments, earnings, gifts and/or benefits

Essential expenditure includes living costs, rent, food, toiletries, energy bills, mobile phone bill etc. It doesn't include luxuries such as clothes, holidays, nights out etc

## Slide 20-24 credit (4 minutes)



Use slide 20 to introduce that when they reach 18, they will be able to access credit and when not used carefully call make them fall into debt.



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Use Slide 21 to briefly explain the meaning of credit and ask students how many different types of credit they are aware of? For virtual, you can encourage them to type into the chat.

Sample answers could be:

- Credit card
- Store card
- Overdrafts
- Personal loans, e.g. from your bank
- Mortgages
- Catalogue shopping

## Slides 22-24

**Credit apps**

There are several buy now pay later apps including:

akulaku jungle noosa val Klarna.

The best known one is Klarna...

**Credit apps Klarna.**

- Klarna allows you to "try before you buy" at lots of online shops
- If you qualify for their pay later service, you don't have to pay for your order straight away
- This means you can get a big pile of clothes delivered, try them on, send back any you don't like and pay only for what you keep.

**Credit apps Klarna.**

- Klarna doesn't charge interest, fees or late charges to customers
- They make their money through transaction fees from online shops
- Klarna say that they can increase the average online orders by 30% and the average spend by 34%...that's a huge increase for the shop
- As you don't have to pay immediately it's very easy to be tempted to spend more than you intended or what you can afford!

Use slides to briefly consider credit apps. How many students are aware of Klarna?

*(Regarding Klarna, debt advice firm PayPlan, says: "This form of introduction to credit does not encourage budgeting and supports the 'I want it now' purchases of items people may not be able to afford. We have seen a worrying increase in the number of young people contacting us for free debt advice.*

*It now makes up more than a fifth of our total client base."*

<https://www.theguardian.com/money/2018/nov/17/klarna-buy-now-pay-later-system-that-is-seducing-millennials>

**Speaker note – make sure you highlight that all these apps require you to be 18+ . Klarna and other such buy now, pay later apps are very current.**

## Slides 25-27 debt (4 minutes)

Use the information on the slides to explain what it means to be in debt and the link with using credit

Explain that not all debt is bad!

It can be really sensible to borrow money as long as it's for a good reason and you have a plan for paying it back.

Make the distinction between good debt and bad debt.



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**Debt - Did you know?**


Debt is essentially borrowing against your future income. You are choosing to have money now that you will then repay out of your future income, but you will also pay an extra cost because you're borrowing it.

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**Good Debt**

**Bad Debt**



**Good Debt**

- Debt means money that has been borrowed but not yet been paid back.
- When you use credit, you create debt.
- If you make a £100 purchase with a credit card, you now owe £100 in debt.
- If you make more purchases with the card, your debt grows.
- If you make a payment off the card, it reduces your debt slowly.

**e.g.**

- Student loan
- Mortgage
- Investing in your own business
- Anything else you can afford.

**Bad Debt**

- Not being able to afford the repayments.
- Borrowing money to buy things you don't really need.
- Not shopping around to get the best credit deal.

**e.g.**

- Energy holder you can't afford
- Buying something expensive on impulse
- Notful over credit card balance

**NOTE TO SPEAKER - If this workshop is being conducted virtually, can students think of any other examples? This can be placed into the chat.**

## Planning ahead – slides 28 - 30 (4 minutes)

Explain that a pension plan is a saving pot that you and your employer both pay into. When you retire you can take money out of your pension pot or exchange some of it for a regular income called an annuity. As soon as your born a pension plan can be started for you.

**Planning ahead**

- A pension plan is a saving pot that you and your employer both pay into
- When you retire you can take money out of your pension pot or exchange some of it for a regular income called an annuity

How old do you have to be before you can start saving in a pension?

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**How much to save?**

- With pensions it's a good idea to start saving as much as possible, as early as possible
- A good aim is to have about 75% of your gross salary as your final pension
- As a very rough rule of thumb for what you need to contribute for a comfortable retirement...

*Halve your age and pay this percentage of your pre-tax salary into your pension every year until you retire. The earlier you start, the lower the percentage you need to save.*

**Workplace pension**

- If you're under the age of 22, you won't be automatically enrolled onto your employer's workplace pension
- But if you earn at least £6,240 a year, you have the right to opt-in to the scheme
- You usually pay about 5% of your earnings in and your employer pays an extra 3%
- Retirement may be a long way off, but regular saving is a great habit to get into...and you'll be very glad you did!

If time and the number of students allow it might be useful to see what student attitudes are towards pensions. You could ask for a show of hands to see which students have:

- heard of pensions;
- understand what they are
- think they are relevant to them

With pensions it's a good idea to start saving as much as possible, as early as possible. A good aim is to have about 75% of your gross salary as your final pension

As a very rough rule of thumb for what you need to contribute for a comfortable retirement...when you first start paying into a pension halve your age and pay this % of your pre-tax salary in every year until you retire. The earlier you start, the lower % you need to save.





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People under the age of 22 aren't automatically enrolled into their employer's workplace pension. But if they earn at least £6,240 a year, they have the right to opt in to the scheme. You usually pay about 5% of your earnings in and your employer pays an extra 3% Retirement may be a long way off, but regular saving is a great habit to get into...and they will be very glad they did!

## What Next? - slide 31 (2 mins)

Bring the session to an end and suggest that after the session, students might like to consider the skills they will need whatever they choose to do:

- Having a positive attitude
- Being able to cope with setbacks and criticism
- Being motivated to overcome obstacles
- Staying stay calm under pressure
- Punctuality
- Flexibility
- Teamwork
- Time management
- Written and verbal communication skills
- Number skills

**What next?**

Whatever you choose to do next you will need certain skills in order to succeed:

- Having a positive attitude
- Being able to cope with setbacks and criticism
- Being motivated to overcome obstacles
- Staying stay calm under pressure
- Punctuality
- Flexibility
- Team-work
- Time management
- Written and verbal communication skills
- Number skills

Do they have all of these skills? If not, how could they develop them? Who could help them?

## Thank you & Questions – Slide 32-34 (4 minutes)

Before closing the session, this has been all about the next step after school. There is a chance for you to talk about the different roles in personal finance. An overview of 2 roles are included on the slides. Talk to students about these roles and highlight some of the key points. Highlight that student can either go to university or start on an apprenticeship and briefly highlight the role of the Personal Finance Society as a professional body. Mention how most professions have their own professional body.

**Paraplanner**

**Responsibilities**

- Modelling personal finance requirements
- Researching various financial products
- Investigating client borrowing requirements or investment solutions
- Monitoring compliance knowledge in a regulated profession

**Career Prospects**

Senior paraplanner or team leader, Practice Development Manager, Financial Adviser

**Key Skills:** Communicator, IT skills, Eye for detail, Research and problem solving

**Financial Adviser**

**Responsibilities**

- Acquiring and maintaining client relationships
- Reviewing client needs
- Researching products
- Producing plans to achieve client objectives
- Negotiating deals with financial product suppliers
- Maintaining technical knowledge
- Preparing financial reports

**Career Prospects**

Senior adviser, team leader, business management, business ownership

**Key Skills:** Communicator, Analytical, Entrepreneurial, Strong interpersonal skills



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**NOTE TO SPEAKER – time permitting, see if students have any questions about the profession or the job that you do day to day. You could also highlight in the slides above if you are one of these roles and if not, you can expand on what you do in your day to day job.**

**When ending the session, thank students & teachers for their attention and signpost to the [mypersonalfinanceskills.org](http://mypersonalfinanceskills.org) where students can find more financial education content.**

**Furthermore, please remind that the programme also delivers other assemblies and also workshops in smaller groups.**

**Thank you & Questions**

Find us online [mypersonalfinanceskills.org](http://mypersonalfinanceskills.org) for:

-  Bitesize learning videos  
(Savings & Social Media, your first pay slip and what it includes)
-  A student money blog
-  On demand financial education sessions

To organise another assembly or workshop in smaller groups,  
please email us [skills@pfs.org](mailto:skills@pfs.org)