

NORTHAMPTON SCHOOL FOR GIRLS

ACHIEVING DIVERSITY AND INCLUSION WITHIN FINANCIAL EDUCATION

Introduction

Central to the aims of this school is a commitment to promote the spiritual, moral, cultural, psychological and emotional wellbeing, and physical development of all students and to prepare them for the opportunities and responsibilities and experiences of adult life. As a multi-cultural comprehensive school we wish to recognise the contribution of all cultures, faiths and religious beliefs to our community.

Definition

Financial Education forms part of the PSHE programme and is also taught directly through Mathematics.. Its objective is to help and support young people by equipping them with the knowledge, skills and attitudes that they require to manage their money successfully, both now and as adults. It is recognised that parents are also key figures in helping their children to understand financial management and the teaching offered is intended to be complementary and supportive of the role of parents.

Values

We believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment in which everyone is treated with respect.

We have high expectations of everyone and we will actively promote equality of value in a 'multi-cultural' society.

We expect everyone to show respect:

- for themselves;
- for others;
- for learning.

Remembering we all share a responsibility for learning:

- make it as easy as possible for everyone to learn and for teachers to teach;
- listen when someone else is speaking; respect the views of others;
- be proud of achievements - yours and others;
- never put other people down.

Aims

It is the school's intention that financial education should be for all students so that they will:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the skills and knowledge about financial matters to become independent women
- understand that people have different attitudes and responses
- avoid being exploited - to know their rights and responsibilities as consumers and citizens
- be helped to make informed choices and reach responsible decisions

Personal, Social and Health Education (PSHE)

Financial education forms an important part of the personal, health and social education known as PSHE at NSG. This subject is taught one lesson per week by the Tutor. The Heads of Year and tutor teams are responsible for the development of the PSHE curriculum.

Teaching methods

It is important that a range of teaching and learning styles is used in PSHE lessons. Students need to be actively involved in their own learning in order to develop the confidence to talk, listen and think about money. Teachers will establish the ground rules with their tutor group, use distancing techniques and know how to deal with unexpected questions or comments from members of their group.

Ground rules should ideally be worked out by the tutor group themselves and may include:

- no one (teacher or student) will have to answer a personal question
- no one will be forced to take part in discussion
- the attitudes feelings and cultures of others will be respected.

Distancing techniques can help by depersonalising discussions as in the following examples:

- role play can be used to act out situations
- case studies with invented characters
- use of appropriate videos
- use of visiting speakers, when available

Teachers should establish clear parameters of what is, and is not, appropriate in a whole class setting. If a question becomes too personal:

- remind student of ground rules
- acknowledge that answer unknown and could be researched later
- promise to discuss with student individually at a later date

Group work should be encouraged as this gives students opportunities to:

- discuss issues
- draw on previous knowledge to develop more understanding
- practise their social and personal skills
- consider their beliefs and attitudes

Students should be provided with opportunities to reflect upon what they have learned. Teachers should assess the usefulness of providing factual information in written form to be kept for future reference.

It should be noted that whilst the school has female students exclusively in KS3 and KS4, the sixth form has several male students and therefore the case studies used should reflect this.

Wider community

There are a number of key people who have been involved with the provision of Financial education and we have forged strong links with the charity pfeq for guidance and support. In addition, the charity now incorporates Young Enterprise who we also work with closely.

NOTE

This recommendation draws on some of the procedures followed the Sex and Relationship policy which has been developed in consultation with Governors, parents, teachers and students and reflects their views.

Review procedure

We review the scheme of work annually.

e