



Five Big Questions About Money:

How does our money help other people?

Classroom Resources

 Financial Education Quality Mark

Recommended Financial Education Resource
Assessed by independent experts for:
✓ Educational quality
✓ Financial accuracy
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 **QUALITY MARK**



LifeSavers: An introduction

LifeSavers is a financial education programme for primary schools, helping children manage money wisely now and in the future.

LifeSavers has three key elements:

- **Intensive support to schools - teacher training and resources - to help integrate financial education with the whole school curriculum**
- **School savings clubs set up in partnership with a local credit union and run by pupils under adult supervision, with children encouraged to save small, regular amounts of money**
- **A community approach involving parents and volunteers from the local church and community**

Combining these key elements helps classroom learning to be put into practice through participation in the savings club, with the active support of parents and the wider community. This reinforces positive attitudes and behaviours from a young age when many habits around money are being formed. LifeSavers encourages children to develop a wise, generous, just and thankful attitude to money, contributing towards their character development and future life chances.

LifeSavers is a partnership between the Archbishop of Canterbury's Just Finance Foundation and Young Enterprise, the UK's leading charity that empowers young people to harness their business and personal skills.

Values-based financial education

The development of financial capability in children and young people is seen as increasingly important. Many key decisions in life involve financial considerations and young people today are required to navigate a range of financial complexities, making difficult choices that will often have a significant impact on their futures.

LifeSavers' vision is to establish an effective national financial education programme for primary schools that will equip children with the knowledge, skills and attitudes to manage money well, now and in the future.

This vision also roots financial education in a set of core values that manifest a desire for human flourishing in its widest sense – 'life in all its fullness'.

LifeSavers seeks to deliver values-based financial education. It aims to do this through the provision of teaching resources that integrate financial education and values learning and can be linked to practical learning in the form of a savings club in school.

The LifeSavers resources are made up of two sets of materials:

- **Five Big Questions About Money: classroom resources for teachers**
- **Values for LifeSavers: collective worship resources for the whole school**

Together, these resources provide a unique approach to delivering values-based financial education. Both sets of materials are based upon, and explore, four core values of **generosity, wisdom, thankfulness** and **justice**. These values have been selected as they are pertinent to discussions across a range of financial themes and topics.

The Five Big Questions About Money are mapped to the Financial Education Primary Planning Framework www.pfeg.org/PrimaryPlanningFramework. This sets out key areas of financial knowledge, skills and attitudes across four core areas of learning: how to manage money; becoming a critical consumer; managing risk and emotions; and how finance plays an important part in people's lives.

The structure of Big Questions allows us to explore all the things we can do with our money - spend, save, give, lend, invest and borrow - in relation to the four core values identified above.

The collective worship resources are a complementary and companion set of materials that make explicit links with Biblical teaching, but which also offer ideas that can be adapted easily to use in multi-faith or secular settings. They can be used alongside the Five Big Questions to engage further with each of the four core values.

Values-based financial education in practice

All LifeSavers resources are designed to be delivered flexibly to suit the requirements of individual schools, and may be used alongside other financial education resources. They provide comprehensive guidance about how these materials can be used with pupils, and show where there are opportunities to link the classroom learning to the practical savings club - making financial education real.



About **Young Enterprise**

Young Enterprise is the UK's leading charity that empowers young people to harness their personal and business skills. We work directly with young people, their teachers and parents, businesses and influencers to build a successful and sustainable future for all young people and society at large.



About the **Just Finance Foundation**

The Just Finance Foundation was established by the Church of England and Church Urban Fund to develop and implement the Archbishop of Canterbury's vision of a fairer and more just financial system. We work with credit unions, churches, schools and other local organisations to strengthen the financial resilience of communities through financial education and improved access to responsible credit and saving and free debt advice services.





Five Big Questions About Money

Welcome to the LifeSavers classroom resources: Five Big Questions About Money. These materials have been designed to engage pupils in learning about money through the lens of four core values: generosity, wisdom, thankfulness and justice. It's an approach we refer to as values-based financial education.

They are complemented by the Values for LifeSavers collective worship resources, based upon the same four values. See pages 15-16 for the LifeSavers core values.

How to use this resource

The Five Big Questions About Money are:

- Where does our money come from?
- How does money make us feel?
- What can we use our money for?
- How does our money help other people?
- How can we look after our money?

These questions have been designed to enable pupils to explore all the things we can do with our money – spend, save, give, lend, invest and borrow – in relation to the four core values identified above.

Resource Icons



Indicates activities which can link to a school-based savings club.



Indicates activities which can be used to engage parents and the wider community in children's financial education.



Indicates where there is additional factual information which may assist with delivering the activities.



Identifies relevant suggestions for scaling the activities up or down, depending on the abilities and needs of your pupils.

The activities will enable children to acquire a range of financial skills and knowledge, whilst also exploring how the values of generosity, wisdom, thankfulness and justice can shape their attitudes to, and decisions about, money.

There are opportunities across all of the Big Questions to link classroom-based learning to a school-based savings club. However the Big Question, 'How can we look after our money?', examines the principle of saving in detail and can be linked most closely to the practical experiences of saving provided by a school savings club.

Each Big Question contains a series of activities that address the theme and offer homework and extension opportunities. Each activity takes approximately one hour to deliver. Timings, however, may vary if, for example, creative aspects are extended or curtailed, or extension activities are incorporated.

How to use this resource

To help you navigate the materials, the Big Question structure and layout are shown below.

Financial Education Learning Themes and Outcomes
The core financial education themes at different key stages are drawn out here to guide the teacher.

Resources
A list of the resources that are provided and/or required to deliver each activity.

Values
The values box highlights the core values and principles that can be explored in the context of the financial topic in question.

Extension
Extension activities are offered for each Big Question. They can be used as suggestions or could form the basis of special theme days.

Financial Education Themes and Outcomes
The activities in this module will enable the following key themes from the financial education framework. The specific learning outcomes are linked to each activity.

Resources
1 'What do we need money for?' cards
2 Needs and wants
3 Large display or whiteboard
4 Images or artefacts of items children may want or need, displayed on a screen or cut out from magazines
5 A classroom shop, notes and coins (optional)

Values
Generosity
We should be aware of the needs of others. We should be aware of the needs of others as well as our own.
Wisdom
Wisdom is the proper understanding of the true value of things, recognizing that there is a difference between the price of something and its value.

Extension Activities
Look at the needs and wants of children living in other parts of the world and in other countries.
Write a letter to a friend or family member about spending and saving. Consider making up their mind between buying a new computer game or a new toy. What advice would you give them about making a choice?

Activity: What do we need money for?
Financial Education Learning Outcomes (KS1) (Page 5-7)

Discussion: Teacher Guidance...
Remember it is important to make sure children understand that it is good to have their own opinion about spending money.
Discuss how they have decided what they should spend their money on and what they should go for. Ask them things like: Ask the children to tell you why this is the case.
It is important that when talking about spending money that the children are reminded that they can save and give money to other people by putting it in a savings club.

Homework Ideas
Talk to your parents and other family members about what they most in life – do these things cost money? (How many times they really like, what does the list tell us about the product?)

Homework
Homework activities are offered for each Big Question. They can be used as suggested or could form the basis of special theme days.

Teacher Guidance...
We know that conversations with children can go in a number of directions, so the right hand column provides more detail to draw out those values and principles that are most appropriate to that financial topic.

Activity
The activity box provides detailed financial education learning outcomes together with guidance about how to run the activity. They guide the teacher to explore key themes and values alongside the financial education learning outcomes. They also offer suggestions for differentiating the activities.

Learning Outcomes
The learning outcomes show how the values can be interpreted in relation to the financial topics being explored, to help their development in discussion with the children. The teacher guidance notes linked to each activity provide further suggestions.

Savings Club
Look for the savings club icon for suggestions about how you might link particular activities to the savings club.

Like the Financial Education Primary Planning Framework itself, the Big Questions are designed to be flexible, each containing progressive activities which highlight the key learning outcomes from the framework and Key Stage guidance.

You can deliver the Big Questions in any order and, similarly, you can decide to deliver activities from all five or to focus on fewer.

Where in the curriculum?

In England, financial education features in mathematics and non-statutory programmes of study for Personal, Social, Health and Economic education (PSHE education) at Key Stages 1 and 2. The Big Questions could be used discretely in PSHE education delivery or as a context for literacy or numeracy work. They could form part of topic work or single-focus activity weeks. The activities could also be used to explore religious values and how these relate to our relationship with money and our behaviour.



How does our money help other people?

In this Big Question, children will have the opportunity to explore further the role money may play in our lives and how we have choices to make that can have an impact on ourselves and, as importantly, on others.

The module explores how we can use money to serve the needs of others and invest in our community. We have the ability to do this through our actions, decisions and charitable giving.

This is an opportunity to investigate what it means to be charitable in helping others with our time, talents or money and to identify ways in which we might get involved.

The module investigates the wider impact of our money and how we all contribute, through the taxes we pay, to the local and national provision of services designed to support communities.



Five Big Questions:

How does our money help other people?

Financial Education Learning Themes and Outcomes



The activities in this Big Question will enable you and your pupils to explore the following key themes from the financial education planning framework. The specific learning outcomes are outlined in each activity.

KS1 (Age 5–7)

- Choices about spending

KS2 (Age 7–9)

- Choices about spending and saving
- The role of charities

KS2 (Age 9–11)

- Influences on spending and savings
- Value for money
- Wider and global communities



Learning Outcomes



To further understand the impact that the choices we make might have on others

Pupils will be able to:

- Know that we have choices about what we have to do with our time, talents and money and that the choices we make about spending and saving can have an impact on others

To begin to understand how we can contribute to the wider society

Pupils will be able to:

- Talk about other ways in which our money is used to help everyone e.g. taxes

- Begin to understand how we can help each other and the benefits of giving
- Know that organisations exist to help people with particular needs

To begin to understand the nature of charitable giving and how this works

Pupils will be able to:

- Know what it means for a person to be charitable
- Know what charities aim to do and to begin to understand how they work

Resources



- 1 Jamie and Lisa's story
- 2 Photographs of people in need
- 3 Charities under the spotlight
- 4 Which would you buy? cards
- 5 Product cards



Five Big Questions:

How does our money help other people?

Values



Generosity

Being generous shows that we care about others. We should give out of compassion and desire to help others, not out of duty or in order to impress others. Giving even a small amount of money is very worthwhile if you give generously from what you have.

Thankfulness

We can show that we are thankful by saying 'thank you', not just for material things but also for friendship, kindness, support, etc.

Justice

The way we choose to spend our money can have a significant impact on other people, locally, nationally and internationally.

Wisdom

In deciding how to use our money wisely, we should consider the needs of others, not just our own.

Extension Activities



- Invite a charity volunteer into class to talk about the work they do.
- Plan and run a charity event.
- Find out more about organisations such as Fair Trade. How do they work and what do they do?

Homework Ideas



- Ask a parent, grandparent or friend about something that has happened to them for which they would want to say 'thank you'. What was that situation and why did they want to say 'thank you'? Did someone give them something (time, money etc)? How did it help?
- Find out about a very local charity which supports local people or causes.
- Find five Fair Trade products in the supermarket, identify where they come from and how much they cost. Compare the cost to similar non-Fair Trade products.
- Talk to your parents or carers about things paid for out of our taxes that make our life more comfortable, enjoyable and safe. Which ones do they think are the most important?



Five Big Questions:

How does our money help other people?

Activity:

How we can help others?



Financial Education Learning Themes & Outcomes:

KSI (Age 5–7)

Choices about spending:

- I know I have choices about how I spend my money.
- I know that the choices I make about spending and saving my money can be influenced by, and can have an impact on, other people.

In this activity the children begin to explore the impact of our actions on others.

Start by reading **Jamie and Lisa's story** to the children.

- How did Jamie help Lisa? What did he give?
- Why do you think he helped Lisa?
- What else might Jamie have done?
- When have you helped other people? What did you do? How did it make you feel?
- What did it feel like when someone said 'thank you' to you, like Lisa in the story?
- When did you get help from someone? What did they do for you? How did that make you feel? Did you say 'thank you'?
- In your group, make up a short story about helping someone in need, or someone receiving help. Act out your story for the others in the class.

In the story, Lisa wanted help to find something she had lost, but sometimes people may require help to meet their basic needs.

Ask the children if they've ever wanted something but couldn't have it.

- Has there been a time when you've really wanted something but couldn't have it?
- Can we always have what we need or want?

Explore their ideas about why we can't always have everything we need or want.

- Who is there to help us when we cannot satisfy our needs?

Now look at the **Photographs of people in need**.

Talk about the photographs. What can they see? Do the children think the people in these photographs have everything they need and want?

- Think about the people in the photographs and, as a class, make a list of all the things these people might need and want.
- Do we always have to give money to help others?
- How else can/do we help people in need?
- What do you do, as a school, to help other people in the community?



You can begin this activity by looking at the four photographs provided of people we would find in our local communities who may have particular needs.

If you want to differentiate this activity, you could ask some children to examine the additional four photographs of people from other countries who are in very dire need. Ask them to think about how their needs and wants might differ from our own local needs.

Discussion:

Teacher Guidance

Use the discussion to explain that helping people in need is a **good and kind** thing to do. When we help people, it is about giving something of ourselves, our **love and friendship**. We may give of our time and skills and money too, but this is not the only way to help others in need.

It is important to say **'thank you'** when someone is kind to us, and not just for material things. How else can we show we are thankful other than by saying 'thank you'?

Giving **generously** in this way is not about wanting praise or recognition but giving because we care.

If the pupils find this difficult, you can suggest things such as their parents refusing to buy a toy or sweets for them. Perhaps they've seen something they want to buy but they haven't got enough pocket money for it.

Discuss how family members, friends and other organisations, e.g. our church, community groups etc, might help us when we are in need.

We may give of our time, to be a friend when others are lonely etc. We may give of our skills to help others do the things they find difficult. We may also give our money to charities like Comic Relief or Children in Need, because that is all we can do at that time and we know that others will spend that money wisely to benefit those who need it.

Some children may know about donating to food banks and this could be explored as another practical way of helping people in need.

Five Big Questions:

How does our money help other people?

Activity:

What does it mean to be charitable?



Financial Education Learning Themes & Outcomes:

KS2 (Age 7–9)

Role of charities

- I know what charities are for and what some might do.
- I can explain how charities can help others.

In this activity the children will learn what it means to be charitable which may, but may not always, involve giving money.

Organise the pupils into pairs and get them to interview each other using some or all of the questions and statements below, swapping partners after every two or three.

- Give an example of something you have done that is charitable.
- Give an example of something charitable that someone has done for you.
- As well as giving money, list other ways that you could help charities.
- Do you know someone who works for a charity or gives their time to help others?
- Which charities do you think are really important? Explain why.
- What does the work of these charities focus on?
- Which charities have you supported and how?

Have a discussion with the children about what they have found in their conversations. Have they all come up with the same charities or different ones? Record the names of these charities. You could use them to engage the class in higher level research activity like the one described below.

Working in groups, give each group of children different charities to research. You can use ones from the list they have compiled or look at charities that you are already involved with in school.

Use the **Charities under the spotlight** sheet to help guide the children's research.

They will need to use the internet and you may need to make other literature available to help with this task.



When they have completed their research and recorded their findings, you could ask some children to make a short presentation on their given charity to the rest of the group.

Discussion:

Teacher Guidance

Being **charitable** means that you do something for somebody else or for a good cause. This may mean volunteering to help in some way or giving money to a charity in order that the money can be used to provide help and support to others. You do this because you want to help, not because you want to get something for yourself.

We can all give and receive charity in small ways when we are kind to each other and help each other. Encourage the children to think of individual charitable acts that they have done or received, not to do with organised charities but something very simple like helping with chores at home or visiting elderly neighbours. All these are charitable acts and involve giving of your time, like Jamie did for Lisa in the story.

Through school, the children may already have been involved in fund-raising activities.

How do you feel when you are generous and give willingly of your time, talent or money? By giving to others we can show our gratitude for the good things we have.

Explore the different motives that people have for giving to charity. In what ways can our giving show that we care about others? Does it matter if someone makes a large donation in order to impress others? Introduce the idea that generosity is about how much we give in relation to how much we have. Encourage children by saying that giving even a small amount of money is very worthwhile, if you give generously from what you have. This is also an opportunity to talk about the Christian tradition of tithing – giving a tenth of your income away – and similar practices in other religions, such as Zakat in Islam.



Invite someone from a local charity to talk about their work.

Explore what it is that draws students to a particular charity e.g. they have been personally affected by it, it helps people of their age group, it is a high-profile charity etc.

You could use the **Photographs of people in need** to discuss the charities which might support these particular groups of people. e.g. Oxfam, Save the Children, UNICEF, Age UK etc. Looking at charities will give children an opportunity to explore how, as a society, we address the needs of the vulnerable and poor.

Five Big Questions:

How does our money help other people?

Activity:

Using our spending power to help others (1 of 2)



Financial Education Learning Themes & Outcomes:

KS1 (Age 7-9)

Choices about spending and saving:

- I know that the choices I make about spending and saving my money can be influenced by, and can have an impact on, other people.

KS2 (Age 9-11)

Influences on spending and saving:

- I understand that we should all be critical consumers, but that the choices we make will be affected by income, commitments, values and culture.

Value for money:

- I understand why making informed decisions will help me make the most of the money I spend and save.

Wider and global communities:

- I am beginning to understand why and how some of the money we earn supports the wider community.

Discussion:

Teacher Guidance

Many children and young people are aware of ethical issues and have a strong moral sense about what is fair or just. When it comes to spending and managing our money, there are lots of choices we can make. Mostly we are motivated by price and quality, but there are other important factors that we might want to consider.

These are all things that we might consider when trying to choose which item to buy. Price is important as no-one wants to spend more than they have to, but sometimes we are prepared to do this if we feel strongly about the way in which the item is produced. Sometimes people boycott products produced by a particular company because they object to the way it trades or operates. Use this to talk about the interdependence of the world we live in, and how our individual spending choices can help or harm others, including people living thousands of miles away. With this comes a responsibility to consider our spending decisions carefully.



Five Big Questions:

How does our money help other people?

Activity:

Using our spending power to help others (2 of 2)



In this activity the children will learn that their spending choices can have an impact not just on themselves but on those around them and in the wider world.

Start by asking the children if they think that, when we go shopping, we can help others through the choices we make about what we buy.

This activity can be used with younger children to get them to think about all the different ways we make choices and if those choices have an impact on others. You can do this by having a whole class conversation about the things that influence our choices.

Start by showing the picture of the bananas from the **Which would you buy? cards**.

- Which bunch of bananas would you buy and why?
- Why would you buy that particular bunch?

It is likely that children will all say because they are cheaper.

Next ask why some people want to buy the more expensive bananas. Introduce each of the ideas below and see if anyone would change their minds and choose the more expensive bananas.

- Where do the bananas come from? West Indies vs. Central America
- Who grows them? A huge company that has cut down rainforest vs. a small West Indian farmer
- The brand name. Do the children recognise a name such as Fyffes?
- A 'better' type of shop. They come from a local market stall rather than a major supermarket.
- The taste. What do the bananas taste like? Do I like them? (You could have bananas to taste).
- Advertising. The label invites them to take part in a competition with cash prizes.
- Packaging. It is attractive and stops the bananas getting bruised.

These are all things we might consider and be influenced by when we are trying to choose what to buy.



If you want to add more complexity to the discussion and to introduce more ideas about the impact of our decisions, go on to use the **Product cards**.

Pair-share

Follow the whole class conversation about bananas by asking the children to work in pairs giving each pair a set of **Product cards**. Explain that each card has two products that look the same but one is cheaper than the other. At the bottom of each card, there is a short piece of extra information. They should discuss each card/product and try to agree which one they would buy and their reasons.

Next, ask each pair of children to join up with another pair to compare what they decided about the products and why.

Finally, bring the children together as a whole class to share their thoughts and ideas about which products they have chosen and what was the most important reason for their decision.

- Which products did the children choose to buy?
- What type of product was the most popular?
- Did they always choose on price or was it for other reasons?
- Did we all make the same decisions?

Talk about why they think it is important to consider where a product comes from and how it has been made or grown.

Draw a poster to encourage people to think about the issues of fair trade and ethical shopping choices, to show other children what they have learned about how our money and our choices can help others.

Discussion:

Teacher Guidance

How might we know if products are produced in a fair and ethical manner? Introduce fair trade organisations and show some examples of different products from different companies who trade ethically.

Sometimes it is hard to make **wise** choices if we don't always have the information we need, but that is where organisations like Fair Trade or the Living Wage Foundation can help. They can show whether the things we buy are produced by workers who are given a fair living wage. A living wage is an agreed amount that everyone needs to live a decent life with the things they need and some extras. Fair trade organisations promote **justice** by ensuring we pay a fair price, so workers and their families can live a good life too.

Informed decisions help us to make better, wiser spending choices that may benefit us but also others.

Choosing to buy ethically produced goods enables us to exercise our spending power to make a difference to the lives of others for the better.

We are all dependent on others in our local, national and international community in different ways. We also have a responsibility to protect our planet and the natural resources it provides.

An example of doing this might be buying products that have been made from recycled goods to help preserve our planet's resources.



Getting children to think critically about what they should spend their money on is linked to the need to think carefully about our day-to-day spending choices and our longer-term spending plans. This is a good opportunity, if you have a savings club in school, or are thinking of starting one, to make a link with the need to sometimes wait before you spend and to save your money so you can make a better spending choice later. This is the purpose of savings goals.

Five Big Questions:

How does our money help other people?

Activity:

What are taxes and why do we have to pay them? (1 of 2)



Financial Education Learning Themes & Outcomes:

KS2 (Age 9–11)

Wider and global communities:

- I know that money is deducted from earnings to provide for the things we need.
 - I can describe some ways in which government uses money to provide for my needs and the needs of those in my local community.
 - I am beginning to understand why and how some of the money we earn supports the wider community.
- Activity continues overleaf.

Discussion: Teacher Guidance

If the children have forgotten, you can remind them what needs are: food, drink, a roof over our heads, medicines, transport, etc. This allows you to re-visit needs and to extend their thinking to those things that everyone needs.

This is about the services and facilities that we all take for granted. We expect them to be provided for us. Because they are usually 'free' at the point of use, we don't see them as something we buy or pay for. Children will often consider them to be 'free'.



Five Big Questions:

How does our money help other people?

Activity:

What are taxes and why do we have to pay them? (2 of 2)



The children will learn how the services we all need are paid for and that this is called tax.

Start by asking the children if they can remember what our **needs** are in order to live comfortable and happy lives.

Record these on the white board.

Then discuss with the children other things we need so that we can all live happily in our community.

- How do we get to school if we walk or go in the car? **Roads and pavements**
- What happens to our rubbish when we put it outside? **Refuse collection/recycling**
- What happens when rubbish is left on the street? **Street cleaners**
- What happens if someone steals something from us? **Police**
- What happens if a building is on fire? **Fire service**
- What happens if we are ill? **Health service/hospitals**
- How do we learn to read and write and increase our understanding of the world? **Schools**

Ask the children if they agree that we need all these things.

- How do we pay for them?

Introduce the word **tax**. How many of them have heard the word? Do they know what **tax** is?

Talk to the children about how and when we pay tax. (It is worth reminding them that although, in general, tax is something they will pay when they are older, they will already pay some tax via **VAT**).

VAT - charged on any items other than food, books, medical supplies and children's clothing.

Income Tax and **National Insurance** - these are taken from our earnings.

Council Tax based on the size of our house. You have to pay more for this tax, the bigger your house is.

We pay tax to the Government and tax to our local council.

When we go to work, some of what we earn (tax) is kept by the Government so they can provide us with all these services. You can explore some moral questions around taxation. Here are some examples.

- Some people do not like the idea of having to pay tax. Why do you think this might be the case?
- Some people think that very wealthy people should pay more tax than they currently do. Is this fair?
- Some people avoid paying their taxes. Is this right?



A higher-level activity would involve asking some children to work out how much tax

they might pay on given amounts of earnings. What do they think this would pay for?

The children could also research how much is spent on the services that we pay tax for, such as refuse collection, roads, hospitals and education. Are they surprised about how much is needed to provide these services in our communities?

Finally, if you have time (as a separate activity on another occasion) ask the children to think again about the services we pay our taxes for, then imagine a world without those services. What would life be like if the Government could not afford to pay for the services it provides, such as collecting your rubbish, lighting up the streets, repairing pavements and roads and the police, fire and ambulance services?

- Draw a picture of what you think your street would look like if nobody paid their taxes.

Share their pictures and ask the children to describe why things would be this way.



A higher-level activity would be to ask some children to write a narrative piece describing what life would be like if nobody paid any taxes.

Discussion: Teacher Guidance

A likely response will be that the Government pays for all the things mentioned. This provides the opportunity to explore how the Government can afford to pay and where the money actually comes from.

You could look at how much tax is paid on simple things that they buy. For instance, how much VAT do they pay on a bar of chocolate?

Taxation is a way in which we all contribute to the well-being of everybody in our community and especially those in greater need than ourselves. The more we earn, the more we pay in tax, so that those who can afford it give the most.

This is a good place to reinforce the value of **justice** and the fact that we all have a responsibility to contribute to the things our community needs. It is very likely that we will need to use these services ourselves at one point, even if we don't at the moment.



Invite someone from the council to talk about how the money people pay in council tax supports the community through maintaining roads and collecting rubbish.



Government (local and national) has to be responsible and make choices with our money (tax) to give the community all it needs. We also need to plan how we use our money.

In the same way we may sometimes have to pay for things that we did not plan for. So saving can help us to be responsible with our money. We can save for things we did not plan for, as well as for those we did.

This activity is about consequences and responsibilities.

Everybody wants to have hospitals and schools and life would be very unpleasant if nobody collected the rubbish, but all these things have to be paid for by somebody, and that is us.

Again, you can return to the idea of **justice** here. We all have a responsibility to contribute to the things needed by our community, even if we don't use them ourselves at the moment.

Five Big Questions: LifeSavers Core Values

Generosity

Generosity is the desire to share what we have with others – our time and talents, as well as our money and possessions.

Principle	Christian belief
Generosity is a way to show that we are thankful for all the good things that we have.	For Christians, generosity is a response to all that God has done for us, above all for his sacrifice on the cross.
Being generous makes us better people, as well as benefiting others.	Christians believe that we honour God when we are generous to others.
It is good to plan what we give to others, rather than giving from what is left over once we have looked after our own needs and wants.	For Christians, tithing or planned giving is an offering to God, and a recognition that all that we have ultimately belongs to Him.
True generosity comes from a desire to help others, not to impress them or win their praise.	Christians believe that giving quietly and without showing off is pleasing to God.
True generosity is when we give because we want to, not just because we feel we ought to.	Christians are encouraged to give cheerfully, not grudgingly.

Wisdom

Wisdom is a proper understanding of the consequences of our thoughts, words and actions, and an awareness of the true value of things.

Principle	Christian belief
Contentment is not found in accumulating more money and possessions.	Christians are warned that greed makes us forget about God and blinds us to other people's needs.
Foolishness – the opposite of wisdom – is putting our trust in the wrong things, like wealth and fame.	Christians believe that our needs are only truly satisfied through relationship with God.
A wise person knows that the really important things in life, like family and friends, cannot be bought with money.	Christians are encouraged to value what is eternal, as opposed to things that are here today and gone tomorrow.
Wise people make the most of what they have - their unique talents and abilities, as well as money and possessions.	Christians are encouraged to use their money and talents in service of God and one another.
Wise people prepare for the future and for the unexpected by, for example, saving and investing their money wisely.	Christians are encouraged to use their money wisely, so that they can help others as well as look after themselves.

Five Big Questions: LifeSavers Core Values

Thankfulness

Thankfulness is an attitude of heart, acknowledging and enjoying all the good things that we have been given.

Principle	Christian belief
Giving to others is a practical way to show that we are thankful for what we have.	For Christians, the giving of money and time is a practical expression of thanksgiving to God.
It is better to count our blessings than moan or worry about our difficulties.	Christians are encouraged to be thankful in all circumstances, though not for all circumstances.
It is important to say 'thank you' when someone is kind or generous to us.	Christians are encouraged to thank others and to thank God through prayer, worship and action.
Envy – or wanting what others have – makes us unhappy and stops us being thankful for what we do have.	'Do not envy' or 'covet' is one of the ten commandments that Christians seek to follow.
Enjoying the beauty of the world around us is good reason to be thankful and to care for our environment.	Seeing the world as a gift from God helps Christians to be thankful and encourages us to care for the environment.

Justice

Justice is ensuring that all people, especially the poor and oppressed, receive what is fair and right - life, freedom, dignity, and a decent standard of living for the society in which they live.

Principle	Christian belief
Justice includes being fair and honest in our dealings with money.	Christians believe that God is hurt when we deliberately mislead or exploit others.
Justice is about sharing what we have more fairly, both individually and collectively.	Christians believe that God is unhappy when some people have very little, while others have more than enough.
Justice means treating everyone with respect and dignity, regardless of how rich, clever or good-looking they are.	Christians believe it is wrong to show favouritism, because all people are equally loved and valued by God.
Justice means having a particular concern for those who are poor or disadvantaged.	Christians believe that, whenever we help someone who is poor, homeless, or sick, it is as if we are helping Jesus.
Justice includes making sure that people are paid a fair price for their work, so they can support themselves and their families.	Christians are encouraged to challenge economic injustice and consider how their financial choices have an impact on others.

Five Big Questions:

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LifeSavers

Helping children manage money wisely

LifeSavers supports schools in setting up savings clubs and helps children and their families learn about money. A partnership between the Archbishop of Canterbury's Just Finance Foundation and Young Enterprise, it is being extended to 120 primary schools over three years, with financial support from Virgin Money. Additional funding from the Government will be used to share the resources and learning with other schools through a LifeSavers website.



Young Enterprise is the UK's leading charity that empowers young people to harness their personal and business skills. We work directly with young people, their teachers and parents, businesses and influencers to build a successful and sustainable future for all young people and society at large.

JUST FINANCE FOUNDATION

The **Just Finance Foundation** was established by the Church of England and Church Urban Fund to develop and implement the Archbishop of Canterbury's vision of a fairer and more just financial system. We work with credit unions, churches, schools and other local organisations to strengthen the financial resilience of communities through financial education and improved access to responsible credit and saving and free debt advice services.



free expert advice for anyone teaching young people about money
email: ask@pfeg.org call: 0300 6660 127 tweet: @pfeg_org using #ASKpfeg

LifeSavers

In partnership with

JUST FINANCE FOUNDATION



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