



MONEY AND ME AT HOME



**PARENT GUIDE FOR
AGES 9-11**



BANK OF ENGLAND



What is Money and me at home?

Money and me at home has been created for children aged 7-11 to learn more about money in a real-world context outside of the classroom. There are two packs available for younger and older children. It has been adapted from a set of resources produced by the Bank of England, TES and Beano that were designed for use in schools. The content has been created using Beano characters whose antics bring topics to life with games and activities and make the subjects relatable and fun.

Why should I use Money and me at home?

Learning about money and finance can sometimes be tricky, partly because it involves learning new vocabulary and partly because some of the aspects can seem abstract. Learning at home allows children to work at their own pace and gives parents/carers the opportunity to suggest ideas relevant to their child and help guide them through the topics. The aim of these packs is to not only help children learn about money but also to give them confidence to understand and manage money now and when they are older.

How should I use the resources?

Money and me is being used in schools to deliver lessons on finance within PSHE/PSE/Skills for Life and maths lessons. These home learning resources have been created with simplicity in mind: we have recreated some parts of the lessons to help children engage in self-directed work at home whilst developing their financial literacy skills.

The nature of the subject material may require parents/carers to help children to navigate content correctly. However, children should be able to work through most of the content independently. It is not necessary to have used Money and me at school to benefit from Money and me at home.

This parent/carer guide provides answers to all the questions for you to help your child.

The children's pack covers various topics all of which are designed to help children build their understanding of key terms and financial literacy skills, with each topic building on previous learning. It is therefore recommended that children start at the beginning of the booklet and work their way through it.

These packs can either be downloaded and printed, or they can be used online, in which case, children can type directly onto the files.

Packs are structured so that each new topic starts with an introduction, using Beano characters to help explain concepts. This is followed by worksheets for children to complete before moving onto a new topic.

TOPICS	WORKBOOK PAGES	CHILDREN LEARN ABOUT
Topic 1: Introduction to banking	Pages 3-6	How banks work, interest and savings
Topic 2: An introduction to prices and inflation	Pages 7-9	What prices and inflation mean, how prices change with supply and demand
Topic 3: What does the Bank of England do?	Pages 10-13	The Bank of England and its role in society
Topic 4: Why money is so important	Pages 14-17	Investing and enterprise
Topic 5: How to manage your money	Pages 18-21	Budgeting, spending and saving
Topic 6: Ethical spending	Pages 22-26	Ethical spending and food miles
Glossary	Pages 27	

What do I need to do to help?

Some tasks in the packs may require children to look at online videos on YouTube from the Bank of England or other guidance online from reputable sources. For your information, all links are listed below so that you can review in advance.

What you can do with your money: <https://www.youtube.com/watch?v=xn6j8QrFwc4>

What is money worth and inflation: https://www.youtube.com/watch?v=aGWvo_EtCJs

The role of the Bank of England: <https://www.youtube.com/watch?v=WfpdhMuLvlYf>

It is important to talk to your child regularly about online safety. You can visit [Internet Matters](#) for online safety advice and support.

Some of the terminology used when learning about money issues will be new for children. We have provided a glossary to refer to, both within topics and at the end of the pack, to help explain key terms. It may be useful to have this to hand for easy reference.

We have provided answers to questions in this booklet.

If you would like to know more about the Bank of England, please visit our education webpages: <https://www.bankofengland.co.uk/education>.



ANSWERS AND IDEAS TO GET YOUR CHILD THINKING

TOPIC 1 INTRODUCTION TO BANKING

This topic covers a general introduction to banking for children. It covers how banks work, what interest is, what savings are and the money cycle.

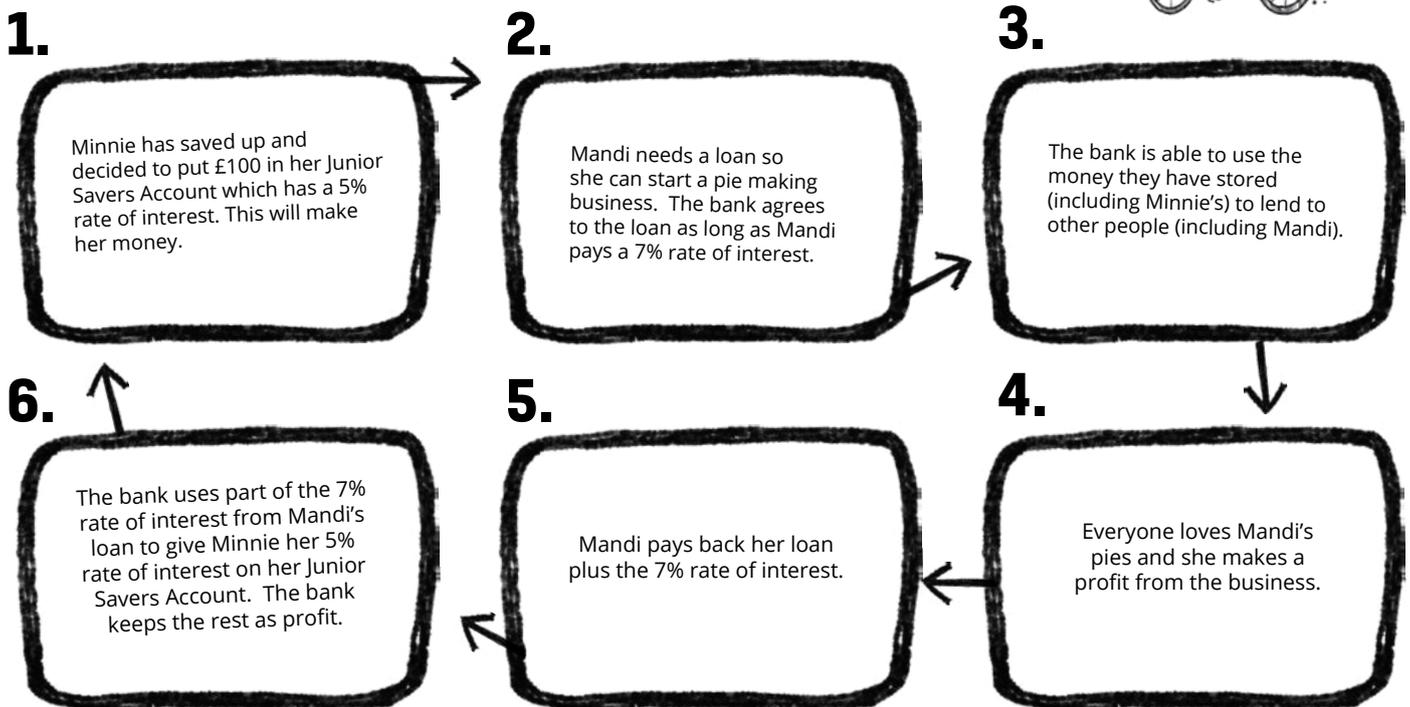
➔ ACTIVITY 1 - HOW DO BANKS WORK?

The answers required, in order are:

1. Lending, businesses, personal loans, trust, plans, profit, check, mortgage, wages, interest, re-invest.

➔ ACTIVITY 2 - THE MONEY CYCLE

The money cycle, when complete, should look like this:



ACTIVITY 3 - YOUR TURN



In this activity, children are asked to use the tips they are given to create their own money cycle. This will first require them to think of possible investment ideas. If your child gets stuck completing their own money cycle, some possible ideas include starting a **doughnut company, creating a new fashion line, investing in a new technology to replace plastic or a new delivery service.**

In summary, they need to:

1.

- First, think of two people. The first (person 1) will save money in the bank and the second (person 2) borrows money (a loan) for an investment. The investment is for them to decide on.
- The bank will make money from this loan by charging interest.
- They need to decide whether the investment is a success or not. Does the person borrowing money from the bank make their money back and more, or do they simply pay the loan back?
- What happens to the money in the end? Will the saver make some interest and what will they spend it on?

Extra ideas

- Some words such as interest may need additional explanation to children. There is a glossary of key words in their pack, but it may be worth talking through meanings with them to check understanding.
- Banks are like any other business but the difference is they deal with money: looking after it, lending it and helping you pay for things. When someone saves with a bank the bank pays them a little extra money – interest. Thinking about saving at an early age is really important. Ask your child to think about three ways they could save money. (Examples include budgeting, spending less, putting money into a savings account and finding new ways to earn money.)
- Try to create a plan whereby your child does extra chores in return for tokens that could eventually lead to pocket money. Get them involved in the planning and discuss what they could save up for to incentivise them. Help them plan how long it might take to save for the item they choose. They could store these tokens in their money box (see next idea).
- Download the gold bar money box to make at home from the Bank of England website (<https://www.bankofengland.co.uk/-/media/boe/fileeducation/home-learning-hub/gold-bar-money-box.pdf?la=en&hash=9A34B6B9309622E70D95CB165817DFCE37673F98>)

TOPIC 2

AN INTRODUCTION TO PRICES AND INFLATION

This topic introduces children to prices being a measure of value as well as inflation. It also covers how prices change according to supply and demand.

ACTIVITY 1 - PRICE CHANGES

1. The answer to the question is that **a little bit of inflation is okay as long as wages are rising** at the same time (see around the 2-minute section of video clip).

ACTIVITY 2 - CONSEQUENCES

1. In the first three scenarios, demand will probably exceed supply so prices will rise.

In the final scenario, supply is low and there is a shortage. The price will be higher until people start using other crops.

CHALLENGE QUESTION!

If another phone company released a phone that did the same thing, then the price of the Amaze350 would go down.

Also, if more Amaze350s were made and more people could buy them, the price could go down too as supply of the Amaze350 would go up.

ACTIVITY 3 - SUPPLY AND DEMAND

1. **Circle** the correct answers.

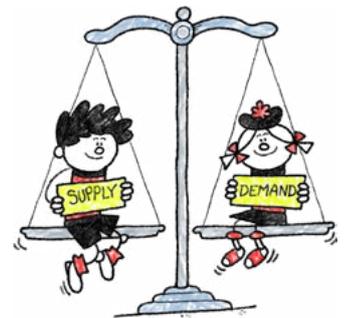
Madbury's Hairy Milk bars will become **more** / **less** expensive.

Madbury's will now charge a **higher** / **lower** price because the chocolate bar is **in high** / **low** demand.

2. **Circle** the correct answers.

Madbury's Hairy Milk bars will become **more** / **less** expensive.

Madbury's will now charge a **higher** / **lower** price because the chocolate bar is **in high** / **low** demand.





Extra ideas

- Supply and demand can be brought to life with examples that are discussed at home. That can be anything from why the snack cupboard seems to be constantly empty to why the price of flowers increases around Valentine's Day or school uniform runs out in the shops just before schools start a new academic year. Think of examples that will help your child understand these concepts. You could even watch an online auction.
- Do some research together on how much prices have changed on your child's favourite items. For example, a pint of milk cost 25p in 1990 but 44p in 2018. You can find the average price changes for many items on the Bank of England website: <https://www.bankofengland.co.uk/knowledgebank/how-have-prices-changed-over-time>

TOPIC 3

WHAT DOES THE BANK OF ENGLAND DO?

This topic is all about the role of the Bank of England and some of its core functions. It also asks children to use their maths skills to become a banker for the day.



ACTIVITY 1 - MYSTERY IDEAS

1. The answers to the mystery ideas are:

The Bank designs and prints the banknotes we use to pay for things. The Bank also replaces notes that have become too old and scruffy.

The Bank makes sure people and businesses receive the money being paid to them, whether online or in shops.

It makes sure that high street banks work safely and soundly.



ACTIVITY 2 - BANKER FOR THE DAY

1. The interest rate tends to be higher for a shorter repayment period. Sometimes it can be cheaper to pay the loan off quicker at a higher rate of interest.
2. The terms you are agreeing to and what interest rate you are going to pay over that time period.

3. Fun Financial Services
 $25\% \text{ of } 200$
 $= 200 \div 4$
 $= 50$

Fast Money, Billy
 $10\% \text{ of } 200$
 $= 20$

Walter's Wads of Cash
 $5\% \text{ of } 200$
 $= 10$

$50 \times 5 \text{ years} = \text{£}250$

$20 \times 8 \text{ years} = \text{£}160$

$10 \times 15 \text{ years} = \text{£}150$

3

2

1





4.



Fast Money, Billy
 10% of 5000
 = 500
 = 500 x 8 years
 = £4000

Total to repay
 = 5000 + 4000 interest
 = £9000

Walter's Wads of Cash
 5% of 5000
 = 150
 = 150 x 15 years
 = £2250

Total to repay
 = 5000 + 2250 interest
 = £7250



I think Gnasher should borrow from **Walter** because **he can borrow it over a longer timeframe and pay less overall.**

5.

Calculate the loan cost from each lender and show your working. Write a sentence explaining which lender you would you choose and why?



Bank of Bea
 50% of 1000
 = 500
 = 500 x 3 years
 = £1,500

£1000 + 1500 = £2500

Fun Financial Services
 25% of 1000
 = 250
 = 250 x 5 years
 = £1,250

£1000 + 1250 = £2250



Jonah should borrow from Fun Financial Services because he has more time to pay the money back and will pay less interest.

CHALLENGE QUESTION!

Lender	Cost of Loan
The Piggy Bank	£2,000
Walter's Wads of Cash	£1,050
Fast Money, Billy	£1,100

Extra ideas

- Some words such as interest rates and inflation may need additional explanation to children. There is a glossary of key words in their pack, but it may be worth talking through meanings with them to check understanding.
- To help children understand the concept of interest and interest rates, and/or to help with the questions (if required,) use coloured paper to create some money of different denominations and use the notes as visual prompts to explain some of the scenarios in your child's pack. Inspiration and information about historical banknotes can be found in the Bank of England's online museum at <https://www.bankofengland.co.uk/museum/online-collections/banknotes>.





TOPIC 4

WHY MONEY IS SO IMPORTANT

This topic helps children learn about the concepts of investing and enterprise with the Beano gang. Their antics also help them learn about profits.

ACTIVITY 1 - THE PIGGY PEN

- 1. Pieface's truffle detecting glasses
- 2. Plug's mud face mask
- 3. Roger's pig sty air freshener

$1300 + 5000 = \text{£}6300$	$600 + 5000 = \text{£}5600$	$\text{£}1500 + 5000 = \text{£}6500$
$\text{£}6300 \div \text{£}9 = 700 \text{ units}$	$\text{£}5600 \div \text{£}7 = 800 \text{ units}$	$\text{£}6500 \div \text{£}10 = 650 \text{ units}$

Rasher should invest in **Plug** because **by combining their funds, they will create the highest number of units.**

ACTIVITY 2 - PONDERING PROFIT

1.

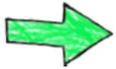
Number Made	Total Cost	Total Sales	Total Profit
10	$10 \times \text{£}5 = \text{£}50$	$10 \times \text{£}8 = \text{£}80$	$\text{£}80 - \text{£}50 = \text{£}30$
20	$20 \times \text{£}5 = \text{£}100$	$20 \times \text{£}8 = \text{£}160$	$\text{£}160 - \text{£}100 = \text{£}60$
40	$40 \times \text{£}5 = \text{£}200$	$40 \times \text{£}8 = \text{£}320$	$\text{£}320 - \text{£}200 = \text{£}120$
60	$60 \times \text{£}5 = \text{£}300$	$60 \times \text{£}8 = \text{£}480$	$\text{£}480 - \text{£}300 = \text{£}180$
80	$80 \times \text{£}5 = \text{£}400$	$80 \times \text{£}8 = \text{£}640$	$\text{£}640 - \text{£}400 = \text{£}240$
100	$100 \times \text{£}4 = \text{£}400$	$100 \times \text{£}8 = \text{£}800$	$\text{£}800 - \text{£}400 = \text{£}400$
300	$300 \times \text{£}4 = \text{£}1200$	$300 \times \text{£}8 = \text{£}2400$	$\text{£}2400 - \text{£}1200 = \text{£}1200$
500	$500 \times \text{£}3 = \text{£}1500$	$500 \times \text{£}8 = \text{£}4000$	$\text{£}4000 - \text{£}1500 = \text{£}2500$
700	$700 \times \text{£}3 = \text{£}2100$	$700 \times \text{£}8 = \text{£}5600$	$\text{£}5600 - \text{£}2100 = \text{£}3500$
900	$900 \times \text{£}3 = \text{£}2700$	$900 \times \text{£}8 = \text{£}7200$	$\text{£}7200 - \text{£}2700 = \text{£}4500$



ACTIVITY 3 - WHO TO INVEST IN



	Toots	Erbert	Rubi
1.	500	700	875
2.	£5000	£6300	£4375
3.	£1500	£2800	£875



4. Erbert because he would make the most profit from Mrs Banks' investment.

CHALLENGE QUESTION

Total cost = $900 \times £3.50 = £3150$

Total sales = $900 \times £8 = £7200$

Profit = $£7200 - £3150 = £4050$



Extra ideas

Encourage your child to think about an idea to try to earn some pocket money or to save up over the holidays. They could even try to raise some money for charity. Here are a few other ideas:

- Selling crafts they have made at school to raise money for a school charity
- Helping neighbours with the gardening
- Taking the dustbins out
- Offering to walk someone's dog
- Chores around the house
- Washing the car



Make a plan with your child for how their pocket money could be used and perhaps make a plan for how their money could increase with age/time to give them an incentive.

TOPIC 5

HOW TO MANAGE YOUR MONEY

Managing money uses activities to help children consider how they can manage their own money through budgeting and saving. They also think about the difference between something they want and something they need.

ACTIVITY 1 - WANTS AND NEEDS

- A) Clothes, lunch money & school shoes

B) $£10 + £5 + £15 = £30$

C) $£40 - £30 = £10$



ACTIVITY 2 - HELP DENNIS

- $£10 + £20 + £5 + £10 = £45$

$£60 - £45 = £15$

$£15 \div 2 = £7.50$
- Needs: Food (£20), bus tickets (£10)

$£20 + £10 = £30$

Income - Needs

$£60 - £30 = £30$

Money left - £10

$£30 - £10 = £20$

Minnie will have £20 left to spend on her wants

ACTIVITY 3 - SUPER SAVERS

1.	SIDNEY	WILFRID	SMIFFY
Total Expenses	$£10 + £5 + £10 + £5 = £30$	$£5 + £15 + £5 + £10 = £35$	$£10 + £15 = £25$
Money Left	$£50 - £30 = £20$	$£60 - £35 = £25$	$£40 - £25 = £15$
Savings per month	$1/4$ of £20 = £5	$1/2$ of £25 = £12.50	$1/3$ of £15 = £5
Savings in a year	$£5 \times 12 = £60$	$£12.50 \times 12 = £150$	$£5 \times 12 = £60$

Wilfred will save the most in the year.



CHALLENGE QUESTION

Sidney would save **£7.50**, Wilfred **£18.75** and Smiffy **£7.50**.

Extra ideas

- If you and your child made a plan in the last topic for pocket money tasks, you could use this to help them work out how much they could save in a year.
- After they have completed the Help Dennis activity, suggest they make a plan to save up for something they really want and work out how long it will take.

TOPIC 6 ETHICAL SPENDING

This topic encourages children to consider some of the ethics around spending, including food miles and other issues that influence our spending.

ACTIVITY 1 - ETHICAL CHOICES

1. Children should consider the fact that it might be worth spending more money to ensure that workers who make the products we consume are treated fairly at work.
2. Children need to consider the implications behind knowing where products come from and that some products come from many miles away. Methods of transport like aeroplanes create CO₂ when they are used. This is bad for the environment, because this gas is one of the greenhouse gases (gases which contribute to global warming).

ACTIVITY 2 - FOOD MILES

1.	Sid	Toots
	2181	1760
	3360	213
	5400	198
	+ 898	+ 221
	986	890
	<hr/>	<hr/>
	12825	3282

Toots' soup has **3282** food miles.

Sid's fruit salad has **12825** food miles.

ACTIVITY 3 - GREEN TREATS

1. Grime egg: $6150 \times 40 = 246,000$; $6150 \times 4 \times 10 = 246,000g$
Smelly Babies: $5500 \times 800 = 4,400,000$; $5500 \times 80 \times 10 = 4,400,000g$

Your child should have agreed with **Betty** because **less CO₂ is produced with her choice.**



CHALLENGE QUESTION

Prickly Pears:

$$4300 \times 800 =$$

3,440,000g

Podgy Pears:

$$4450 \times 40 =$$

178,000g

Pungent Pears:

$$4230 \times 800 =$$

3,384,000g

Betty should chose **Podgy Pears** for Yeti because the combination of the distance and mode of transport means that they emit the least amount of CO₂ and therefore have the smallest effect on the environment.

Extra ideas

- Talk to your child about some of the benefits of buying second hand. There are financial and environmental benefits such as the fact they are often cheaper and prevent items going to landfill.
- Next time you are in the supermarket, look together at where some of the products have come from. Compare the prices for the items that have been flown to the UK by air and their alternatives. See if you can find any other ethical products such as those with a Fairtrade label or products that are locally grown.

