

Spiritual, Moral, Social and Cultural Development within Maths

Spiritual	Moral	Social	Cultural	British Values
<p>Cross curricular days promote enjoyment and interest in the world around them, eg darts, cost of smoking, planning holidays etc. They promote awe and wonder.</p> <p>Creation of own board games, word problems allows use of imagination and creativity. They can incorporate their own thoughts and ideas.</p> <p>Children monitoring their own progress, eg. in basic skills tests, allows them to reflect on their achievements and learn from them.</p> <p>Working with a TP or in a group promotes tolerance and respect for others.</p> <p>Symmetry when studying this topic the introduction</p>	<p>Working with a TP or in a group promotes tolerance and respect for others.</p> <p>Being trusted not to cheat, mark work honestly.</p> <p>Real life connections - understanding how maths relates to everyday life, eg. learning about time, money, measuring. Business ventures, talks from people from the wider community, eg. how does a gardener/ builder use maths? Workshops provided by banks.</p>	<p>Working with a TP or in a group promotes tolerance and respect for others. Also practise in conflict resolution.</p> <p>Cross curricular days promote sense of identity for set, or class, depending how it is organised. Working towards a common goal.</p> <p>Entering maths competitions, eg Stockport Grammar Maths Competition promotes team work and pride in our school.</p>	<p>Working with a TP or in a group promotes tolerance and respect for others. Also practise in conflict resolution. Children from Eal, or different ethnic background, in set/class allow children to appreciate other cultures.</p> <p>Hindu/ Islamic Art/ origami provides mathematical opportunities but also the opportunity for appreciation of these cultures.</p> <p>Knowing that maths is a universal language - if Eal child joins set others can see that although they can't speak English very well they can be able in maths.</p> <p>Celebration of special events, eg. The Olympics</p>	<p>Democracy Opportunities. Each has an equal voice in their contribution and participation in class</p> <p>The rule of law Children adhere to rules laid out for games/classwork and follow them honestly.</p> <p>Individual liberty Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. Children may have choices about which task to pursue or at what level.</p> <p>Mutual respect Regular use of peer assessment/talk partners encourages this. Pupils work in groups. When working in groups students are expected</p>

<p>to Rangoli patterns, for example, promotes an appreciation of Hindu traditions.</p>				<p>to share ideas and resources and encourage and support each other</p> <p>Tolerance of those of different faiths and beliefs</p> <p>Others opinions and ideas are valued and ethnically diverse models are used for word problems and other scenarios.</p>
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