Spiritual, Moral, Social and Cultural Development within Maths

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spiritual | Moral | Social | Cultural | British Values |
| **Life Skills**, such as telling the time, reading measurements and scales taught in exciting, relevant lessons.Emphasising that maths can be used to explain the world around us. **Cross curricular days** promote enjoyment and interest in the world around them, e.g. darts, cost of smoking, planning holidays etc. They promote awe and wonder.**Creation of own board games, word problems** allows use of imagination and creativity. They can incorporate their own thoughts and ideas.**Children monitoring** their own progress e.g. AREs allows them to reflect on their achievements and learn from them.**Working with a TP or in a group** promotes tolerance and respect for others..**Symmetry** when studying this topic, the introduction to Rangoli patterns, for example, promotes an appreciation of Hindu traditions. | **Working with a TP or in a group** Engaging pupils to have respect and teamwork; understanding how having unequal shares of resources, why might someone be upset if they received less than other people? promotes tolerance and respect for others.**Being trusted** not to cheat, mark work honestly.**Real life connections** – understanding how maths relates to everyday life, e.g. learning about time, money, measuring.Business ventures, talks from people from the wider community, e.g. how does a gardener/ builder use maths?**Links to other subjects/projects**. E.g Geography: analysing use and cost of solar panels, and the impact this has for the environment. In PSHE children look at finance and money. | **Share resources** Having the ability to share resources within the classroom, the negotiating of responses and group problem solving. **Working with a TP or in a group** promotes tolerance and respect for others. Also practise in conflict resolution.Engaging in peer assessment, pupils are given the opportunity to discuss and improve their work with others.**Cross curricular days** promote sense of identity for set, or class, depending how it is organised. Working towards a common goal. | **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/classallow children to appreciate other cultures.**Hindu/ Islamic Art/ origami** provides mathematical opportunities but also the opportunity for appreciation of these cultures.**Knowing that maths is a universal language** – if an EAL child joins class others can see that, although they can’t speak English very well, they can be able in maths.**Other cultures**Where possible, links are made to other cultures, such as Romans when looking at Roman Numerals**Celebration of special events,** e.g. The Olympics | **Democracy**Opportunities. Each has an equal voice in their contribution and participation in class**The rule of law**Children adhere to rules laid out for games/classwork and follow them honestly.**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.**Mutual respect**Regular use of peer assessment/talk partners encourages this.Pupils work in groups. When working in groups, students are expected to share ideas and resources and encourage and support each other**Tolerance of those of different faiths and beliefs**Others opinions and ideas are valued and ethnically diverse models are used for word problems and other scenarios. |