Spiritual, Moral, Social and Cultural Development within Maths

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| 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/class  allow 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. |