

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 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	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	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

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.	and cost of solar panels, and the impact this has for the environment. In PSHE children look at finance and money.		Where possible, links are made to other cultures, such as Romans when looking at Roman Numerals Celebration of special events, e.g. The Olympics	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.
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