

## **SMSC in Maths**

**Social** – Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Throughout the key stages, children are given opportunities to work together productively on mathematical tasks and supported to see that the result is often better than any of them could achieve separately. Experimental and investigation work provides an ideal opportunity for children to work collaboratively. Socially, peer assessments are very important to enable pupils to have an opportunity to discuss and improve their work with others. Working together in pairs or groups and supporting others is a key part of Maths lessons.

**Moral** – Within Mathematics children are offered opportunities to recognise how logical reasoning can be used to consider the consequences of decisions and choices. Children explore a range of Mathematical investigations where they are challenged and made aware that there may be more than one solution. On the other hand, they are also aware that some problems require one correct answer. Mathematical reasoning is developed through discussion where the children are encouraged to talk about their leaning and listen to other viewpoints.

Throughout all key stage's children will look at moral issues raised from a question and will investigate, often using statistics to find an answer. Mathematical lessons can be linked to current issues.

**Spiritual** – Throughout the years, children develop reflective skills within Mathematics both during lessons and considering their success criteria at the end of a lesson. The Bronze, silver, gold and platinum success criteria are very important to enable the children to have an accurate grasp of where they are and how they need to improve. In Maths children are encouraged to challenge their understanding of Mathematics and how it relates to the world around them. Data life skills such as telling the time, handling money reading measurements and scales are taught in exciting contextual lessons. Children are encouraged to explore strategies and methods they use to solve problems. They are also able to choose their own problems and begin to create their own.

**Cultural** – Mathematics is a universal language with a wealth of cultural inputs throughout the ages. While developing their knowledge of place value, children begin to get a sense of number systems from around the world. Children recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics. Children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies. In addition to this, children begin to explore more developed number systems, such as Roman numerals, Egyptian Hieroglyphics and imperial and metric measurements. This supports the children to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today. Strong curriculum links with history, allow the children the opportunity to explore calendars developed from different civilisations, such as the Mayans, Aztecs and Romans. Mathematics is explored through art when looking at symmetrical patterns, such as Rangoli. All children participate in an annual sports day where they are given opportunities to count and compare scores