

### **Spiritual**

We use maths to support our children's spiritual development by helping them to develop deep thinking and question the way in which the world works. We want children to feel delight when they have shown resilience and are able to solve questions they once found difficult to solve.

Mathematics helps children to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method to solve a problem. Maths enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students

### **Moral**

Maths supports moral development through discussion about mathematical understanding, challenging assumptions and supporting children to question information and data that they are presented with. We provide reasoning opportunities where the children are encouraged to prove their answer and give reasons for their thoughts. This allows them to evidence their views not just in maths but in the wider world.

### **Social**

Maths support pupil's social development by promoting self-esteem and building self-confidence which is integral to social development and we use metacognitive strategies to support this. Collaborative learning is encouraged in the form of listening and learning from each other. Working cooperatively enables the children to think for themselves and promotes the retention of new learning. Students are always encouraged to explain concepts to each other and support each other in their learning. As a result, students realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become more independent and resilient learners.

### **Cultural**

Maths supports pupil's cultural development by developing an appreciation with the pupils that mathematics, is a universal language with a myriad of cultural inputs throughout the ages. Mathematical language and symbols have developed from many different cultures around the world: In EYFS/KS1, children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies. In KS2, children explore more developed number systems, such as Roman numerals, Egyptian hieroglyphics and imperial and metric measurements. Recognition is given to symmetry and patterns through the study of Islamic geometric patterns and Rangoli designs. Mathematics is used in conjunction with RE when looking at and the architecture of mosques and tessellations. Culture development supports the students to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today.