



Mapping SMSC through our Maths Curriculum.



Spiritual	Moral	Social	Cultural	British Values
By making connections between pupils' numeracy skills and real life; for example, budgeting, saving and making charitable donations. The School Council make decisions about fundraising for charity and for the benefit of the school. By considering pattern, order, symmetry and scale both manmade and in the natural world through for example, looking at a picture of a natural mathematical structure such as a beehive or snowflake. Use imagination and creativity to explore ideas while learning Mathematics by: Identifying and applying patterns and rules to everyday problem-solving. Writing own problems and challenges that use those patterns or rules.	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people and make links to the Fairtrade movement (Year 5) By reflecting on data that has moral and ethical implications; for example, pupils consider the impact of increased use of plastic bottles compared with numbers that are recycled. By reflecting on the ways in which data can be presented or interpreted in a particular way to achieve a desired outcome; for example, the winner in an election may have received more votes than any one individual but that more people may have voted for other candidates. Understanding the consequences of actions: If you perform a particular action to one number, will the same outcome apply to other numbers? Is it always the case? 'Sometimes, always, never' statements.	By the negotiating of responses and group problem solving and by using discussion, debate and collaborative work to further mathematical knowledge and understanding. By the sharing of our mathematical findings in class presentations. By analysing social data e.g. on diversity, poverty or bullying. (EG Census day) Developing personal qualities and using social skills: Working in pairs or groups to solve problems; Perseverance when struggling to answer questions; not being afraid to try – it's ok to be wrong, it's not ok not to try; taking turns when playing Mathematics games. Participating, co-operating and resolving conflicts: as above, but also 'X thinks ___, Y thinks ___, who is right?' style questions.	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?' Understanding and appreciating personal influences: Considering other people's views Understanding how to express own views. How to explain to someone where they may have gone wrong in a question.	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 can 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. Tolerance of those of different faiths and beliefs Opinions and ideas are valued, and ethnically diverse models are used for word problems and other scenarios



Mapping SMSC through our Maths Curriculum.

