## SMSC in Maths 2023

Please see below to see some of the many ways Spiritual, Moral, Social and Cultural education is incorporated into the Maths curriculum.

SMSC	Requirement	Maths key examples
300. Provision for the spiritual development of pupils includes developing their:	ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Mathematics requires justification of reasoning - students are asked to explain why and how they reached an answer, encouraging both self-reflection as well as ensuring their beliefs have firm logical foundations.
	knowledge of, and respect for, different people's faiths, feelings and values	The diverse cultural origins of Maths are emphasised in order to encourage better knowledge of different groups' contributions to Mathematics and civilisation, leading to greater respect between different groups.
	sense of enjoyment and fascination in learning about themselves, others and the world around them	Contagious teacher enthusiasm for the subject. A sense of the massive historical achievements in Mathematics and how this underpins most of modern technology and civilisation. A recognition of the relevance of Maths in day-to-day lives and in other academic subjects and careers.
	use of imagination and creativity in their learning	Problem solving skills explicitly modelled and discussed in using a wide skill set of prior learning to approach mathematical questions.
	willingness to reflect on their experiences	Links to real life experience, such as symmetry in everyday life, currency problems. Linking to other subjects, e.g. formulae and graphs in science.
301. Provision for the moral development of pupils includes developing their:	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Most Mathematical problems have a right and wrong answer - appreciation that Maths contain objective truths, not subjective answers.
	understanding of the consequences of their behaviour and actions	The behaviour management of Mathematics lessons encourages positive contributions from students and recognition of consequences of disruptive behaviour (e.g. through "restorative justice" conversations b between teacher and student.
302. Provision for the social development of pupils includes developing their:	use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Pair and group work will include students from a diverse range of backgrounds working together and supporting each other. Students encouraged to support Mathematical contributions from all students positively.
	willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being	Students encouraged to volunteer to answer questions, as well as building resilience in "no hands up" questioning.  Behaviour policy used to encourage students to listen to each other well and avoid interrupting.

	able to resolve conflicts effectively	
	acceptance of and	Mutual respect and tolerance of others is a key expectation
	engagement with the	of behaviour & attitude in all Maths lessons.
	fundamental British values of	
	democracy, the rule of law,	
	individual liberty and mutual	
	respect and tolerance of	
	those with different faiths	
	and beliefs. They will develop	
	and demonstrate skills and	
	attitudes that will allow them	
	to participate fully in and	
	contribute positively to life in	
	modern Britain	
	understanding and	Mentioned in lessons where relevant, along with e.g. pi day
	appreciation of the wide	assembly referencing diverse origins of independent
	range of cultural influences	discoveries of pi, also poster displays evidencing diverse
	that have shaped their own	origins of important historical Mathematicians.
	heritage and that of others	
	ability to recognise, and	Emphasis of Mathematics as a universal truth that is not
		"owned" by any one culture, nor do its origins lie with any
	value, the things we share in	one culture. Mathematics has been independently
	common across cultural,	discovered to a high level across multiple world cultures.
	religious, ethnic and	
	socio-economic communities	
	knowledge of Britain's	
	democratic Parliamentary	
	system and its central role in	
303. Provision	shaping our history and	
	values, and in continuing to	
for the cultural	develop Britain	Mathematics Faculty has set up the school chess club,
development of	willingness to participate in	which has strong mathematical elements, and students are
pupils includes developing their:	and respond positively to	encouraged to attend and take part in chess tournaments.
	artistic, musical, sporting and	The same take the same take part in choose tournamento.
	cultural opportunities	Where appropriate lessons make reference to the historical
	interest in exploring,	and diverse cultural origins in Mathematics. The diverse
	improving understanding of	origins of Maths emphasise the common humanity of
	and showing respect for	different faiths and cultures, both historically and in ancient
	different faiths and cultural	times.
	diversity and the extent to	
	which they understand,	
	accept, respect and celebrate	
	diversity. This is shown by	
	their respect and attitudes	
	towards different religious,	
	ethnic and socio-economic	
	groups in the local, national	
	and global communities	