

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 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 engagement with the 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	Mutual respect and tolerance of others is a key expectation of behaviour & attitude in all Maths lessons.
303. Provision for the cultural development of pupils includes developing their:	understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	Mentioned in lessons where relevant, along with e.g. pi day assembly referencing diverse origins of independent discoveries of pi, also poster displays evidencing diverse origins of important historical Mathematicians.
	ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Emphasis of Mathematics as a universal truth that is not "owned" by any one culture, nor do its origins lie with any one culture. Mathematics has been independently discovered to a high level across multiple world cultures.
	knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	
	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Mathematics Faculty has set up the school chess club, which has strong mathematical elements, and students are encouraged to attend and take part in chess tournaments.
	interest in exploring, improving understanding of and showing respect for different faiths and cultural 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	Where appropriate lessons make reference to the historical and diverse cultural origins in Mathematics. The diverse origins of Maths emphasise the common humanity of different faiths and cultures, both historically and in ancient times.