

Developing Spiritual, Moral, Social and Cultural (SMSC) Understanding

Through our Mathematics Curriculum

Here are some examples of how our broader curriculum promotes the development of SMSC through mathematics...

SPIRITUAL
<ul style="list-style-type: none"> • Making connections between learning mathematical skills and application in a real-life context. • Looking at pattern, order, symmetry and scale and relating this to: <ul style="list-style-type: none"> ◦ meaning in religious contexts; ◦ both man-made and natural objects. • Completing activities which develop the children's critical and independent thinking skills when working through mathematical problems.
MORAL
<ul style="list-style-type: none"> • Listen to and respond appropriately to the views and ideas of others. • Gain the confidence to develop our own learning and have the confidence to cope with set-backs and learn from our mistakes. • Take initiative and act responsibly with consideration for others when working independently, in small groups and as a whole class. • Praise children for their critical and independent thinking in class when working on their own, as a small group or as a class. • Engaging pupils in their learning through the resources they select and the independence they show in their learning. • Helping children to recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them to learn the value of mathematical truth.
SOCIAL
<ul style="list-style-type: none"> • Helping children to work together productively on complex mathematical tasks and helping them to see that collaborative working can, in some cases, be more beneficial than working independently to achieve the same outcome. • Sharing resources in the classroom and negotiating of responses when solving problems in small groups and whole class.
CULTURAL
<ul style="list-style-type: none"> • Encouraging children to ask questions about the history of maths – linked to the curriculum – Greeks and Romans. • Helping children to appreciate that mathematical thought contributes to the development of our culture. • Help children to understand that mathematical thought is becoming increasingly central to our highly technical future. • To help children to recognise that mathematicians from many cultures have contributed to the development of modern day maths.