

Promoting SMSC and FBV through Maths

Area	Opportunities
<p><u>Spirituality</u> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<ul style="list-style-type: none"> • Explore pattern, numbers, shape, space and measures in the world around them, for example, angles in everyday life • Use role play, concrete objects, structured apparatus and real life situations • Talk creatively using mathematical language • Develop mathematical reasoning by talking about their learning and listening to others' viewpoints
<p><u>Moral</u> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> • Calculate and prove whether an answer is right or wrong • Test and explain mathematical statements, problems or investigations • Use probability to help them understand risk and real life economics • Look at moral issues raised in mathematics, for example, lessons linked to global charities such as Children in Need
<p><u>Social</u> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict</p>	<ul style="list-style-type: none"> • Explore mathematics in the real world, for example, money, shopping, cooking, travel • Collaborate with others to solve mathematical problems, investigations and challenges • Use group work as an opportunity to learn from others and notice that different people solve problems in different ways • Work together to discuss, compare, evaluate and improve their work
<p><u>Cultural</u> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> • Investigate patterns from a range of cultures eg Islamic tiling or Rangoli patterns • Explore other number systems from the past and around the world eg Roman Numerals • Recognise that mathematics from many cultures have contributed to modern day mathematics • Have opportunities to explore mathematical methods and strategies used in other countries eg lattice multiplication and Shanghai maths
<p><u>Democracy</u> A system where everyone plays a part</p>	<ul style="list-style-type: none"> • Work collaboratively on mathematical task, investigations and challenges, comparing answers and methods • Make mistakes and learn from them • Discuss their work and explain their reasoning • Question information and data, challenging mathematical assumptions
<p><u>Rule of Law</u> The principle that all people and institutions are subject to and accountable for their actions and behaviour</p>	<ul style="list-style-type: none"> • Use simple formulae and equations • Follow rules related to maths, for example, BODMAS
<p><u>Individual liberty</u> Being free to express views or ideas</p>	<ul style="list-style-type: none"> • Persevere, take risks and try different methods and strategies • Explain their reasoning, choices and strategies used when solving problems • Have opportunities to use self and peer-assessment to identify where they are and what they need to do to improve
<p><u>Tolerance and respect</u> The ability or willingness to respect and tolerate the</p>	<ul style="list-style-type: none"> • Talk with others about a problem, challenge, investigation with an adult or peers • Solve problems with others

opinions or behaviour of others

- Respect others' methods used to reach an answer and use in their own work, where appropriate
- Decide upon the best way to represent their conclusions, drawing upon others' recording methods or ideas