Singleton Church of England Primary School

Mapping SMSC through C A R E in the Curriculum – Maths

At Singleton C of E Primary School, we understand the importance of establishing curriculum links that promote pupils' wider development in all aspects of their education. We provide opportunities for reflection and awe around the developments in mathematics and the possibilities for the future. By linking mathematical concepts to real-life situations, teachers can encourage students to consider maths's impact on society and the world around them. Maths is a subject that transcends cultural and linguistic boundaries, making it an ideal tool for promoting respect and understanding between different groups of people. Teachers can use math lessons to encourage students to appreciate the diversity of different cultures and beliefs. Maths is not just about numbers, but also about making decisions. By encouraging students to think about ethical considerations when solving mathematical problems, teachers can help them to develop their sense of morality and social responsibility. Maths lessons provide opportunities for students to reflect on their thinking processes and appreciate the importance of perseverance and determination. By encouraging students to reflect on their learning and to consider the impact that maths has on their lives, teachers can help to foster personal development. Maths lessons often involve group work and collaboration, providing opportunities for students to develop social skills and to work together to find solutions to problems. By incorporating SMSC into maths lessons, teachers can help to create a positive and engaging learning environment that supports the personal development of their students. By developing students' SMSC skills, teachers are also helping to prepare them for the challenges of the future and to promote social cohesion and understanding in their communities.

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Moral development is supported through discussion about mathematical understanding, challenging assumptions, and supporting children to question information and data that they are presented with. We provide reasoning opportunities where the children are encouraged to prove their answers and give reasons for their thoughts. This allows them to evidence their views not just in maths but in the wider world
- Engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people?
- Reflecting on data that has moral and ethical implications; for example: students might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid
- Encourages children to look at, discuss, and evaluate a range of moral and social issues found in the world.
- Reinforcement of perseverance and resilience (EG: when solving reasoning challenges)
- Collaboration through paired and group work

A – Aspiration – Cultural

- Experiencing how mathematics transforms culture and the world around them
- Mathematics supports the cultural development of a child by exposing them to a range of different approaches to solving problems and reasoning skills
- Asking questions about the history of maths: for example, 'What did the Egyptians, Greeks Romans, and Indians discover that we still use in maths today?'
- Maths supports pupils' cultural development by developing an appreciation that mathematical language and symbols have developed from many different cultures around the world. In EYFS/KS1, children begin to understand the importance of counting and explore early counting ideas from other countries, such as tallies. In KS2, children explore more developed number systems, such as Roman numerals, Egyptian hieroglyphics, and imperial and metric measurements. This supports the children to realise how our counting system has developed throughout the ages and shaped the decimal system that we use today.

R – Reflection – Spiritual

- Making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time.
- Considering pattern, order, symmetry, and scale both human-made and in the natural world
- By engaging children with depth of thinking and problem-solving
- The application of logical thought through predicting and analysing their work.

E – Engagement – Social

- Mathematics supports social development by requiring verbal reasoning. Children have opportunities to discuss their learning with their peers
- Collaboration when we work with others on mathematical projects.
- Sharing resources within the classroom, negotiating of responses, and group problem solving Analysing social data e.g. on health care, poverty, bullying

• By exploring how ideas in mathematics have inspired them and others. • By promoting self-esteem through opportunities to present their work to others. • Mathematics helps children to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferable to real-life situations and therefore help the children become more reflective, responsible and insightful individuals.	• Working cooperatively enables the children to think for themselves and promotes the retention of new learning. The children are able to see the benefits of working together as a team and they understand that collaboration is key to success.

British Values

- Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions
- Opportunities. Each has an equal voice in their contribution and participation in class
- Pupils have the opportunity to work independently and as a team to build resilience and self-esteem
- We regularly use peer assessment/talk partners.
- Pupils work in groups. All pupils are taught the skills of collaboration and are expected to share ideas, and resources and encourage and support one another