



Spiritual, Moral, Social and Cultural delivery in Mathematics

Aims of Spiritual Development	Spiritual Development in Mathematics
Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.	In maths lessons, students are encouraged to develop their understanding of the subject beyond simply the manipulation of numbers and to consider how Mathematics relates to the world around them. The study of Mathematics enables students to make sense, not only of the physical world, but also of their place within it. Promoting students to develop their capacity for resilience when faced with challenging problems encourages them to think creatively and develop a love of curiosity which, in turn, helps students to reflect on the importance and nature of their own learning.

Examples of good practice:

- ❖ All maths lessons contain elements that require self- reflection on the part of students. Specifically, opportunities for students to consider their learning in the context of explicit outcomes is a regular feature within the Mathematics lessons at Headlands School. Opportunities to respond to teacher feedback, as per whole school policy, also help students to reflect on their learning.



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Aims of Moral Development	Moral Development in Mathematics
Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	In the mathematics department we are very keen for students to have a keen awareness of classroom expectations in terms of behaviour and also the consequences of not meeting those expectations. Respect for the classroom, the teacher and the other students is a key aspect in this regard. Students are praised and rewarded for meeting class expectations and sanctions are applied as per whole school policy where appropriate. In this way it is hoped that students develop an understanding of right and wrong as well as rules and consequences.

Examples of good practice:

- ❖ Use of reward stamps and the PD system within the department.



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Aims of Social Development	Social Development in Mathematics
<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Development of social skills is actively encouraged through the use of group tasks and interaction with peers. Staff frequently organise students into different groups for such work in order that students can develop team building, buddying and peer mentoring skills. The principle of "one voice" in the classroom helps to cultivate the concepts of respect and tolerance.</p> <p>Opportunities arise during the study of statistical techniques such as questionnaires and surveys linking to the nature of our democratic voting system.</p>

Examples of good practice:

- ❖ Group work involving students being "teamed up" with peers that they are not normally seated with or would perhaps not otherwise choose to work alongside.
- ❖ Use of the "one voice" principle, to ensure that only one individual is talking to the class at any given time.



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Aims of Cultural Development	Cultural Development in Mathematics
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Many examples of exam style questions used in the classroom involve a multicultural element. In particular, questions are often inclusive of non-traditional British names and involve individuals of differing ethnicities. Class discussions involving such examples often, therefore, provide opportunities to discuss the importance of understanding, accepting, respecting and celebrating diversity. The role of Britain's parliamentary system is a popular topic for discussion when major elections are taking place. Election predictions</p>

Examples of good practice:

- ❖ Individual names used in exam questions from exam papers, in particular, as mentioned above often prompt questions about why such different names are used to test mathematical understanding.