

**St. Michael and All Angels CE VA School
British Values in Mathematics**



**Rule
of Law**



Democracy



**Individual
Liberty**



**Respect &
Tolerance**

**Mutual Respect
Tolerance of those of different faiths and
beliefs**

Maths provides many opportunities to study areas where numerical data is part of the rule of law e.g. surveys. Teachers relate maths topics to real life situations and work force roles.

Maths and the use of data has a significant role in democratic decision making and influencing change. Pupils will also learn about percentages and will be able to identify the majority vote. Pupils are also provided with the opportunity to discuss their learning, and this enables children to justify their reasons for their thought process.

Pupils are able to reflect on their learning, prior, during and after the lesson.

Pupils and teachers adhere to the behaviour management policy. Classes have drawn up charters for positive working environment and this is followed within each lesson. Good working relationships are encouraged in maths lessons and children are encouraged and supported to work respectfully in groups, pairs and individually. Behaviour expectations are clear and demonstrates respect for those with different faiths and beliefs.

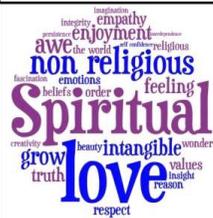
We ensure that all students understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong, adopting and following the whole school behaviour for learning policy. We work with the children to create the rules, codes and consequences of behaviour. We also ensure that all children understand that the rules apply to everyone.

Within Maths at St. Michaels, all children know that their views count and we encourage everyone to value each other's opinions and values. We help to demonstrate democracy in action, for example, by letting all children share views on what is being learnt.

We provide opportunities for all students to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing learners to 'take risks' and make mistakes in a lesson and talk about their experiences and learning. Through discussion of different strategies to solve calculations, this enables them to reflect on their differences and understand everyone is free to have different opinions based on the context of the work they are learning.

We encourage and explain to all students the importance of respectful behaviours, such as sharing and respecting each other's opinions. We create an ethos of inclusivity, where views, faiths, cultures and races are valued within the context of mathematics. We arrange visits and visitors whereby students can engage with the wider community.

**St. Michael and All Angels CE VA School
SMSC in Mathematics**



**Spiritual
Development**

Children’s spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing

Our aim in mathematics is to encourage students to think deeply about the concepts involved. This is especially the case when the resulting understanding is surprising or wondrous! The WOW moment! Opportunities for students to ~~open~~ appreciate the awesome power of mathematics are taken whenever possible. E.g. when discussing infinite numbers.

 <p>A word cloud centered around the word 'Moral' in large blue font. Other prominent words include 'values', 'fairness', 'community', 'justice', 'welfare', 'truth', 'integrity', 'right', 'ethical issues', 'respect', 'care', 'writing', 'crisis', 'moral codes', 'values', 'right', 'welfare', 'justice', 'integrity', 'truth', 'community', 'fairness', 'ethical issues', 'respect', 'care', 'writing', 'crisis', 'moral codes'.</p>	<p>Moral Development</p>	<p>Children’s moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.</p>	<p>We ensure certain questions in mathematics are reasoning questions where the children have to justify and prove if the answer is right or wrong. Our growth mindset approach ensures mistakes are valued if we learn from them.</p>
 <p>A word cloud centered around the word 'social' in large blue font. Other prominent words include 'responsibilities', 'rights', 'local', 'debate', 'conflicts', 'global', 'values', 'sensitivity', 'thought', 'skills', 'societies', 'families', 'interdependent', 'communities', 'inclusive', 'role model', 'values', 'sensitivity', 'thought', 'skills', 'societies', 'families', 'interdependent', 'communities', 'inclusive', 'role model'.</p>	<p>Social Development</p>	<p>Children’s social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.</p>	<p>While understanding can be achieved in mathematics though individual effort, it is also strengthened by working with their peers. The mathematics mastery approach is based on peer interaction and responding to other’s comments (pose, pounce, bounce questioning.) We encourage children to pose precise questions and to justify their own reasoning rigorously. This is seen in whole class teaching, group work, and in written work. Our cold calling/no hands up policy ensures all children participate.</p>

	<p>Cultural Development</p>	<p>Children’s cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.</p>	<p>The study of mathematics is universal in the modern world. Furthermore, when progress in a topic can be attributed to a particular time and culture, this is shared with the children. Examples include the use of zero in decimal notation in 5th century India (year 5) and the development of algebra by Persian mathematician al-Khwarizmi in the early 9th century (Year 6.)</p>
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