

### Spiritual Development

- Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our students.
- We are sensitive to students' individual needs and backgrounds and experience.
- We aim to give all students an appreciation of the richness and power of maths.
- Maths in nature is embedded in sequences, patterns and symmetry.
- We promote a sense of wonder in the exactness of mathematics in the exploration of complex numbers and real-world examples.
- We encourage the students to appreciate the enormity of the world of Mathematics as it has developed through time.
- We consider the development of pattern in different cultures including work on tessellations such as using Rangoli designs or the use of religious symbols for symmetry.

### Moral Development

- Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving
- We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.
- We show the students that we are on a quest for truth by rigorous and logical argument and discourage jumping to conclusions.

### Social Development

- In classrooms, we look for opportunities for pupils to use interactive resources (e.g. mini whiteboards, number fans, counters) to promote self-esteem and build self-confidence.
- We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.
- We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.
- We exhibit work to share good practice and celebrate achievement through creating informative displays which enhance mathematical language.
- We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world.
- We develop children's etymology through investigating the origin of mathematical terms.

## SMSC in Maths at MHA

### Cultural Development

In our Maths lessons our children are encouraged to delve deeply into their understanding of Mathematics and how it relates to the world around them. By embedding the cultural capital ethos, we teach the essential everyday life skills which encourages risk taking enabling pupils to explore and try new ideas without the fear of failure. This is fundamental to building pupils' self-esteem within Mathematics.

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. We aim for our students to appreciate this and use their own Maths to explore and question the way the world works and also to apply their reasoning to puzzles for their personal satisfaction, linking to the knowledge that 'Mathematics has been a part of every culture throughout recorded history. The contributions of diverse cultures allow us to gain a rich understanding of mathematics. By placing appropriate mathematics skills within their cultural context, teachers recognise and value diversity' - ATM