

## **British Values and SMSC in Mathematics at Inmans Primary School**

At Inmans Primary School, all pupils are encouraged to achieve their maximum potential through Maths lessons. They learn the importance of Maths in all aspects of life and recognise how integral mathematics is to an independent future.

### **Tolerance**

The mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging pupils to persevere and try different methods to arrive at a correct solution. All learners within the classroom are encouraged to believe they are able to achieve and are aware of the importance of learning from their mistakes. This fosters confidence and builds self-esteem, it encourages pupils to take risks and become lifelong learners whilst using their mathematical skills in all aspects of life.

### **Mutual respect**

Pupils work together in all areas of the maths curriculum to support each other and build mutual respect for one another. They behave appropriately, allowing all participants the opportunity to work effectively. They take turns and share equipment. Pupils share with their peers, methods of solving problems and are encouraged to provide each other with feedback, ensuring that they review each other's work respectfully. Pupils work collaboratively on projects/problems and help and advise others. Teamwork through peer assessment, feedback and group work underpins the learning in mathematics.

### **Individual liberty**

All pupils are given the opportunity to develop their knowledge, self-esteem and confidence throughout maths lessons. Within reasoning and problem solving activities, pupils are given opportunities to discuss viewpoints, and are encouraged to show respect towards others. At the same time, pupils are reminded of an expectation of respect for all others. They work within boundaries to make safe choices during practical activities and make their own choices within data handling activities.

### **Democracy**

Through student voice, pupils are able to articulate their views on the mathematics curriculum and the teaching of maths.

They take into account the views of others in shared activities and vote when collecting data.

### **Rule of Law**

Pupils undertake safe practices, following class rules during tasks and activities for the benefit of all. They understand the consequences if rules are not followed. We help pupils understand the democratic process and how they might both appreciate the rule of law and develop their own voice and opinions.

## SMSC

### **Spiritual Education**

Pupils use imagination and creativity to explore ideas while learning mathematics by: identifying and applying patterns and rules to everyday problem-solving; writing own problems and challenges that use those patterns or rules.

### **Moral Education**

Pupils understand the consequences of actions: E.g. If you perform a particular action to one number, will the same outcome apply to other numbers? Is it always the case? 'Sometimes, always, never' statements.

### **Social Education**

Pupils develop personal qualities and use social skills: Working in pairs or groups to solve problems; Perseverance when struggling to answer questions; not being afraid to try – it's ok to be wrong, it's not ok not to try; taking turns when playing maths games. Participating, co-operating and resolving conflicts: as above, but also 'X thinks \_\_\_\_, Y thinks \_\_\_\_, who is right?' type questions.

### **Cultural Education**

Pupils understand and appreciate personal influences: taking into account other people's views and understanding how to express own views. E.g. How to explain to someone where they may have gone wrong in a question.