

Spiritual, Moral, Social and Cultural Links to subject curriculum areas.



Maths

Spiritual	<p>2019 Framework p. 58 Provision for the spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life interest in, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning and willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> ▪ having fun with numbers and data ▪ appreciating the beauty and perfection of mathematics ▪ recognising 'eureka' moments ▪ wondering at the beauty of order and patterns; symmetry in the natural world eg flowers, crystals ▪ noticing naturally occurring mathematical forms e.g. hexagons in snowflakes and in honeycombs ▪ engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution
Moral	<p>2019 Framework p. 58 Provision for the moral development of pupils includes developing their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England Understanding of the consequences of their behaviour and actions (Linton Infants Behaviour Policy) interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<ul style="list-style-type: none"> ▪ developing a respect for truth ▪ to investigate moral issues surrounding money and wealth ▪ encouraging sense of personal responsibility for their own learning in class and through home learning
Social	<p>2019 Framework p. 58 Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background. willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<ul style="list-style-type: none"> ▪ learning about money and how it works in the world ▪ collecting data in groups ▪ planning small budgets ▪ learning how to solve problems which can help other people/charities financially ▪ looking at practical applications of mathematics e.g. conducting and analysing surveys ▪ Maths games for social interaction, taking turns and sharing ▪ recognising maths skills as a tool for society
Cultural	<p>2019 Framework p. 59 Provision for the cultural development of pupils includes developing their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<ul style="list-style-type: none"> ▪ learning that numbers are a symbol system and different cultures have different systems (eg Roman numerals) ▪ discovering mathematical patterns in art from a wide variety of cultural contexts e.g., mosaic and Rangoli patterns ▪ investigating mathematical problems using a variety of cultural contexts