

## **SMSC IN MATHS**

**Spiritual** education involves:

- The awe and wonder of mathematics, showing that mathematics can be used to explain the world around us
- Mathematical patterns that occur in nature such as the symmetry of a snowflake
- There is a sense of wonder in the exactness of mathematics.
- Further mathematics introduces the idea of infinity.

**Moral** education concerns:

- The use, misuse and abuse of data that is becoming more prevalent in society and the media.
- Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.

**Social** education concerns:

- Pupils being given the opportunity to work together in collaborative learning.
- Investigative and practical work seek to further the students' social skills.

**Cultural** education concerns:

- The wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics.
- Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Spiritual, Moral, Social and Cultural Education in Maths include:

- Pupils conducting an opinion or survey on a moral issue.
- Pupils debate on the use, misuse and abuse of statistics in the media and society.
- Pupils investigating sequences and patterns in nature eg: Golden Ratio
- Pupils considering the development of pattern in different cultures including work on tessellations and Rangoli patterns.
- The awe and wonder of Maths - cultural and historical roots of mathematics.
- Pupils discussing the use of mathematics: cultural and symbolic.