Using mathematics to support whole school SMSC

	Spiritual	Moral	Social	Cultural
S M S C	Students can explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect.	Students can recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	Students can use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate and resolve conflict.	Students can appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
L I N K S	Students can use mathematics to explain the world around them such as exploring mathematical patterns that occur in nature e.g. the symmetry of snowflake patterns or the stripes of a tiger. Students explore the wonder of patterns due to their heavy use and reverence of geometric patterns e.g. Islamic art Students can feel awe and wonder by exploring fascinating mathematical phenomenon e.g. the Fibonacci Sequence Students can also use mathematics to consider the idea of infinity.	Students can explore the use and interpretation of data that we are using more and more as a growing and changing population e.g. statistics looking at cost of immigration due to benefits and comparing with the amount immigrants contribute to the UK economy via taxation. Students can assess the use and misuse of data concerning moral issues e.g. unpicking crime statistics regarding increased policing Students can use percentages to evaluate loans, debts and investment returns e.g. to compare a range of real-life loans or to evaluate student loan debt in relation to average graduate incomes. Students use mathematical skills to create questionnaires exploring moral issues and analyse responses e.g. views towards current voting age, this could be further broken down by respondent age.	Students are encouraged to explain concepts to each other and support peers in their learning e.g. via the use of maths buddies/class experts Students are introduced to events and team maths challenges where collaboration is encouraged e.g. via the use of inter-house competitions Students can predict trends and consider how the government will plan for these changes by examining Census information in a range of formats e.g. analysing aging population trends and predicting welfare changes as a result. Students are engaged using a hook to show how maths is used in the real world.	Students celebrate the universal nature of mathematical language. Students are introduced to symmetry patterns, number systems and mathematical theory from a range of cultures e.g. Chinese lattice method and Napier's bones. Students explore the meaning behind common mathematical terms e.g. decimate 'kill one in every 10' (Roman) and enriching cultural mathematical differences e.g. Oksapmin counting Students can use exchange rates for foreign travel and can evaluate different exchange rates available e.g. comparing EU/pound exchange rates in the days leading up to an following the EU referendum.
M O R E	http://www.integralscience.org/sacredscience/SS_spiritual.html http://www.metanexus.net/mathematics-science-and-spirituality/ http://news.wiley.com/VocMath_Popular http://mathcentral.uregina.ca/beyond/articles/Art/art1.html http://www.storyofmathematics.com/islamic.html			