

PERSONAL DEVELOPMENT IN MATHS STALHAM HIGH SCHOOL

This document outlines how our maths curriculum is designed to cover elements of social, moral, spiritual and cultural education. We take every opportunity within our curriculum to enhance the Personal Development of our students.					
Name of Department					
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 7	<p>Creative sequences found in nature, developing awe and wonder when working with directed numbers, creating curiosity through beginning to use algebraic concepts. Utilise of TT Rock stars to support creativity.</p>	<p>Discussion of loans and interest when working out percentages of amounts. Creating a culture of acceptance of incorrect answers.</p>	<p>Students are guided to reflect after each topic test to assess their strengths and weaknesses.</p> <p>Students are encouraged to communicate mathematically when discussing, explaining and presenting ideas, through which they are able to develop their Mathematical reasoning skills.</p>	<p>Islamic art and appreciating the history of the number system.</p> <p>Discovery of the history of Pi.</p>	<p>Learning to respect others during collaborative group work.</p> <p>Basic numeracy skills within TT Rock stars</p>
Year 8	<p>Students are encouraged to delve deeper into their understanding of Mathematics and how it relates and can be used to explain the world around them.</p> <p>Problem solving with Isometric drawing to encourage participation for all.</p>	<p>Statistics, graphs and charts – Student learn about misleading graphs and how these can be used convince others.</p>	<p>Students are guided to reflect after each topic test to assess their strengths and weaknesses.</p> <p>Students are encouraged to communicate mathematically when discussing, explaining and presenting ideas, through which they are able to develop their Mathematical reasoning skills.</p>	<p>Students learn about the origins of algebra and the links between the middle east. Rangoli patterns are explored to gain an appreciation for other cultures.</p>	<p>Data handling theme – Physical health</p>

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Name of Department:		Key Stage 4			
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 9	<p>Consider the concept of the golden ratio. Constructing stars and snowflakes leading to a discussion about nature and evolution.</p>	<p>Collecting and analysing data - discuss bias in questionnaires and samples.</p>	<p>Students are encouraged to communicate mathematically when discussing, explaining and presenting ideas, through which they can develop their Mathematical reasoning skills.</p>	<p>Pythagoras introductions – Students learn about the Greek origins of Pythagoras's theorem and how Egyptians used 3,4,5 triangles to construct Pyramids.</p>	<p>Data handling theme – Drugs and Alcohol</p>
Year 10	<p>Sequences - Students are encouraged to see the sequences in both in the man-made and the natural world and to use maths as a tool to explore it more fully.</p>	<p>Probability – Discuss biased games and how odds are calculated.</p>	<p>Students learn how to break down multistage exam questions into small parts often with the assistance of peers.</p> <p>Students taking part in Enterprise day.</p>	<p>Trigonometric ratios lesson – Students take part in debates as to the origin of Trigonometry.</p>	<p>Data handling theme – Gambling</p>

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	Creating transformations and exploring historical patterns. Developing abstract thinking utilising algebraic concepts.				
Year 11	Developing exam skills – enabling students to imaginative students and create their own exam questions.	Percentages – Students compare rates of interest on borrowing money where the role of “loan sharks” is explored and discussed.	Student complete exam practise in pairs and are encouraged to discuss strategies and solutions.	Students continue to develop an awareness of both the history of Maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.	Data handling theme – Mental health
Areas for development / ideas for future activities					
Subject:					
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	-Embed homework's that encourage students to be creative and gain an	- Create display boards showing how data can be misleading.	Explore group activities/projects for end of terms.	-Embed homework's that encourage students to research key historical	Develop cross curricular links by using data from

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	understanding of the Maths around them.			figures in the development of Maths through the ages.	other subject areas in Maths lessons.
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**PLEASE INDICATE ACTIVITIES THAT YOU HAVE ORGANISED ON PREVIOUS SMSC DAYS IN THE LAST TWO YEARS
2018 - 2020**

Subject:

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	<ul style="list-style-type: none"> - Discovering Rangoli patterns in year 7. - Investigating learning styles. 		<ul style="list-style-type: none"> - Finance activities on SMSC day. - Charity event with year 9 students. 	<ul style="list-style-type: none"> - Pi day activities in Maths lessons to celebrate the discover of Pi. 	