

Cultural capital, British Values and SMSC in Mathematics at Inglewood Community Nursery and Infant School.

Cultural Capital

Cultural capital is the essential knowledge that children need to be educated citizens and to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society.

SMSC and British Values

Spiritual, moral, social and cultural and education encourages pupils to explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and to reflect. It helps them to recognise right from wrong, to respect law and to be investigators who offer reasoned views. Social skills are developed, community is valued and diverse viewpoints are respected. Pupils use social skills, work co-operatively and celebrate diversity.

British values

Through ensuring pupils' SMSC development, schools can also actively promote fundamental British values. Schools promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Cultural Capital In Maths

When beginning their primary school journey in the EYFS, many children arrive to school with different and sometimes more limited experiences than others. Our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link maths to real-world problem solving. In providing children with strong foundational skills in maths we are preparing them for future learning in maths.

Maths through SMSC (including British Values)

By the time pupils leave our school, in Year 2, they will show emerging understanding of the need for maths beyond school. They will begin to understand that maths is important for their futures. Children will talk about maths in a positive way. Enjoyment of maths is celebrated.

Children use their voices to discuss and express their ideas in maths and respect each others answers. Children have opportunities to work both collaboratively and independently. Success in maths is celebrated and shared.

Maths is linked to other curriculum areas and opportunities to make links to cultural influences are seized. Children explore patterns from real world and cultural references.

Concepts of fairness, sharing and data collection are used and linked to real life situations (e.g. Census). Children are given opportunities to develop their understanding of turn taking and voting through maths. Children begin to understand that their votes can influence an outcome.

Children show respect by sharing, and looking after, maths resources in the classroom.

Children extend their learning through role play and other aspects of continuous provision. Adults support children to extend and deepen learning through high quality interactions.