






## Fundamental British Values in Maths - Final

<p>Individual liberty</p> 	<p>Students can explore individual liberty through a study of numerical constraints on behaviour, such as paying tax once they earn a certain income, speed limits in cars and how these are arrived at. Students will usually have considered what their options were and used their individual liberty to select from them before they chose their 6th form pathway and as they consider further education, training or careers after completing their GCSEs or A Levels</p>
<p>Mutual Respect</p> 	<p>Students in maths lessons will follow the student code of conduct which promotes mutual respect for all. Good working relationships in the classroom between teachers and students promote effective learning.</p>
<p>Democracy</p> 	<p>Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. Within maths, again using varied levels of complexity, the validity of these statistics can be explored. The development of critical thinking skills using maths will help develop student resilience to being exploited by others (e.g. criminal gangs or from radicalisation).</p>
<p>Freedom of faiths and beliefs</p> 	<p>Teachers ensure that behaviour in the classroom demonstrates respect for those with different faiths and beliefs and those with the protected characteristics set out in the Equality duty.</p>
<p>The rule of law</p> 	<p>Within maths, there are opportunities to study areas where numerical data is part of the rule of law. Examples include exploring tax and National Insurance in Key Stage 4 and 5</p>