

CHARIS
MATHEMATICS

UNITS A1 - A6

AGE RANGE 11 - 14

PHOTOCOPIABLE

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The Stapleford Centre
The Old Lace Mill
Frederick Road
Stapleford
Nottingham
NG9 8FN
Tel: 0115 939 6270
Fax: 0115 939 2076
E-mail: admin@stapleford-centre.org

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In Unit A5:

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INTRODUCTION: THE CHARIS PROJECT

Resources for spiritual and moral development across the curriculum

What is the Charis Project all about?

Moral development in Maths and Modern Languages? Spiritual development in Science and English? Another problem or a fresh challenge? A new burden or an opportunity to enhance pupils' development? However we view the requirement for teachers to provide opportunities for spiritual and moral development through their teaching, it still remains rather uncharted waters for most of us!

So the Charis Project was born! It began with the intention to produce resources to enable subject teachers to provide opportunities for spiritual and moral development in the normal course of their lessons. The Charis Project resources are intended to complement and enhance those usually chosen to deliver the requirements of the curriculum. They provide:

- methodology for classroom practice to encourage pupils' personal development;
- content to enhance that development; and
- help for teachers to focus on the spiritual and moral dimensions inherent in their subject.

Resources for secondary school pupils

The resources have been developed by practising teachers, using their experience of what their subject requires and what will work in the classroom. The project began by producing nine books for KS4 / ages 14-16+ which were published between 1996 and 1998, in English, French, German, Mathematics and Science.

This new book is one of five further publications in the same five subjects and is suitable for KS3 / ages 11-14.

Why spiritual and moral development?

Spiritual and moral development of pupils relates to the wider concerns for the development of the whole person. This is not new - teachers have always been concerned for the personal development of their pupils. Legislation for England and Wales in 1988, required schools to "promote the spiritual, moral, cultural, mental and physical development of pupils". This was further formalised by subsequent legislation in 1992, 1996 and 1998, requiring inspectors in both 'Short' and 'Full' Inspections to report on the spiritual, moral, social and cultural development of pupils. The Charis resources particularly focus on the spiritual and moral aspects of personal development.

Spiritual and moral development of pupils is clearly a whole school issue. But it is also the responsibility of each subject teacher. It pervades all aspects of the life of the school - whether in the classroom, lessons, the playground, the assembly-hall or the bus queue. For each subject teacher, it concerns what they teach and *how* they teach it.

Curriculum aims

The requirement to promote spiritual and moral development is clearly set out in the Aims of the revised National Curriculum for England and Wales, published in November 1999. In the second of the two Aims, it says that the school curriculum should "aim to promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong".

The introduction of Citizenship Education and Personal and Social Education into the secondary curriculum from 2002 has provided renewed focus on pupils' development. Many would regard the spiritual, moral, social and cultural development of pupils as being fundamental to both Citizenship Education and Personal and Social Education. Even in schools where such legislation is not applicable, teachers are giving thought to the more fundamental dimensions of education - the personal development of their pupils and the values that are both explicit and implicit in the curriculum.

Values and beliefs in education

People of various faith perspectives and of no particular religious outlook hold much in common. Values are often very widely shared. The Charis resources seek to promote these common values.

At the same time, the reasons why such values are held, the basic beliefs behind the values, differ from one perspective to another. These fundamental differences of belief lead to different total outlooks and understanding of detailed differences on what qualities, attitudes and actions are truly moral and/or spiritual.

These Charis Project resources are grounded in Christian belief; they explore spiritual and moral values, many of which may also be shared by those of other faiths or no faith. The writers believe that for young people to have an opportunity to understand the differences and the distinctives of the Christian perspective is an important element of their education and personal development. It is a very positive contribution to preparation for life in our contemporary plural society.

Professor Sir Stewart Sutherland, the former Chief Inspector of Schools in England and Wales, wrote in the 1996 Foreword to the first Charis Project resources, “The most important contribution of (the Charis) materials is to show that questions of beliefs and values do arise across the curriculum, and that to ignore that is to diminish the impact and potential of education”.

The teachers in the Charis working groups hope that, by using these materials, teachers will be encouraged to develop their own resources and their own methodologies for the promotion of spiritual and moral development through their subject areas.

Alison Farnell

John Shortt

The Charis Project

Spring 2000

What exactly is the spiritual and moral development of pupils?

For pupils to develop spiritually and morally, teachers need to *provide opportunities* for development to which pupils are able to *respond*.

The guidance from curriculum and inspection authorities encourages teachers in every subject across the curriculum to create opportunities for spiritual and moral development of pupils which:

- provide pupils with knowledge and insight into values and beliefs;
- enable them to reflect on and develop their own beliefs and values, aspects of life and experiences so that they develop spiritual awareness and self-knowledge;
- encourage pupils to consider life’s fundamental questions, and relate religious teaching to those questions;
- encourage pupils to explore meaning and purpose, values and beliefs;
- teach the principles which help pupils to make moral decisions and to distinguish right from wrong;
- foster values such as honesty, fairness, respect for truth, justice and property;
- encourage pupils to express moral values across issues affecting their school community;
- encourage pupils to respect other people and relate to them positively;
- encourage pupils to take responsibility, exercise initiative, participate in community and develop an understanding of citizenship;
- create opportunities to work cooperatively, and to participate cooperatively in the school community;
- teach pupils to appreciate their own cultural traditions, and the diversity and richness of others, to gain understanding of societies, families, school and communities; and
- provide opportunities to enrich pupils’ cultural learning experiences.

The Charis Project resources are intended to support teachers, to some extent, with their responsibility for spiritual and moral development of pupils in their subject.

INTRODUCTION: CHARIS MATHEMATICS UNITS A1 - A6

When the Charis Mathematics team started work on spiritual and moral development through the teaching of their subject some five years ago, the prevailing assumption was that Mathematics was free from spiritual content and without moral implications.

In November 1999, the new National Curriculum for Mathematics arrived in schools. In a section entitled “Promoting pupils’ spiritual, moral, social and cultural development through mathematics” it states,

“... mathematics provides opportunities to promote:

- *spiritual development*, through helping pupils obtain insight into the infinite, and through explaining the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us;
- *moral development*, helping pupils recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.”

The Charis Project team has been at the forefront of this change in attitude and we believe that our work at Key Stage 4 has shown that ‘even Mathematics’ has spiritual dimensions and is certainly used in moral contexts.

This new set of lesson ideas offers a similar approach to work at Key Stage 3. It is intended to stimulate thought rather than to be prescriptive. It consists of six free-standing units containing games, classroom activities, a church trail and fund raising ideas. All the units provide opportunities for discussion or reflection on spiritual or moral themes and our hope is that teachers and pupils will engage with these issues whilst doing some interesting and worthwhile Mathematics.

Cathy Williamson

Spring 2000

Unit	Title	Key mathematical content
A1	Money matters	Money problems
A2	Plotting perfection	Coordinates
A3	A bath or a bucketful?	Computation, bar charts
A4	Christmas activities	Various, including two-way tables, rotations & translations, computation
A5	St Paul’s Cathedral maths trail	Various, including symmetry, 2-D shapes
A6	Fund raising	Various, including money calculations, pie charts, line graphs, constructing a formula