Summary of how SMSC is embedded in COMPUTING

Through various projects, mini investigations and activities built into lessons, SMSC (Spiritual, Moral, Social and Cultural) can be delivered in high quality lessons. Computing lessons offer a vast array of opportunities to explore SMSC and British Values both in and outside the classroom.

In Computing, pupils have the opportunity to:

- Use the internet to research and communicate.
- Consider the consequences, advantages, disadvantages and dangers of privacy, cyber bullying, making 'virtual friends'.
- Understand the need for respect for themselves and others when using media sites.
- Formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards others.
- Broaden and strengthen cultural experiences.
- Take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, as part of their class and as part of the school.

Projects outside of a classroom may consist of:

- Competitions against other students in and out of school
- Education Visits.
- Experiences of visitors and professionals, talking and sharing how computing is used within their working / daily lives which in turn could inspire pupils.

SPIRITUAL DEVELOPMENT IN COMPUTING:

Spiritual education provides opportunities for reflection of awe and wonder about the achievements of ICT today and possibilities for the future. Pupils have the opportunity to reflect on issues – such as how computers can sometimes perform better in certain activities than people. Pupils' spiritual development, their sense of self and will to achieve is promoted by teachers praising their contributions and endeavour.

Children:

- Reflect on their own and others' lives and the impact computing and IT has on this.
- Discuss the power and limitations that computing can have – particularly on individual's beliefs.
- Develop self-esteem through the presentation of work to others.
- Explore how ideas in computing have inspired others.
- Experiment with and trust their own beliefs and ideas.

MORAL DEVELOPMENT IN COMPUTING:

Moral education in computing helps pupils to explore aspects of real and imaginary situations and provides opportunities for pupils, enabling them to reflect on the possible consequences of different actions and situations. It can raise issues and moral dilemmas, such as whether it is morally right to have computer games whose aim is killing and violence, reflecting on rules around these eg age. They also have opportunities to discuss whether it is right that some people in this country and in other countries do not have access to the internet; as well as debating the sharing/selling of personal data and the consequences.

Children:

- Are taught good etiquette when using digital technology, including mobile devices, with due regard to e-safety.
- Are encouraged to respect other people's views and opinions.
- Develop respect in the use of digital equipment and its impact on the environment – ink and paper wastage.
- Explore moral issues around the use of digital technology – copyright and plagiarism.
- Express their own responses and opinions of the work of others with a justification for their view.

SOCIAL DEVELOPMENT IN COMPUTING:

As part of the computing curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community.

Social education involves collaborative work which encourages social development. Computing can also help pupils to express themselves clearly and to communicate.

As children progress through their learning they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. They consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.

Computing can also help all students to express themselves clearly and to communicate.

Children:

- Are encouraged to assist each other when problem solving.
- Use appropriate social behaviours and to interact as part of a caring community.
- Are taught good practice and respect in the use of social networking.

Work collaboratively.

CULTURAL DEVELOPMENT IN COMPUTING:

Cultural education will allow pupils to explore how developments in technology have changed our culture, particularly through the rise in social networking sites and the ability to communicate instantly across National and International borders. This involves breaking though linguistic and cultural barriers through e-mailing or chatting across the world (eg Facetime or Skype).

Pupils have opportunities to explore aspects of their own culture and they can also begin to make connections between different cultures.

Pupils are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

Children:

- Use digital technology sensibly in the classroom and are encouraged to do the same at home.
- Are empowered to use and apply their computing skills to the wider curriculum.

Respect and develop an awareness and appreciation of how differing cultural, spiritual and religious views might differ towards the use of digital technology

Spiritual	Moral	Social	Cultural
- Can machines think? - Artificial intelligence - Robotics - Are robots alive? - Can robots and machines be friends? - Do computers and the way we communicate make us more aware of others and their beliefs?	- Security theft - Identity theft - Online gaming - Age ratings - Online shopping - Online gambling - CCTV usage - Mobile phones - Apps - In game education - Emails - Using the cloud - Impact on environment - Hacking - Military technology - Impact on reading, writing, learning - Copyright issues - Social development of users	- Blogging - Wikis - Travel and culture - Jobs - Digital divide - Video conferencing - Health - Politics - Police - Online friendships - Bullying - Entertainment - Crime - Adult Material - Sport - Social media - Games - music	- Online Conferencing - Global websites - Mobile technologies - Computer games culture - Music culture - Entertainment culture - Communication - Connectivity - Blogging - Curriculum opportunities

British Values – Computing and ICT

Respect civil and criminal law

Students are taught about the legal implications of:

- Downloading music/film from "free" sources
- Posting offensive/slanderous material on social media
- Cyber-bullying
- Cryptography/Encryption
- Hackers

Students learn about a range of   laws relating to the use of IT and the internet:

- Copyright, Designs and Patents Act
- Data Protection Act
- Freedom of Information Act
- Computer Misuse Act
- Digital Rights Management

Appreciate viewpoints of others on ethical issues

Students are taught about:

- Online etiquette – how to engage in an online community positively including, how to respond to and debate with others.
- How to be a respectful digital citizen.
- The impacts of downloading 'free' music/films on the industry and artists involved.

Acceptance and engagement with fundamental British Values of democracy.

- Ensuring all student's work and views are appreciated through online collaboration tools. Eg Google Docs.
- How to select information from valid online sources that reflect different viewpoints and the disadvantages of relying on Wikipedia
- The value of blogs to understand different viewpoints on a range of topics

Contribute positively to life in modern Britain

Students are taught about

- How to use the internet positively including social media.
- How to leave a positive digital footprint and the impact this has on their lives including in the years to come
- The history of computing and the influence of key historical figures from the UK in the development of modern day technology
- The dangers of the internet are highlighted to students and they are taught about what to do if they are uncomfortable with any online behaviour or material they see.