

## SMSC in COMPUTING

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.

### **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 computer science 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 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:

**Social** education involves collaborative work which encourages social development. Computing can also help pupils 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 on musical projects.

## CULTURAL DEVELOPMENT IN COMPUTING:

Cultural education involves breaking through linguistic and cultural barriers through e-mailing or chatting across the world (eg Skype). New opportunities to communicate through different media are discussed - such as social media - are created. Pupils have opportunities to explore aspects of their own culture and they can also begin to make connections between different cultures.

### 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.

N Sandison E A Whittingham  
Computing Subject Manager and Deputy  
July 2015