SMSC in Computing and IT 2023

Please see below to see some of the many ways Spiritual, Moral, Social and Cultural education is incorporated into the Computing and IT curriculum.

SMSC	Requirement	Computing and IT key examples
300. Provision for the spiritual developmen t of pupils includes developing their:	ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	KS4 - Ethics in Computer Science topic explores many of the cultural and ethical issues that emerge through the use of technology. e.g. facial recognition failing to recognise BAME faces, algorithms that decide the outcomes of applications are unfair biased against certain religions.
	knowledge of, and respect for, different people's faiths, feelings and values	KS4 - Ethics in Computer Science
	sense of enjoyment and fascination in learning about themselves, others and the world around them	KS4 - Protocols and Unicode. Protocols can be used to talk about different methods of communication around the world. Unicode can be used to discuss different languages and scripts.
	use of imagination and creativity in their learning	How technology can enrich people's lives. Using creativity to find innovative solutions to technical and design problems. Exploring the patterns and relationships.
301. Provision for the moral developmen t of pupils includes developing their:	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England	Digital Literacy - using technology responsibly. Understanding different views and cultures. Understanding appropriate and inappropriate content on the internet. Knowing when and how to report inappropriate content. Copyright online - knowing the laws, rights and laws that govern the use of online content. Knowing how to respect copyright and how to stay legal when using content online. Knowing how to credit information sources correctly. Knowing how to use technology responsibly so that you do not cause offence and harm to other users and communities online.
	understanding of the consequences of their behaviour and actions	Online safety - understanding the consequences of behaviours online and how they can affect people online. Digital Literacy - understanding how social media platforms are designed to hold your attention and get you to keep coming back and how they track your usage and use that data to personalise the adverts and content a user sees. The importance of following rules and instructions in programming. Consequences of your code, consequences of computer programmes.
	interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	Moral dilemmas created by technological advances. Establishing moral boundaries in online behaviour How charities use ICT skills to present social and moral information. How ICT is used to monitor the movement of individuals and the moral implications of this. Codes of practice, acceptable use policies, copyright. Ethical standards relating to computer games and gaming (e.g. sexism, violence).

Т		Paired Programming
302. Provision for the social developmen t of pupils includes	use of a range of social skills in	Social Engineering
	use of a range of social skills in	Peer Reviews
	different contexts, for example	
	working and socialising with	
	other pupils, including those	
	from different religious, ethnic	
	and socio-economic	
	backgrounds	
	willingness to participate in a	The impact of social media campaigns
	variety of communities and	
	social settings, including by	
	volunteering, cooperating well	
	with others and being able to	
	resolve conflicts effectively	
	acceptance of and engagement	The importance of privacy and responsible behaviour online.
developing	with the fundamental British	Cyber bullying and E-Safety. How social media has affected social and political change.
their:	values of democracy, the rule of	Internet advertising and its effect on society.
	law, individual liberty and	Digital inclusion and the 'digital divide' locally, nationally and
	mutual respect and tolerance of	globally.
	those with different faiths and	Security risks pertaining to data.
	beliefs. They will develop and	The environmental impact of ICT.
	demonstrate skills and attitudes	Understanding how your data is tracked and used online. When
	that will allow them to	is it OK to share information online when is it not?
	participate fully in and	
	contribute positively to life in	
	modern Britain	
		Computer generated art.
		How cultural norms can be challenged by social media – e.g. link to human rights campaigns, viral campaigns etc.
	understanding and appreciation	How social media relates to online media – news sources, music
	of the wide range of cultural	sharing.
	influences that have shaped	The rise of the blogger and vlogger. How people share their
	their own heritage and that of	views and interests.
	others	
303.		
Provision for	understanding and appreciation	Reviewing key figures in Computing history. Alan Turing, Ava
the cultural	of the range of different cultures	Lovelace, Muhammad ibn Musa al-Khwarizmi
developmen	in the school and further afield	
t of pupils	as an essential element of their	
includes	preparation for life in modern	
developing	Britain	Internat Cofety Bill program of lasticistics and the state of the stat
their:	knowledge of Britain's	Internet Safety Bill, process of legislating on the internet
	democratic Parliamentary	
	system and its central role in	
	shaping our history and values,	
	and in continuing to develop	
	Britain	Discounting to relevant and the second secon
	willingness to participate in and	Discussions in relevant computing topics (Ethics Unit)
	respond positively to artistic,	
	respond positively to artistic, musical, sporting and cultural opportunities	