

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 development 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 development 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).

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