

Spiritual

Computing supports spiritual development by looking at how Computing can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

Example: We use Google Interland – Be Internet Awesome curriculum which is a digital safety and citizenship curriculum. Children learn to be Smart, Alert, Strong, Kind and Brave while using the internet. Children learn to share with care, not to fall for fake phishing adverts, to secure their secrets (including personal information), that it is cool to be kind online and who to turn to for help when they are in doubt about something online.

Moral

Computing supports moral development by looking at how Computing developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.

Example: Children have a better understanding of how remote learning and technologies such as iPads and Microsoft Teams can help enhance their learning even when not in school with their teachers. Children have opportunities to learn how to code using a variety of computing equipment including but not limited to: Cleomtoni doc robots (KS1), Ozobots (Year 3), Robo Wunderkind (Y4), Crumble Controller (Y5&6). Children learn how knowledge from other subjects, such as angles in Maths, electricity circuits in science and construction in D&T can be used within our computing lessons*, helping them excel.
*Y5 Crumble Controller lessons – STEM Lessons – creating a car using materials such as but not limited to egg boxes.

Social

Computing supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.

Example: Children excel in coding lessons when given the opportunity to work as part of a group. Team tasks are broken up into individual tasks, for example, 1 child is in charge of creating an algorithm on an iPad while another is in charge of building a robot. Afterwards children check each others work ensuring everyone has had opportunity to do each task. Children have access to Google Interlands, CEOP and National Online Security resources and have regular E-Safety lessons discussing issues such as cyber bullying including friendship issues that have happened on apps such as Shatchat or Whatsapp. We also discuss the positives of social media such as keeping in touch with family who may be abroad.

Cultural

The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.

Example: We often discuss how we could complete a task without our computing equipment. For example, Children take part in unplugged computing lessons and learn how to code without a computer, verbally giving an algorithm to our partners to move around a mat. We then discuss how fortunate we are to have such fantastic resources and that other less developed countries may not get the same opportunities as we do.