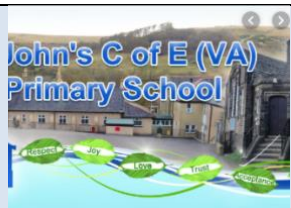


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SPIRITUAL DEVELOPMENT: Curriculum Subject - Computing

The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
■ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	• Opportunities to work as a team, recognising others' strengths and sharing equipment • Opportunities for cross curricular links	• Children work collaboratively to complete tasks ensuring that our Christian values are evident • Children use the skills they have learnt through Computing lessons to impact and make links with other curriculum areas (PSHE, RE, English etc) • Researching and finding out about other faiths using ICT
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	• Encourages reflection of the digital world • Researching the world around them	• Through regular discussions about our changing world, children are able to reflect upon their lives and the lives of others • Picture News alongside online safety sessions have allowed for thought provoking discussions about technology and how it can impact people's lives.
■ use of imagination and creativity in their learning	• Projects at the end of Purple Mash units allows creativity and to use the skills learned. • Using skills learned in computing to be creative in other areas of the curriculum.	• Creating own games and quizzes in different subjects using the skills learned in computing lessons. • Use of coding skills to be creative • Using different apps to create across the curriculum

■ willingness to reflect on their experiences.	• Online safety lessons – discussions about use of internet at home. • Link use of technology to real world situations (e.g. using email, STEM jobs)	• Safer internet day/Anti-bullying week – discuss own experiences of being online and interacting with others. • Reflecting their use of technology and computing outside of school
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Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

MORAL DEVELOPMENT: Curriculum Subject - Computing

The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' MORAL Development
■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	• Understanding of online safety	• "Respect for All" and Safer Internet Day • PSHE lesson links – when particular issues arise, responding to the needs of the individual learners • Anti-bullying week
■ understanding of the consequences of their behaviour and actions	• Understand how online behaviour can impact ourselves and others • Understand that there are consequences for our actions online	• Children understand and can discuss positive and negative online behaviour • The children understand that there are consequences for online behaviour and how our calm school code can apply to our online behaviour also. • Respect for All Week

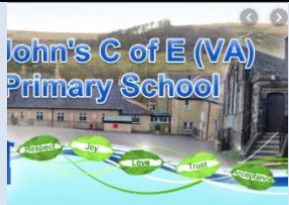
■ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	• Understanding and learning about moral and ethical issues that might be in the news (e.g. AI)	• Pictures News – news related to technological advances e.g. AI
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Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SOCIAL DEVELOPMENT: Curriculum Subject - Computing

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development
■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	• Working collaboratively to plan and work on different projects.	

■ 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	Working in groups with others to complete projects and other work using the iPads.	• Research for topics • Creating videos and other projects in groups • Use of iPads in outdoor learning to work together with others on tasks
■ acceptance 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	•	

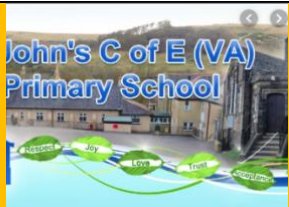


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

CULTURAL DEVELOPMENT: Curriculum Subject - Computing

The CULTURAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' CULTURAL Development
■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	• Raising awareness of different cultures through research online	• Children develop a good knowledge and understanding of the beliefs and faiths of others • Children demonstrate a tolerance towards

		others.
■ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	• Awareness of and understanding of different cultures through work online	• Children develop a good knowledge and understanding of the beliefs and faiths of others • Children demonstrate a tolerance towards others.
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• Researching our parliamentary democracy	
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	• Researching different artistic, cultural and sporting events online.	• Developing a good understanding of these different events.
■ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities	• Involvement in SWAT project involving other school communities.	• .



British Values

British Values: Curriculum Subject - Computing

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.	Curriculum Provision	Evidence of Impact on Pupils' Understanding of BRITISH VALUES
✓ an understanding of how citizens can influence decision-making through the democratic process;	• Children have the right to stay safe online. • Keeping personal information safe.	•
✓ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	• Understanding laws to protect online users • Use of age restrictions for Apps, games and social platforms • Following rules to create algorithms in coding	• Discussions during Safer Internet Day • Anti-bullying week and Respect for All week discussions and learning • Following the laws and rules in school and online
✓ an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;	• Understand that there are laws to keep us safe online	• Discussions around Safer Internet Day and Respect For All week

an understanding that the freedom to ✓ choose and hold other faiths and beliefs is protected in law;	• The opportunities to be creative and explore using technology • Rights and responsibilities when online to keep themselves and others safe	
an acceptance that other people having ✓ different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;	• Online safety and respect online	• Respect for All week • Anti-bullying week – with specific reference to online respect and the dialogue with others when using the internet
an understanding of the importance of ✓ identifying and combatting discrimination.	• Online safety and respect online	• Respect for All week • Anti-bullying week – with specific reference to online respect and the dialogue with others when using the internet

NB: It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

