Spiritual
Moral
Social
Cultural

Ecclesfield SCHOOL

SMSC in Computing & ICT

Overview

ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly inter connected world; increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable. These generic principals are embraced by all ICT staff are taught within all aspects of ICT as the learning necessitates. Whilst there is much overlap between the ICT, Computing and ECDL disciplines the main strands have been identified for each course.

E-safety is a large strand of the SMSC provision for ICT and is again taught freely as the learning discussion necessitates. Above that of the examination specifications all students are taught including e-safety and wider ICT issues through the learning for life programme. This covers the issues of Impersonation, cyberbullying, sexting, sexual identity and good practice to keep your devices virus free. The department work closely with national events such as Internet Safety Day on topics that cover emerging issues in the UK (rate and respond websites) as a whole but can also be used to address issues arising within the academy (Facebook privacy settings) The Curriculum Leader incorporates these themes in planning a number of assemblies in aim to continue promoting the awareness of E-Safety to both staff and pupils.

To promote Pupils' spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons. There are two distinct ways we do this The wall of fame is where each week a student is chosen to have their name on the wall of fame and a praise card is sent home to parents. A recent introduction for 2016/2017 is the wall of work; particularly in Key stage 3 to promote the high standard of work that students are creating each teacher nominates a piece of work where a student has shown great progress or outstanding skill. Feedback suggests students are encouraged to achieve and their sense of self is developed as achievement is recognised, they also appreciate the teacher taking time to write home to their parents too.

Each week a teacher within the department nominates a story relating to ICT and/or Computing which has recently been in the media and all students during the course of the lesson the story is then used as part of the forthcoming lesson to debate the article in question.

Summary of SMSC in Computing and ICT

Spiritual

- Explore creativity and imagination in the design and construction of digital products Promote self-esteem through the presentation of students work to others
- Explore how ideas in computing have inspired others.
- Create digital products which incorporate your beliefs.

Moral

- Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety.
- Encourage respect for other people's views and opinions.
- Encourage respect for the computer room and the equipment you use and how this affects others.
- Encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage.
- Explore moral issues around the around the use of digital technology - For example, copyright and plagiarism.
- Explore the promotion of moral issues through your digital products.

Social

- Encourage students to assist one another in problem solving.
- Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community.
- Encourage good practice and respect in the use of social networking.

Cultural

- Encourage the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment.
- Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology.
- Empowering pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Co-ordinates in programming and their connections with Maths and Geography, for example.