

# Spiritual, Moral, Social and Cultural Links to subject curriculum areas.



## Computing

Spiritual	<p>2019 Framework p. 58 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 interest in, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning and willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> <li>▪ wondering at the speed and complexity of developments in computing</li> <li>▪ enjoying the quality of work that they can produce</li> <li>▪ being challenged by the changing demands of new technology</li> <li>▪ exercising creativity in response to information gathering, data handling, simulations, and presentations</li> <li>▪ for many pupils ICT has the capacity to capture imagination</li> </ul>
Moral	<p>2019 Framework p. 58 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 recognise legal boundaries and, in so doing, respect the civil and criminal law of England Understanding of the consequences of their behaviour and actions (Linton Infants Behaviour Policy) 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.</p>	<ul style="list-style-type: none"> <li>▪ considering the consequence of misuse</li> <li>▪ Evaluate the uses of computer for both good and evil e.g. violent games, chat rooms, attitudes to the environment, self-image, behaviour online vs offline.</li> <li>▪ looking at issues around freedom and privacy eg Data Protection Act/ GDPR</li> </ul>
Social	<p>2019 Framework p. 58 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 background. 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 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.</p>	<ul style="list-style-type: none"> <li>▪ learning to express themselves clearly and communicate effectively</li> <li>▪ working co-operatively eg Linton News articles</li> <li>▪ considering the impact, good and bad, of ICT on society</li> <li>▪ examining gender bias in ICT materials and attitudes</li> <li>▪ reflect on the way using a computer can either isolate people from one another or bring people together eg Internet</li> <li>▪ using data handling skills to promote understanding of social issues</li> <li>▪ poster design for environmental protection</li> </ul>
Cultural	<p>2019 Framework p. 59 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 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 ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 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 and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<ul style="list-style-type: none"> <li>• finding out about the world from information resources e.g. Internet</li> <li>• communicating with pupils from other parts of Britain and the wider world eg video conferencing, Email</li> <li>• discussing how information arises out of a cultural context e.g. how the presentation of a site on the World Wide Web reflects the culture of its creators</li> <li>• communicating with artists, writers, and actors, etc</li> </ul>