Promoting SMSC and British Values in CSIT lessons

Year	Social	Moral	Spiritual	Cultural	British Values
Year 7	Encourage students to assist one another in problem solving within classes. 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 ICT and social networking. Health and safety - Attention to standard ways of working including safe working practices.	Students develop their understanding of the development of online communities, its implications for an individual's learning, leisure and social interactions with mobile technology and e-safety and the ethics associated with them. Students learn that collaborations are facilitated through the availability of online workspaces and that the growth of social networking has potential risks as well as benefits.	Through social education, pupils gain an understanding of the communities in which they function – the family, the school, the faculty and the wider community. Attention to standard ways of working including relevant environmental considerations. Developing a pupils' sense of awe, wonder and creativity. Encourage pupils to reflect and learn from reflection.	Encourage the sensible use of digital technology in the classroom and at home. 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 skills and knowledge to the wider curriculum and acknowledge links between subjects.	**Democracy** Learners have the opportunity to select their programming challenge from a list of problems to resolve **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others

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Year 8	Encourage students to assist one another in problem solving within classes. 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 ICT and social networking. Health and safety - Attention to standard ways of working including safe working practices.	Students develop their understanding of the development of online communities and its implications for an individual's learning, leisure, and social interactions. Students learn that collaborations are facilitated through the availability of online workspaces and that the growth of social networking has potential risks as well as benefits.	Through social education, pupils gain an understanding of the communities in which they function – the family, the school, the faculty and the wider community. Attention to standard ways of working including relevant environmental considerations. Developing a pupils' sense of awe, wonder and creativity. Encourage pupils to reflect and learn from reflection.	Encourage the sensible use of digital technology in the classroom and at home. 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 skills and knowledge to the wider curriculum and acknowledge links between subjects.	**Democracy** Learners have the opportunity to select their programming challenge from a list of problems to resolve **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others

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Year 9	The use of ICT raises social issues of access, working practices and equality. The production of digital games, entertainment and websites all has an impact on our social practices and lives. Interactivity between individuals and groups permit debate, discussion and political behaviours in new ways. Health and safety - Attention to standard ways of working including safe working practices.	All Moral influences affect our design of and responses to: digital communication, websites, games, entertainment and management practices Legal and security issues arise in these units, in relation to areas such as money transactions, hacking, copyright etc. Ethical issues embrace obeying regulations, codes of practice and decency, protocols, and fulfilling professional obligations.	Through social education, pupils gain an understanding of the communities in which they function – the family, the school, the department… and the wider community. The changes brought by ICT on the modern world. Attention to standard ways of working including relevant environmental considerations. Developing a pupils' sense of awe, wonder and creativity. Seeking to foster curiosity, self-understanding and relationships with people.	All Cultural influences affect our design of and responses to digital communication, websites, games, entertainment and management practices.	**Democracy** In Cs learners have the opportunity to select their programming challenge from a list of problems to resolve. In ICT learners will choose their own solution to the problem posed to them. **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others.

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Year 10	The use of ICT raises social issues of access, working practices and equality. The production of digital games, entertainment and websites all has an impact on our social practices and lives. Interactivity between individuals and groups permit debate, discussion and political behaviours in new ways. Health and safety – Attention to standard ways of working including safe working practices.	All moral influences affect our design of and responses to: digital communication, websites, games, entertainment and management practices legal and security issues arise in these units, in relation to areas such as money transactions, hacking, copyright etc. Ethical issues embrace obeying regulations, codes of practice and decency, protocols, and fulfilling professional obligations.	Through social education, pupils gain an understanding of the communities in which they function – the family, the school, the department… and the wider community. The changes brought by ICT on the modern world. Attention to standard ways of working including relevant environmental considerations. Developing a pupils' sense of awe, wonder and creativity. Seeking to foster curiosity, self-understanding and relationships with people.	All Cultural influences affect our design of and responses to: digital communication, websites, games, entertainment and management practices.	**Democracy** In Cs learners have the opportunity to select their programming challenge from a list of problems to resolve. In ICT learners will choose their own solution to the problem posed to them. **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others

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Year 11	The use of ICT raises social issues of access, working practices and equality. The production of digital games, entertainment and websites all has an impact on our social practices and lives. Interactivity between individuals and groups permit debate, discussion and political behaviours in new ways. Health and safety.Attention to standard ways of working including safe working practices.	All Moral influences affect our design of and responses to: digital communication, websites, games, entertainment and management practices Legal and security issues arise in these units, in relation to areas such as money transactions, hacking, copyright etc. Ethical issues embrace obeying regulations, codes of practice and decency, protocols, and fulfilling professional obligations.	Through social education, pupils gain an understanding of the communities in which they function – the family, the school, the department… and the wider community. The changes brought by ICT on the modern world. Attention to standard ways of working including relevant environmental considerations. Developing a pupils' sense of awe, wonder and creativity. Seeking to foster curiosity, self-understanding and relationships with people.	All Cultural influences affect our design of and responses to digital communication, websites, games, entertainment, and management practices.	**Democracy** In Cs learners have the opportunity to select their programming challenge from a list of problems to resolve. In ICT learners will choose their own solution to the problem posed to them. **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others

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Year 12	Social learning in Computing and ICT involves collaborative work in classes which encourages social development of students throughout the course. Censorship and freedom of the internet. ICT tools will help students of all abilities to express themselves clearly and to communicate with staff and their peers. The use of ICT raises social issues of access, working practices and equality. Reliability of information found on the internet and why it may be written in a specific way.	To explore aspects of real and imaginary situations in ICT / Computing world and reflect on the possible consequences of different actions and situations. Censorship and freedom of the internet. To reflect on how different countries and cultures are portrayed on the internet and social media and why or who is portraying them in this way. The use of computer games in society and the impact and influence this can have on young people. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored through case studies. Reliability of information found on the internet and why it may be written in a specific way.	Spiritual education in Computing and ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. Students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of others. Computing and ICT let pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. 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. Students look at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. Students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of others.	Looking at the linguistic and cultural barriers in ICT and computer programming. How different IT tools are used and controlled across the different parts of the world. ICT creates new opportunities to communicate such as social networks and other communication tools. To reflect on how different countries and cultures are portrayed on the internet and social media and why or who is portraying them in this way.	**Democracy** In Cs learners have the opportunity to select their programming challenge from a list of problems to resolve. In ICT learners will choose their own solution to the problem posed to them. **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others

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Year 13	Social learning in Computing and ICT involves collaborative work in classes which encourages social development of students throughout the course. Censorship and freedom of the internet. ICT tools will help students of all abilities to express themselves clearly and to communicate with staff and their peers. The use of ICT raises social issues of access, working practices and equality. Reliability of information found on the internet and why it may be written in a specific way.	To explore aspects of real and imaginary situations in ICT / Computing world and reflect on the possible consequences of different actions and situations. Censorship and freedom of the internet. To reflect on how different countries and cultures are portrayed on the internet and social media and why or who is portraying them in this way. The use of computer games in society and the impact and influence this can have on young people. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored through case studies. Reliability of information found on the internet and why it may be written in a specific way.	Spiritual education in Computing and ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. Students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of others. Computing and ICT let pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. 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. Students look at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. Students are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of others.	Looking at the linguistic and cultural barriers in ICT and computer programming. How different IT tools are used and controlled across the different parts of the world. ICT creates new opportunities to communicate such as social networks and other communication tools. To reflect on how different countries and cultures are portrayed on the internet and social media and why or who is portraying them in this way.	**Democracy** In Cs learners have the opportunity to select their programming challenge from a list of problems to resolve. In ICT learners will choose their own solution to the problem posed to them. **The Rule of Law** There is focus on the ethical, legal, cultural and environmental concerns with regards to the use of computers and digital technology **Individual Liberty** Through the use of challenges and expectation to complete a programming project, learners have the opportunity to express their ideas. They share ideas and are encouraged to program collaboratively and to respectfully provide feedback to others