Christ the Sower Ecumenical School

Mapping SMSC in the CARE Curriculum- COMPUTING

Children benefit from spiritual learning in Science by experiencing awe and wonder, being able to explore and having opportunities for creativity. They are able to research evidence to make sense of the world around them, make new discoveries and look for meaning and purpose. Moral education is developed through the curiosity of children, promoting open mindedness and having consideration for the environment. Through Science, children are able to investigate moral and ethical issues, understand consequences to actions and recognise the importance of evidence to support any conflicts. Social development is incorporated through the Science curriculum as it enables children to carry out practical work, develop team working skills and ensure they take responsibility for the safety of themselves and others. They are therefore able to develop personal qualities, participate cooperatively and understand how communities and societies function. Cultural development in Science is demonstrated through scientific discoveries as well as environmental issues that are central to science. Children are able to explore and understand diversity, participate in cultural activities and appreciate personal influences.

Choices – Moral	Aspiration – Cultural	Reflection – Spiritual	Engagement – Social

Choices (Moral)

- Knowing how to be responsible and safe when online
- Acting upon what they have learnt in e-safety at home and at school
- Having a knowledge of the consequences of messaging inappropriately e.g. when blogging
- An understanding of the gender divide in computing and how we can shift this through our aspirations.
- Challenging activities that enlarge their sense of what they are capable of e.g. blogging, computer programming, presentations, searching,
- Examples of other ways of life and living as they explore the world through use of the Internet
- Reinforcement of perseverance and resilience (EG: when solving algorithms or finding bugs)
- Collaboration through paired and group work

Aspiration (Cultural)

- Experiencing how technology transforms culture and the world around them
- Accessing the wide diversity of the world, including the wide array of religious social and cultural groups.
- Access to culture from around the world including art, literature, science, and technological innovation from around the world
- Providing opportunities to explore each area of the curriculum through computing: e.g. English: presentations, blogs, documents; Maths: creating and playing maths games, iPad games and apps; spreadsheets; Computer Science: programming; Geography: Digi Maps. Google Earth and Tour builder with Google earth; DT: computer technology, 3D printing. History: information and visual artefacts from around the world.

Reflection (Spiritual)

- Computing's ability to help us to build on the achievements of others, by viewing what the best have done across the world
- That we can create amazing interactive games and real-life computer-controlled objects and artefacts
- The ability to test websites for truthfulness and reliability by checking information with other sites

Engagement (Social)

- Collaboration when we work with others on computing projects.
- The skills of online communication and recognising the strengths and weaknesses of an online community
- Creating online communication through blogs and messages
- Creating a sense of identity through offering a wide variety of challenges and tasks that widen aspirations.
- The ability to see examples of children's work from across the world

• The application of logical thought through predicting and analysing their work and their programming of games etc. • By exploring how ideas in computing have inspired them and others. • By reflecting on those situations where computers perform better than people whilst understanding the limitations of ICT. • By using the internet as a gateway to big life issues • Through providing opportunities for children to explore their creativity and imagination when developing digital products. By promoting self-esteem through opportunities to present their work to others.	

British Values

- Opportunities. Each has an equal voice in their contribution and participation in class
- E-safety and digital literacy Promoting high expectations through the VALUES, and our behaviour champion awards
- Pupils have the opportunity to work independently and as a team to build resilience and self-esteem
- We regularly use peer assessment/talk partners.
- Pupils work in groups. All pupils are taught the skills of collaboration and are expected to share ideas, resources and encourage and support one another.