

<u>Computing / ICT</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>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.</p> <p>Whilst in Key Stage 3 students are now studying the new Computing curriculum. Students at Key Stage 4 are still following the ICT curriculum which focuses on developing their social, moral and ethical ideas and ICT skills.</p> <p>Students are expected to develop their ICT skills further at Key Stage 4 within other subject areas from completing Controlled Assessment tasks and using spreadsheets and creating presentations also.</p>	<p>SP1 - When students join Culcheth High School in year 7, the first lessons that they experience is to take a computer apart and find out what makes actually makes a computer what it is. SP5 - This leads to moments of reflection and a sense of 'wow from all students.</p> <p>SP4 - By looking at the history of computing and why it is so important for their lives, students gain a real experience of how much computing can impact on their lives by learning about the context of what it is and where it came from.</p> <p>SP5- Students are given inspiring experiences within computing lessons when they have to create their own web design pages. The students experience great satisfaction when viewing</p>	<p>M1 - Throughout all Computing and ICT lessons, the students are consistently taught to reflect on respect and what the correct protocol and behaviour is for using the internet and being Online.</p> <p>M4 - Students in all year groups are taught about the importance of E-safety and that passwords and using the school network need to be respected and misuse must not happen.</p> <p>M5 - By instilling into all students a level of respect and understanding of why file storage and privacy are important for their own personal use in school and at home, this helps students understand and prepare for ICT usage in adult life.</p> <p>M3 - Within year 8 lessons, students are asked to look at Wikipedia pages and focus on filtering and sorting</p>	<p>So5 - Within ICT lessons at KS4, students are taught to complete socially acceptable and approved work which may be seen as the norm for most employers. So1 - Clear PowerPoint slides and documents that they may have to be completed as part of a job presentation are focused on in some lessons.</p> <p>So1 - A clear explanation is given to students about how ICT works within society. What are networks and passwords and how can someone have a specific online identity? So5 - All students look at the impact it can have when they Google themselves and why they must stay safe whilst using ICT as a young person and also when they leave school.</p> <p>So4 - Students learn about the Internet and the World</p>	<p>C5 - Students are taught from year 7 to use the Internet and ICT equipment in a safe and respectful way. To respect each other, develop a culture of care and acceptable behaviour within these lessons.</p> <p>C3 - By learning to value and respect expensive pieces of equipment, this will prepare them as adults to look after their own personal ICT devices at home.</p> <p>C1 - Culturally students develop their knowledge of how ICT can be restricted within other parts of the world. By looking at the differences between Western culture and the fire wall in China that leads to restricted Internet searches, students can evaluate the differences.</p> <p>C4 - Students look at the cultural development of computing and the use of</p>

	<p>their finished idea from the initial idea, to creating it to actually seeing it designed by themselves and existing.</p> <p>SP4 - By challenging the students to use their intelligence and knowledge of Computing, at KS3 students are given a variety of lessons that focus on breaking down problems and finding solutions that focus on programming an algorithms.</p>	<p>out fictional information from factually correct statements. M5 - By completing tasks like this, students can learn about the morals related to copyright and privacy laws that everybody has in society.</p> <p>M5 - By completing set homework tasks within year 7 and 8, students can learn about why moral behaviour must happen when using forums and social networks.</p> <p>M1 - Students focus on having respect for one another and whilst working on collaborative online forums, students looks at how they have to behave in a morally acceptable way when working together.</p>	<p>Wide Web and why there are different web addresses for different countries. So5 - By looking at IP addresses and internet history, students learn about the traceability of internet history and the impact this can have for future jobs if students have anything negative on their own digital footprint.</p> <p>So1 - By evaluating the development of ICT and the impact of this in relation to the jobs market, students can learn about a shift in technological advances and focus on future careers related to ICT and computing such as:</p> <ul style="list-style-type: none"> • App development • Designing graphics for games • Designing phones and devices needed for a modern world. 	<p>ICT in society. From Alan Turing and the way he was treated because of his sexuality and how he developed computing along with Tim Berners –Lee, Steve Jobs and Bill Gates. C3 - By studying the work of these people, this allows the students to understand the cultural context to why they had such an impact to computing and ICT.</p> <p>C2 - Within year 8 students are also given the opportunity to look at how valid the Internet is around the world and whether there is bias based on the source of the website e.g .com or .gov.uk. C5 - By looking at the validity of information found on one topic from a variety of sources from around the world, students can look at how stories are explained and can differ based on the cultural context or location of the source on the Internet.</p>
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