

# Singleton Church of England Primary School

## Mapping SMSC through **CARE** in the Curriculum – Computing

At Singleton C of E Primary School, we understand the importance of establishing curriculum links that promote pupils' wider development in all aspects of their education. We provide opportunities for reflection and awe around the developments in technology and the possibilities for the future. We offer opportunities to learn about how technology is used in the world around them, with time to consider the benefits and drawbacks of this. We encourage them to consider the feelings of others in their use of technology. We allow our children to express themselves creatively using technology. We also believe that a vital part of our curriculum centres around safety online. We raise awareness of the legal aspects of using technology including copyright legislation, data protection, and age restrictions. We instil the importance of treating others online with respect and ensuring pupils understand the negative effects that unkind online behaviour can have on others. We offer opportunities for pupils to discuss ethical issues surrounding technology, such as data tracking, online advertising and influencers, and the proliferation of fake news and disinformation. We promote collaborative learning with technology and explore the benefits of this, giving opportunities to cooperate with a group towards a shared outcome. We encourage pupils to speculate and hypothesise with their peers when tinkering with new technology and teach rules for being a respectful member of an online community and the importance of mutual respect when using technology. We teach the children their rights (Individual liberty/ Rule of law) regarding issues such as sharing of information and being in control of permissions on their devices and alongside this we raise awareness of the common issues and benefits of social media. We encourage our children to reflect on how developments in technology have led to changes in everyday life and allow them to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom.

### C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

#### C – Choices – Moral

- Knowing how to be responsible and safe when online
- Acting upon what they have learned in e-safety at home and at school
- Knowing 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

#### R – Reflection – Spiritual

- Computing's ability to help us build on the achievements of others, by viewing what the best have done across the world
- We can create amazing interactive games and real-life computer-controlled objects and artifacts

#### A – 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

#### E – 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

<ul style="list-style-type: none"> <li>• The ability to test websites for truthfulness and reliability by checking information with other sites</li> <li>• The application of logical thought through predicting and analysing their work and their programming of games etc.</li> <li>• By exploring how ideas in computing have inspired them and others.</li> <li>• By reflecting on those situations where computers perform better than people whilst understanding the limitations of ICT.</li> <li>• By using the internet as a gateway to big life issues</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a sense of identity through offering a wide variety of challenges and tasks that widen aspirations.</li> <li>• The ability to see examples of children’s work from across the world</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• Opportunities. Each has an equal voice in their contribution and participation in class</li> <li>• E-safety and digital literacy Promoting high expectations through the VALUES, and our behaviour champion awards</li> <li>• Pupils have the opportunity to work independently and as a team to build resilience and self-esteem</li> <li>• We regularly use peer assessment/talk partners.</li> <li>• Pupils work in groups. All pupils are taught the skills of collaboration and are expected to share ideas, and resources and encourage and support one another</li> </ul>	