Westover Primary and Pre-School: SMSC & British Values

Curriculum Subject: Computing

	Spiritual	Moral	Social	Cultural
	Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning Willingness to reflect on their experiences.	Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives. Understanding of the consequences of their actions. Interest in investigating, and offering reasoned views about, moral and ethical issues.	Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels.	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities
	• Explore creativity and imagination in the design and construction of digital products • Promote self-esteem through the presentation of your work to others • Explore how ideas in computing have inspired others • Create digital products which incorporate your beliefs	• Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety • Encourage respect for other people's views and opinions • Encourage respect for the computer equipment you use and how this affects others • Explore moral issues around the use of digital technology, e.g. copyright and plagiarism	• Encourage students to assist one another in problem solving • Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as a caring a community • Encourage good practice and respect in the use of social networking	• Encourage the sensible use of digital technology in the classroom given that you are currently living in a digitally cultural environment • 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 computing skills and knowledge to the wider curriculum and acknowledge links between subjects

	Democracy	The rule of law	Individual liberty	Respect	Tolerance of different faiths
	Having a say in decisions. Having a choice. Everybody having equal rights Elections	All people in England are expected to follow the laws of England. Following rules	Freedom of speech. The right to say what you think. Making choices	Treating others with respect. Valuing others' thoughts and opinions. Treat others as we would like to be treated	Learning about different faiths and religions and understanding that not everyone will believe the same thing.
	- Group work and enquiry - Working in teams with specific roles that allow for a fair and democratic creative process	- Understanding e-safety rules and safe behaviour on the internet - Following school rule of respect when using computing equipment	- Making choices over the designs of presentations etc - Having the right to say what children think but knowing and understanding that their digital footprint will follow them	- Group work and enquiry - Talking respectfully to others when online	- Recognising the views of others – fact vs opinion – when researching on the internet - When giving presentations, children to show understanding of different views within the classroom