



## British Values and SMSC in Computer Science

### British Values

With the school population representing the different ethnic groups in Eastbourne, finding commonality and building a collective sense of community is vital for a cohesive co-existence.

British Values recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. All schools, including Gildredge House, have a vital role in ensuring that our young people are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

<b>Democracy</b>	Throughout our Computer Science curriculum, we endeavour to give our children opportunities to focus on up-to-date, real-life issues. They are encouraged to take into the account the views of others as well as sharing their thoughts and opinions on other's work.
<b>The rule of law</b>	Computer Science has a range of laws covering privacy and the use of technology: <ul style="list-style-type: none"> <li>• Copyright and Patents</li> <li>• Computer Misuse Act</li> <li>• Freedom of Information</li> <li>• Data Protection Act</li> <li>• Regulation Investigative Powers Act</li> </ul> Students are taught about the positive aspects of using technology as well as the dangers that technology can pose to them. Information regarding who to speak to and how to report their concerns of anything online is regularly given to the children in lessons, assemblies and on the school website.
<b>Individual liberty</b>	Computer Science provides the platform for collaborations, enabling people to be able to share their viewpoints with a wider audience. Throughout our Computer Science curriculum, we encourage our children to have the freedom to drive their own learning. Children are also given an environment that allows them to express their ideas and concerns freely. Students use a variety of learning methods and digital learning tools to learn in a unique and personalised way.
<b>Mutual respect</b>	E-Safety teaches others to use the internet in a respectful manner Collaborative projects enable people to work together. Students reflect on each other's work and discuss how others work has been presented. This promotes mutual respect.
<b>Tolerance of those of different faiths and beliefs</b>	Following on from Alan Turing's question of "Can Computers Think"? To discuss and decide on the types of Artificial Intelligence and whether they can be considered sentient Computer Science has extended our realms of communication and enabled people to meet others of different faiths and beliefs.

	Tolerance is taught through our Computer Science curriculum by sharing information about other cultures with children. They are taught that technology is created all over the world and that it connects us globally.
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**Spiritual, Moral, Social and Cultural (SMSC) Education**

At Gildredge House School, SMSC is central to our school vision as we believe that we should look after ourselves and each other, show empathy, integrity and support to all people and our environment along the way. We encourage tolerance, resilience, and reflection, which in turn allows everyone to make progress every lesson.

The personal development of students, spiritually, morally, socially and culturally is intertwined with our values of Ambition, Support, Perseverance, Integrity, Reflection and Empathy.

Department of Education advice published in 2014 states that through the provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

<b>Spiritual Development</b>	<p>Students’ spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life’s fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing</p>	<p>Students are continually reflecting on their own lives and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.</p> <p>Computer Science provides opportunities for reflection of awe and wonder about how much Computers have changed our world and the possibilities for the future.</p> <p>Computer Science provides students the opportunity to reflect on how computers can sometimes perform better in certain</p>
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<p><b>Moral Development</b></p>	<p>Students' moral development involves students acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.</p>	<p>Students are continually reflecting on their own lives and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.</p> <p>Computer Science provides opportunities for reflection of awe and wonder about the achievements of how computers have changed our lives today and the possibilities for the future.</p> <p>Computer Science provides students the opportunity to reflect on how computers can sometimes perform better in certain activities than people. They discuss if this is a good thing or bad thing.</p> <p>We spent a unit at the end of GCSE Computer Science discussing moral aspects. Students reflect on moral issues and gain a clear understanding about this.</p> <p>To promote students' spiritual development, their sense of self and their will to achieve, the Computer Science department continually takes the opportunity to praise students for their contribution in lessons.</p>

<p style="text-align: center;"><b>Social Development</b></p>	<p>Students' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.</p>	<p>As part of the Computer Science curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community</p> <p>As students develop their skills in a range software, they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team; This is particularly prevalent in the design phase of the task.</p> <p>Pupils may use paired programming to assist in the development of programming skills and to communicate ideas to each other in a respectful and supportive manner</p>
<p style="text-align: center;"><b>Cultural Development</b></p>	<p>Students' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.</p>	<p>Computational thinking encourages students to develop and explore their problem-solving skills. Computing Empowers students to apply their Computing skills and to gain knowledge of how programming links between subjects for instance maths.</p> <p>Computer Science involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue.</p> <p>Whilst studying various aspects of Computer Science students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.</p>