

Promoting SMSC and FBV through **COMPUTING**

SMSC and FBV	Do Children....	Evidence and Examples
<p>Spirituality Explore beliefs, experience and faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<p>explore how technology makes the world a smaller place by connecting people and places</p> <p>investigate the potential of virtual reality and how this can create 'new' worlds</p> <p>find out how technology can connect us to the natural world and space and help develop a sense of 'awe' and 'wonder'</p> <p>use photography to capture images of nature and natural phenomenon</p>	<p>Computing systems and networks - all units</p> <p>Creating Media units: <ul style="list-style-type: none"> - Digital Painting KS1 - Digital Photography KS1 </p> <p>Creating media – Photo editing LKS2</p>
<p>Moral Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<p>explore sensitive issues linked to e-safety</p> <p>explore issues including copyright and plagiarism</p> <p>discern between content found online and understand that sourced information can be incorrect or biased</p>	<p>Integrated into all units</p> <p>Safer Internet Day</p> <p>Online Safety workshops with follow-up work</p>
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<p>make connections with other social groups and communities using communication technology</p> <p>explore social media networks and how to use them safely</p> <p>use collaborative tools to work together and learn from others</p>	<p>Computing systems and networks - all units</p> <p>Creating media - Stop-frame animation</p>
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	<p>explore the digital divide in different cultures and parts of the world</p> <p>use technology to engage with cultural events such as a dramatic performance or a national eisteddfod</p> <p>use technology to learn about the lives and beliefs of other cultures</p>	<p>Cross-curricular use of technology in Topic work</p>

<p>Democracy A system where everyone plays an equal part</p>	<p>take part in group work and collective enquiry</p> <p>allocate equipment and responsibilities fairly</p> <p>use apps and other social media platforms to vote or respond to a survey</p>	<p>Computing systems and networks - Communication and collaboration UKS2</p>
<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<p>use technology safely and responsibly, according to e-safety guidelines</p> <p>report when they see or experience something online that concerns them or breaks a rule</p>	<p>All units</p>
<p>Individual Liberty Being free to express views or ideas</p>	<p>use social platforms to share a view or opinion for example a school blog or post on school website</p> <p>select and use software to present information, viewpoints or creative work</p>	<p>Creating media – Web page creation UKS2</p>
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<p>know how to, and when to, respond to others' views on social networking sites and platforms</p> <p>know how to use technology respectfully</p> <p>explore ways to minimise the impact of digital equipment and waste on the environment, for example, ink and paper wastage</p> <p>respect others' opinions and ideas when creating digital content</p>	<p>All units</p>