



# Spiritual, Moral, Social and Cultural Curriculum

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## Computing and Business Studies

### Vision

Our vision in the Business and Computer Science department is to nurture young people to become inspirational learners by using modern technology and creative techniques with the confidence to solve problems and learn from the experience. Through our SMSC provision in the curriculum and enrichment activities everyone has the opportunity to fuel their imagination, acquire the attitude to pursue their goals and become responsible citizens with social conscience.

### Social

- As part of the ICT curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider world.
- E- Safety, which includes netiquette and awareness, in the rapid changes in digital technology is firmly embedded in our teaching and students' learning experience to guide them to become caring and informed individuals when functioning online and digitally in the future.
- As students develop their skills in a range of 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.
- In Business Studies pupils work collaboratively on a range of projects, particularly on the Business and Enterprise unit where they have to work together as a small business and develop product ideas and marketing strategies.
- In addition students are encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business.
- All Business Studies students participate in a communication workshop facilitated by Speakers Trust, culminating in the Jack Petchey Local, Regional and National Speakout Challenge.

### Moral

- Through real life case studies, students consider issues surrounding the misuse and access rights to personal data. The use of case studies in ICT encourages students to draw conclusions through evidence rather than preconceptions whilst allowing them time to reflect on the origins of their own perceptions of a topic.
- Learning about appropriate uses of software and the damage malicious use of software can cause, together with the safe and responsible use of ICT.
- Learning about the ethical implications of electronic storage and transmission of personal information, obeying regulations, codes of practice, protocols, and fulfilling professional obligations.
- How ICT systems can affect the quality of life experienced by persons with disabilities and the responsibility to meet individual's access requirements.

- Students learn that collaborations are facilitated through the availability of online work spaces and that the growth of social networking has potential risks as well as benefits.
- Students consider the effects of social networking and the consequences of cyber bullying, they also consider the legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally, including the penalties for engaging in this type of activity. Students also consider the moral aspects of developments in technology including the use of CCTV Cameras, Speed Cameras and Loyalty Cards.
- In Business Studies students look at employment legislation and consider ethical aspects of business and why some companies adopt ethical practices while others do not.

### **Spiritual**

- 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 as they share their own experiences.
- In Business Studies students are encouraged to explore sexism, racism and discrimination through the discussion of laws and the implications on businesses. Students are encouraged to express their own opinions and explore different examples. Students also explore their own feelings and outlooks and reflect upon topics such as ethics. They consider how beliefs may affect locations of business and how specialised businesses may develop linked to particular belief systems.
- Students develop knowledge and understanding of how ICT systems have changed the way people go about their daily lives including communication, shopping, gaming, entertainment, education and training, banking and financial services, social networking and online/remote working etc. Students are encouraged to think about how digital technology has changed the lives of their parents and carers and as a consequence they are expected to look forward to the changes that they may encounter in their future lives.

### **Cultural**

- Students are encouraged to explore other cultures and present their finding in the form of a website that promotes a tourist destination; the work is peer and self-assessed which allows students to share their ideas and findings. They also explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across national and international borders.
- In Business Studies students learn about what it takes to be a good citizen. They also explore financial planning and money management through the IFS University College curriculum.
- Students are required to show cultural awareness of the audience when communicating through ICT. This helps learners appreciate that ICT contributes to the development of our culture and is becoming increasingly central to our highly technological future.