



**Highsted Grammar School**  
**Spiritual, Moral, Social & Cultural Mapping**

**Subject: Computing      Year: 10**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b> <i>Data representation</i>	<b>Term 2</b> <i>Computer Systems</i>	<b>Term 3</b> <i>Algorithms</i>	<b>Term 4</b> <i>Computer networks</i>	<b>Terms 5 &amp; 6</b> <i>Python Programming</i>	
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Students develop a sense of fascination in learning how computers understand data</i>	<i>Students will learn about how technology has evolved in terms of how computers have developed into much more faster and effective machines</i>	<i>Students learn about how algorithms around them govern how people perform tasks</i>	<i>Students are encouraged to discuss about how communicating have changed around the world</i>	<i>Students learn how by being more focussed can improve the quality of code they write</i>	
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>Students will recognise the implications of ethical issues surrounding data and how this data is used by computer systems – like hiding information in QR codes which could be genuine or fake</i>	<i>Students can investigate moral and ethical issues surrounding the use of computer system</i>	<i>Students investigate how algorithms behave whereby their performance can have moral consequences</i>	<i>Students will learn about the moral and ethical issues of connecting computers together and sharing information</i>	<i>Students will create programs with respect to moral programming by ensuring the program is morally sound to be used by a range of people</i>	
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>Students are encouraged to work together</i>	<i>Students will cooperate with each other to discuss about specialist devices available for a range of people to use</i>	<i>Students discuss with each other how algorithms can be made more efficient</i>	<i>Students will discuss about the pros and cons of connecting to a computer network</i>	<i>Students will be involved in pair programming and giving feedback to each other thus will be engaged in listening and respecting each other during the task</i>	



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<i>Students are encouraged to recognise how data is used in different computing culture</i>	<i>Students learn about the impact on individual's choice of use of digital devices</i>	<i>Students look at how algorithms have changed over time and has helped design better programs that respond more efficiently in today's modern life</i>	<i>Students will discuss about the changing lifestyle of people when using communicating with each other using a network</i>	<i>Students will explore a range of programming techniques and write programs by exploring how programs have evolved</i>

**NOTES**

**Spiritual**

Students will reflect on their own and other people's lives when creating programs.

**Moral**

Students will discuss the moral issues of technology in people's lives – like its privacy issues, accessibility issues.

**Social**

Students will discuss the pros and cons of using the Internet and its impact on society.

**Cultural**

Students will learn and discuss the impact of technology and how it has changed how people behave.



**Highsted Grammar School**  
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**Subject: Computing**

**Year: 11**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b> <i>Ethical issues</i>	<b>Term 2</b> <i>Algorithms</i>	<b>Terms 3 &amp; 4</b> <i>Python Programming</i>	<b>Term 5</b> <i>revision</i>		
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> <li>willingness to reflect on their experiences</li> </ul>	<i>Students are encouraged to discuss about how technology has had impact on their lives</i>	<i>Students learn about how algorithms around them govern how people perform tasks</i>	<i>Students learn how by being more focussed can improve the quality of code they write</i>	<i>Students show a willingness to reflect on their learning</i>		
<b>Moral</b>	<ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul>	<i>Students will learn about the moral and ethical issues of technology</i>	<i>Students investigate how algorithms behave whereby their performance can have moral consequences</i>	<i>Students will create programs with respect to moral programming by ensuring the program is morally sound to be used by a range of people</i>	<i>Students will develop the ability to understand their consequences of their past behaviours and how they approach their revision</i>		
<b>Social</b>	<ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>	<i>Students will discuss about the importance of ethical, environmental, legal considerations when choosing or creating a type of technology</i>	<i>Students discuss with each other how algorithms can be made more efficient</i>	<i>Students will be involved in pair programming and giving feedback to each other thus will be engaged in listening and respecting each other during the task</i>	<i>Students will use a range of social skills to share their past learning with each other</i>		



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<b>Cultural</b>	<ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<i>Students will discuss about the changing lifestyle of people when using technology</i>	<i>Students look at how algorithms have changed over time and has helped design better programs that respond more efficiently in today’s modern life</i>	<i>Students will explore a range of programming techniques and write programs by exploring how programs have evolved</i>	<i>Students will show respect to each other while sharing their learning with each other</i>		

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**Spiritual**

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**Social**

Students will discuss the pros and cons of using the Internet and its impact on society.

**Cultural**

Students will learn and discuss the impact of technology and how it has changed how people behave.