

## SMSC in ICT and Computing

**Spiritual** education at The North Liverpool Academy in ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ICT lets pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. To promote pupils' spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons.

**Moral** education at The North Liverpool Academy in ICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored through case studies. The use of case studies in ICT encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic. In Computing, pupils are given scenarios of Artificial Intelligence such as the use of robotics in surgery and the impact of this on society and work life.

**Social** education at The North Liverpool Academy in ICT involves collaborative work which encourages social development. ICT can also help all pupils to express themselves clearly and to communicate. As students' progress through their learning they will consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society. In Computing, pupils are given scenarios of Artificial Intelligence and its impact on society, such as self-driving cars, allowing them to explore benefits and drawbacks of advancements in technology in the real world.

**Cultural** education at The North Liverpool Academy School in ICT 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. ICT creates new opportunities to communicate such as social networks. Whilst studying various aspects of ICT 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, such as social media and how it can be used in a powerful way to influence culture and popular opinion.

Examples of Spiritual, Moral, Social and Cultural Education in **Information Communication Technology and Computing** include:

- Using the internet to ensure that every pupil makes use of e-mail facilities to work with pupils from other societies
- Pupils being able to understand and access other value systems through electronic communications of all kinds
- Pupils exploring moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records
- Pupils exploring moral issues relating to the advancement of computers in society and how they can be used to benefit humans in the future e.g. self-driving cars.
- Pupils gaining access to information and resources through social media and the Internet, and learning that people throughout history left evidence of spiritual concerns related to religion as well as how social media can influence changes in society and opinion on religion.
- Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures
- Considering the potential use of identity cards and similar systems, to balance up people's rights and responsibilities.