

ICT SMSC

Spiritual education 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 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.

Social education 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.

Cultural education 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.

Examples of Spiritual, Moral, Social and Cultural Education in **Information Communication Technology** 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 gaining access to information and resources through CD ROM and the Internet, and learning that people throughout history left evidence of spiritual concerns related to religion
- Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures
- Through the use of 3-D modeling or virtual reality systems, considering the relations of persons and the world
- Considering the potential use of identity cards and similar systems, to balance up people's rights and responsibilities.

Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgements. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Business Studies, students have a willingness to express their views on ethical issues.

Social development within Business Studies involves students being 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. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

Cultural development within Business Studies involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. In year 11 students look at the topic of the EU and how this impacts upon business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students also have the opportunity to look at how organisations work by visiting businesses. Students benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in **Business Studies** include:

- Pupils looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake
- Pupils considering the impact that various businesses both local and national will have upon their local areas and communities
- Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates
- Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate within
- Pupils looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales
- Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society
- Pupils considering the costs and benefits to society and the wider community as a result of business decisions