

SMSC and British Values Year 7 Curriculum

Unit Name	SMSC/British Value category e.g. Spiritual, Rule of Law etc.	Specific examples from the unit
Discovery	<ol style="list-style-type: none"> 1. Rule of Law 2. Individual Liberty 3. Spiritual 4. Cultural 	<ol style="list-style-type: none"> 1. Keeping pupils safe on the internet as they search for information about their famous person they will be taught the rules of safe searching. 2. Celebrating the famous people in Computing's abilities and achievements and how they are different to one another. 3. Pupils are invited to learn new concepts about people that developed the technological world. 4. Pupils are able to make decisions about which famous people influence them the most in terms of Computing in order for them to complete the project.
Computational Thinking	<ol style="list-style-type: none"> 1. Rule of Law 2. Spiritual 3. Social 	<ol style="list-style-type: none"> 1a. Understanding how the Computational Thinking concepts are incorporated into Computing to meet specific needs e.g. programming. 1b. Following and creating algorithms to complete tasks by ensuring they are precise. 2. Pupils are taught the difficult vocabulary and computational thinking concepts through the use of real world experiences (i.e. making a sandwich algorithm) so that they can relate and develop their own understanding. 3. Showing respect for how other pupils will provide different algorithms to complete certain tasks.
Control Systems (Flowol)	<ol style="list-style-type: none"> 1. Rule of Law 2. Moral 3. Cultural 	<ol style="list-style-type: none"> 1. Following certain rules for creating algorithms and flowcharts by using the appropriate symbols in the appropriate order to make a control system work. 2. Discussions and activities completed by pupils to ensure they understand how certain parts of the control system works e.g. the fire in the house turns on when it below a certain temperature. 3. Pupils are encouraged to explore how a greenhouse works to be able to relate to others in the community with an interest in growing plants/vegetables.
Building a Game (Kodu)	<ol style="list-style-type: none"> 1. Rule of Law 2. Individual Liberty and Mutual Respect 3. Spiritual 	<ol style="list-style-type: none"> 1. Following rules in order to create code in Kodu using the: "When" and "Do" principles. 2. Celebrate the ideas pupils have for their own individual games. 3. Pupils will use their imagination and creativity to create their own games using the skills they have learnt during the course of the unit.
Python (Turtle)	<ol style="list-style-type: none"> 1. Spiritual 2. Social 3. Rule of law 4. Individual liberty 	<ol style="list-style-type: none"> 1. Understanding human feelings and emotions – students will have to develop resilience to the inevitable frustration that comes with programming 2. Collaboration when coding is vital -students achieve more in coding when supporting each other 3. Students are taught about ethical uses of programming e.g. ethical hacking and why it is important to be cautious with who code is accepted from and ran on a machine 4. True independence often occurs when students are deciding approaches to coding and the actual code that they produce

Year 8 Curriculum

Unit Name	SMSC/British Value category e.g. Spiritual, Rule of Law etc.	Specific examples from the unit
Data Representation	<ul style="list-style-type: none"> • Tolerance of different faiths and beliefs • Social • Rule of law • Moral 	<ul style="list-style-type: none"> • Discussion of other interpretations of binary • Students are encouraged to discuss their answers in pairs and groups where appropriate • Discussions and learning about appropriate use of copyright and protected materials
Building a Game (Scratch)	<ul style="list-style-type: none"> • Democracy • Moral • Spiritual 	<ul style="list-style-type: none"> • Students can choose their own approach to making their games and characters • Students understand the difference between right and wrong – they are shown example products of what is expected as well as being given guidance on how to get top marks and levels in the unit • Using imagination and creativity in learning - students are encouraged to make their own game in their own unique way with their own games
Using technology, safely, securely and responsibly	<ul style="list-style-type: none"> • Rule of Law • Individual liberty • Mutual respect • Tolerance of different faiths and beliefs • Spiritual • Moral 	<ul style="list-style-type: none"> • Social media laws • Right and wrong actions using the internet • Appropriate use of freedom with electronic devices • Open topic discussions about topical news stories
Databases	<ul style="list-style-type: none"> • Rule of law • Individual liberty • Tolerance of different faiths and beliefs • Moral 	<ul style="list-style-type: none"> • Students learn about the importance of keeping data safe and following appropriate UK and EU legislation • Students are allowed to use their own fictitious data and scenarios in this unit • This also in turn means that many have work with data that is from people with different origins to their own. They have to maintain respect at all times • Students have to consider whether data is being used appropriately for the purpose that it was collected for
Project – Music Festival	<ul style="list-style-type: none"> • Tolerance of different faiths and beliefs • Cultural • Spiritual 	<p>There are many examples in this unit that could apply:</p> <ul style="list-style-type: none"> • Students are encouraged to look into a variety of festivals out there that accommodate different tastes, styles and even sexualities to an extent • Different cultures have their own unique approaches to festivals. For example, a punk festival will be very different than a pop festival • Students will consider that the word ‘festival’ has some very religious origins and will be encouraged to look at this

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Python	<ul style="list-style-type: none"> • Spiritual • Social • Rule of law • Individual liberty 	<ul style="list-style-type: none"> • Understanding human feelings and emotions – students will have to develop resilience to the inevitable frustration that comes with programming • Collaboration when coding is vital -students achieve more in coding when supporting each other • Students are taught about ethical uses of programming e.g. ethical hacking and why it is important to be cautious with who code is accepted from and ran on a machine • True independence often occurs when students are deciding approaches to coding and the actual code that they produce

Year 9 Curriculum

Unit Name	SMSC/British Value category e.g. Spiritual, Rule of Law etc.	Specific examples from the unit
Python	<p>British Values: Rules of law – through programming</p> <p>SMSC - Social</p> <p>SMSC - Social and Moral</p>	<p>Lessons 1-8 Teaching about precise instructions to program including options of temperature and weather.</p> <p>Lesson 2 Social, discussion of primary schools and how the foundations of learning are used throughout education.</p> <p>Lesson 6 social and moral. This lesson introduces programming to discover if a person is lonely or popular. A class discussion will take place around this issue.</p> <p style="text-align: right;">Also see Year 8 unit for crossover</p>
Project (Prom)	<ul style="list-style-type: none"> • Mutual respect • Cultural • Rule of law • Spiritual 	<ul style="list-style-type: none"> • Students have to be aware of how people from different faiths and cultures will dress and act with regards to their proms (it will differ considerably according to the group) • Students have to consider copyright and similar when looking at ideas for how apps will be made and for the use of images in these • Students have full creative control regarding how they make their app, the approaches they take and the appearance of it. Creativity and modern ideas are fully encouraged
Computer Systems	<ul style="list-style-type: none"> • Tolerance of different faiths and beliefs • Social • Rule of law • Moral 	<ul style="list-style-type: none"> • Discussion of other interpretations of binary • Students are encouraged to discuss their answers in pairs and groups where appropriate • Discussions and learning about appropriate use of copyright and protected materials
Fireworks	<ul style="list-style-type: none"> • Rule of law • Spiritual • Democracy • Mutual respect 	<ul style="list-style-type: none"> • Again, use of copyrighted images and appropriate use of content found online, including acknowledgement of research and authors • Students can come up with their own approaches on how to produce images and the changes that they make to them • Students will come across content that can be considered divisive in this unit – they must learn to deal with it respectfully and maturely