



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

**Subject: Computing      Year: 7**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b> <i>E-safety</i>	<b>Term 2</b> <i>Database</i>	<b>Term 3</b> <i>Computer System</i>	<b>Term 4</b> <i>Web design</i>	<b>Term 5</b> <i>Algorithms and programming</i>	<b>Term 6</b> <i>Digital Citizenship</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 reflect on the dangers of the Internet and share their experiences of past encounters</i>	<i>Students explore the relationship between data and its purpose</i>	<i>Students will explore some innovations in technology and will look at the history of technology to see how technology has evolved</i>	<i>Students will reflect on their own use of web sites and what do they think about its accessibility and other features</i>	<i>Students will explore the relationship between planning how to create a game and programming it</i>	<i>Students will gain an appreciation of the different laws to protect own safety</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 explain ways we can use the Internet responsibly</i>	<i>Students explore the accessibility issues when developing a database</i>	<i>Students will learn about the different types of computer devices and they issues some groups of people face when using these devices</i>	<i>Students will reflect on accessibility issues whilst creating and evaluating a web site</i>	<i>Students will reflect on the accessibility of the program whilst considering its reliability</i>	<i>Students will discover and adhere to legislation and code of practice</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 participate in group discussion to look to pros and cons of using the Internet</i>	<i>Students discuss about different ways to collect data</i>	<i>Students will use their social skills to work together on a project</i>	<i>Students will debate the pros and cons of using websites and how their features might impact different groups of people</i>	<i>Students will work together to test and feedback on each other's program</i>	<i>Students will learn about the importance of data protection and legislation</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 discuss the impact of technology on people’s life</i>	<i>Students learn how the vast amount of information available online affect how people search and record information</i>	<i>Students will understand how technology has shaped how people’s lifestyle has changed over time</i>	<i>Students will discuss the impact of their website based on people’s lifestyle</i>	<i>Students will discuss how their program can impact other people’s lives</i>	<i>Students will discuss the impact of braking the legislation and what the consequences could be</i>

**NOTES**

**Spiritual**

Students will reflect on their own and other people’s lives when using technology.

**Moral**

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

**Social**

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

**Cultural**

Students will learn and discuss the impact of digital devices and products based on people’s personality



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**Subject: Computing**

**Year: 8**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b> <i>Scratch Programming</i>	<b>Term 2</b> <i>Computational thinking and algorithms</i>	<b>Term 3</b> <i>Spreadsheet</i>	<b>Term 4</b> <i>Web design</i>	<b>Term 5</b> <i>Computer Networks</i>	<b>Term 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 explore the concept of writing programs whilst using their imagination and creativity in their learning</i>	<i>Students gain a better understanding how algorithms shape how we live our lives b following set of rules and instructions</i>	<i>Students use their imagination and creativity to create a spreadsheet (digital product)</i>	<i>Students will reflect on their own use of web sites and what do they think about its accessibility and other features</i>	<i>Students reflect on how computer network has an impact on people's lives</i>	<i>Students reflect on their prior learning of scratch programming to learn Python. They will use their imagination and creativity to create programs</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 gain an understanding how to identify errors in a program and how to fix it so it doesn't make the computer system to crash</i>	<i>Students can investigate moral and ethical issues of designing an ineffective algorithm</i>	<i>Students explain some methods for protecting the data they have collected</i>	<i>Students will reflect on accessibility issues whilst creating and evaluating a web site</i>	<i>Students investigate the moral and ethical issues surrounding creating a computer network which is susceptible to multiple network threats and offer ways to protect the computer network</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 conduct peer feedback and evaluate their partner's program</i>	<i>Students learn to develop algorithms together to solve a task</i>	<i>Students discuss the pros and cons of using digital devices to collect data by organisations</i>	<i>Students will debate the pros and cons of using websites and how their features might impact different groups of people</i>	<i>Students debate the pros and cons of computer network</i>	<i>Students will be involved in pair programming 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>	<p><i>Students are encouraged to develop mutual respect and behave in a way they expect others to behave towards them when doing pair programming</i></p>	<p><i>Students gain a better understanding of how a correct program behave based on how people interact with the program</i></p>	<p><i>Students appreciate cultural influences technology has to offer such as using digital devices to collect data as opposed in the early days it was done on paper</i></p>	<p><i>Students will discuss the impact of their website based on people’s lifestyle</i></p>	<p><i>Students will discuss how evolution of technology has brought new changes to how people communicate to each other and share data</i></p>	<p><i>Students are encouraged to develop mutual respect and behave in a way they expect others to behave towards them when doing pair programming</i></p>

**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: 9**

<b>Strand</b>	<b>Explanation of provision</b>	<b>Term 1</b> <i>Microbit/Python Programming</i>	<b>Term 2</b> <i>Computer Systems</i>	<b>Term 3</b> <i>Algorithms</i>	<b>Term 4</b> <i>Ethics</i>	<b>Term 5</b> <i>Python Programming</i>	<b>Term 6</b> <i>Digital Creativity</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 explore the concept of writing programs whilst using their imagination and creativity in their learning using microbits which allow them to design images</i>	<i>Students will learn about how technology has evolved in terms of how computers have developed into much more fast and effective machines</i>	<i>Students learn about how algorithms around them govern how people perform tasks – for example an algorithm to do maths calculation, to brush our teeth</i>	<i>Students are encouraged to discuss about how technology has had impact on their lives taking their own experiences into consideration and be willing to share with the whole class</i>	<i>Students reflect on their prior learning of scratch programing to learn Python. They will use their imagination and creativity to create programs</i>	<i>Students use their imagination and creativity to design a mobile app</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 create programs ensuring the program is morally sound to be used by their peers</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 – for example what happens if an algorithms has been programmed to produced wrong outcomes?</i>	<i>Students will learn about the moral and ethical issues of technology especially now we have lots of automated machines</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 develop their understanding of digital divide and how it can impact the access to the Internet</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 conduct peer feedback and evaluate their partner's program; the microbit and the textual python programming</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 by robust testing</i>	<i>Students will discuss about the importance of ethical, environmental, legal considerations when choosing or creating a type of technology or example buying a car or a laptop</i>	<i>Students will be involved in pair programming thus will be engaged in listening and respecting each other during the task</i>	<i>Students learn about the security risks to a mobile app and how to reduce these risks</i>



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**NOTES**

**Spiritual**

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**Moral**

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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.