

SMSC – ICT and Business Studies

Social

As part of the ICT curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community

As students develop their skills in a range of software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of the task.

In Business Studies pupils work collaboratively on a range of projects, particularly on the Business and Enterprise where they have to work together as a small business and develop product ideas and marketing strategies. The 4 Can project.

In addition students are 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

Moral

Through real life case studies, students consider issues surrounding the misuse and access rights to personal data. 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.

Pupils consider the effects of social networking and the consequences of cyber bullying, they also consider the legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Pupils also consider the moral aspects of developments in technology including the use of CCTV cameras, Speed Cameras and Loyalty Cards. Students also look at e-safety and ways of staying safe online, this includes radicalisation and other forms of internet fishing.

In Business Studies pupils look at employment legislation and consider ethical aspects of business and why some companies adopt ethical practices while others do not.

Spiritual

Students are continually reflecting on their own lives and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.

In Business Studies students are encouraged to explore sexism, racism and discrimination through the discussion of laws and the implications on businesses. Students are encouraged to express their own opinions and explore different examples. Students also explore their own feelings and outlooks and reflect upon topics such as ethics. They consider how beliefs may affect locations of business and how specialised businesses may develop linked to particular belief systems.

Cultural

Pupils are encouraged to explore other cultures and present their finding in the form of a website that promotes a tourist destination, the work is peer and self- assessed which allows students to share their ideas and findings. They also explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.

In Business Studies students look at the impact of the EU and how this impacts business trade. Students are encouraged to explore the wealth of different countries and how developed they are. They also look at how businesses can develop around the needs of a specific culture through the study of business sectors.