Glen Hills Primary School S.M.S.C. Curriculum Map – Computing with Route to Resilience Links

Year Group	Spiritual	Moral	Social	Cultural
	The spiritual development of pupils is shown by their: • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences.	The moral development of pupils is shown by their: • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • 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.	The social development of pupils is shown by their: • 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 • 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 • acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	The cultural development of pupils is shown by their: • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Understanding how to keep safe online. **Self-esteem/ Self-management**	Knowing how to look after equipment during Computer learning. **Respect/Self-management**	Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	Using and applying computing skills to support their learning in the wider curriculum. **On Fire**
Year 1	Understanding how to keep safe online. **Self-esteem/ Self-management**	Knowing that it is important to keep personal information safe. **Self-management** Respecting other people's views and opinions. **Respect**	Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	Using and applying computing skills to support their learning in the wider curriculum. **On Fire**
Year 2	Understanding how to keep safe online. **Self-esteem/ Self-management**	Knowing where to find help if they find anything inappropriate on the internet. **Friendship/Honesty**	Recognising that sometimes they may come across things online that they should not see. **Bravery** Working alongside their peers during	Using and applying computing skills to support their learning in the wider curriculum. **On Fire**

Please note that there are likely to be additional Route to Resilience links in all of the activities listed above. However, the ones identified have been considered to be the most likely links.

		Respecting other people's views and opinions. **Respect**	Computing lessons. **Self-management/Friendship/Co-operation/Respect**	
Year 3	Understanding how to keep safe online. **Self-esteem/ Self-management**	Knowing the different ways to report concerns about contact or content. **Bravery** Respecting other people's views and opinions. **Respect**	Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	Using and applying computing skills to support their learning in the wider curriculum – PowerPoint creation for geography about why it is so good to live in Leicester. Electronic fact files about Roald Dahl for Literacy. **On Fire/Curiosity**
Year 4	Understanding how to keep safe online. **Self-esteem/ Self-management** Assessing and evaluating their music programme. **Honesty/Optimism**	Recognising acceptable and unacceptable behaviour. **Self-management** Respecting other people's views and opinions. **Respect**	Identifying how communication networks have benefitted society and social communication. **Friendship /Co-operation** Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	Using and applying computing skills to support their learning in the wider curriculum – Garageband App for music Revelation art to create poppy pictures for Art. Spreadsheets for maths to practise times tables. Budgeting and line graphs. **On Fire/Curiosity**
Year 5	Understanding the importance of their behaviour in online environments. **Self-esteem/Self-management** Assessing and evaluating their game designing projects. **Honesty/Optimism**	Respecting other people's views and opinions. **Respect**	Identifying the value of sources and digital content. **Reasoning** Understanding how to interact safely and kindly on social networks, mobile phones and emails. **Respect/ Honesty/Friendship/Co-operation** Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	Using and applying computing skills to support their learning in their history curriculum through the creation of Tudor portraits. **On Fire/ Curiosity** Looking at the work of Matisse and recreating his work using ICT. **Empathy**
Year 6	Understanding the importance of their behaviour in online	Respecting and valuing other people's views and opinions. **Respect**	Understanding how to interact safely and kindly on social networks, mobile phones and emails. **Respect/**	Using and applying computing skills to support their learning in the wider curriculum. **On Fire/ Curiosity**

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environments. **Self-esteem/Self-management**		**Honesty** Working alongside their peers during Computing lessons. **Self-management/Friendship/Co-operation/Respect**	

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