Spiritual, Moral, Social & Cultural Development (SMSC) in Business

To facilitate and encourage SOCIAL DEVELOPMENT, students will:

- Work collaboratively on a range of projects, particularly in Enterprise and Marketing where students work to develop product ideas and marketing strategies.
- Be encouraged to develop their team working skills through collaborative work and research. A level Business students are encouraged to share their research on different businesses and sectors of the economy.
- Explore the concept of teams and the roles that individuals have to play and how this can impact a business. Organisational structure and culture are both studied at KS5.
- Analyse the impact businesses have upon the different stakeholders who have an interest in the way that a business operates and in turn how these groups influence business actions.
- A level students participate in a ICAEW competition as small teams to solve business issues and make decisions. The results of the research are presented to a professional audience.

To facilitate and encourage MORAL DEVELOPMENT, students will:

- Look at employment and consumer legislation and consider ethical aspects of business and why some companies adopt ethical practices while others do not.
- Consider issues such as minimum wage versus living wage and use of ethical suppliers and working conditions, especially where products are imported. Consider the impact of the supply chain on Businesses and their reputation.
- Be encouraged to explore the wealth of different countries and the ethics of trading with those countries.
- Look 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.

To facilitate and encourage SPIRITUAL DEVELOPMENT, students will:

- Reflect on their own life 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. Essay questions require a balanced approach.
- Be encouraged to explore discrimination within the workplace, particularly the areas covered by the Equalities Act and its use in business.
- Explore their own feelings and outlooks and reflect upon topics such as ethics. They consider how beliefs may affect locations of business and the way in which they operate. Mission statements and objectives are analysed and evaluated.

To facilitate and encourage CULTURAL DEVELOPMENT, students will:

- Look at the changes within society and how they may impact on businesses.
- Study the topic of globalisation. Students will investigate the UK's trading partners and the importance of emerging markets and economies. The students also look at international trade and protectionism and the impact on UK business activity.

- Investigate the area of business ethics and consider the ethical boundaries in which businesses must operate.
- Look at the issues of unemployment, inflation, interest rates and other economic factors. Consider how these economic factors will have an impact upon wider society as well as businesses.
- Consider the costs and benefits to society and the wider community as a result of business decisions.
- Explore the theories of Hostede and Handy to discover more about culture within an organisation as well as at a national level.

SMSC Computing

Social

- As part of the Computing 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 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.

- Students may use paired programming to assist in the development of programming skills and to communicate ideas to each other in a respectful and supportive manner

- Students will work together in groups to discuss the why and how behind a range of problems to work towards a solution together.

- Students will study a range of topics which explore how computer science has had a huge impact in the way people socialise.

Moral

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

- Students 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.

- Students will explore the moral and ethical issues surrounding Computer Science such as is digital theft the same as physical theft?

- In Computer Science students will learn about the threats to data and the need for cybersecurity, they will also consider social engineering and the use of malware discussing the effects of these threats on society as a whole

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.

- Computing provides opportunities for reflection of awe and wonder about the achievements in computer science and possible future achievements.

- Computer Science lets students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people.

- To promote students' spiritual development, their sense of self and their will to achieve, the computing department continually takes the opportunity to praise students for their contribution in lessons.

Cultural

- Students 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.

- Computational thinking encourages students to develop and explore their problem solving skills. Computing Empowers students to apply their computing skills and to gain knowledge of how programming links between subjects for instance maths.

- Computing 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.

- Whilst studying various aspects of computing 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.

SMSC Creative iMedia

Social

- As part of the iMedia curriculum, pupils are encouraged to think and produce work that reflects the needs of diverse audiences within our community and the wider community

- Pupils complete a unit of work in year 9 to develop an open evening project. During this project pupils need to develop a poster to showcase the evening, a virtual tour of the school and a presentation which talks about Saint Wilfrid's as a school. This is a wider area project that they complete.

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

- Pupils may also be asked to buddy, evaluate and critique each other work to make improvements in year 9.

Moral

- Through client briefs, students consider issues surrounding the stereotyping of genders and sexes and learn how the media exploits these stereotypes for marketing purposes.

- Students consider how media agencies target different demographics and learn about the categories that are used to segment the market such as age, ethnicity, income and gender. They will be taught about creating neutral campaigns and how some campaigns alienate different communities.

- Acceptance of different opinions and viewpoints is essential in media as the creative element of the course ensures that each pupils work is individual and pupils must learn to accept the viewpoints, tastes and ideas of others.

- Students need to consider the laws that are attached to media products. Students need to consider legislation that is written to protect work of others.

- Students are encouraged to be accountable for their work. In their coursework they need to develop a workplan that helps them develop their time management skills which encourages this accountability.

Spiritual

- Imedia provides opportunities for reflection. This allows students to reflect on their strengths and weaknesses in order to become a more independent learner.

- Imedia give students the opportunity to explore their own creativity and express themselves as individuals through the development and creation of media products. Students need to interpret a brief and then come up with their own thoughts and idea on this.

- Students are encouraged to develop their creativity through the use of pre-production documents. Students are asked to plan a media product before they complete this which requires them to use this creativity.

- IMedia give students the opportunity to explore their own creativity and express themselves as individuals.

- ·To promote students' spiritual development, their sense of self and their will to achieve, the iMedia department continually takes the opportunity to praise students for their contribution in lessons.

Cultural

- Pupils 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.

- Critical thinking encourages the pupils to consider media concepts from the point of view of people outside of their own demographic, ethnicity, cultural background etc. Pupils do this through writing target audiences and making sure that a product is fit for purpose dependent on their background.

- Pupils analyse media created by companies to highlight what makes this stand out. Students look at a range of media for this and discuss the layout and content of these products.