

Cultural Capital Overview



What is Cultural Capital?

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p.4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Ofsted define cultural capital as...

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life."

What does Cultural Capital mean at Riverside Meadows?

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

At Riverside Meadows, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes. Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum.

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Cultural capital promotes social mobility and success within a stratified society.

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Rationale:

At Riverside Meadows, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

Our school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a pupil's cultural capital:

Personal development:

1. Careers and Information, advice and guidance provision
2. Personal Finance Education
3. Employability skills, including work experience
4. Citizenship, Personal, Social and Health Education provision
5. The school's wider pastoral framework
6. Growth mindset and metacognition – Resilience development strategies
7. Transition support
8. Work to develop confidence e.g. debate, public speaking and interview skills
9. Activities focused on building self-esteem
10. Access to Therapy support
11. Developing self-regulation strategies to support good mental health
12. Preparation for Adulthood
13. Preparation for Leisure
14. Mental Health & well-being provision

Social Development:

1. Citizenship, Personal, Social and Health Education provision
2. Students supporting in the community
3. Pupil Voice – School Council and other support groups
4. Classroom guardians
5. Outdoor Learning
6. In school and wider community engagement programmes
7. Work experience and business engagement programmes
8. Access to therapy support.

Physical Development:

1. The Physical Education curriculum
2. Anti-bullying and safeguarding policies and strategies
3. The Health Education dimension of the PSHE&C programme, including strands on drugs, smoking and alcohol
4. Extra-curricular programmes related to sports and well-being

5. The celebration of sporting achievement including personal fitness and competitive sport
6. Cambridge United Intervention package
7. Personal Training support for identified students
8. Cycling proficiency intervention
9. Activities available for unstructured time, including lunch and break times
10. The curricular programme related to food preparation and nutrition
11. Advice & Guidance to parents on all aspects of pupil lifestyle
12. The promotion of walking or cycling to school.

Spiritual Development:

1. The Religious Education and Philosophy Curriculum
2. Our collective acts of reflection
3. Support for the expression of individual faiths
4. Inter-faith and faith-specific activities and speakers
5. Visits to support wellbeing and reflection
6. Access to in house school therapist
7. Opportunities to focus on spiritual issues
8. School-linking activities – locally, nationally and internationally
9. Weekly assemblies

Moral Development:

1. The PSHE Curriculum
2. The school's Behaviour Management policies
3. Debate skills to be developed and encouraged
4. Community Projects and events
5. Charitable events
6. Contributions to local and national charitable projects

Cultural Development:

1. Citizenship and PSHE Education
2. Cultural studies
3. Access to the Arts
4. Access to the languages and cultures of other countries through the curriculum and trips and visits
5. Cultural events
6. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice