

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student 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 promotes social mobility and success in our highly diverse society.

Cultural capital gives a pupil the confidence to learn. It helps them achieve goals, become successful, whatever their starting point.

Cultural capital is having knowledge and skills that give pupils the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

It is essential 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.

We define here six key areas of development that are interrelated and cumulatively contribute to the sum of a pupil's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

These loosely cover what might be covered in both primary and secondary sector schools

1. Personal development:

- a. Careers and Information, advice and guidance provision;
- b. Personal finance Education;
- c. Employability skills, including work experience;
- d. Citizenship, Personal, Social and Health Education provision;
- e. The school's wider pastoral framework;
- f. Growth mindset and metacognition - Resilience development strategies;
- g. Transition support;
- h. Work to develop confidence e.g. public speaking and interview skills;
- i. Building self-esteem
- j. Mental health and well-being provision

2. **Social Development:**

- a. Citizenship, Personal, Social and Health Education provision;
- b. Volunteering and charitable works;
- c. Pupil and Student Voice – Year Group and School Council;
- d. Nurture Group Access;
- e. In school and wider community engagement programmes;
- f. Work experience and business engagement programmes;
- g. Coaching and mentoring

3. **Physical Development:**

- a. The Physical Education curriculum;
- b. Healthy Eating policies and catering provision;
- c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;
- d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;
- e. The extra-curricular programme related to sports and well-being;
- f. The celebration of sporting achievement including personal fitness and competitive sport;
- g. Cycling proficiency training and Cycling to School Safely protocol;
- h. Activities available for unstructured time, including lunch and break times;
- i. Activity based residential
- j. Food preparation and nutrition
- k. Walking and cycling to and from school

4. **Spiritual Development:**

- a. The Religious Education and Philosophy Curriculum;
- b. Our collective acts of worship and reflection;
- c. Support for the expression of individual faiths;
- d. Inter-faith and faith-specific activities and speakers;
- e. Visits to religious buildings and centres;
- f. Classes and seminars with speakers focusing on spiritual issues;
- g. School-linking activities – locally, nationally and internationally;
- h. The Assembly programme.

Moral Development:

- a. The Religious Education and Philosophy Curriculum;
- b. The behaviour and justice framework underpinning the school's Behaviour Management policies;
- c. Contributions to local, national and international charitable projects.

Cultural Development:

- a. Citizenship Education;
- b. Access to the Arts;
- c. Access to the languages and cultures of other countries through the curriculum and trips and visits;
- d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Each faculty or subject makes its own contribution to students' cultural capital development. Follow the links for an overview of the contribution of each faculty area: