

Harrowby / National Academies Trust

Curriculum Objectives: Developing Students' Cultural Capital

What is Cultural Capital?

Cultural capital is “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender and appreciation of human creativity and achievement” (Ofsted School Inspection Handbook 2019); it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success in our stratified society.

Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**.

Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

At The Harrowby / National Academy Trust, we recognise that for students 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.

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

1. Personal Development
2. Social Development (including political and current affairs where relevant)
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:

1. Personal development:

- a. Personal, Social and Health Education / Jigsaw provision;
- b. The school's wider pastoral framework;
- c. Growth mindset and metacognition - Resilience development strategies (links to recovery curriculum);
- d. Restorative Approaches;
- e. Use of CALMS (connecting, active, learning, mindfulness, supporting)
- f. EYFS/KS1/KS2 Transition support;
- g. Work to develop confidence;
- h. Activities focused on building self-esteem;
- i. Mental Health & well-being provision;
- j. Pastoral Team.

2. Social Development:

- a. Personal, Social and Health Education / Jigsaw provision;
- b. UNICEF / Global Goals / Gambia;
- c. Student volunteering and charitable works;
- d. Student Voice – School Council;
- e. Nurture Group / Community Room Access / Virtual Classrooms;
- f. Provisions linked to the school's Healthy Schools;
- g. In school and wider community engagement programmes;
- h. Pastoral Team;
- i. Access to counselling, in school and with external agencies.

3. Physical Development:

- a. The Physical Education curriculum;
- b. Healthy Eating policies and catering provision;
- c. Anti-bullying and safeguarding policies and strategies;
- d. The Health Education dimension of the PSHE / Jigsaw 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. Advice & Guidance to parents on all aspects of student lifestyle;
- k. The promotion of walking or cycling to school (PSHE Incentives).

4. Spiritual Development:

- a. The Religious Education Curriculum;
- b. Our collective acts of worship and reflection;
- c. Support for the expression of individual faiths;
- d. Spirituality Policy;
- e. Visits to religious buildings and centres;
- f. Collaboration with local faith, charity and groups;
- g. School-linking activities – locally, nationally and internationally (Gambia);
- h. Involvement with The Church of England Diocese.

5. Moral Development:

- a. The Religious Education Curriculum;
- b. The behaviour framework underpinning the school's Behaviour policies;
- c. Contributions to local, national and international charitable projects.
- d. Involvement with Gambia New Life Children's Charity Schools;
- e. PSHE / Jigsaw Curriculum - exploring a wide range of issues.

6. Cultural Development:

- a. Citizenship Education;
- b. Access to the Arts (Music, Dance, Art, PE etc);
- 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.