

Holy Spirit Catholic Primary School



Cultural Capital Statement

This policy was approved by	Governors
Name	
Position	Governors
Date	Sept 2021
Review Date	Sept 2022

Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children.

We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

“Jesus holds my hand and guides me on my way”

Capital Cultural Statement

Mission statement

Jesus holds my hand and guides me on my way, so that I may be the person that God has chosen me to be.

Trust Respect Growth

What does Cultural Capital Mean at Holy Spirit Catholic Primary School?

Every child and family who joins our school will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work. 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 up 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.

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 Holy Spirit Catholic Primary School, children benefit from a 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. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.

Policy Rationale

At Holy Spirit, we recognise that for children 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 child'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 and some examples of how children's development is shown in the areas:

- Personal development
- Citizenship, Personal, Social and Health Education provision
- The school's wider pastoral framework
- Growth mindset support – resilience development strategies
- Transition support
- Work to develop confidence e.g. role play, supporting peers
- Activities focused on building self-esteem
- Mental Health & well-being provision
- Nurture provision

Social Development

- Personal, Social and Health Education provision
- Volunteering and charitable work
- Pupil Voice
- Pastoral support from all staff
- Nurture provision
- Current affairs topics
- Mums, Me and Tea, Dads, Me and Tea
- Parent workshops
- School council
- Choir visits to the elderly
- House team captains
- Peer Mediators
- Sports clubs

Physical Development

- The Physical Education curriculum
- Healthy Eating policies and catering provision
- Anti-bullying and safeguarding policies and strategies
- The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol
- The extra-curricular clubs related to sports and well-being
- The celebration of sporting achievement including personal fitness and competitive sport
- Activity-based residential visits
- Design and Technology units related to food preparation and nutrition

Spiritual Development

- The Religious Education Curriculum, Come and See
- Our shared experiences of Collective Worship
- Support for the expression of individual faiths

Moral Development

- The Religious Education Curriculum
- School vision and aims
- Awards Assemblies
- The school's Behaviour policy: class points/table points, reward charts
- Holy Spirit's school website
- Contributions to local, national and international charitable projects
- Pupil voice: the School Council, Reading Ambassadors, Playground Pals, Eco Team
- Displays
- Understanding cause and effect, making the right choices
- Nurture provision

Cultural Development

- Citizenship education through PSHE
- Arts education including Music and Drama
- Access to the languages and cultures of other countries through the Geography and MFL curriculum
- Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice
- Window on the World Days
- Assemblies
- Charity events
- World Book Day
- Choir
- Appreciating artists – Arts Week
- Whole School Book Weeks
- Visits