



Cultural Capital At King George V Primary School

Developing Pupils' Cultural Capital

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil 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 stratified society.

Cultural capital gives a pupil 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 pupils the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At King George V Primary School, 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.

The 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:

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



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

1. Personal Development:

- a. Careers and Information, advice and guidance provision;
- b. Personal Finance Education, including enterprise projects;
- c. Employability skills, including business and social enterprise;
- 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 between EYFS and KS1 and Y6 and High School;
- h. Work to develop confidence e.g. public speaking and interview skills;
- a. Activities focused on building self-esteem;
- j. Mental Health & well-being provision.

2. Social Development:

- a. Citizenship, Personal, Social and Health Education provision;
- b. Pupil volunteering and charitable works through our enrichment programme;
- c. Pupil Voice – School Parliament;
- d. Nurture Group Access;
- e. Provisions linked to the school's Healthy Schools' Accreditation;
- f. In school and wider community engagement programmes;
- g. Work experience and business engagement programmes;
- a. Access to counselling.

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 RHE curriculum;
- e. The extra-curricular programme related to sports and well-being;
- f. The celebration of sporting achievement including personal fitness and competitive sport;
- g. Activities available for unstructured time, including lunch and break times in three different intensity zones (low, medium and high intensity activities);



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- h. Activity-based residential;
- i. The curricular programme related to food preparation and nutrition delivered as part of the Design and Technology curriculum;
- j. The promotion of walking or cycling to school.

4. Spiritual Development:

- a. The Religious Education and PSHE 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. School-linking activities – locally, nationally and internationally;
- g. The Assembly programme.

5. Moral Development:

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

5. 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.