**Cockfield Primary School**

**What does Cultural Capital mean at Cockfield Primary School?**

Cultural capital is the gathering 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 child will draw upon to be successful in society, their career and the world of work. 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.

Cultural capital gives a child power. It helps them achieve goals, become successful 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.

**What does Cultural Capital look like in education?**

Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.

**What does Cultural Capital look like at Cockfield?**

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. At Cockfield everyone is valued and welcome.

We have devised a bespoke curriculum for our children, which exposes them to skills and knowledge in our local context which they can transfer to more abstract areas. We have ensured that our teaching is language rich, with vocabulary taught discretely and also exposing children to subject specific vocabulary, through their knowledge organisers.

Children are exposed to a wide range of books, either through our text-led curriculum, reading sessions or the plethora of reading activities we run through school such as: library visits, or recommended reading books in each year group. Reading is seen as a high priority and we ensure that children are exposed to a wide range of diverse books that they might not encounter away from school.

Our curriculum has been carefully designed so that we expose our children to experiences they normally wouldn’t have. For example, in KS2 Geography, we compare local cities with those around the world. By doing this, we have the opportunity to expose our children to the geography of Durham city, whilst also learning about other cities around the world. We organise a number of trips and field study visits linked to our curriculum.

Children also get the opportunity to go on residential visits in Class 4, where they are exposed to the ‘great outdoors.’ In music, we employ a specialist to teach Y3/4 children to play musical instruments. Children then perform to families over the year. Our children also have the opportunity to learn flute or clarinet in school. Our EYFS children are exposed to several activities linked through their well-designed curriculum.

All children have access to a variety of after school clubs, that enhance cultural capital. Sports clubs, cookery, arts and crafts, animation and around the world clubs have all been extremely popular. We work with parents and children, so they have a voice in what clubs they feel are most beneficial to them.

Our main vision for our children is for our children to be good people who go on to do great things. We want them to become life-long learners and global citizens that aspire to achieve great accomplishments in their life by having a desire and belief in their ability. 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 Cockfield Primary School, 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.

There are six key areas of development that form a golden thread within our school

* Personal Development
* Social Development, including political and current affairs awareness
* Physical Development
* Spiritual Development
* Moral Development
* Cultural development

**Personal Development**

Pupil Task Force

Investing in Children

School Leadership Team

School Values

Assemblies

Mental Health and Wellbeing Provision

Mental Health Lead

Zones of Regulation

Citizenship, Personal, Social and Health Education

 Activities focused on building resilience and self-esteem

Educate & Celebrate (Rainbow Respect Team)

Careers & Aspirations – visitors, virtual and in person

Curriculum

# Social Development, including political and current affairs awareness

Student voice groups – Pupil Task Force, Educate & Celebrate, Rainbow Respect Team

Citizenship, Personal, Social and Health Education

Role of the Mental health Lead

Community links with charities Assemblies

Curriculum

Ethos of care

Active 30 – healthy lifestyles

# Physical Development

Healthy eating policies

Physical Education curriculum

Anti- bullying and safeguarding policies

Extra- curricular programme related to sports and well-being

Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;

Active learning – curriculum intent

Celebration of sporting achievements including personal and competitive

Playtime offer

Promotion of walking or cycling to and from school

 Curriculum

School grounds

Forest School

# Spiritual Development

Religious Education

Collective Worship – Reverend Brian

Our collective acts of reflection

Support for the expression of individual faiths

Visits to religious buildings and centres

Assemblies

Curriculum Offer

# Moral Development

Class Charters

Behaviour policy

Contributions to local, national and International charitable projects.

Pupil Task Force

Curriculum Offer

# Cultural Development

Curriculum Offer

Access to the languages and cultures of other countries through the curriculum, trips and visits

Promotion of racial equality and community cohesion through the school’s ethos

Citizenship Education through PSHE

Access to the Arts – ArtsMark Gold

# Below are examples of the opportunities and experiences we offer children at Cockfield Primary School . . .

**After school clubs**

After school clubs are planned according to the needs of our children, we regularly consult our children on what clubs they would like us to run. Our After-School Clubs and Wraparound Care ran all the way through the lockdowns during COVID19 as we know how valuable they are to our children. As a school, we will reflect on our offer each half term and adapt the clubs offered to suit the needs of our children.

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| --- | --- |
| **Day of the week** | **Club** |
| Monday | Netball, Arts & Crafts |
| Tuesday | Football, Board Games |
| Wednesday | Animation, Indoor & Outdoor Fun |
| Thursday | Cookery, Around the World |
| Friday | Film Club |

**Examples of trips and visits**

Raby Castle

Durham Cathedral

Local travellers’ site

Bowes Museum

Gurdwara

Saltburn by the Sea

Life Science Centre

**Examples of people who we have chosen to study in our curriculum**

Mary Seacole Neil Armstrong Pablo Picasso

Banksy Tommy Armstrong Grayson Perry

 Sir Isaac Newton Charles Darwin Issa Watanabe

 Alan Turing Albert Einstein Shaun Tan

 Harvey Milk Greta Thunberg Justin Richardson

 Marie Curie Orla Kieley Rosa Parks

 David Attenborough Natasha Chomko Martin Luther King