


Cultural Capital	
1 What is Cultural Capital	<p>Cultural capital is the accumulation of knowledge, skills, behaviours and experiences that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence.</p> <p>Cultural capital represents the key ingredients that a student will draw upon to be successful in society, their career and the world of work. Cultural capital gives a student greater influence. It helps them to achieve goals socially without necessarily having the wealth or financial capital to do so.</p> <p>Ofsted suggest Cultural Capital is... <i>'the essential knowledge that students 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.'</i></p>
2 What are our aims for Cultural Capital at CRS?	<p>At Chelveston Road School, cultural capital is developed across the whole curriculum through personal, social, physical, spiritual, moral and cultural development. Our aim is that:</p> <ul style="list-style-type: none"> • All students will be able to appreciate and understand other cultures; that they feel confident in their own cultural identity. • We understand all students' cultural heritage and plan ways to implement it through our whole school offer. • We understand what knowledge we want our students to know. • Our Cultural Capital 'weave' will expand narrow definitions of Cultural Capital. • In addition to whole school provision and development of cultural capital, each curriculum area or faculty, makes its own contribution to students' cultural capital development. • Students are exposed to cultures from outside of school. This will prepare our students to live and thrive in culturally and ethnically diverse modern Britain. • We know what kind of cultural experiences our students aren't getting, don't have access to, or might not be aware of and to facilitate opportunities to address them. • Ensure that we present this in our curriculum and enrichment as one form of culture, with many other forms of culture alongside, of equal value. • Ensure that all students are able to access enrichment activities such as clubs and trips. • Expose our students to black and brown role models (beyond musicians and footballers) • Offer a wider pastoral support framework support by our Relationship Policy. • To support students by being a fully Restorative Approaches school.
3 Cultural Capital of our students	<p><i>All students bring with them a wealth of cultural traditions and history that shouldn't be ignored.</i></p> <p><i>Our students and their families represent different cultures and ethnic groups.</i></p> <p><i>We aim to ensure the achievements and culture of our students' heritage is represented throughout our curriculum and enrichment activities.</i></p> <div style="text-align: right;">  </div>
4 Cultural Capital Curriculum weave *See full CC document for all information and subjects	<ul style="list-style-type: none"> • Gives students a plethora of cultural capital to thrive in today's complex, demanding society. • Enables students to develop key skills for the world of work. • Develop their speaking and listening skills in a range of contexts and for different purposes. This is vital cultural capital, which our students need to become effective speakers and confident communicators, to allow them to compete with their peers in a range of real-world contexts including job interviews and career pathways. • Ensures our students possess the necessary 'cultural capital' to be successful – the intrinsic understanding of the world around them that ultimately means we can bridge the gap between the texts we teach and the real lives of our students in the 21st Century. • Ensures students are able to transfer skills e.g. maths skills, into their everyday life beyond school. • Equips students with skills and knowledge to improve their life chances, become financially aware citizens and consumers. • Enables students to explore the pressures that influence their financial decision-making and the subsequent consequences for them and others of poor choices. • Develops an understanding of how society is organised financially including the banking system, taxation and the welfare state.
5 Sharing our vision for CC at CRS	<p>The Cultural Capital Policy can be viewed by all stakeholders.</p> <p>All staff have CPD to understand and develop Cultural Capital across the school. Governors at CRS are familiar with the <i>Cultural Capital Policy</i> and <i>Cultural Capital at CRS</i> Document.</p> <p>Cultural Capital at CRS is monitored through: Whole school events; Learning walks; Book Looks; Staff Voice; Student Voice.</p>
6 Monitoring for Impact	<p>Key Questions we need to ask</p> <p>Is Cultural Capital woven throughout our curriculum offer? Does Cultural Capital permeate through the whole school? Do students know what Cultural Capital is and their vital role in ensuring its ethos across the school and beyond?</p> <p>CRS will not monitor cultural capital as a separate area. Instead, we will embed questions about cultural capital as part of how we already monitor the curriculum.</p> <p>The Head teacher and AHT will monitor the Cultural Capital 'weave' across the school.</p>