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Cultural Capital – Curriculum objectives and developing pupils’ Cultural Capital

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; 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.

Policy Rationale:

At KHNES 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 service 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 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:

1. **Personal development:**
 - a. Careers and Information, advice and guidance provision;
 - b. Personal Finance Education;
 - c. Employability skills, including work experience;
 - 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;

- h. Work to develop confidence e.g. public speaking and interview skills;
- i. Activities focused on building self-esteem;
- j. Mental Health & well-being provision.

2. Social Development:

- a. Citizenship, Personal, Social and Health Education provision;
- b. Student volunteering and charitable works;
- c. Student Voice
- d. Access to other provisions
- e. Provisions linked to the Services Healthy Schools' approach
- f. Provisions linked to the Services Mental Health provision, relationships with specific agencies that support mental health and the ongoing work with CAMH's and NELFT.
- g. In school and wider community engagement opportunities;
- h. Work experience and business engagement opportunities;
- i. Access to counselling.

3. Physical Development:

- a. The Physical Education curriculum;
- b. Healthy Eating approach;
- c. Anti-bullying and safeguarding policies and strategies
- d. The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;
- e. Activities available for unstructured time, including lunch and break times;
- f. Advice & Guidance to parents on all aspects of student lifestyle;

4. Spiritual Development:

- a. Enrichment Curriculum;
- b. Our collective acts of worship and reflection;
- c. Support for the expression of individual faiths;
- d. School-linking activities – locally, nationally and internationally;
- e. The Assembly programme.

5. Moral Development:

- a. Enrichment Curriculum
- b. Positive behaviour approach to policy
- c. Contributions to local, national and international charitable projects.

6. Cultural Development:

- a. Citizenship Education;
- b. Access to the Arts;
- c. Access to the languages and cultures of other countries through the curriculum
- d. Promotion of racial equality and community cohesion through the Services' ethos, informing all policy and practice.

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Appendix A: Departmental template to track Cultural Capital opportunities



Department Provision – Cultural Capital Development Opportunities

Year Group/Topic:			
	PERSONAL	SOCIAL	PHYSICAL
	SPIRITUAL	MORAL	CULTURAL