

Cultural Capital

At Hipsburn 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:

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

Each subject taught within the school day makes its own contribution to pupils' cultural capital development.

At Hipsburn Primary School, our aim is for our children to join us on a learning journey, which will equip them for their future. We want our children to leave us at Year 6 with a range of skills, deep knowledge, a love of learning and ambition.

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

The term 'cultural capital' is not something new. It is a complex theory that comes originally from the field of sociology, which involves the study of society, including

relationships, social interactions and culture. It is important to recognise that everyone has cultural capital - knowledge, skills and behaviours - and that these accumulate over time through many different experiences and opportunities. Cultural capital is understood to contribute to success in life, for example, being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.

Cultural Capital is not something that is 'given' or 'taught'. It is about culture, language, traditions and experiences. At Hipsburn Primary, we want to celebrate the uniqueness of us all and share our differences and individualism. It is beyond the curriculum.

We will be creating Cultural Capital Overviews for each individual year groups. These include all the aspects of Cultural Capital, which researchers have evidenced, enrich children's knowledge and understanding and will equip and prepare them for their futures. Some aspects are covered in our curriculum; other aspects are explored in assemblies, incidental conversations and daily life at school. Other aspects can be discovered at home through experiences and conversations, playtime on the school yard and especially when visiting places or on trips.