



## What does 'Cultural Capital' Mean at Mugginton Church of England Primary School?

Cultural capital is the accumulation 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 pupil will draw upon to be successful in society, their career and the world of work (see work of Pierre Bourdieu). Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. At Mugginton, we see the acquisition of cultural capital as an equaliser - it gives children the desire to aspire and achieve social mobility whatever their starting point. Ofsted define cultural capital as:

*"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: '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.' "*

Every child and family who joins our setting 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 (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

At Mugginton Church of England Primary School, children benefit from a flexible curriculum that builds on what they understand and know already. We believe that exposure, not only to culture but also to situations which the children might not have previous experiences of, is of paramount importance to their ongoing success. This might consist of displaying prints of classic works of art in the classrooms; listening to pieces of classical music in Collective Worship; participating in democratic exercises such as Faith Council elections and visiting charities which engage with current issues, such as Derby Refugee Solidarity.

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 from the Early Years up to Year Six. These include trips to the weekly Forest Friday site; visits to shops, cafes, charities and to places of worship, museums, sports events and other institutions, to name a few. In short, we work hard to building our children's experiences, empathy and knowledge by immersing them in the world around them.

We separate the acquisition of Cultural Capital into six key areas of development. These are inter-related and overlap with our work promoting British Values and with our ethos as a Church School.

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

Other than safeguarding, nothing is more important to our children's education than making sure they are supported to be the best they can be within our ever-changing, diverse and rich society. We want to make sure everyone has an equal opportunity to live, learn, and to achieve.

PERSONAL DEVELOPMENT	SOCIAL DEVELOPMENT	PHYSICAL DEVELOPMENT
Careers Information from parent visits (journalist, nurse, engineer, vet)	PSHE curriculum, Forest Friday and Forest Friday Group work	Physical Education curriculum, Mugginton Mile, inter- and intra-school sporting fixtures
Promotion of 4 key British Values	Faith Council work, Eco Committee, Sports Ambassadors and I-Vengers	Forest Friday activities
Daily Collective Worship linked to the Fruits of the Spirit	Charity work and visits to Padley Centre and Derby Refugee Solidarity	Healthy Eating policies and catering provision, linking to PSHE and science work
Personal, Social and Health Education curriculum;	Faith Council and broader pupil voice via questionnaire and discussion with governors	Whole school dog walks in the peak district every half term
The school's wider pastoral framework; ethos and Christian identity	Half-termly whole school dog walks and community initiatives such as Christmas and Summer Fayres	The health, drugs, alcohol, smoking and sex and relationships and elements of the PSHE curriculum; Extra-curricular provision;
Transition support to Year 7, including our 'Transition Term' in June	School trips to London, Cadburys World, Derby Museum of Making and residential at Lea Green	Extra-curricular activities available for unstructured time, including lunch and break times and sports after school clubs
Opportunities for public speaking/singing at school carol concerts, church services and video diary recordings for school website	Half-termly STEM afternoons with children working together in groups.	Activity-based residential every other year and sports 'specials' such as Tough Runner and Tough Mudder
Initiatives such as anti-bullying week and safer internet day	Inter and intra school sports competitions – all children from Years 2 – 6 to represent school at least once each year	Food preparation and nutrition as part of our DT curriculum
Mental Health & well-being provision – including Zones of Regulation	Whole-school activities where children work in their Forest Friday groups for Remembrance work; Bonfire Night; Anti-Bullying week	Swimming for all juniors and Bikeability training, before Year 5 & 6 challenge to cycle around Carsington Reservoir each year
Mugginton Mile running	Positive Play Lead in school for minimum of 3 lunchtimes per week to model quality interaction & play.	Links with Allestree Woodlands tennis club – Monday lessons for all juniors in summer term

SPIRITUAL	MORAL	CULTURAL
The Religious Education curriculum, including our Understanding Christianity units. Visits to Derby Mosque & Nottingham Liberal Synagogue as part of learning	The Religious Education curriculum and collective worship – our most important rule: ‘Treat Others as You Would Like to be Treated’	Classical art prints displayed across the school and labelled. Access to classical and more contemporary music across collective worship and the music curriculum
Our daily, collective acts of worship and reflection; including Collective Worship Crew (pupil-led worship)	Behaviour Management policies – our 5 Golden Rules	Art books to focus on notable artists and artwork – school trips to Derby museum to celebrate the work of Joseph Wright
Support for the expression of individual faiths demonstrated through visits to places of worship and RE curriculum	Contributions to local, national and international charitable projects such as Derby Refugee Solidarity and the Harvest Church Service	School trips to culturally significant places such as Derby Museum of Making, Cadburys factory and London, including the Houses of Parliament
School-linked activities and charity work – locally, nationally and internationally, Harvest, Children in Need, Remembrance	RE (Derby) syllabus focussing on world religions; commonalities and work on the Holy Trinity	Access to the languages and cultures of other countries – particularly Japan - through the curriculum as well as trips and visits
Learning about individuals who have changed the world for the better – in particular, the civil rights movement in America and the end of Apartheid in South Africa (Martin Luther King, Rosa Parks, Nelson Mandela)	Forest Friday outdoor learning – an appreciation of nature and the beauty of the outdoors. Forest Friday groups encourage identity and group support	Promotion of equality & community cohesion through school’s ethos, collective worship, initiatives such as anti-bullying week and visits to charities such as Derby Refugee Solidarity
Our school ethos is centred around the fact that each individual has intrinsic worth and equal value	School dog allows children the opportunity of caring for and spending time with animals	Co-operative values reinforced through Faith Council and Forest Friday groups
Daily school prayers at key points in the school day. Inclusive and modelled to our youngest children as an opportunity to say ‘thank you’.	Collective Worship used to celebrate children’s achievements (academic & other) each Friday.	Reading in class/collective worship key authors and books. Four book lists recommend to children modern and traditional literature
Marking of key dates/festivals & reflection on their importance – Holy Week, Christmas, Hanukkah, Ramadan, Diwali, Bonfire Night, Remembrance Day	Pupil-led church services each half term to celebrate achievements, speak publically and reflect on experiences over the last half-term.	One-to-one & small group music lessons in flute, piano, clarinet from Reception onwards.