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**CRADLEY CE PRIMARY SCHOOL**

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# **Cultural Capital at Cradley School**

## **The meaning of culture**

Culture means the way that we speak, the traditions we have and the beliefs which are passed down through the generations.

## **What is cultural capital?**

French sociologist Pierre Bourdieu first introduced the term building on ideas of Karl Marx. It defines factors other than economic wealth as to how much educational success a child may have. He thought that the factors, which would be passed through generations were: **knowledge, life experiences, language, behaviours, tastes and habits.**

## **How will your children benefit from good cultural capital?**

Research shows that the more cultural capital a child has the easier they will find life – from social interactions through to securing a job.

The better knowledge, social skills, varying experiences and language a child has when entering the school system, the more chance they have of success in the future.

It supports social justice and is a matter of equality.

## **The role of our school**

Although home environments have the most influence on cultural capital, Cradley acknowledges that we play a key and important role in filling the gaps that children might have in their cultural capital. We aim to provide the knowledge, experiences, language and social skills children need to enable them the best chances possible.

We have developed cultural capital at Cradley School through our Maestro Curriculum using Cornerstones planning.

## **5 examples of embedding cultural capital into our curriculum**

### **1. Know your community well**

We are a small village school at the heart of the community in Cradley. Therefore, we know each and every child we teach well. We also have very strong links across the area and particularly with the church. This means we can tailor our curriculum to meet their needs better. A key priority for our school is to develop relationships with parents, welcoming them into school regularly and being available for them to talk to daily. We have got a Community Champions Club which specifically works across our local community. This has helped us to understand our children's cultural needs and potential. We feel in a better place to bridge cultural gaps and tailor our curriculum to meet these.

### **2. Teach more than just knowledge**

We value and appreciate that children need the curriculum extending beyond that which the Government has set as a minimum. We spend a lot of time creating the tools children need to build further cultural capital such as the need for conversation, play, first-hand

experiences and understanding. We have therefore thought about where each curriculum area allows children to use and apply the knowledge they learn in different cultural and social contexts. This can be done through them using their knowledge to debate, investigate, present and problem-solve.

### **3. Making time for talking**

Developing the spoken language and a rich vocabulary supports the long term success of children in education. We have developed our pleasure for reading through Reading Rangers and have given opportunities for different groups of children to get together in mixed ages to support the development of spoken language. This also supports the children to socialise in diverse groups.

We ensure that our curriculum includes and makes explicit the social and technical vocabulary for all subjects. We also ensure that children have plenty of time for quality talk in lessons and activities through the development of Oracy.

### **4. Embed a variety of cultural experience**

We include local and wider country experiences to places, spaces, monuments and historical buildings to help embed cultural experiences into the curriculum and provide local knowledge and contexts to topics and projects.

We acknowledge how much there is to learn from people with different backgrounds, cultures and religions and include many cultural experiences.

### **5. Quality Resources**

Cultural capital is about opening new worlds and helping them learn about the wider world. So, while Cornerstones supports our curriculum to be well-planned, broad, and rich, it is also crucial that the [resources](#) we use to teach it are the absolute best that we can get.

For children to understand complex concepts, appreciate beauty and learn about great and ancient civilisations, then the images we use to show them must be accurate and awe-inspiring. We have spent a lot of money investing in beautiful books, and using the local library service to develop this further. We appreciate and understand that a quality curriculum can only be realised when the [quality of the resources](#) is equally as good.

Examples of how we support cultural capital in our subjects:

History	<ul style="list-style-type: none"> <li>- Shrewsbury Discovery Centre</li> <li>- Residential</li> <li>- Hartlebury Castle</li> <li>- Bishop's Wood</li> <li>- Primary sources being put into action</li> <li>- Significant inventors from a diverse culture</li> <li>- Segregation</li> <li>- London</li> </ul>
MFL	<ul style="list-style-type: none"> <li>- Bar Limon</li> <li>- Spanish Café</li> </ul>
RE	<ul style="list-style-type: none"> <li>- Mosque</li> <li>- Walk around the village</li> <li>- Reflection on a Friday</li> <li>- Class 2 Synagogue</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- Conwy residential</li> </ul>
PSHCE	<ul style="list-style-type: none"> <li>- Books with different family set ups</li> <li>- Paperchains decorated for Malvern Pride</li> <li>- Community Champions</li> </ul>
PE	<ul style="list-style-type: none"> <li>- Variety of sporting opportunities</li> <li>- Intra-sports competitions</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Gardening Club</li> <li>- Eco Diversity</li> </ul>