The Meadows Primary School

ENRICHMENT CURRICULUM POLICY

Version Control

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Statement of intent

What does Cultural Capital mean at The Meadows Primary School and Resource Base?

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' 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 – which 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.

Cultural capital gives power. It helps children achieve goals, becomes successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Cultural capital is not something that is 'given' or 'taught'. It is about culture, language, traditions and experiences.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

"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."

At The Meadows Primary School and Resource Base, 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 in which the children might not have previous experiences of, is of paramount importance to children's ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum.

Cultural capital at The Meadows Primary School and Resource Base

Our aim is to enrich every child's school experience and create an environment where they are encouraged to succeed and be the best they can be.

Cultural capital is about preparing children with the knowledge and skills for what comes next. We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity.

Ultimately, this leads to the growth of new forms of cultural capital that makes a difference in individual mindsets and shapes the future.

The intent of our impact enrichment programme and additional curriculum initiatives is to help our children experience the awe and wonder of the world in which they live. This is so important here at The Meadows because what children learn in their formative years with us will stay with them forever.

In every year group, knowledge and skills are given to the children to extend their experiences to enable all children to be better prepared for the next steps of their learning, life and adulthood.

What does Cultural Capital look like at the Meadows?

Enrichment activities are threaded throughout our curriculum with coordinators of the subjects writing these into their medium-term plans. These are updated when other enrichment opportunities have arisen, and this is a working document.

Themed weeks are featured throughout the academic year with subject enrichment days and weeks such as 'Careers Week', 'Enterprise Week', etc…

The Meadows recognise that there are five key areas of development that are interrelated and cumulatively contribute to the sum of a pupil's cultural capital.

Personal Development

- Personal finance education
- Employability skills
- Citizenship, personal, social and health education provision
- Growth mindset and metacognition
- Resilience development strategies
- Activities focused on building self-esteem
- Work to develop confidence
- Mental health and wellbeing provision

Social Development

- Relationship, social and health education provision
- Citizenship
- Charitable work
- Pupil voice through School Council and School Parliament
- Nurture and social groups

- Promotion of healthy lifestyles
- Provisions linked to the school's accreditation Wellbeing Award
- Access to pastoral support and counselling

Physical Development

- Healthy eating promotion
- Anti-bullying and safeguarding strategies
- Wellbeing Feel Good Friday and wellbeing promotion activities
- Extra-curricular sports
- Sporting competitions and sports clubs
- Cycling training
- Activities available for unstructured time, including lunch and break times
- Outdoor education residential trips
- The curricular programme related to food preparation and nutrition
- Advice and guidance to parents on mental health and wellbeing
- The promotion of walking or cycling to school to reduce road congestion, encourage active travel, improve pupil's health and wellbeing and improve air quality
- Forest school

Spiritual and Moral Development

- Our Religious Education and PHSE/Feel Good Friday curriculum
- Our collective acts of worship and reflection including EWEE Thursday assembly
- Support for the expression of individual faiths
- Inter-faith and faith-specific activities and speakers
- Visits to religious buildings and centres
- School-linking activities, locally, nationally and internationally
- When adults change everything changes behaviour policy
- Contributions to local and national charitable projects
- Music links and sports links with local communities and events

Cultural Development

- Citizenship education through PHSE provision
- Access to the arts and art projects
- Music clubs and lessons, visitors and participation in music festivals and events
- Performing in major whole school productions and concerts throughout the year from EYFS – Y6
- Access to the languages and cultures of other countries through the curriculum and curriculum days/events
- Promotion of racial equality and community cohesion through the school's ethos and practice.

These different forms of cultural capital are included throughout our curriculum and enrichment activities, to avoid elitism. Ofsted Chief inspector Amanda Spielman called cultural capital 'a golden thread, woven through everything you do to teach children well'.

During these sessions, children are given the opportunity to reach out to the wider world and what it has to offer the children and what they can offer the community. For example, Y3 have organised a foodbank collection and taken it to the local community foodbanks under the topic of 'Caring for Others'.

As well as having a broad and balanced curriculum at The Meadows, we have a number of enrichment clubs that are provided outside of lesson hours.

At The Meadows we believe that our enrichment out of school activities benefit pupils mentally, socially and physically. They make school feel more like a second home, a place where there is room for work and for play. Most importantly, they help us to develop the whole child. Enrichment clubs allow our pupils to grow and thrive. Every time a pupil steps out of their comfort zones and tries something new, they may experience an initial struggle – for example, sewing, coding or bell ringing. However, that struggle is meaningful, and perseverance pays off; new skills are learnt, new friendships formed and the child feels a sense of achievement and purpose. Pupils soon learn the transformative power of persistence and start to amaze themselves.

Our clubs are verified and logged within the 'Children's University' accreditation program and children who also attend clubs or events outside of school are also able to include these within their accredited hours. This program allows all children to log hours of activities completed and attended and children are awarded for their time if they have achieved the following:

30 hours – Graduation with Bronze Award

65 hours – Graduation with Silver Award

100 hours – Graduation with Gold Award

The children's achievements are celebrated with a special service and children are presented with award certificates for their achievements. Children's University runs until the children

themselves, are leaving real University so they can continue their learning journey and use this to provide them with the skills to take into the world of employment.

We are very proud to also house a School Council (Y1-Y3) and a School Parliament (Y4-Y6) who act as representatives of their classmates in discussing school issues with the headteacher and staff. It is a very powerful way of representing and contributing to pupil voice in our school. The children at The Meadows via the members of School Council and School Parliament have an input into our curriculum and our enrichment curriculum and this is very much child led.