



Cultural Capital

Intent, Implementation and Impact

Cultural Capital, what is it?

When used in relation to education, cultural capital promotes the idea that schools should support the modern definition of what 'cultural capital' means. That is an individual who is knowledgeable about a wide range of cultures, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.

Bourdieu identified three sources of cultural capital – objective, embodied and institutionalised. In education, this could look like:

Objective: *cultural goods, books, works of art.*

Embodied: *languages, mannerisms, preferences.*

Institutionalised: *qualifications, education credentials.*

Therefore, cultural capital in education could potentially be realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.

According to DFE *“Cultural Capital is the essential knowledge that children need to prepare them for their future success. Is about giving children the best possible start to their education”.*

Ofsted is not inspecting Cultural Capital. They are looking instead at whether the school provides a rich and broad curriculum.

School inspection handbook *“As part of making the judgement of the quality of education, the inspectors consider the extent to which schools are equipping pupils with the knowledge and the cultural capital they need to succeed in life”*

Intent

At the heart of our academy are a set of core values. These underpin our curriculum and the ethos of the school. For our students, Stone Soup is a new start, a new hope. Creating Unimagined Futures is at the heart of all we do. We place great importance on a curriculum which develops the whole person. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual, and cultural development of each child is considered. We firmly

believe that everyone is entitled to an ambitious curriculum no matter their previous experience in education. Our curriculum design is accessible for all, including those with SEND and disadvantaged backgrounds. We help our young people re-write their experience of education and through that the way they look at the community around them.

Implementation

Implementation describes the way in which we deliver our intent consistently each day. To do this we have carefully designed our knowledge engaged curriculum. This is designed to enable learners to acquire relevant subject knowledge which underpins the application of skills. Skills are carefully and progressively mapped across each key stage and subject area. We focus on building relationships through our skilled engagement team and using a range of teaching styles and methods. Wherever possible we try to increase the student's exposure to culture, particularly examples of the Objective & embodied as stated above.

At Stone Soup Academy we develop cultural capital through:

- Career and information advice
- Personal finance
- Employability skills
- PSHE/RSE
- School pastoral framework
- Building confidence and self esteem; CV, interview skills etc..
- Mental health and wellbeing
- Student voice: students council
- Fundraising
- Counselling
- sport and healthy eating
- Anti Bullying and safeguarding
- Extracurricular activities including trips/ residential

Impact

We ensure that students leave Stone Soup Academy with an increased understanding of academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. Many of our students arrive with a cultural deficit. We aim for all of our students to leave Stone Soup Academy more respectful, skilful, ambitious and with an increased thirst for life than when they joined the academy.