



# Cultural Capital - Whole School Overview

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 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.' Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil 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 beyond school life.

Subject	How is cultural capital achieved?
<p><b>Art and Design</b></p>	<p>The KAPOW curriculum allows teachers to deliver art and design lessons that are inspiring, challenging and that give a wide range of cultural references so that we are expanding our children's cultural capital through these.</p> <p>Art and Design lessons at Limehurst will allow children to diversify their exposure to other cultures and ways of viewing the world through a range of historical and modern art works, showing how British values are reflected throughout the world and giving them a sense of world citizenship.</p> <p>With Art and Design drawing from many differing cultural aspects of Art, children will have a well-rounded knowledge of many of the more significant art movements of the Classical, 20<sup>th</sup> and 21<sup>st</sup> Century. But significantly more key to cultural capital is the urge, impulse and desire to find out more, for a child to seek where they belong in the cultural landscape, town or city. Art and Design will allow them to embrace their own culture in a positive light, whilst embracing the different culture we have access to in surrounding communities.</p> <p>It is the active participation in the arts that develops cultural capital. We ensure that young people don't just experience the arts and culture but that they actively take part and create their own art as participants.</p>
<p><b>Computing</b></p>	<p>Cultural capital is an important aspect of computing education at Limehurst because it can help to broaden children's horizons and enhance their knowledge of the digital world. We strive to provide the children with opportunities to experience and develop digital literacy which may not be readily accessible to them outside of school. Children who have more cultural capital are more likely to have a deeper understanding and appreciation of computing, which can motivate them to pursue computing as a subject or career in the future.</p> <p>We aim to develop cultural capital in our pupils by providing a range of engaging experiences to learn about computing. Throughout Key Stage 1 there are opportunities for pupils to create media, digitally paint, design algorithms, create musical compositions and use pictograms. Throughout Key Stage 2 life skills are further developed through enhanced programming skills, creating stop frame animations, recording podcasts and the use of databases and spreadsheets. In addition to providing enrichment opportunities through after school coding clubs which are led by a specialist.</p> <p>Overall, cultural capital is important in the computing curriculum because it helps to promote equity and inclusion by ensuring that all students have access to the resources and opportunities needed to succeed. By developing cultural capital in the computing curriculum, students are better prepared to deal with and contribute to digital society in meaningful ways.</p>
<p><b>Design and Technology</b></p>	<p>By introducing cultural capital and British Values in Design and technology, children are exposed to the work of great designers (British inventors included), creating intrigue and curiosity around design. Pupils develop a deeper understanding of the design process and what constitutes design. Our Design and technology curriculum contributes to the Cultural development of pupils by:</p> <ul style="list-style-type: none"> <li>• Teaching them how cultural influences impact on design over time.</li> <li>• Asking them to consider cultural influences on the food we eat.</li> <li>• Demonstrating that difference in design is often seen as a positive, synonymous with innovation.</li> </ul> <p>Our Design and technology scheme includes opportunities for children to extend their cultural capital in relation to each of the key themes. These are cooking and nutrition, mechanisms, textiles, electronical systems, structures and digital world. Using our teaching resources, they learn about different designers and inventors. This increases pupil's knowledge, deepens their thinking around design and may open up insight into different career pathways for the future. Our design and technology curriculum works around the main aim of preparing children with the skills to enter adulthood and the working world.</p> <p>Some examples of units within our curriculum that enhance our cultural capital and promote British values:</p> <ul style="list-style-type: none"> <li>• Children who follow our Design and technology scheme in Year 2 learn about different food groups and how to balance them healthily. They are presented with a design brief for a wrap inspired by the broadcaster and Chef Jamie Oliver and find out about his work on improving school lunches, health and nutrition. Including</li> </ul>



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	<p>information about Jamie Oliver adds context to the design brief which has a direct link and impact to the pupils own lives. The lesson content expands cultural capital, as it is a starting point for pupils to research Jamie Oliver and other famous chefs. Some children may become interested in cooking and nutrition, or develop ambitions to become a chef, after hearing Jamie Oliver's story.</p> <ul style="list-style-type: none"> <li>The digital revolution is an important event in Design and technology, which pupils start learning about in Year 3. They learn that, due to advancements in technology, we have gone from using mechanical and analogue electronics to digital technologies. Regarding cultural capital, the digital revolution is vital for children today, as they are essentially part of it. It can be challenging for pupils to comprehend the speed at which digital technology has developed and how recently it has all happened.</li> </ul> <p>Integrating opportunities to develop cultural capital and British Values into our Design and technology curriculum makes our lessons more relevant. Pupils learn about real design examples, gain valuable insight into the need for testing and evaluation and understand more about the significant names and stories behind the designs that impact their daily lives.</p> <p>Cultural capital is not just about knowledge acquisition; it's about providing information to spark curiosity and maybe even ignite future ambition in a young mind. It encourages children to think more deeply about the world around them; for example, to ask who designed their trousers or how car gears work.</p>
<p><b>English</b></p>	<p>Cultural capital encompasses the knowledge, skills, and experiences that individuals acquire throughout their lives, contributing to their social and cultural understanding. Limehurst Primary School recognizes the importance of building cultural capital in students through the English Curriculum, and literature serves as a powerful tool to achieve this.</p> <p>The school carefully selects literature that exposes students to a wide range of historical, social, and cultural contexts. Classic works like "The Lion, The Witch and The Wardrobe" by CS Lewis provide a window into a bygone England, while contemporary stories like "The Boy at the Back of the Class" by Onjali Q. Raúf address contemporary social issues, fostering a well-rounded understanding of the world.</p> <p>By incorporating literature from different genres and time periods, Limehurst Primary School ensures that students are exposed to a rich tapestry of human experiences. This exposure not only enhances their language skills but also broadens their cultural horizons, preparing them to engage with a diverse and interconnected global society.</p> <p>Furthermore, the school emphasizes the importance of critical thinking and analysis in understanding literature. Students are encouraged to explore the historical and cultural context of a text, analyze characters' motivations, and evaluate the author's choices. This analytical approach not only deepens their appreciation for literature but also equips them with valuable skills that contribute to their cultural capital.</p> <p>The English Curriculum at Limehurst Primary School also integrates activities that extend beyond the classroom, such as author visits, literary events, and book clubs. These experiences provide students with opportunities to engage directly with authors, explore different literary genres, and develop a lifelong love for reading. By fostering a positive relationship with literature, the school aims to instil a sense of curiosity and a desire for continuous learning in its students.</p>
<p><b>EYFS</b></p>	<p>In the EYFS at Limehurst we provide the children with the cultural capital they will need to prepare them for their future success and ensure that the children become educated citizens.</p> <p>Skilled practitioners acknowledge and build upon the children's existing knowledge, experiences and interests, celebrating the cultural capital they already have, whilst at the same time providing new opportunities and experiences to challenge, expand, and increase children's knowledge, understanding, and skills.</p> <p>Within the EYFS children are given opportunities to visit the airport, visit a working farm, and attend the theatre to watch a pantomime. Children also have regular visits to the local library and are provided with opportunities to walk around their local area. Alongside visits and trips children are also taught the importance of using manners, turn taking, sharing, apologising and accepting that people might have different opinions and viewpoints. This helps the children to become responsible citizens.</p>
<p><b>French</b></p>	<p>The teaching of French at Key Stage 2 plays a crucial role in shaping and enriching students' cultural capital. As children embark on their language learning journey, they not only acquire essential linguistic skills but also gain insights into the rich tapestry of French culture. Exposure to the language allows students to explore traditions, customs, and historical aspects of France, fostering an appreciation for diversity and global perspectives. Learning about French literature, art, music, and cuisine enhances their cultural awareness and broadens their horizons. This early exposure to a foreign language not only builds a foundation for future language acquisition but also instils a sense of curiosity and open-mindedness, preparing students to navigate an interconnected world with a deeper understanding and respect for different cultures. Ultimately, the</p>



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	<p>teaching of French at KS2 contributes significantly to the development of students' cultural capital, equipping them with valuable knowledge and skills that extend beyond language proficiency.</p>
<p><b>Geography</b></p>	<p>At Limehurst, the teaching of Geography provides children with the cultural capital that they will need to succeed in their lives beyond primary education. We seek to inspire in children a curiosity and fascination about the World and its people. They will develop a strong sense of identity and become educated citizens. We value educational visits and fieldwork as part of the Geography curriculum to enable children to gain a wider context to their unit of study and become engaged with the ever-changing world around them at a local, national and international level.</p> <p>As Geographers, they will develop their knowledge of places and environments, as well as their understanding of the diversity of different societies and cultures. This helps them to become responsible global citizens who understand how people and environments interact.</p>
<p><b>History</b></p>	<p>By the very nature of History as a subject we look closely at significant figures and events both locally and nationally to explore the impact on the social and economic environment of our local area as well as nationally and internationally. By giving the children the opportunity to lead their learning, alongside accessing enhancements such as educational visits, visitors and workshops. By engaging with the local community and their environment on targeted projects, they develop a stronger sense of identity and become educated citizens.</p> <p>Children's cultural capital is advanced within History in a number of ways including:</p> <ul style="list-style-type: none"> <li>▪ Artefact boxes for many units across school</li> <li>▪ School trips and school workshops and visitors</li> <li>▪ Whole School Projects/themed days – e.g. Jubilee, Coronation and Remembrance</li> <li>▪ Workshops days on a range of Historical eras i.e. Stone Age to Iron Age, Romans</li> <li>▪ A progressive vocabulary overview</li> <li>▪ History project provision resources</li> <li>▪ History key stage reading enhancements</li> </ul>
<p><b>Maths</b></p>	<p>Cultural Capital is the essential knowledge that children need to prepare them for their future success, in the world of work, in relationships forged throughout life and as a valued contributor to society. With our belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences within and beyond their classroom in Maths. These experiences include trips to museums, theatres, adventure centres, zoos, farms and activity days at school. They are also given regular opportunities to celebrate maths through weekly maths stars and outstanding achievement awards for Y6 at the end of year, and competitions such as The Times Tables Challenge in LKS2 which encourage more positive attitudes towards Mathematics. Classes are encouraged to take part in national initiatives such as National Number Day and creativity is encouraged through themed days and weeks, such as maths in art or maths through stories, dependent on seasonal opportunities.</p> <p>We aim to highlight the maths across the curriculum and emphasise how widely maths is used in real life and different careers promoting the skills in our maths lessons, so children learn to be active citizens prepared for the world of work. When beginning their primary school journey in the EYFS, many children arrive at school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link maths to real world problem solving and to develop a love of maths as soon as children start school. We do all of this as we recognise the importance of securing good number sense early as a key predictor of later academic success.</p>
<p><b>Music</b></p>	<p>Cultural capital in Music enables children with experiences and opportunities that can help them progress and achieve success throughout school and their future. We aim at Limehurst to expand children's knowledge and understanding of music from around the world, periods in history, and from a range of genres and styles. This allows pupils, who may not be exposed to these opportunities elsewhere, a chance to develop their own musical identity and appreciation of the subject.</p> <p>Our music curriculum invites children to listen and appraise music that covers genres such as Pop, Motown, Rap and Classical, as well as finding connections with the unit's main piece of music. For example, in a KS1 unit children focus on work based on a Reggae song, LKS2 learners explore Pop and Disco music alongside learning a woodwind</p>



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	<p>instrument (supported by Oldham Music Service), and by the end of UKS2, children will have made comparisons between styles of classical and modern music as well as the opportunity to digitally compose and produce their own piece of music.</p> <p>Experiences beyond the lessons develop pupils' cultural capital by highlighting topics, diversities, and the importance of music in people's lives. Making music readily available within other areas of the school day opens opportunities to discuss and respect one another's opinions. This is why we have introduced assembly music that predominantly promotes the classical genre, and themed Music Months to help educate children on current and historical events. It is integral that our pupils can build self-identity and bond with others through their own musical preferences. The more music we introduce our pupils to, the more opportunities they will have to form these bonds with their peers, increase their social circles, and enjoy music together.</p>
<b>PE</b>	<p>In our school we provide experiences that we hope will allow children to be in touch with their overall well-being by inspiring them to live physically active lifestyles, we hope to provide children with possibilities in the sporting world as future careers, we hope to get children more involved in their communities via physical exercise and we hope more children take up physical transportation with the environment in mind.</p> <p>At Limehurst Primary school we promote cultural capital in the following ways:</p> <ul style="list-style-type: none"><li>• A broad and balanced PE curriculum that offers a range of sports where the children will learn a variety of skills.</li><li>• They will be able to understand the mutual respect needed to complete in a sporting competition.</li><li>• The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.</li><li>• PE sessions delivered by a special sports coach.</li><li>• Swimming lessons for basic survival skills.</li><li>• Children will take part in sports days.</li><li>• Children will get the opportunity to represent their school through off site competitions and inter-school competitions.</li><li>• We invite specialist sports coaches in to deliver assemblies and free taster sessions such as basketball, rugby and dance.</li><li>• The children will take part in whole school theme days to celebrate sporting events such as The World Cup or The Olympics.</li></ul> <p>Extra-curricular clubs that we offer:</p> <ul style="list-style-type: none"><li>• Girl's football</li><li>• Dancing</li><li>• Gymnastics</li><li>• Running</li><li>• Bike safety</li><li>• Mult-Skills</li><li>• Rugby ran by coaches from local clubs.</li></ul>
<b>PSHE</b>	<p>Our PSHE scheme includes opportunities for children to extend their cultural capital and instil British Values through topics such as:</p> <ul style="list-style-type: none"><li>• <b>Diversity and Inclusion:</b> Lessons which focus on diversity, different cultures, traditions, and celebrations help our children appreciate and respect various cultural backgrounds.</li><li>• <b>Community and Citizenship:</b> Teaching children the importance of being an active and responsible member of the community can instil values aligned with British citizenship, emphasising concepts such as democracy, mutual respect and the rule of the law.</li><li>• <b>Equality and Respect:</b> Lessons which focus on equality, tolerance and respect for others irrespective of race, religion, gender or background contribute to fostering British values of tolerance and mutual respect.</li><li>• <b>Global Citizenship:</b> Exploring global issues, human rights and responsibilities as global citizens broadens our children's perspectives, helping them to understand their role in a diverse world.</li><li>• <b>Critical Thinking and Decision Making:</b> Lessons within our curriculum which encourage critical thinking, ethical decision making and considering diverse perspectives support the development of values associated with individual liberty and democracy.</li></ul>



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	<ul style="list-style-type: none"> <li>• <b>Healthy Relationships and Communication:</b> Teaching our children about forming positive relationships, effective communication and understanding emotions can promote mutual respect, empathy, and the ability to resolve conflicts peacefully, aligning with British values.</li> <li>• <b>Rights and Responsibilities:</b> Exploring individual rights and responsibilities within society helps children understand their rights as citizens and the importance of respecting others' rights, contributing to a sense of community and fairness.</li> </ul>
<b>RE</b>	<p>Our RE curriculum at Limehurst often involves the knowledge and understanding of cultural values, traditions and beliefs that are important to a particular community or society which includes teachings about morality, ethics and social norms that are deeply rooted in the culture of the religious tradition being taught.</p> <p>Oldham SACRE plays a role in shaping individual and collective identity within a cultural context. By teaching various beliefs, practices and narratives of a particular religious tradition, education and knowledge of religions can help children understand their place within a cultural and religious framework, fostering a sense of belonging and connection to their cultural heritage. The knowledge discussed and learnt in our RE sessions contribute to their overall cultural understanding of the diversity of human experience which is an important aspect of cultural capital.</p>
<b>SEND</b>	<p>Children with SEND are included in all areas of the curriculum. Cultural capital is about giving all children the opportunity to develop their curiosity and think about the world.</p> <p>Limehurst school provides children with a wide range of educational visits to museums, theatres. Adventure centres, zoos, farms and adventure days at school to help to widen their experience beyond the classroom. Children's achievements are celebrated with Maths star and English star certificates awarded to children who have tried hard.</p> <p>Many of the children who attend Limehurst have limited life experience beyond the estate where they live. We provide experiences to enrich their lives in a meaningful way to connect students' learning experiences with their cultural backgrounds and foster a more inclusive and engaging educational environment.</p> <p>Various events are held through the year to provide further enjoyment and interest for the children eg world book day, science week, national number day and French day which all bring learning to life and are more enjoyable than traditional book learning.</p>
<b>Science</b>	<p>Incorporating cultural capital into the primary school science curriculum is a meaningful way to connect students' learning experiences with their cultural backgrounds and foster a more inclusive and engaging educational environment. Here are some suggestions on how to integrate cultural capital into the primary school science curriculum:</p> <ul style="list-style-type: none"> <li>- Ensure that the science curriculum is designed to be inclusive of diverse cultures and perspectives. Consider the cultural backgrounds of the students in your school and incorporate examples, case studies, and references that reflect a variety of cultural contexts.</li> </ul> <p>Use local examples and contexts in science lessons. Relate scientific concepts to the students' daily lives, community practices, and cultural traditions. This can make science more relevant and relatable.</p> <p>Highlight the contributions of scientists from various cultural backgrounds. Introduce students to scientists who belong to different ethnicities, races, and countries. This can broaden students' perceptions of who can be a scientist and inspire them to pursue careers in science.</p> <p>Organize field trips or invite community members, including local scientists or experts, to share their knowledge and experiences. This can expose students to different cultural practices related to science and provide real-world applications of scientific concepts.</p> <p>Encourage students to explore scientific topics within the context of their own cultural backgrounds. This can be achieved through projects that allow students to investigate and present scientific principles in relation to cultural practices, traditions, or challenges in their community.</p> <p>Provide science resources in multiple languages if your school has a diverse language population. This can help students whose first language is not the language of instruction to better understand scientific concepts.</p> <p>Integrate science activities into cultural events and celebrations. For example, incorporate science experiments or demonstrations during cultural festivals or heritage months, connecting the celebration to scientific principles.</p> <p>Invite guest speakers from diverse backgrounds, including scientists, engineers, or science professionals, to share their experiences and insights. Having role models from various cultures can inspire students and showcase the diversity within the scientific community.</p>



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Collaborate with other subject areas to create cross-curricular projects that integrate science with cultural studies, history, or geography. This interdisciplinary approach can provide a more holistic understanding of both science and culture.

Provide professional development opportunities for teachers to enhance their cultural competency. This can help teachers better understand and incorporate cultural capital into their science lessons.