



**St Augustine Webster Catholic Voluntary  
Academy**

**Cultural Capital Links**



### What does Cultural Capital mean?

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 pupils 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)

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. Cultural capital gives power. It helps pupils achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give pupils 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.' "*

At SAW CVA, pupils 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 pupils might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening pupils' experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for pupils to have progressively **richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few.**

Key area	Key area breakdown	Evidence/teaching opportunities (What do we do in school to teach/promote each key area? Where might we find evidence?)	Impact
Personal Development	<ul style="list-style-type: none"> <li>a. Personal Finance Education;</li> <li>b. Employability skills, including work experience;</li> <li>c. Citizenship, Personal, Social and Health Education provision;</li> <li>d. The school's wider pastoral framework;</li> <li>e. Growth mindset and metacognition - resilience development strategies;</li> <li>f. Transition support;</li> <li>g. Work to develop confidence e.g. public speaking and interview skills;</li> <li>h. Activities focused on building self-esteem;</li> <li>i. Mental health &amp; well-being provision.</li> </ul>	<p>a - taught in PSHE as part of the economic wellbeing and living in the wider world curriculum; Enterprise</p> <p>b – maths curriculum and collaborative working supports pupils in developing life, and employability skills. Pupil responsibility opportunities are present across the school.</p> <p>c – taught in PSHE as part of 'it's my body' topic and healthy relationships; RSE taught through 'A Journey in Love'; RE curriculum promotes citizenship and personal development; health education taught in science; pupils are encouraged to be part of team games during Physical Education lessons and work together during these games and respond to each other.</p> <p>d- regular assemblies and collective worship, which links with school virtues; nurture support and counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum; online safety, safety in the home and safety outside are part of the PSHE curriculum. EAL provision: opportunities to get to know the families are organised in EYFS, e.g. home visits, stay and play sessions. When possible, home language is used to communicate with the families.</p> <p>e – taught throughout the evaluate strand within the DT lessons; the maths curriculum promotes problem solving which develops pupils' resilience and allows them to be open-minded to new challenges; our curriculum is structured to enhance metacognition; in art, pupils understand how ideas are developed through processes and build up resilience to getting things wrong and suggesting improvements to improve their work; within music lessons, pupils are taught about self-discipline; changes in living memory linking to aspects of changes in their lives.</p> <p>f – transition days in the Pentecost Term from year group to year group, with extended transitions from Y6 to Y7, and for pupils with SEN. EAL provision: structured induction process for pupils new to English (PAWS – prepare, alert, welcome,</p>	<p>a – pupils' knowledge and understanding of handling money, making choices and paying for the things we need and want are embedded. They develop sound attitudes to managing our money effectively, developing an appreciation of needs and wants and an understanding that we can't always have everything we want. Pupils also how it is important to borrow money safely and manage money effectively.</p> <p>b – pupils' knowledge and understanding of handling money, calculation and problem solving enables them to become employable in many industries. Pupils are given lots of opportunities to take on roles of responsibility.</p> <p>c – pupils can confidently discuss personal development and RSE at an age-appropriate level that is also in keeping with the catholic faith of the school. They are aware of the changes in humans, including puberty; pupils can talk confidently about what it means to be part of a healthy relationship and have a broad understanding of Catholic virtues and Christ's mission and how this impact upon their life choices. Pupils know how to lead a healthy lifestyle and why this is important for their bodies. They can discuss how a healthy diet can impact their life and what a healthy, balanced diet consists of and they show social etiquette during PE and utilise these during independent, unstructured play.</p> <p>d- pupils are safe, happy and content, and are respectful of others' views and differences. They also know how to look after their mental health and to recognise positive and negative mental health. They also know how to keep themselves safe and what to do if they feel unsafe. EAL - families' experiences, cultures and languages are valued. This helps building positive and warm relationships with the families of pupils with EAL.</p> <p>e – pupils are reflective, evaluating their work and that of others, learning that mistakes/elements that don't function properly can help to make us stronger. They are able to tackle new challenges with enthusiasm and confidence developing</p>

		<p>support) Pupils who are new to English are supported from day one through our New to English protocol.</p> <p>g – taught through the design strand within the DT lessons; think-pair-share builds confidence in answering questions in front of others; participation in the North Lincolnshire Speech and Drama Festival; plays and productions in school; class debates in English and PSHE. Participation in Holocaust Memorial Day and World Peace Day events. There are lots of opportunities for pupils to take on responsibilities.</p> <p>H – regular assemblies and collective worship, which links with school virtues; nurture support and counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum</p> <p>i – pupils participate in the recommended amount of Physical Education per week in school. There is evidence suggesting that consistent participation in Physical Activity allows for an increase in mental wellbeing.</p>	<p>resilience as a result, not only developing in academic terms but also as a life skill. They are also able to work as a team to build resilience and self-esteem through tasks, share ideas and resources, peer-assess and support each other. Pupils know that they can make independent and informed choices, within the parameters of the rules, when performing, improvising and composing music and they make progress through whole class music lessons and when learning individual instruments. Pupils also understand that change is part of life and is something to be embraced.</p> <p>f – pupils are prepared for the next step in their learning journey and can continue to flourish in their education without anxiety. Teachers are fully prepared for their new pupils and can meet the needs of all. EAL provision: This builds a positive experience of school and a new language environment, which has an impact on pupils' wellbeing and learning.</p> <p>g – pupils have developed skills in speaking and listening to enable them to be confident in sharing their ideas within groups/whole class, as well as speaking in public.</p> <p>h - pupils work with adults on a 1:1 basis to build self-esteem to enable them to access the curriculum and behave appropriately for a classroom setting. Pupils are settled in the classroom environment and are able to engage in learning.</p> <p>i – pupils are safe, happy and content, and are respectful of others' views and differences. They also know how to look after their mental health and to recognise positive and negative mental health. Pupils are aware of how physical activity can benefit their mental wellbeing, embedding this into their lives as they progress through school. They also understand how exercise and diet supports our mental health.</p>
<p>Social Development, including political and current affairs awareness</p>	<p>a. Citizenship, Personal, Social and Health Education provision; b. Student volunteering and charitable works;</p>	<p>a – there are lots of opportunities to understand democracy and Y5 Ancient Greece, which explores history of democratic systems.</p> <p>b – pupils regularly contribute to house charities, as well as local and national charities by fundraising at various points</p>	<p>a – pupils understand what it means to be a British citizen and be a part of a democratic society. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. They also develop a knowledge of Britain's democratic</p>

	<ul style="list-style-type: none"> <li>c. Student Voice – Year Group and School Council;</li> <li>d. Nurture Group Access;</li> <li>e. In school and wider community engagement programmes;</li> </ul>	<p>throughout the year. There are a wide range of responsibilities available to them</p> <p>c –School council, Eco Council and Sports Leaders, Readers, House Captains.</p> <p>d– teacher referral for nurture groups: anger management, social skills, resilience, Lego therapy.</p> <p>e – pupils participate in after school competitions and events, giving them an opportunity to engage with other pupils/people in society, away from the realms of the school; Christmas Fayre is open to members of the community; visitors to the school are encouraged; Church services and Mass in school; using of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p>	<p>parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.</p> <p>b – pupils recognise the importance of following the call of Jesus to live their lives with a commitment to the greater good. Through being committed to works of charity, they develop their understanding of the responsibility that has been placed upon them to do what they can to show their support and solidarity with all members of God’s family. Their commitment to helping those in need develops compassion and empathy. They want to support the school by volunteering to take on responsibilities.</p> <p>c – pupils’ opinions are valued and acted upon in school to make a positive contribution, and pupils are able see the impact of their opinions and choices. They have a deeper understanding of what it means to live in a democratic society where all opinions are listened to and valued.</p> <p>d – pupils are listened to and worries are shared confidentially. This develops their self-worth and self-esteem and helps them to be ready to learn and focussed.</p> <p>e – pupils understand the correct ways to behave when outside of the school realms and boundaries, and aware of correct and incorrect behaviours. Pupils are tolerant and respectful of people from different cultures religions and socio-economic backgrounds.</p>
Physical Development	<ul style="list-style-type: none"> <li>a. The Physical Education curriculum;</li> <li>b. Healthy Eating policies and catering provision;</li> <li>c. Anti-bullying and safeguarding policies and strategies;</li> <li>d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;</li> </ul>	<p>a – all pupils have lots of opportunities to keep active; pupils take part in the recommended 2-hour Physical Education Curriculum provided by the UK Government; pupils are provided with a progressive scheme of work that allows for physical development (gross and fine motor skills, fundamentals, etc) and techniques, as well as competition and resilience which develops and prepares them for the Physical Education Curriculum at Secondary Schools.</p> <p>b – Pupils school meals are healthy and provide a balanced diet; pupils are taught what makes a healthy pack up and are not allowed to bring chocolate bars, sweets or fizzy drinks as part of this; pupils bring fruit or vegetables as healthy snack.</p>	<p>a – pupils are active and engage in regular physical activity. Pupils’ understand what being active and healthy means to them. Pupils also know the importance of an effective warm-up and cool-down. Pupils’ skills are progressed during their Primary School Years and techniques and skills are at the correct level for moving onto Secondary School Physical Education.</p> <p>b – pupils are provided with healthy food and snacks in school which encourage healthy eating as part of a healthy lifestyle.</p> <p>c – pupils are able to identify incidents of bullying and report these appropriately. Pupils understand the school behaviour policy and sanctions linked and how to demonstrate the</p>

	<ul style="list-style-type: none"> <li>e. The extra-curricular programme related to sports and well-being;</li> <li>f. The celebration of sporting achievement including personal fitness and competitive sport;</li> <li>g. Cycling proficiency training and Cycling to School Safely protocol;</li> <li>h. Activities available for unstructured time, including lunch and break times;</li> <li>i. Activity-based residential;</li> <li>j. The curricular programme related to food preparation and nutrition;</li> <li>k. The promotion of walking or cycling to school</li> </ul>	<p>c – PSHE curriculum teaches pupils about what bullying is - both face to face and cyberbullying - and how to address if they feel they are being bullied or someone they know is being bullied; anti-bullying and safeguarding policies are up to date and robust.</p> <p>d - in PSHE, pupils are taught the importance of a healthy diet and how Drugs, Smoking and Alcohol can affect a person’s lifestyle.</p> <p>e – range of extra-curricular activities offered e.g. colour run, 780 football, representing the school in inter-school sporting events; pupils of all ages and abilities are invited and encouraged to participate in PE After School Clubs; pupils with Pupil Premium are offered free use of these clubs if needed.</p> <p>f – House captains; sports day; inter-school events;</p> <p>g, l – 2 day cycling proficiency course offered to UKS2.</p> <p>h – sports leaders to run activities at breaks and lunch times; lunchtime supervisors trained in appropriate outdoor games to engage pupils; skipping challenges and skipping ropes provided for all pupils.</p> <p>j - get-going programme teaches pupils about appropriate portion size and healthy balanced diet; nutrition in DT and science.</p> <p>i – pupils are offered the PGL residential at the end of Year 6.</p>	<p>school virtues in their daily actions. All stakeholders are aware of the school’s anti-bullying and safeguarding policies.</p> <p>d – pupils have a clear understanding of the harm that can be caused by drug and alcohol misuse and understand reasons why they shouldn’t start smoking, drinking or taking drugs in the first place.</p> <p>e – pupils build self-esteem, teamwork skills, collaborative skills, enjoyment in physical activities and development of listening skills. Pupils are also given the opportunity to develop a deeper range of techniques and skills in addition to what they would gain within Physical Education Curriculum hours, allowing for further development in these areas.</p> <p>f – pupils understand healthy competition and how to behave and manage their feelings when they don’t win. They also understand how important personal fitness is to their lifestyle and positive mental wellbeing.</p> <p>h – pupils are using unstructured time for exercise to achieve the Government guideline of being active for 30 minutes a day, which in turn also improves positive mental well-being.</p> <p>g, l – pupils are able to confidently ride their bikes on local roads, following rules and the law to keep themselves safe. Pupils receive certificates.</p> <p>j - children understand the importance of a healthy, balanced diet. Through the teaching and learning of food units, pupils learn about creating healthy food plates with links to how foods can be combined, how foods can be substituted to create similar taste, and where foods originate from.</p> <p>i – the PGL residential allows the pupils to put skills and techniques they have gained over years at Primary School into practice. It also encourages children to challenge themselves and promotes positive self-esteem, team work and resilience.</p>
Spiritual Development	a. The Religious Education and Philosophy Curriculum;	a – RE curriculum: Come and See.	a – pupils have a clear understanding of the Catholic life of the school and how faith shapes their decisions. Pupils are able to link their actions and moral virtues to their faith. They can

	<ul style="list-style-type: none"> <li>b. Our collective acts of worship and reflection;</li> <li>c. Support for the expression of individual faiths;</li> <li>d. Inter-faith and faith-specific activities and speakers;</li> <li>e. Visits to religious buildings and centres;</li> <li>f. School-linking activities – locally, nationally and internationally;</li> <li>g. The Assembly programme.</li> </ul>	<p>b – Collective worship rota; staff have shared responsibility to deliver high quality worship for all pupils; pupil led Class Act of Worship</p> <p>c – RE curriculum, teaching mission of Christ.</p> <p>d – links with EAL celebration days/weeks celebrating other faiths and cultures.</p> <p>e – visit local parish Church to celebrate Mass as a school and with local parishioners; inviting local parishioners to school Masses.</p> <p>g – collective worship programme; SLT lead weekly assemblies to cover virtues and significant celebrations and good work.</p>	<p>develop the use of their imagination and creativity in their learning, and a willingness to reflect on their experiences.</p> <p>b – pupils take an active role within a collective worship and therefore recognise there is a time for reflection and calm to communicate with God.</p> <p>c – pupils develop the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>d – pupils have a developing understanding of different faiths and cultures and have a tolerance of people's differences and backgrounds.</p> <p>e – Pupils are given an opportunity to worship and show reverence and respect and worship as part of the local community.</p> <p>g- pupils have an awareness of British values and significant national events and initiatives. Pupils gain sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>
Moral Development	<ul style="list-style-type: none"> <li>a. The Religious Education and Philosophy Curriculum;</li> <li>b. The behaviour and justice framework underpinning the school's behaviour Management policies;</li> <li>c. Contributions to local, national and international charitable projects.</li> </ul>	<p>a– RE curriculum: Come and See.</p> <p>b – school behaviour policy provides clear sanctions and provides an opportunity for restorative practice</p> <p>c – pupils regularly contribute to house charities, as well as local and national charities by fundraising at various points throughout the year.</p>	<p>a – pupils have a clear understanding of the Catholic life of the school and how faith shapes their decisions. Pupils can link their actions and moral values to their faith. They can develop the use of their imagination and creativity in their learning, and a willingness to reflect on their experiences.</p> <p>b – pupils can recognise the difference between right and wrong, readily applying this understanding in their own lives and, in doing so, respect the school rules and the civil and criminal law of England, understanding of the consequences of their behaviour and actions. They also act appropriately with a clear understanding the school virtues which are covered in depth through collective worships and emphasised in all aspects of school life. Also, by looking at the achievements of famous British people, pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their</p>

			<p>work. Pupils can comment on moral questions and dilemmas from the past, empathise with the decisions which ordinary people made at the time, based on their historical situation and develop open mindedness when considering the actions and decisions of people from the past.</p> <p>c – pupils recognise the importance of following the call of Jesus to live their lives with a commitment to the greater good. Through being committed to works of charity, they develop their understanding of the responsibility that has been placed upon them to do what they can to show their support and solidarity with all members of God’s family. Their commitment to helping those in need develops compassion and empathy.</p>
Cultural development	<p>a. Citizenship Education;</p> <p>b. Access to the Arts;</p> <p>c. Access to the languages and cultures of other countries through the curriculum and trips and visits;</p> <p>d. Promotion of racial equality and community cohesion through the school’s ethos, informing all policy and practice.</p>	<p>a – taught through the PSHE curriculum which is supported by the RE curriculum.</p> <p>b – in art, pupils learning about a range of well-known artists and study their work and their lives; artists from different cultures are studied. Within music, pupils learn about different types of music from differing cultural backgrounds and the music of differing composers; every year KS2 pupils have opportunity for music lessons through which they learn to play an instrument: violin, cello, guitar, flute, clarinet and learn to understand musical notation; pupils take part in weekly singing assemblies to have opportunity to sing as a larger group; the school operates a choir who perform locally; musical genres from different cultures are studied.</p> <p>c – diverse school intake meaning pupils are exposed to many languages and cultures on a daily basis; different cultures, including books, games and magazines in different languages, dual language books, books with characters from different cultural backgrounds, learning platforms supporting home language and providing bilingual translations, signs and labels using home languages, multicultural displays, in EYFS play materials representing the different cultures and languages.</p> <p>d – French; history; through school virtues, PSHE and RE curriculum, behaviour policy addresses that racism is not</p>	<p>a – pupils understand how to be a valuable citizen in society and make valued contributions to their school and local communities.</p> <p>b – pupils are aspirational in their desire to develop life experiences outside their academic experiences. They show a willingness to participate in and respond positively to artistic and cultural opportunities, as well as interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>c – pupils are aware of a wide range of cultures and languages and what it means to be a part of a culturally diverse society and how to respect others. The diversity of pupils’ home experiences are recognised and valued. Home language is seen as an asset. Beliefs and family heritage is valued, which further impacts positively on pupils’ well-being, self-esteem and therefore their learning and progress. Pupils also develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>

		tolerated in school, school mission statement recognises importance of equality for all.	d – pupils are taught about Martin Luther King, Rosa Parks and the Windrush generation, and as a result, understand the importance of racial equality. They are racially tolerant and respect differences. Pupils are able to stand up for cultural diversity and who to turn to if they have worries about someone being treated disrespectfully due to their race. Pupils also develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
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