

Cultural Capital at MCPA

1: What-

Cultural capital 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.” SCHOOL INSPECTION HANDBOOK SEPT 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 child will draw upon to be successful in society and their careers.

Exposure not only to culture but also to situations which they might not have previous experience of, is of paramount importance to their ongoing successes. Moreover, having the understanding that economic capital is intrinsically linked to the level of a student's cultural and social capital keeps at the forefront of our minds the differences in experiences that our disadvantaged children may have had.’ - TES JAN 2020 (ADAM RICHES)

This means that we should seek to expose children to and teach them about a wide range of:

- Books
- Poetry
- Music
- Art
- Fashion
- Beliefs and religions
- Places
- People
- Sports
- Experiences
- Food

2. Why-

MCPA is a primary school based in Harpurhey, North Manchester. Here at MCPA, we consider cultural capital to be of huge importance as it promotes social mobility and the desire to succeed, regardless of a person's wealth or status. We want our children to aspire and be successful in life by being given rich and sustained opportunities.

This is particularly pertinent to the local context of our school:

- Manchester is 6th on Rank of Average Score, 2nd on Rank of Average Rank and Rank of Extent, 5th on Rank of % LSOAs in most deprived decile and 13th of Rank of Local Concentration. 45% of districts ranked in the most deprived decile are in the North West. The eight most deprived districts (including Manchester) have significantly higher scores than the rest.
- 43% of Manchester's LSOAs are in the most deprived 10% in England on the IMD (122 out of 282)
- Harpurhey ranks as the 2nd most deprived ward in Manchester based on average scores (IMD)
- Child Deprivation - Income related :Manchester ranks: 7th (S) 3rd (R) with 36.2% of Manchester's LSOAs in the most deprived 10% nationally (7th)
- 29.7% of Manchester's children are living in income-deprived families compared to 34.3% in IoD 2015
- Manchester is ranked as the most-deprived GM district
- Crime - The school's postcode placed it in the highest 10 schools in England in 2018 for local crime rate.
- The school has a very high number of pupils from outside the UK, therefore exposure to and developing an understanding of any aspect of culture is beneficial.

Put simply, the opportunities which we would like our children to have may not be as readily available to all in our locality as in other areas - this may be due to the family's financial capital, a language barrier or an historical lack of access to experiences (such as use of the library, museums etc). We do not seek to create a deficit narrative, these statistics are facts and we view them as reasons for ensuring that we do everything in our power to give our children high levels of cultural capital, not as excuses for them missing it.

3. How-

There are 6 key areas to the development of a child's cultural capital which are delivered from Nursery right through to Year 6.

Personal Development

1. Citizenship, Personal, Social and Health Education provision;
2. The school's family support framework;
3. Transition support;
4. Work to develop confidence e.g. role play, supporting peers;
5. Activities focused on building self-esteem;
6. Mental Health & well-being provision.

Social Development

1. Personal, Social and Health Education provision;
2. Volunteering and charitable work
3. Pupil Voice –School Council and champions.
4. Child and Family Support Worker support
5. Pastoral support from all staff

Physical Development

1. The Physical Education curriculum;
2. Healthy Eating policies and catering provision;
3. Anti-bullying and safeguarding policies and strategies
4. The extra-curricular clubs related to sports and well-being;
5. The celebration of sporting achievement including personal fitness and competitive sport;
6. Activity-based residential visits Y6.
7. Design and Technology units related to food preparation and nutrition;

Spiritual Development

1. The Religious Education Curriculum;
2. Support for the expression of individual faiths;
3. Inter-faith and faith-specific activities;
4. Visits to religious buildings and centres;

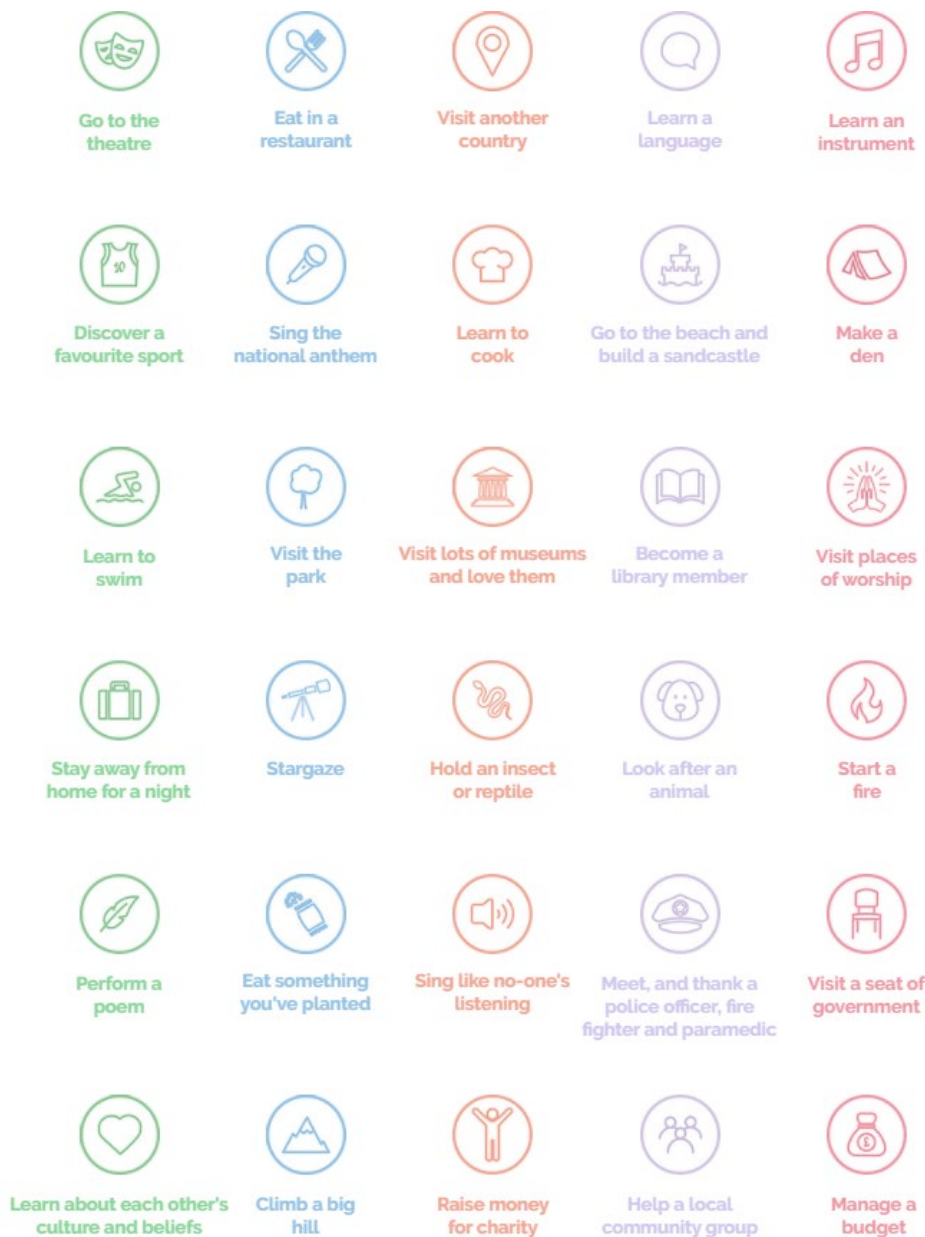
Moral Development

1. The Religious Education Curriculum;
2. The school's behaviour policy;

3. Contributions to local charitable projects.

Cultural development

1. PSHE;
2. Arts education including Music and Drama;
3. Access to the languages and cultures of other countries through the Geography and MFL curriculum;
4. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.
5. History - Knowing the history of where you're from and where you live
6. Literary culture - exposure to a range of books, authors and text types.



Alongside, or embedded into the curriculum, **MCPA** has an **opportunities** commitment. These are opportunities which all of our pupils will have if they stay with us from nursery to Y6. All of these opportunities are experiences which contribute to a child's cultural capital.

Whilst by no means exhaustive, the following map seeks to demonstrate how cultural capital is woven through the MCPA curriculum at all ages.

Reading	Reading is at the heart of all civilised cultures. It is one of the major ways in which we communicate. Being 'well read' is considered as a cultural boon. The vast majority of our known history has been passed down in writing, and therefore, accessing this collective history is of significant cultural value - and one of the ways in which we measure our social togetherness.
Writing	Writing lessons provide the children with the knowledge and skills that a pupil can draw upon to be successful in society, their career and the world of work.
Maths	<p>Cultural capital is defined as the essential knowledge for pupils' success in later life and work. Mathematical knowledge is therefore cultural capital - pupils need an in depth understanding of number, shape, space, measure and statistics to succeed in life. They will apply this knowledge in day to day situations such as money and measures.</p> <p>In addition, our EYFS maths curriculum makes use of key texts which help to explain the concepts taught. These texts are representative of a range of cultures, contexts and characteristics.</p>
Science	<p>Cultural capital could be described as the tools that children need to prepare them for their future success in life and work.</p> <p>At MCPA, not only do we learn how scientific understanding has developed over time as one scientist learns from the next, we also consider how science has challenged established ideas and driven cultural changes over time.</p> <p>We recognise that in order for children to be successful scientists they need to understand the relevance of their learning to their own lives and society. We support them to make links with classroom science and how that applies to their everyday lives and future aspirations. Each year, science week highlights the role of science in an everyday job and in our homes.</p>
History	Through quality first teaching, using primary and secondary sources, children accumulate knowledge and skills, which demonstrate their cultural awareness. Through topics like Ancient Greece, Ancient Rome, Early Islamic Civilisations, children learn about different cultures and can link it back to their own, discussing similarities and differences. This understanding will support their success in society, career and the world of work.
Geography	<p>The Geography curriculum at MCPA is enriched with extra-curricular activities designed to enhance the learning experience of our learners and increase their cultural capital. These enrichment opportunities include:</p> <ul style="list-style-type: none"> -Trips within the local area -Trips beyond the local area e.g. Upper Mill village
RE	<p>RE can make a contributes to Cultural Capital through:</p> <ul style="list-style-type: none"> • incorporating works of literature/art/music into lessons and resources – from a range of traditions. • allowing pupils to see beyond their own cultural experiences. • encouraging open-ness in sharing cultural experiences. • challenging stereotypes of the 'other'.

	<ul style="list-style-type: none"> • encouraging curiosity and enthusiasm for learning about culture and cultures. • enriching the curriculum through encounters with a range of people
PE	<p>Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition. This will be evident through the work they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to the team in competitions locally.</p> <p>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.</p> <p>DANCE: Children may demonstrate knowledge of the history of dance, and its cultural impact on the world.</p> <p>They may be able to reflect on different styles of dance, influenced by different cultures and both national and international histories.</p> <p>Children may demonstrate an awareness of socio-economic influences in different dance histories, such as hip-hop, ballet and folk and begin to compare and contrast the different styles.</p>
PSHE	<p>Our PSHE curriculum enables pupils to build their cultural capital preparing children with the essential Personal, Social, Health and Emotional knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture grit, curiosity and creativity.</p>
Computing	<p>We provide engaging computing lessons weekly for every child in which we include various experiences to develop their skills to prepare them for the real world. We aim to foster children's curiosity and fascination with technology so that this thirst for knowledge remains with them for the rest of their lives.</p>
Art/ DT	<p>Children may demonstrate an understanding of healthy behaviours in relation to lifestyle and food choices.</p> <p>Children may show an understanding of their own culturally significant foods and be able to contrast this with differing socially significant dishes.</p> <p>Children may be able to talk about the variation in the availability of food, and how food can reflect the economic and social structure of the culture surrounding it, both in modern times and historically.</p> <p>In Art, the children have the opportunity to visit the Lowry Art Gallery.</p>
MFL	<p>Through developing their competence and interest in MFL the children will be able to make a positive contribution to the society within which they live and enable them to be successful in their career and the world of work.</p> <p>We want all of our pupils across our school to leave MCPAt, by the end of KS2, with aspirational goals for their future, without any limitations.</p>
Music	<p>Music is one of the highest forms of cultural capital - it can help you understand key locations, moments of history and enable children to tap into and express different emotions.</p>

4: Impact -

MCPA's approach to cultural capital ensures that:

- Children have a wide range of cultural experiences, and value the cultures of others.
- Children understand the value of variety in cultural experience and influence.
- Children are well and widely-read.
- Children have high aspirations, and are not limited in their ambition.
- Children are equipped to be active citizens who seek to contribute positively to society.
- Children are confident and willing to share their talents with others.