



# **Springmoor Grange School**

## **Cultural Capital Policy**

<b>Approved</b>	<b>November 2025</b>
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### **What is Cultural Capital?**

The term Cultural Capital is not new. It is a complex theory that comes originally from the field of Sociology, which involves the study of society, including relationships, social interaction as well as culture. It is important to recognize that everyone has Cultural Capital – that is – knowledge, skills and behaviours and that these accumulate over time through many different experiences and opportunities. Cultural Capital is understanding how to contribute to “getting on in life” or “social status” i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.

Every child and family who joins our school 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.

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 our pupils power. It helps children achieve goals, become successful, and rise their aspirations, 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.

### **What does Cultural Capital mean at Springmoor Grange School?**

Here, at Springmoor Grange School, children benefit from a flexible and robust curriculum that builds on the knowledge, skills and understanding the children have already acquired. We believe that exposure, not only to culture but also to experiences outside of the classroom, is of paramount importance to their ongoing success.

Gradually widening children’s experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences from the moment they start school, until they leave us. These include educational visits to the local woods, shops and visits to places of worship, museums and sports venues, to name just a few.

Springmoor Grange School recognise that there are six key areas of development that are interrelated which contribute to the development of children’s cultural capital:

#### **Personal Development:**

- Personal Finance Education.
- Employability skills.
- Citizenship, PSHE provision.
- Work to develop Oracy skills e.g. public speaking, debating etc.
- Transition support.
- Activities to support building self-esteem.
- Mental health and well-being provision.

**Social Development:**

- Citizenship, PSHE provision.
- Charitable work.
- Pupil voice – Children’s Leadership Team.
- Nurture Group provision.
- Access to ELSA.

**Physical Development:**

- Healthy eating and catering provision.
- Anti-bullying and safeguarding policies and strategies.
- Extra-curricular provision.
- Celebration of sporting achievement.
- Bikeability training in KS2.
- Activities available for unstructured time e.g lunch and playtimes.
- The promotion of walking and cycling to school.
- The curricular programme related to food preparation and nutrition.

**Spiritual Development:**

- The RE curriculum.
- Collective acts of worship.
- Support for the expression of individual faiths.
- Inter-faith and faith-specific activities and speakers.
- Visits to religious buildings and centres.
- The assembly role of school values.

**Moral Development:**

- The RE, PSHE and RSE curriculum.
- The behavior and positive praise behaviour management policies.
- Contributions to local and national charitable projects.

**Cultural Development:**

- Access to the Arts.
- Access to the languages of other countries through the curriculum, educational visits and visitors into school.
- Promotion of racial equality and community cohesions through the school’s ethos, informing all policy and practice.
- PSHE curriculum and Enriched values shared.

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

At Springmoor Grange School, we can help children acquire cultural capital by providing opportunities to them that they may not otherwise receive, for example:

- Educational visits.
- The opportunity to learn an instrument.
- Exposure to a wide range of high-quality books.
- Exposure to exciting and adventurous vocabulary.
- Exposure to different types of music including world and classical music.
- Develop an understanding of the world by exposing children to experiences and people different to them.
- Exposure to food and recipes from other cultures and religions.
- Learning outdoors.
- After school clubs.
- Show and tell activities.
- Road safety training including Bikeability.
- School trips to art galleries, museums, places of worship.
- Geography fieldwork trips.
- Collective worship and visitor assemblies.