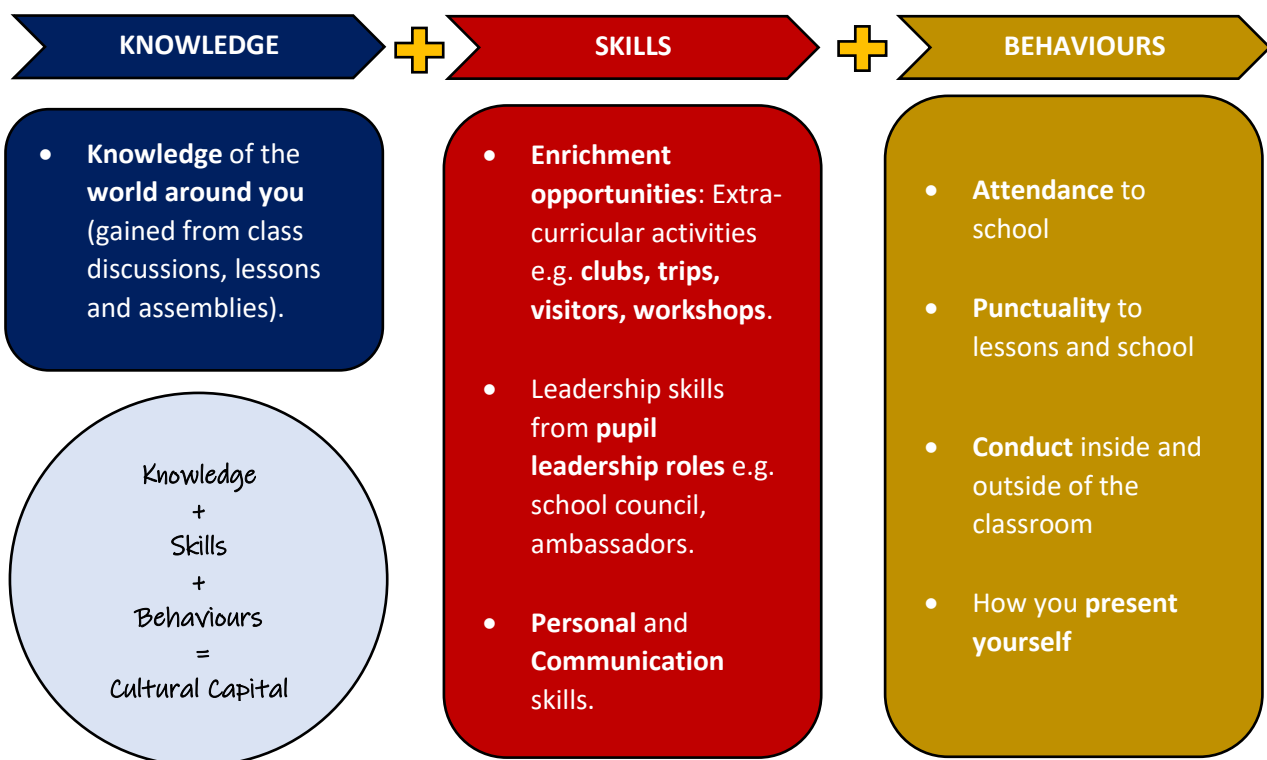


## What is Cultural Capital?

"Education for global citizenship helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place." - Oxfam.org.uk

**Cultural Capital** is the accumulation of **knowledge**, **behaviours**, and **skills** that a child gains over time through different experiences and opportunities. They draw upon these to demonstrate their **cultural** awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful beyond school life; in society, their career and the world of work.

Cultural capital gives a pupil power and it helps them 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.



## What does Cultural Capital mean at St Aloysius?

Every child and family who joins our school family 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.

At St Aloysius, our curriculum is designed to instil high aspirations in all of our children and to encourage them to become resilient, life-long learners who embrace challenges and continue to grow and develop their cultural capital. Our children will be inspired to follow whichever path they choose whilst being well-rounded, conscientious global citizens.

Our understanding of SMSC (Spiritual, Moral, Social and Cultural) development and British Values enrich and underpin our curriculum to ensure all of our children are prepared and equipped to succeed in their futures in an ever-changing world.

Whilst at school, our children benefit from a flexible, broad and progressive 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 children might not have previous experiences of, is of paramount importance to their ongoing successes.

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 in Early Years and beyond. These include trips to the local beach, shops and visits to places of worship, museums, sports competitions and music venues just to name a few.

There are six key areas of development that are interrelated and cumulatively contribute to a child’s **Cultural Capital**:

- *Personal Development*
- *Social Development*
- *Physical Development*
- *Spiritual Development*
- *Moral Development*
- *Cultural Development*

<i>Personal Development</i>	<ul style="list-style-type: none"> <li>• PSHE and RSE lessons and assemblies</li> <li>• Safeguarding across the curriculum</li> <li>• Growth mindset and metacognition - resilience development strategies</li> <li>• Work to develop confidence e.g. public speaking</li> <li>• Activities focused on building self-esteem</li> <li>• Mental Health &amp; well-being provision</li> <li>• Transition support</li> <li>• Careers Information</li> </ul>
<i>Social Development</i>	<ul style="list-style-type: none"> <li>• PSHE and RSE lessons and assemblies</li> <li>• Volunteering and charitable works</li> <li>• Pupil Voice – School Council, Subject ambassadors</li> <li>• Provisions linked to the school’s Healthy Schools’ Accreditation</li> <li>• In school and wider community engagement</li> <li>• Pastoral support</li> <li>• Access to counselling/Sunbeams/Rainbows/Healthy Minds</li> </ul>
<i>Physical Development</i>	<ul style="list-style-type: none"> <li>• The Physical Education curriculum;</li> <li>• Healthy Eating policies and catering provision;</li> <li>• Anti-bullying and safeguarding policies and strategies;</li> <li>• The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;</li> <li>• The extra-curricular programme related to sports and well-being;</li> <li>• The celebration of sporting achievement including personal fitness and competitive sport;</li> <li>• Cycling proficiency training and Cycling to School Safely protocol;</li> <li>• Activities available during unstructured time- lunch and break times;</li> <li>• Activity-based trips;</li> <li>• Curriculum units related to food preparation and nutrition;</li> <li>• The promotion of walking or cycling to school.</li> </ul>

<b>Spiritual Development</b>	<ul style="list-style-type: none"> <li>• The Religious Education curriculum</li> <li>• Collective acts of worship and reflection</li> <li>• Support for the expression of individual faiths</li> <li>• Inter-faith and faith-specific activities and visitors</li> <li>• Visits to religious buildings and centres</li> <li>• The Assembly programme</li> </ul>
<b>Moral Development</b>	<ul style="list-style-type: none"> <li>• The Religious Education curriculum;</li> <li>• The PSHE curriculum</li> <li>• The school's Behaviour Management policy;</li> <li>• Contributions to local, national and international charitable projects.</li> </ul>
<b>Cultural Development</b>	<ul style="list-style-type: none"> <li>• Promotion of equality and community cohesion through the school's ethos, informing all policy and practice</li> <li>• Citizenship Education through PSHE, Personal Development lessons and assemblies (British Values/Protected Characteristics)</li> <li>• Access to the Arts</li> <li>• Access to the languages and cultures of other countries through the curriculum and trips and visits</li> </ul>

**In today's fast-paced world, providing children at St Aloysius with enriching experiences is essential to their development.**

By the time they reach 11 years old, young minds are at a critical stage of growth, curiosity, and exploration. These enrichment experiences offer St Aloysius pupils the building blocks for a well-rounded, empowered, and intellectually curious individual. By nurturing these experiences, we pave the way for a brighter future and equip children with the skills and knowledge they need to succeed in an ever-changing world. This journey of discovery, growth, and enrichment, as we empower our young ones to thrive by the age of 11 and beyond.

### Outdoor Pursuits



The great outdoors is a dynamic classroom for young minds. Outdoor pursuits at St. Aloysius, such as field trips and forest school activities, provide children with a direct connection to the natural world. These experiences foster physical fitness, teamwork, and develop curiosity for the wider-world, all while encouraging a lifelong appreciation for the environment. Through activities like building a campfire and observing wildlife, pupils develop a sense of wonder and curiosity about the world around them. Other examples may include:

- *Camping*
- *Trips to the beach*
- *Outdoor learning*
- *Overnight trip*
- *Riding a bike*

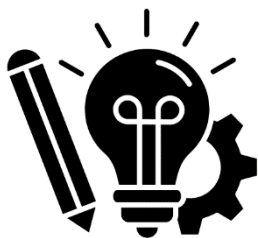
### Cultural Experiences



Cultural immersion introduces children to the diversity of our global community. Whether through multicultural festivals, language lessons, visits to museums, or storytelling sessions, these experiences expand young minds and promote cultural awareness. Children learn to respect and embrace differences, developing empathy and a sense of interconnectedness with people from various backgrounds. Cultural experiences at St. Aloysius lay the foundation for becoming responsible, open-minded citizens. Some examples may include:

- *Attending places of worship*
- *Visits to museums/landmarks*
- *Learning a language*
- *Visiting the theatre*

## Creative and Skill Building Experiences



Nurturing creativity and skill-building from a young age sparks a passion for lifelong learning. At St. Aloysius, children have the opportunity to explore various forms of artistic expression, including playing an instrument, art and photography. They also begin to develop practical skills, such as problem-solving, critical thinking, and basic computer literacy. Creative and skill-building activities help children discover their unique talents and interests, setting the stage for future personal and academic achievements. Some examples may include:

- *Solving a problem*
- *Conducting an experiment*
- *Building something for a purpose*
- *Photography*

## Life Skills



Life skills are the essential abilities that equip children with the knowledge and capabilities to navigate the challenges and opportunities they encounter in everyday life. At St. Aloysius, we recognise that these skills are fundamental for personal development and success in various aspects of life. Examples may include:

- *Using public transport*
- *Riding a bike*
- *Following directions*
- *Map reading*
- *Budgeting (personal finance)*
- *Basic first aid*

## Oracy and Public Speaking



Public speaking is a crucial skill that empowers pupils to communicate effectively and confidently. Opportunities for public speaking at St. Aloysius, such as class presentations and debates enable pupils to overcome stage fright, develop clear articulation, body language, and voice modulation, and foster leadership skills. Public speaking equips pupils with the ability to convey their messages persuasively and advocate for their ideas, both within the classroom and in the broader community. Examples include:

- *Presenting work*
- *Debating*
- *Performing*
- *Leading prayer and worship*

## Career Aspirations



Guiding pupils to explore their career aspirations even at a young age, whether through career days, guest speakers, or classroom projects, helps them envision their future paths and cultivate ambition and goal-setting skills. St. Aloysius sets the stage for pupils to dream big, discover their passions, and consider a vast array of career possibilities. By exposing pupils to various professions, teaching them about the importance of education, and nurturing their curiosity, we lay the foundation for a lifelong journey of learning and career exploration. Examples may include:

- *University visit*
- *Guest visitors*

## Nature and Environmental Awareness



Connecting pupils with nature through outdoor education promotes environmental awareness, empathy for the natural world, and a sense of responsibility to protect it. Activities like planting, wildlife observation, and nature conservation projects instil a deep appreciation for the Earth and its ecosystems. Pupils learn about sustainability, the importance of reducing waste, and the significance of preserving our planet for future generations. Examples may include:

- *Gardening/planting*
- *Growing something*
- *Building homes for animals and insects*
- *Interactions with animals (including the school dogs)*

## Sports and Competitions



Participation in sports and competitions fosters physical fitness, teamwork, sportsmanship, and a drive for excellence, instilling values that extend beyond the playing field. Through sports, pupils at St. Aloysius learn the importance of discipline, perseverance, and fair play. Competing in various events and games hones their athletic abilities. It fosters a sense of healthy competition, camaraderie, and a lifelong appreciation for an active and healthy lifestyle. Examples may include:

- *Sports competitions for all*
- *Taking part in a wide range of sports*
- *After school sports clubs*
- *Becoming a sports leader*

## Personal Welfare and Safety



Education on personal welfare and safety empowers pupils with knowledge and skills to make safe choices, navigate challenges, and protect their well-being. Pupils at St. Aloysius learn about personal boundaries, safe online behaviour, and how to recognise and respond to potential dangers. These skills enable children to confidently navigate the world while fostering a sense of self-reliance and independence. Examples may include:

- *First aid*
- *E-safety*
- *Swimming lessons and water safety*

## Expressive Arts



Exploring the expressive arts, including visual arts, music, drama, dance, and creative writing, allows pupils to tap into their creativity, enhance self-expression, and develop a deep appreciation for the arts. Through these experiences, pupils gain a profound understanding of the power of artistic expression to convey emotions, ideas, and cultural significance. They learn to appreciate different forms of art and gain the confidence to create their own, fostering a lifelong passion for creativity and artistic exploration. Examples may include:

- *Act/sing/dance to an audience*
- *Taking part in a production*
- *Visiting galleries*

## Culinary Creations



Cooking experiences are not just about preparing meals; they also provide essential life skills. Pupils at St. Aloysius learn about nutrition, meal planning, food safety, and the joy of creating delicious dishes from scratch. Cooking activities encourage teamwork, communication, and problem-solving as pupils work together to prepare meals. These skills empower pupils to make healthy choices, contribute to family meals, and develop a lifelong love for culinary exploration and creativity in the kitchen. Examples may include:

- *Cooking*
- *Baking*
- *Kitchen hygiene and safety*

## The importance of pupil leadership at St Aloysius

*'Are people born with characteristics that make them leaders, or can leaders be made?'*

Some people are considered natural leaders because of their inherent characteristics. Mahatma Gandhi, Emily Pankhurst, Mother Teresa, Nelson Mandela and Jacinda Arden are examples. However, research in several fields—including emotional intelligence, social-emotional learning, and positive psychology shows that anyone, even young children, can learn and develop leadership qualities. As a school we promote the ethos of every child is a leader.

People can choose to be leaders, starting with self-leadership - taking responsibilities. We believe that how people lead their lives, their choices, the contributions they make, and the development of their character are at the heart of self-leadership.

The same applies to the definition of pupil leaders and how they are created. It is our vision that every child is a leader and that they should have many characteristics such as: being trustworthy, being responsible, being respectful, and being resilient. It is our responsibility to embed a culture of positive listening skills and to develop children as great listeners and communicators. Leadership in our culture and community provides the opportunity to develop lifelong learners.

Providing leadership opportunities for children to work in groups to problem solve activities will develop resilience and patience. We believe that working in groups where children are able to get along and work well with others will develop strong teamwork skill. However, we believe it important to provide opportunities for pupils that don't always get along to work together and support them accordingly. We believe this is essential in developing good communication skills along-side tolerance and patience.

At St. Aloysius, pupils are provided with opportunities to lead from the very start of their school journey, in Early Years. Pupils are taught from Nursery that their voice is important. As they enter into Reception, they are given opportunities to become school councillors and subject ambassadors.

Pupil Leadership involves pupils helping to shape the school environment and influence decisions that affect their learning and well-being. Whether through formal roles or daily responsibilities, our pupils are encouraged to be active contributors to the school and wider community.

Our Pupil Leadership opportunities not only benefits individual pupils but also enriches the entire school community. By involving pupils in decision-making and giving them leadership responsibilities, we create a school environment where pupils feel empowered, valued, and motivated to contribute.

*Striving for excellence, inspired by Gospel values.*