



Prudhoe Community High School Cultural Capital Policy updated August 2022

The purpose of this policy is to provide opportunities that broadens the horizons of all students and ensures they reach their full potential.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society.

Cultural capital gives students power. 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 students the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At PCHS, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. Personal development:

- a. Careers and Information, advice and guidance provision;
- b. Personal Finance Education;
- c. Employability skills, including work experience;
- d. SMSC provision;
- e. The school's wider pastoral framework;
- f. Transition support;
- g. Work to develop confidence e.g. public speaking and interview skills;

- h. Activities focused on building self-esteem;
 - i. Mental Health & well-being provision.
2. **Social Development:**
- a. SMSC provision;
 - b. Student volunteering and charitable works;
 - c. Student Voice – Year Group and School Council;
 - d. In school and wider community engagement programmes;
 - e. Work experience and business engagement programmes;
 - f. Access to pastoral support
3. **Physical Development:**
- a. The Physical Education curriculum;
 - b. Anti-bullying and safeguarding policies and strategies, including the bullying policy
 - c. The Health Education dimension of the SMSC programme, including strands on drugs, smoking and alcohol;
 - d. The extra-curricular programme related to sports and well-being;
 - e. The celebration of sporting achievement including personal fitness and competitive sport;
 - f. Activities available for unstructured time, including lunch and break times;
 - g. Activity-based residential;
 - h. The curricular programme related to food preparation and nutrition;
 - i. Advice & Guidance to parents on all aspects of student lifestyle;
4. **Spiritual Development:**
- a. The Philosophy and Ethics curriculum;
 - b. Support for the expression of individual faiths;
 - c. Visits to religious buildings and centres;
 - d. The Assembly programme.
5. **Moral Development:**
- a. The behaviour and justice framework underpinning the school's Behaviour Management policies;
 - b. Contributions to local, national and international charitable projects.
5. **Cultural Development:**
- a. Citizenship Education;
 - b. Access to the Arts;
 - c. Access to the languages and cultures of other countries through the curriculum and trips and visits;
 - d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Each curriculum area makes its own contribution to each student's cultural capital development and this can be found in their intent, implementation and impact documents. This development will be tracked across their time in the school via the intervention and extra curricular tracker.

Monitoring of this policy

What?	How?	When?
Policy will be reviewed to check for compliance.	This will be completed by the AHT for personal development and the subject leader for PSHE.	Yearly

Action	By whom	By when
Updated	John-Paul Nesbitt	Aug 2022
Approved	Chair's Action	21/09/2022
To be reviewed	John-Paul Nesbitt	Aug 2023