



Cultural Capital @ Tranmere Park Primary School

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil 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 promotes **social mobility** and success in our stratified society and it gives a pupil 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 pupils the desire to **aspire and achieve** social mobility whatever their starting point and we recognise that for pupils 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.

At Tranmere Park, we recognise that the following key areas of development are interrelated and cumulatively contribute to the sum of a pupil's cultural capital. Further to this, we have ensured that our reading curriculum has been mapped in order to promote each of these areas in turn:

1) Personal Development:

We promote personal development in the following ways:

- In EYFS, we develop the characteristics of effective learning and the PSED strand throughout the curriculum.
- Personal, Social and Health Education curriculum – Islington Primary Scheme of Work
- The school's pastoral framework e.g; Thrive approach
- Work to develop confidence e.g. public speaking and oracy skills
- Activities focused on building self-esteem, 'finding your talent' e.g; outdoor learning curriculum, Forest Rangers, Challenge Days, Music curriculum, MfL curriculum, residential curriculum
- Mental Health & well-being provision e.g; 5 'B's, Team Tranmere
- Keeping safe – e-safety, Computing Curriculum
- A school council, sports council and a buddies system that promotes responsibility.
- Extra-curricular music provision.
- The Tranmere ethos – learning behaviours, SLANT, TRACK, 3Cs.
- A wide variety of performance opportunities: assemblies, Tranmere's Got Talent, Leeds Choir.
- Metacognition - resilience development strategies
- A wide range of trips and visitors (one per term minimum)
- Transition support

2) Social Development, including political and current affairs awareness:

We promote social development in the following ways:

- In EYFS, we develop the characteristics of effective learning and the PSED strand throughout the curriculum.
- A wide range of trips and visitors (one per term minimum)
- Personal, Social and Health Education curriculum – Islington Primary Scheme of Work
- Charitable works
- Pupil Voice – School/Sports Council, Pupil Mentoring
- Current affairs/cultural capital assembly programme
- Provisions linked to the school's Activemark and Healthy School Accreditations
- The school's pastoral framework e.g; Thrive approach
- Activities focused on building self-esteem, 'finding your talent' e.g; outdoor learning curriculum, Forest Rangers, Challenge Days, Music curriculum, MfL curriculum, residential curriculum
- Mental Health & well-being provision e.g; 5 'B's

- Team Tranmere Learning Behaviours
- Awareness weeks: Autism, LGBTQ+, Dyslexia, CP, anti-bullying, Black History Month, eSafety week.
- Buddies
- Access to 'First News.'

3) Physical Development:

We promote physical development in the following ways:

- PE (PE Hub and Real PE)/Science Curricula
- EYFS – Fine and gross motor skills are prioritised.
- Healthy Eating policies and catering provision
- Anti-bullying and safeguarding policies and strategies
- A vertically progressive Outdoor Learning programme.
- The Health Education dimension of the PSHE programme
- The extra-curricular programme related to sports and well-being
- The celebration of sporting achievement including personal fitness and competitive sport – School Games Mark Gold
- Bikeability, development of cycling skills
- Activities available for unstructured time, including lunch and break times
- Activity-based residentials
- DT curricular programme related to food preparation and nutrition

4) Spiritual Development:

We promote spiritual development in the following ways:

- Religious Education Curriculum;
- Charitable work (Harvest, Children in need,...)
- Collective acts of worship and reflection
- Support for the expression of individual beliefs – Team Tranmere
- Inter-faith and faith-specific activities, speakers and artefacts
- Visits to religious buildings and centres
- Team Tranmere Assembly programme of values
- Mental health and well-being is prioritised. The 5Bs and our Mental Health First Aiders.

5) Moral Development:

We promote moral development in the following ways:

- The Religious Education Curriculum
- Promoting an understanding of ethics and developing a moral compass – Team Tranmere, History and Geography curricula
- The behaviour and restorative framework underpinning the school's Behaviour Management policies
- Contributions to local and national charitable projects.
- Pupil Councils – school/sport/buddies.
- Sustainability is woven throughout the curriculum.

6) Cultural Development:

We promote cultural development in the following ways:

- Access to the Arts – Music Curriculum, Art Curriculum, enhanced music offer
- Access to the languages and cultures of other countries through the curriculum and trips and visits;
- MfL Curriculum
- Promotion of equality, protected characteristics and community cohesion through the school's Team
- Tranmere ethos, informing all policy and practice.
- ALPT shared Arts performance (music, art and drama)
- A weekly Friday assembly with a focus on cultural development and current affairs.
- A wide range of trips and visitors (one per term minimum)