

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# CURRICULUM ASPECT OVERVIEW

Cultural Capital

Curriculum





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## 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

## 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.

## 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

## 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.