

## **Cultural Capital Rationale – High Green Primary School**

### **What is meant by 'Cultural Capital'?**

Cultural Capital refers to the knowledge, experiences, skills and understanding that children gain both in and beyond school, which help them to succeed in life, develop confidence and access future opportunities. In simple terms, it is the “extra” learning that helps children understand the world, feel confident in different settings, and believe that they can achieve.

Cultural capital includes things such as:

- Visiting new places and experiencing different environments
- Taking part in sport, music, drama and the arts
- Learning how to communicate confidently and express opinions
- Understanding different cultures, beliefs and traditions
- Developing independence, resilience and aspiration
- Having positive role models and leadership opportunities

Some children experience many of these opportunities naturally outside of school. Others may not. Our role as a school is to make sure every child has access to these opportunities.

At High Green Primary School, we believe that every child deserves rich, meaningful experiences that broaden their horizons and help them to become the best version of themselves. Our approach to cultural capital is firmly rooted in our school values:

**Be Respectful • Be Kind • Be Responsible • Be Proud**

We recognise that children arrive at school with different life experiences, opportunities and starting points. Our role is to remove barriers, widen opportunity and ensure equity of access to the knowledge, skills and experiences that enable all pupils to succeed socially, emotionally and academically.

## **Our School & Community Context**

High Green is the northernmost suburb of the city of Sheffield, bordering the town of Barnsley. It is situated around eight miles from the city centre and is part of the parish of Ecclesfield. The area includes a mix of older and newer housing and benefits from a strong sense of local pride and community identity. Local events, community groups, schools and venues play a significant role in maintaining this close-knit feel.

While the majority of families are in work, the school serves a community with a range of social, emotional and additional needs, meaning we must remain highly vigilant in safeguarding and proactive in providing targeted support.

## **Our Pupil Profile (Context for Cultural Capital)**

Our current pupil profile shows that:

- 17% of pupils are eligible for Pupil Premium, with some also having additional needs.
- 17% of pupils are entitled to Free School Meals (FSM).
- 14% of pupils are identified as SEND, with a proportion having Education, Health and Care Plans (EHCPs).
- A small number of families are supported through Child in Need plans and Family Intervention Support (FIS).
- There are strong, trusting relationships with families, and most feel confident to share concerns with school.
- The school provides bespoke in-house support to meet individual family and pupil needs.

This context highlights the importance of ensuring that no child's life chances are limited by circumstance, vulnerability or access to opportunity.

## **Our Intent for Cultural Capital**

Our intent is that all pupils, regardless of background or need, leave High Green equipped with the knowledge, experiences, confidence and cultural understanding needed to thrive in the next stage of their education and in modern Britain.

## **We aim to ensure that pupils:**

- Develop aspiration, confidence and self-belief
- Are exposed to experiences beyond their immediate community
- Build strong social, emotional and communication skills
- Learn how to participate fully in society
- Are proud of who they are and where they come from
- Respect and understand people from different backgrounds, cultures and life experiences

This is particularly vital for pupils who may face economic disadvantage, additional needs or adverse childhood experiences.

## **How We Build Cultural Capital at High Green**

Cultural capital is taught explicitly and implicitly through both the curriculum and wider school life:

### **Curriculum & Learning**

- A broad, ambitious curriculum that builds pupils' knowledge of the world beyond their local area
- Strong emphasis on vocabulary development, reading and oracy
- Planned opportunities to explore arts, culture, history, geography and global issues
- High-quality Religious Education and PSHE to develop social, moral and cultural understanding

### **Enrichment & Experiences**

- Educational visits, visitors and themed curriculum days
- Participation in sport, music, performance and competitions
- Opportunities for leadership, responsibility and pupil voice
- Links with the local community and wider region

### **Values & Personal Development**

- Restorative behaviour approaches that build emotional literacy and resilience

- Positive recognition that builds pride and aspiration
- Explicit teaching of British Values, equality and respect
- Strong safeguarding culture enabling pupils to feel safe, valued and able to engage fully in learning

### **Equity, Safeguarding & Vulnerability**

We recognise that some pupils face additional barriers to accessing cultural experiences. As a result, we:

- Target enrichment opportunities carefully for Pupil Premium and vulnerable pupils
- Provide bespoke emotional, academic and family support
- Work closely with external agencies where necessary
- Maintain a highly vigilant safeguarding culture, even within a largely working community

This ensures that all children benefit, not just those who already have access outside of school.

### **Impact of Our Cultural Capital Offer**

Through our curriculum and wider enrichment, pupils develop:

- Increased confidence and resilience
- Stronger communication and social skills
- A growing understanding of the wider world
- Respect for others and for difference
- Pride in their achievements and identity
- Readiness for secondary education and adult life

Our children leave High Green as respectful, kind, responsible and proud young people, equipped with the cultural knowledge and experiences needed to succeed.