

### **WHAT IS CULTURAL CAPITAL?**

French sociologist Pierre Bourdeiu, originally came up with the concept of a person possessing 'capital'. Bourdeiu explored the theory of Cultural Capital and highlights the links between an individual's background and their access to knowledge.

### **OFSTED**

203. Inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

***It is 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.***

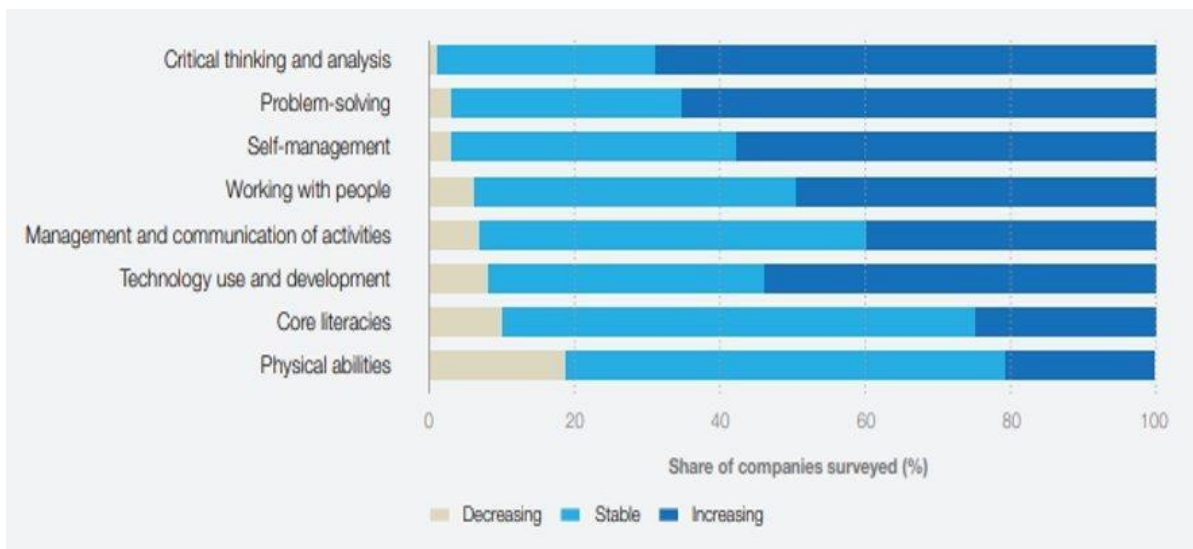
### **CONTEXT OF THE SCHOOL**

- One form entry village school, predominantly attended by white British pupils who mostly reside within the catchment area.
- High SEND
- Low Pupil Premium/Free School Meals
- Low EAL
- Mostly dual income families – Very low mobility

### **WHAT ARE WE PREPARING OUR CHILDREN FOR?**

<b>THE FUTURE OF JOBS REPORT – OCTOBER 2020 (World Economic Forum)</b>	
<b>EMERGING JOB ROLES FOR 2025</b>	<b>TOP 15 SKILLS FOR 2025</b>
1. Cloud Computing 2. Content Production 3. Data & AI 4. Engineering 5. Marketing 6. People & Culture 7. Product Development 8. Sales	1. ANALYTICAL THINKING & INNOVATION 2. ACTIVE LEARNING & LEARNING STRATEGIES 3. COMPLEX PROBLEM-SOLVING 4. CRITICAL THINKING & ANALYSIS 5. CREATIVITY, ORIGINALITY & INITIATIVE 6. LEADERSHIP & SOCIAL INFLUENCE 7. TECHNOLOGY USE, MONITORING & CONTROL 8. TECHNOLOGY DESIGN & PROGRAMMING 9. RESILIENCE, STRESS TOLERANCE & FLEXIBILITY 10. REASONING, PROBLEM-SOLVING & IDEATION 11. EMOTIONAL INTELLIGENCE 12. TROUBLESHOOTING & USER EXPERIENCE 13. SERVICE ORIENTATION 14. SYSTEMS ANALYSIS & EVALUATION 15. PERSUASION & NEGOTIATION

## RELATIVE IMPORTANCE OF DIFFERENT SKILL GROUPS



### OECD SKILLS OUTLOOK 2021: Learning for Life

The report assesses the essential nature of skills in the modern world, particularly in light of the Covid-19 pandemic and the need to adapt to a fast-changing global environment. The report stresses the importance of **lifelong learning** and the need for schools to foster and nurture a **positive attitude to lifelong learning**.

Inequalities in education have also been highlighted in the report, with the global pandemic accentuated pre-existing inequalities.

*Although a high proportion of young people go to university, there are also many people with low basic skills and few with high-level vocational skills (Musset and Field, 2013; Wolf, 2011). These are weaknesses that hold back productivity and hinder efforts to reduce inequality and improve social mobility (Bagaria, Bottini and Coelho, 2013).*

Gender differences are also apparent across most industrialised countries. Women tend to achieve higher standards of educational attainment, with more going into tertiary education than men. However, women are much less likely to choose science, technology, engineering and maths (STEM) subjects in upper secondary or tertiary education, and they are less likely to pursue apprenticeships.

### CORE VALUES & AMBITIONS

Our four core values form the basis of our approach to Cultural Capital. For children to become successful citizens, with the knowledge and skills to help them flourish and thrive, we want every child to...

- ... have their own chance to shine through a **HOLISTIC** and inclusive approach.
- ... be **EMPOWERED** leaders of their own learning.
- ... enjoy safe and reciprocal **RELATIONSHIPS**.
- ...have a sense of belonging through a focus on **FAMILY & COMMUNITY**.

## **Our INTENT for Cultural Capital**

Aspects of Cultural Capital flow through three key areas of school development; Quality of Education, Behaviour and Attitudes and Personal Development.

**SMSC** (Spiritual, Moral, Social and Cultural) also plays a key role in the development of Cultural Capital. Whilst Cultural Capital focuses on **what** we can do through the curriculum, **SMSC** is about **how**, through personal reflection, we use that knowledge and those experiences and skills, to help children have a deeper understanding of themselves and the world around them.

Based on the context of our school and the future jobs market, our ambition is to focus on three priorities:

### **1. KNOWLEDGE**

- ***READING** is the key to Cultural Capital and is high profile across school.*
- *Having the knowledge and understanding to maintain health and well-being: Healthy body. Healthy mind. Happy life.*
- *A broad and well balance curriculum with crucial knowledge identified, so children are able to Remember More. Know More and Do More.*

### **2. EXPERIENCE**

- *Enjoying a range of first-hand experiences that instil awe and wonder, curiosity and enquiry.*
- *Understanding that a range of different experiences supports a deepening of knowledge and skills.*
- *A range of experiences which are not gender, socially or racially biased and actively encourage high aspirations, social mobility and gender balances in industry.*

### **3. SKILLS**

- *Developing a range of high-level skills, including interpersonal and intrapersonal to support future success in the work-place.*
- *Skills identified across the curriculum and built on over time.*
- *Skills that support children in preparing them for life. For example Typing Club in Y3 Computing.*