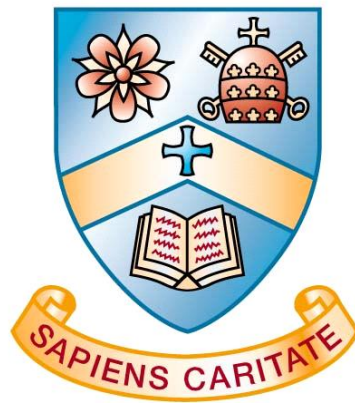


The Catholic School of Saint Gregory The Great

Believe and Achieve



BUILDING CULTURAL CAPITAL AT ST GREGORY'S

To be read in conjunction with related School policies.

To be reviewed by November 2026

Mission Statement – see Appendix 1

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

AIMS

To fulfil our Mission Statement, we will:

- Provide a secure, stimulating Catholic environment where both children and adults can learn, grow and develop to their full potential.
- Ensure that each child is valued and respected.
- Develop faith in Jesus Christ through our teaching and the way we live and worship in our school.
- Develop the ability of both children and adults to deal responsibly with social, spiritual and moral issues.
- Encourage everyone to value and respect people from all cultures and communities.
- Establish open and respectful communication between pupils, teachers, parents and the wider community.

The Christian belief that human beings are created in the image of God, and that each shares in God’s purpose to bring life and allow creation to flourish, underpins the work and nature of the school, and is endorsed in our Mission Statement.

At the Catholic School of Saint Gregory the Great we recognise that Personal Development, Social Development (including political and current affairs awareness) Physical Development, Spiritual Development, Moral Development and Cultural Development play a significant part in a child’s ability to learn, achieve and be prepared to live in modern Britain. We therefore aim to provide an education that allows pupils opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures too.

What is Cultural Capital?

Historically, this idea seeks to explain how power in society is transferred and social classes maintained. The more “capital” you have the more powerful you are. In the 1970s, Bourdieu defined it as ‘familiarity with the legitimate culture within a society’ and he saw families passing on cultural capital to their children through dance, music, theatre, galleries, historic sites, literature and art.

Evidence suggests this passing on of cultural capital helps children do better at school. It 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.

As such, cultural capital promotes social mobility and success in our stratified society. It gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. It is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

The National Curriculum defines Cultural Capital as:

“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”.

At St Gregory’s, we recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and plentiful opportunities to develop their cultural capital, irrespective of the prior experiences they bring with them.

The school recognises that there are six key areas of development which are interrelated and together contribute to the cultural capital a child develops:

1. Personal Development

2. Social Development (including political and current affairs awareness)
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Aspects (not an exhaustive list) of the St Gregory's Curriculum which can help develop cultural capital are found below:

1. Personal development:

- a. Learner Profile underpinning the curriculum based on values that make a great learner;
- b. Growth mindset and metacognition - resilience development strategies;
- c. The school's wider pastoral framework;
- d. Personal, Social and Health Education provision;
- e. Relationship, Sex and Health Education provision;
- f. Transition support and a Transition Policy based on learner/personal development as well as subject curriculum progression;
- g. Activities focused on building self-esteem;
- h. Mental Health & well-being provision;
- i. Work on oracy to develop confidence e.g. public speaking, mock trials, storymaking assemblies, class assemblies on stage, leading parish mass; sharing opinions, presentation skills, debating and interview skills;
- j. Aspirations week which focuses on developing aspirations for careers;
- k. Restorative Practice focusing on building strong connections with each other and problem solving when relationships are harmed;
- l. Residential trips (heavily subsidised for those unable to attend due to finances);
- m. Lunchtime support with table manners, life skills such as using cutlery;
- n. Leadership opportunities such as school council representatives, digital leaders, chaplaincy, play leaders and restorative stars;
- o. Regular visits to Skillzone to learn about personal safety;
- p. Parent workshops on curricular and personal development priorities and our Family Support Worker to advise any families requiring intervention. Includes: ACEs awareness (Adverse Childhood Experiences), growth mindset; learning pit, restorative practice.

2. Social Development:

- a. Personal, Social and Health Education provision;
- b. Relationship, Sex and Health Education provision;
- c. Student Voice – Class and School Council where all children are members of the Council and have a vote for decisions that will affect them;
- d. Provision as part of the Healthy School's Accreditation, Mental Health Champion Award and role as a pilot school for the NHS Mental Health Trailblazers' programme;
- e. Volunteering and charitable works including Go Givers programme, involvement in FOSG fundraising events and planning events for charities chosen by the Chaplaincy Team;
- f. SEAL provision for whole class, small groups and individuals;
- g. In school and wider community engagement programmes;
- h. Restorative practice and restorative stars in the playground;
- i. Play leaders;
- j. Life skills sessions for high needs children;
- k. Play pod to enhance lunchtimes and language through role play;
- l. Opportunities to mentor children in older/younger year groups, buddy up for collective worship and reading and teach about the Catholic faith in other year groups helping children feel confident with those they know and don't know so well;
- m. Opportunities to do things for others through Go Givers in our parish and community including holding tea parties for Over 55 club and Singing for the local Nursing Homes;
- n. Oracy discussions based on "what's in the news";
- o. Voting led by the Chaplaincy Team to choose the "charity of the year" and to reflect national voting activities such as the Brexit vote.

3. Physical Development:

- a. Physical Education curriculum;
- b. Healthy Eating policies and catering provision;
- c. 22 well-being/sports-based extra-curricular clubs;
- d. Targeted free or highly subsidised extra-curricular clubs for pupil premium and less active children
- e. Anti-bullying and safeguarding policies and strategies;
- f. Celebration of sporting achievement including personal achievement and competitive sports (weekly as well as prize-giving in Y6)
- g. Bikeability (Y6) training and early biking training (Y1);
- h. Play leaders for unstructured time, including lunch and break times, trained in social and active games;
- i. Activity-based residential (Year 5 and 6);
- j. Curricular programme related to food preparation and nutrition;
- k. Advice & Guidance to parents on aspects of health and wellbeing;
- l. Regular walk, cycle and scoot to school weeks.

4. Spiritual Development:

- a. Religious Education Curriculum including learning about other faiths
- b. Chaplaincy and prayer life of our school;
- c. Catholic Social Teaching principles are a thread through our learning both inside and outside of classrooms and specific topic lessons are planned to link these principles to the wider curriculum to make them more tangible;
- d. Daily collective, group and individual acts of worship, reconciliation, celebration, meditation and reflection;
- e. Visits to different religious buildings and centres as well as to our own parish church;
- f. School-linking activities – locally, nationally and internationally;
- g. Collective Worship cycle includes weekly assemblies on the Gospel, hymns and psalms, values (which the children vote on to give them ownership) and celebrations – the children are also helped to put lessons from scripture to work in their everyday lives;
- h. Children take part in planning their own collective worship with friends to facilitate for their class;
- i. Pupils are encouraged each day to share their opinions through oracy based activities – these often include challenging subject matter such as thunks, current issues in the media and issues within peer groups - this is linked to our school and faith philosophy;
- j. Reflective areas in every classroom and a chapel that can be accessed at all times for worship/reflection by those of all faiths or none.
- k. Lunchtime opportunities for reflective and mindfulness activities run by the Chaplaincy Team.

5. Moral Development:

- a. Religious Education Curriculum;
- b. Restorative practice underpins the school's Behaviour and Relationships policies and with Jesus as our example, we teach the importance of forgiveness in enabling us all to learn from our mistakes and move forwards together, whilst understanding the impact our behaviours have on others;
- c. Contributions to local, national and international charitable projects with the children voting for which charities to support based upon current priorities/support required within school;
- d. Weekly Gospel and Values assemblies allow children to both question and deepen their understanding of these teachings so that they may apply them in their own lives;
- e. RE, RSHE and PSHE teaching allows children to recognise that our actions are also subject to legal boundaries. Children in Year 6 participate in a 'mock trial' each year which provides an opportunity to develop respect for the civil and criminal law of England. In previous years, our teams were awarded both the first and second prize; where?
- f. Debating club and regular class debates require children to learn from religion and are asked to consider and respond to both moral and ethical issues such as 'Is war ever right?' and 'Can everyone be forgiven?' – this helps children share their opinions and learn to respect the opinions of others;
- g. Our Fairtrade groups actively engage with social justice through trade in school and further afield in local parishes.

6. Cultural Development:

- a. School trips that focus on experiences of historical interest;
- b. Annual visits for all to the Science, Music and Literature festivals;
- c. Visits to the school library and to the town library;
- d. Our school is comprised of families with many different cultural backgrounds, speaking a large range of different languages who willingly share their cultures with the wider school community;
- e. Specialist music teacher leads music lessons and our orchestra and choir which are open to all to access;
- f. All children learn to play an instrument in KS2 through class tuition;
- g. Peripatetic music lessons for different instruments and voice with grants available for children from low income families;
- h. Building awareness in each class of the diversity of the children within their peer groups, their cultural backgrounds and developing an understanding and respect for all, celebrating and experiencing alongside one another;
- i. Parent Community United task group which organises community events to celebrate the cultural diversity of our school community – this has included food fiestas and celebrations of other aspects of culture such as music and dance;
- j. Listening circles of parents from different minority groups to understand experiences and help to break down barriers to engagement;
- k. 17 arts and STEM based clubs;
- l. Promotion of racial equality and community cohesion through the school's ethos and ensuring that this is widely understood and reflected in all policies and practice;
- m. Children benefit from extra-curricular clubs and core PE curriculum led by sports specialists who work at elite level and talent spot;
- n. Swimming galas, sports days and other competitive events are well supported by the whole school community;
- o. A curriculum that is planned to help the children understand the impact of history on their lives today and how society and communities have been built up.

Teaching of Catholic Social Teaching and British Values

Development of Cultural Capital will take place across all curriculum areas, within activities that also encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

To do this we seek to incorporate Catholic Social Teaching Principles into lessons to enable children to recognise the importance of the following six areas in all aspects of their lives:

1. Taking Part
2. Rights and Responsibilities
3. Human Life is Precious
4. Care of the Poor and Helpless
5. Working Together as a Team
6. Care and Protection of God's Creation
7. Put Others Before Yourself
8. Consider the Needs of Everyone

Alongside this, teaching takes opportunities to share and teach distinctive British values. More information about Catholic Social Teaching and British Values can be found on the Curriculum page of our website.

All curriculum areas including Collective Worship, class discussions, PSHCE teaching, RSHE teaching, SEAL groups, Oracy time and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death, illness etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.

- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Focus on the skills and attitudes which enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness etc
- Live out Catholic Social Teaching principles.
- Learn about distinctive British Values.

Links with the wider community

- Visitors are invited and welcomed into school.
- Links with the Church are fostered through links with the local churches and the Diocesan Department of Education.
- The development of a strong home-school link is regarded as vital, enabling parents and teachers to work in an effective partnership to support pupils.
- The school works closely with our hub schools and regularly provides support to other schools through the sharing of good practice.
- Pupils are taught to appreciate the wider community and to develop a sense of responsibility through charitable activities such as 'Go Giving'.

Monitoring and Evaluation

Provision for Cultural Capital is monitored and reviewed on a regular basis. This is achieved by:

- Pupil Voice sessions.
- Monitoring of teaching and learning during lesson visits.
- Regular discussions at staff and Governor meetings.
- Audits of policies and Schemes of Work.
- Sharing of good practice and classroom work/activities
- Collation of evidence in pupil's work.