



Cultural Capital at Halewood Church of England Primary School

What is Cultural Capital?

Cultural capital is the knowledge, experiences, skills, behaviours and understanding that children build over time and can draw upon to participate confidently and successfully in school, their community and wider society.

At Halewood Church of England Primary School, we believe cultural capital is about opening doors for every child. It means ensuring that all pupils, regardless of their background or starting point, have access to the knowledge, experiences and opportunities that help them understand the world, develop their talents, broaden their horizons and imagine what their future could be.

Our Rationale

Our school vision, rooted in Proverbs 22:6, "Train up a child in the way they should go...", reflects our commitment to developing the whole child.

Guided by our Christian values, we seek to empower every child academically, emotionally, socially and spiritually. Cultural capital is an important part of achieving this ambition.

We recognise that children arrive at school with different experiences, opportunities and knowledge. Our responsibility is not simply to celebrate the cultural capital children already possess, but to deliberately broaden and enrich it.

Through our curriculum, wider opportunities, visits, visitors, leadership roles, community links, enrichment programmes and everyday school life, we provide children with experiences that:

- broaden their knowledge and understanding of the world;
- develop confidence, independence, resilience and aspiration;
- nurture creativity, curiosity and a love of learning;
- strengthen communication, relationships and social understanding;
- enable children to experience arts, culture, sport, nature, faith and community;
- develop an understanding of different people, cultures, beliefs and perspectives;
- provide opportunities for leadership, responsibility, service and courageous advocacy;
- prepare children for the opportunities, responsibilities and experiences of later life.

Our approach is deliberately inclusive. We seek to identify and remove barriers to participation so that disadvantaged pupils, pupils with SEND and other vulnerable learners benefit fully from the opportunities available.

Cultural capital at Halewood is not a collection of isolated experiences or one-off events. It is carefully developed from the Early Years to Year 6 so that children's knowledge, experiences and opportunities build progressively over time.

Our Areas of Cultural Capital Development

We recognise six interconnected areas of development which contribute to each child's cultural capital:

1. Personal Development
2. Social Development

3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural Development

These areas are woven throughout our curriculum, personal development provision and wider life of the school.

Personal Development

We develop children's confidence, independence, resilience, aspiration and understanding of themselves through:

- PSHE, Relationships and Health Education;
- our wider pastoral and wellbeing provision;
- opportunities to develop resilience, perseverance and a positive approach to challenge;
- transition support at key points in children's education;
- opportunities to build confidence through performance, discussion, role play, leadership and supporting others;
- activities which develop self-esteem, independence and emotional literacy;
- mental health and wellbeing provision;
- Halewood University, providing practical, creative, financial, digital and future-life experiences and skills;
- the LDST Promise, enabling children to Love, Discover, Serve and Thrive together;
- careers, aspirations and encounters which help children understand the possibilities available to them in later life;
- opportunities for children to discover their interests, strengths and talents.

Social Development

We help children develop positive relationships, understand their role within different communities and learn how they can contribute to society through:

- PSHE and Relationships Education;
- volunteering, fundraising and charitable work;

- pupil voice and meaningful opportunities to influence school life;
- pastoral support and positive relationships with trusted adults;
- our Year 6 mentoring programme, ensuring every Year 6 pupil has an adult mentor;
- Year 6 buddying and mentoring of younger pupils;
- Reading Buddies;
- Maths Champions;
- Sports Leaders;
- our Junior Leadership Team, Christian Ethos Team, Prayer Champions, Eco Warriors, Junior Librarians and No Outsiders Team;
- opportunities for teamwork, collaboration and peer support;
- courageous advocacy, community action and service;
- engagement with local, national and global issues;
- opportunities to understand democracy, citizenship and the importance of contributing positively to a community.

Physical Development

We support children to understand their bodies, develop healthy lifestyles, experience challenge and enjoy being physically active through:

- our Physical Education curriculum;
- healthy eating education and school catering provision;
- health education through PSHE, including age-appropriate learning about substances and healthy choices;
- a broad range of sporting and wellbeing clubs;
- opportunities to participate in competitive and non-competitive sport;
- recognition and celebration of sporting achievement and personal improvement;
- our Year 5 residential experience;
- food preparation and nutrition through Design and Technology;
- wellbeing within the PE curriculum;
- Forest School;

- Grow to Learn;
- swimming;
- Bikeability;
- outdoor and adventurous activities;
- active and creative play opportunities;
- opportunities to experience challenge, appropriate risk, teamwork and the outdoors.

Spiritual Development

As a Church of England school, spiritual development is central to our identity. We provide opportunities for children to explore questions of meaning, purpose, faith, identity and belonging through:

- our Religious Education curriculum;
- Collective Worship;
- reflection, stillness and prayer;
- opportunities to explore and express individual faith and belief;
- encounters with different faiths and worldviews;
- visitors and speakers representing faith communities;
- visits to churches, places of worship and other religious and spiritual settings;
- Heart Space;
- weekly Heart Journals;
- our Self – Others – Beauty – Beyond approach to spirituality;
- opportunities for prayer and reflection;
- our Family Worship Community;
- experiencing awe, wonder, beauty, creativity and the natural world;
- opportunities to consider the “big questions” of life.

Moral Development

We support children to develop a strong moral compass, understand right and wrong, consider different viewpoints and recognise their responsibility towards others through:

- Religious Education;
- PSHE and Relationships Education;
- our Christian values;
- our behaviour curriculum and expectations;
- charitable projects at local, national and international levels;
- regular engagement with current news and age-appropriate global issues;
- courageous advocacy;
- the Lendwithcare enterprise project;
- safeguarding education which develops children's understanding of safe and unsafe situations;
- opportunities to discuss ethical questions and consider different perspectives;
- learning about equality, justice, responsibility and fairness;
- understanding the consequences of choices and actions.

Cultural Development

We enable children to understand, appreciate and participate in the rich diversity of culture within their community, Britain and the wider world through:

- citizenship education within PSHE;
- Art, Music, Drama and performance;
- Geography and Modern Foreign Languages;
- literature and reading which expose children to diverse voices, cultures, experiences and perspectives;
- promoting equality, diversity and community cohesion;
- live music and performance experiences;
- choir;
- theatre visits and performances;
- the Cathedral singing programme;

- instrumental tuition, including weekly clarinet lessons;
- visits to museums, galleries, theatres, heritage sites and culturally significant places;
- opportunities to perform for different audiences;
- community and cultural celebrations;
- learning about different traditions, communities and ways of life;
- experiences which celebrate both our local identity and our place within a diverse modern Britain.

Cultural Capital Across the Curriculum

Every curriculum subject contributes to the development of cultural capital at Halewood. Subject leaders identify the essential knowledge, experiences, vocabulary, texts, visits, visitors and opportunities that enrich pupils' understanding within their subject.

Our Cultural Capital Overview maps these experiences from Reception to Year 6, helping us to ensure that opportunities are progressive, purposeful and equitable rather than dependent on chance.

Through this rich entitlement, we want every child to leave Halewood Church of England Primary School with a strong sense of who they are, an understanding and appreciation of others, a curiosity about the world and the confidence and knowledge to participate fully in it.

Above all, our cultural capital offer reflects our belief that every child should have the opportunity to experience more, know more, understand more and believe that more is possible for their future.

Cultural Capital Whole School Overview

Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Value Focus	Friendship						
British Value Focus	Mutual Respect						
Value weekly theme/value behaviour	We include everyone in our games	We share honey words	We are respectful to one another	We work together as a class	We are polite and use manners well	We have kind feet, kind hands and kind words	We understand and appreciate one another's differences
Whole School Themed Days/Weeks	Anti-bullying – Police Visits Fire Brigade visit Cycling Proficiency / Bikeability Road safety workshops Play leaders workshops Electrical safety Black History Month Trusted adults and child-friendly reporting routes revisited in every class Pol Ed resources – trusted adults / understanding the law (age appropriate) Weekly current news and courageous advocacy Pupil leadership opportunities – JLT, Christian Ethos Team, Eco Warriors, Prayer Champions, Junior Librarians and Maths Champions LDST Promise experiences Forest School Experiences Grow to Learn – gardening, biodiversity and stewardship						

	Children in Need Personal hygiene – spread and control of disease Contextual safeguarding – online friends/strangers, grooming, group chats, privacy and reporting (age appropriate) Christmas productions – performance experience for all pupils Choir/community Christmas performances Live music / guest musicians and worship bands LDST Promise experiences Forest School Experiences Grow to Learn
Cultural Capital – broadening experiences Autumn 2	Reception – Local Area Christmas Walk: posting letters to Santa (English) Reception – Dentists Year 1 – Imagine That! (Science) Year 2 – School Nurse & Healthy Teeth (PSHE) Year 2 – Christmas Experience at Bridge Chapel (RE) Year 3 – World Museum: Egypt (History) Year 4 – Romans trip, Chester (History) Year 5 – PGL residential (Personal Development / Physical Development) Year 5 – Planetarium visit (Science) Year 6 – Theatre trip (English) Year 6 – Career Carousel (PSHE/PD) Whole school – Christmas productions and community performance opportunities

Spring term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Core Value Focus	Forgiveness						
British Value Focus	Rule of Law; Democracy						

Value weekly theme/value behaviour	We accept that everyone makes mistakes	We understand that everyone is different	We think about how our actions affect others	We positively move on after a situation is resolved.	We are patient	We seek to show grace when someone hurts our feelings	
Whole School Themed Days/Weeks	Financial Education – progressive year-group teaching Fire Brigade visit Safer Internet Day – current online and local risks revisited NSPCC workshops Human Rights Week – United Nations Declaration of the Rights of a Child Pol Ed resources – understanding the law (age appropriate) Contextual safeguarding – safe/unsafe relationships, grooming and exploitation (age appropriate) Halewood University – wider life, creativity, enterprise and leadership skills Weekly current news and courageous advocacy LDST Promise experiences Forest School Experiences Grow to Learn						
Cultural Capital – broadening experiences Spring term 1	EYFS – People Who Help Us: visit from emergency services Year 2 – Road Safety (PSHE) Year 3 – Catalyst Museum residential (Science) Year 5 – Tatton Park: Anglo-Saxons workshop (TBC) Year 6 – Tatton Park: Anglo-Saxon workshop (TBC) Whole school – Halewood University modules and wider-life skills						

Spring term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Core Value Focus	Thankfulness						
British Value Focus	Tolerance						

Value weekly theme/value behaviour	We go out of our way to thank each other	We say thank you to all of the members of staff in the hall who give us our food.	We say thank you to our teachers at the end of the day.	We use manners in the corridor	We are grateful for our school equipment and we treat it with respect.	We use manners with our adults at home.	
Whole School Themed Days/Weeks	My Money Week Red Nose Day / Comic Relief fundraiser Dogs Trust Yoga and Mindfulness Day Responding in an emergency – at home, school and in the community Children’s First Aid Contextual safeguarding – domestic abuse, coercive control and help-seeking (age appropriate) Ariel Trust resources – telling/asking for help, grooming and online harm (age appropriate) Community action, fundraising and courageous advocacy projects LDST Promise experiences Forest School Experiences Grow to Learn						
Cultural Capital – broadening experiences Spring term 2	Reception – Farm trip (Science) Whole school – Easter Experience at St Mark’s Church (RE) Year 2 – Martin Mere (Science) Year 2 – Cathedral Praise (Music/RE) Year 3 – Farm and Agriculture trip (Geography and Science) (TBC) Year 3 – British Cinema Week Year 4 – Theatre trip (English) (TBC) Year 5 – Cathedral Praise (Music/RE) Year 6 – Eureka! Science visit (Science) Whole school – courageous advocacy / community action projects						

Summer Term 1							
	Week 1	Week 2	Week 3	Week 4	Week 5		
Core Value Focus	Responsibility						

British Value Focus	Democracy; Tolerance; Mutual Respect						
Value weekly theme/value behaviour	We work well in a group and encourage each other.	We listen to what everyone has to say with respect and interest.	We get on with everyone in our class.	We say encouraging words to each other.	We recognise each other's strengths.		
Whole School Themed Days/Weeks	Rail Safety Walk to School Week NSPCC – PANTS Bikeability Crucial Crew Day Dental health and healthy eating Contextual safeguarding – speak up/stay safe; safe and unsafe secrets; reporting worries Ariel Trust resources – online/image-sharing safety and grooming (age appropriate) Character Curriculum year-group projects Liverpool Cathedral Schools Singing Programme / Big Sing (Y3–4) Swimming and physical activity opportunities LDST Promise experiences Forest School Experiences Grow to Learn						
Cultural Capital – broadening experiences Summer term 1	Reception – Storybarn, Calderstones Park (English) Year 1 – Church visit: Baptism (RE) Year 1 – Local litter pick (PSHE) Year 2 – Mosque visit (RE) Year 3 – Meditation Centre (RE) Years 3 & 4 – Big Sing at Liverpool Cathedral (Music/RE) Year 5 – Jewish Synagogue visit (RE) Whole school – live music, choir and performance experiences						

Summer Term 2	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Core Value Focus	Perseverance						
British Value Focus	British Values Overview						
Value weekly theme/value behaviour	We know our aspirations for the future	We aim high in everything we do	We push ourselves in our learning to try and always try our best.	We set ourselves high targets and aim to reach these.	We read often and know the importance of reading.	We reflect on our own learning and think about how we can improve.	
Whole School Themed Days/Weeks	Healthy Eating Week Water Safety NSPCC – Making Sense of Relationships Transition Enterprise Project Wellbeing Week – physical, emotional and mental health Aspirations Day / careers and future skills Whole School Fundraiser Contextual safeguarding – mobile phones, online harm, exploitation and reporting (age appropriate) Halewood University – independent projects, public speaking, community contribution and graduation Year 6 musical production Year 6 Lend with Care – global citizenship and sustainable support Whole-school Family Day Out LDST Promise experiences Forest School Experiences Grow to Learn						

Cultural Capital – broadening
experiences
Summer term 2

Year 1 – Chester Zoo (Science)
Year 2 – Museum trip: Stone Age (History)
Year 3 – Snowdon trip (Geography)
Year 4 – Eureka! Science visit (Science)
Year 6 – Alton Towers (end-of-year experience)
Year 6 – LJM U STEM visit

Whole School Family Day Out – outdoor learning, creativity and adventure
Whole school – Halewood University community contribution, public speaking and graduation