

Clee Hill Community Academy

Cultural Capital Statement: French

As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum.

'It 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.'

(Ofsted School Inspection Handbook, Nov 2019)

Cultural Capital is the accumulation of knowledge behaviours and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a pupil will draw upon to be successful in society, at secondary school and further education and eventually their career and the world of work.

At Clee Hill Community Academy, we understand the importance of mapping out 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.

We use a variety of approaches inside our languages curriculum to enhance the experiences and learning of our pupils. With our firm belief that knowledge is transperable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. Pupils take part in half-termly 'Reading Miles' Days; each one focusing on a different country and are encouraged to be aware of and develop an appreciation of the variety of different languages, cultures and traditions throughout the World.

Cultural Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. We aim to make French meaningful and relevant, offering pupils the opportunity to develop skills they need to succeed in the real world. We aim to promote children's curiosity and interest in language learning so that they can develop a lifelong desire for knowledge. For children to become knowledgeable and competent linguistics, we aim to enable children to see the relevance of what they are learning in French lessons. We will draw attention to how these skills can be used in the real world.

Our French Cultural Capital offer includes:

- Exploring French through real life examples or scenarios.
- Explicit links to languages and culture in other relevant curriculum subjects.
- Taking part in Reading Miles Days.

- Developing a positive mindset; being willing to have-a-go- to make and learn from their mistakes and appreciate their skills in communicating using language and gestures.
- Working in pairs and groups to develop skills.

SMSC & BRITISH VALUES

SMSC	
Spiritual	We encourage the children to explore their own spirituality in French. Our children understand that perseverance and determination are two of the key learning skills in our school and these are necessary to achieve their greatest potential. Perseverance is encouraged through solving problems and mastering new concepts, using the support of the others, learning prompts and examples before asking for help. Pupils are encouraged to use imagination and creativity to explore ideas while learning in French lessons.
Moral	Our school ethos lends itself to the development of a moral responsibility for their actions and this is evidenced in their work in all year groups. Respect for the feelings of others combined with a need for constructive and honest criticism when peer evaluating work which will enhance the development of individual work is an area in which our children excel.
Social	The social responsibility we have to each other is clearly demonstrated in our French lessons. We encourage perseverance when learning; having a go and accepting that it's ok to make a mistake and that we can learn from our mistakes as well as those of our peers. Children learn social conventions such as turn-taking when playing games together and are supported to participate actively whilst co-operating with others and resolving conflicts. The children are actively encouraged to celebrate others' achievements.
Cultural	Children develop an awareness of French as a language that is spoken in many different countries. They appreciate that there may be local variations in language and compare this to differences in English spoken in the UK and the USA. They develop an understanding that many languages are spoken worldwide and that there are other means of communication including gestures. They learn some sign language in assemblies and use this to vote. Wherever possible. Learning in language lessons is set in the context of culture, traditions and festivals. This learning also forms part of 'Reading Miles' days.
British Values	
Democracy	For the council of Europe "language learning is a key component of education for democratic citizenship". One of the aims of language teaching is to "prepare people to live in a multicultural society and to deal with difference knowledgeably, sensibly, tolerantly and morally, it also strengthens social cohesion, mutual understanding and solidarity" (council of Europe 1999). In lessons, pupils are given the opportunity to consider the consequences, advantages and disadvantages of things such as cultural issues and how MFL can be useful in understanding others' opinions and reasoning as well as how language can be used to change perception, opinion and can cause reaction.

Laws and Rules	Within our French lessons children are expected to follow both school and class rules. As part of games and routines in lessons, they develop their skills of following rules. When working online using digital technologies children are reminded to keep their passwords secure and follow the school AUP for Computing.
Individual Liberty	In our French curriculum, we ensure individual liberty through expressing their opinions when discussing languages and cultural differences. Where possible, children make choices in the focus of their language learning – for example, they may learn the vocabulary for pets and food that they like.
Mutual respect and tolerance of those with different faiths and beliefs	<p>Children are encouraged to respect and value the contributions of their peers during all learning in school and especially in language learning.</p> <p>Acceptance of differences, both linguistic and cultural is key on French lessons and we aim for children to be comfortable with this; to recognise and accept differences positively.</p>