

# Clee Hill Community Academy

## Cultural Capital Statement: English

*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 English 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.

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 English 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 English lessons. We will draw attention to how these skills can be used in the real world.

Our English Cultural Capital offer includes:

- Exploring English through real life examples or diverse texts
- 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	The English curriculum teaches a range of literature that develop spiritual development through discussion and debate. For example, the study of the classic novels, fables, traditional tales and folk tales amongst others, encourages the discussion of the difference between good and evil, considering the impact of conscience and discussion of morals. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.
Moral	English supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in genres. We teach through texts which encourage moral thinking through the recognition of values such as goodwill, humility and kindness. Students are able to analyse character and events to explore the consequences of negative actions. During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and ambition. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.
Social	English supports social development by helping children to understand how written and spoken language has changed over time and also social attitudes to language. For example, when teaching spelling patterns and looking at where words have come from. English lessons promote cooperation and teamwork through being able to work in groups, listening to ideas and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future for example, reviewing school uniform policies and windfarms. Students are required to take on a role and argue a point of view. We also give students the opportunity to speak in different contexts, for example through year group assemblies, whole school assemblies, performance opportunities and at key events throughout the year. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success. Students are all given the opportunity to be independent, self-reliant and responsible for their own learning.
Cultural	English supports the cultural development of a child by exposing them to a wide range of written and spoken language from a range of cultures. Students learn about respecting others through the study of poetry from different cultures and period of History. The study of classic texts gives opportunities for students to appreciate British history and culture and stories sharing information about other countries and cultures e.g Handa's Surprise enable children to examine differences. Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences. Theatre trips and visits from published authors give all students the opportunity to access cultural activity, which otherwise some students may not have the opportunity to experience. Celebrating different days – world book day

British Values	
Democracy	The process of facilitating classroom debates can be used to link to democracy as they should allow all opinions to be heard in a respectful way. This will reinforce the concept of democracy. Texts, audio or videos, written tasks and discussions all present opportunities to discuss or write about topics that relate to democracy.
Laws and Rules	Texts can be chosen that will give students a chance to explore the rule of law. This may be through studying written, audio or visual materials in which individuals choose to behave within or outside the law or it may be about the impact of laws. Class or one-to-one discussions offer opportunities to explore the rule of law within the UK. This may also give the opportunity to challenge extremism.
Individual Liberty	Group and one-to-one discussions and the use of materials may give the opportunity to discuss the extent of individual liberty. Students will often explore aspects of their own lives and the extent to which they have and use their freedoms. Students will also explore choices in terms of future education choices and careers.
Mutual respect and tolerance of those with different faiths and beliefs	In English there are often opportunities to discuss tolerance and mutual respect through discussions and the choice of materials that are studied. Good working relationships in the classroom or the workplace for students or apprentices promote effective learning. These are based on mutual respect and tolerance of different faiths and beliefs and compliance with the Equality duty