

## Cultural Capital

Cultural Capital is the essential knowledge that learners need to be educated citizens. Cultural Capital is the essential knowledge that learners need to prepare them for their future success.

### Intent

- Learners have experiences and ideas based on their own personal circumstances.
- Experiences link to learner's culture and wider family, including: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.
- Learners have opportunities to explore a range of cultural experiences.
- Learners given the opportunity to take part in activities which broaden their experiences, outside of their comfort zone.
- Learners experience planned opportunities throughout the whole curriculum and that which is inherent in the general culture of the school
- Learners will be well-rounded citizens and have the means to communicate, making their wants, needs and views known.

### Implementation

- All learners have access to a broad, balanced and coherent curriculum.
- Music and Art have high status within the school as seen from the Artsmark evidence.
- Communication and interaction feeds into all learning activities.
- Social, moral, spiritual and cultural education is embedded through the curriculum at all stages of a learner's school career.
- Physical development is paramount through the curriculum to support learners to access their learning opportunities.
- All learners have an EHCP target focusing on their personal development needs.
- Learners engage and explore the world around them through RE day / MFL days and social themes
- Work Awareness programme/experiences Post 16.

- School visits within the local community and further afield.
- Residential experiences.
- Assemblies and Reflection.
- Learners have the opportunity to explore our local community and develop their Cultural Capital.
- Participation in charitable projects.
- Curriculum promotes mentally and physically healthy lifestyles.
- Student voice (Student Council, Rights Respecting Ambassadors).
- Enrichment.
- Promotion of diversity.
- Community projects: campus, Hampshire special schools projects, local artists.
- Off-site leisure and sports.
- Learners experience 'Awe and Wonder'.

### Impact

- Learners are ready for the next stage of their transition; this may be moving from primary to secondary, secondary to 6<sup>th</sup> form or leaving at 18/19.
- Learners will be well-rounded citizens and have the means to communicate, making their wants, needs and views known.
- Learners will be able to demonstrate an awareness of experiences beyond their immediate experiences of family and school.

### Evidence

- Evidence is recorded against EfL, Engagement Profile and EHCP targets
- MFL, RE and social theme days
- Artsmark
- Accreditation
- RRSA and School Council