



“I am the vine; you are the branches.”

John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

Cultural Capital at The District CE Primary

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key areas a pupil will draw upon to be successful in society, their career and the world of work.

Cultural capital gives power. It helps children achieve goals, become successful, and ascend the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Our curriculum model is underpinned by the three core aspects of health and well-being; aspiration and enrichment and language and communication. All of these areas promote and support cultural capital.

Curriculum

The learning in our curriculum has been chosen to support cultural capital.

We learn from the past: it enables pupils to understand where they have come from and how the past shapes the present.

We explore and engage in the present: establishing a sense of self; forging relationships with others; developing the skills to be life-long learners, opening up new experiences, sharing new cultures and celebrating diversity.

We look to the future- to raise aspirations and to live as citizens of their local and global communities.

The following character concepts run through our curriculum.

Endurance	Love	Compassion	Trust	Friendship	Forgiveness	Faith	Sacrifice
Happiness	Peace	Spirituality	Belief	Aspiration	Strength	Creativity	Fairness
Choice	Rights	Consent	Free will	Integrity	Influence	Pride	
Adversity	Resilience	Failure	Prejudice	Discrimination	Weakness	Power	Conflict
Democracy	Justice	Freedom	Equality	Diversity	Tolerance	Responsibility	Duty
Belonging	Identity	Heritage	Community	Loyalty	Tradition	Integration	Segregation
Sustainability	Consequences	Change	Oppression				

The choices made when building our curriculum

- Relevance, heritage, community
- Opening up the wider world- global citizenship, diversity

Cultural capital in Action (some examples)

<p>High focus on vocabulary acquisition, language and communication Class-led worship Visiting Theatre Hanon Language</p>	<p>Mental and Physical Health and wellbeing PSHE/ Citizenship SRE Meditation Mindfulness PE/ Extra-curricular/ enrichment Play leaders SRE Swimming Targeted intervention/ support</p>	<p>Promoting Aspiration Visiting authors Careers' week Inspirational people attached to learning projects. Pupil roles Rewards/ behaviour Celebration Worship Leavers' Awards</p>
<p>Personal Development District learner Learning skills/ metacognition/ self- regulation, sticky learning Skills Builder PSHE/ Citizenship SRE MFL Financial awareness Let's Cook</p>	<p>Opportunities to connect with nature/ use of the environment Sketching OAA Sports Days Outdoor learning & reading Gardening/ allotments</p>	<p>Student voice -Pupil roles/ responsibilities School council, Eco-council, STARS, head pupils, Worship Team, Reading Champions, play leaders, maths ambassadors Class citizen awards Pupil feedback</p>

<p>High focus on reading Reading curriculum that includes links across the curriculum and to the wider world to support the acquisition of knowledge. Our bespoke, book-based curriculum access to quality literature and a commitment to reading range of authors and reflects relevance, context, heritage, diversity. World Book Day/ Poetry Day/ storytelling day Book club Fluency lessons AR RP RWI Targeted intervention</p>	<p>Personal Development District learner Christian Values GB Values I Really Do Matter Too Zones of Regulation Learning skills/ metacognition/ self-regulation RE/PSHE/ Citizenship SRE MFL Financial awareness Online safety</p>	<p>Extra- curricular & Enrichment experiences Sports- judo, wrestling rugby, cricket, OAA, dance, cheerleading, martial arts, netball, athletics etc Visiting Olympians/ Para-Olympians Musical instruments: ukuleles, glockenspiel, Cooking, gardening, arts & crafts, Lego, coding Trips & visits (beach, zoo, museum, etc.)</p>
<p>Arts Art, music and dance curricula include stimuli from different cultures and the UK. Opportunity to learn a musical instrument/ take music lessons Gallery/ museum visits Talent show Drama, choir, art, music, dance extra-curricular clubs Workshops and visiting artists Young Voices Performance</p>	<p>Community links Strong links with the church/ church events & celebrations Reeve Court Retirement Village Strong links with feeder secondary schools- transition, Quiz Kids, maths quiz Food bank Refugee organisation Business for Youth Rotary</p>	<p>The Wider World World Wise- people, places current events Geography/ history/ science/ RE/ art/DT/ computing curricula RRS Diversity days Charity events Young Carers Macmillan Cultural celebrations/ events Black History Month</p>