

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

We believe 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 ingredients a child will draw upon to be successful in society, their career and the world of work.

Ofsted define cultural capital as...

“As part of making the judgement about the 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 has also clarified that: *“Inspectors aren’t inspecting ‘cultural capital’; they’re looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital.”*

This indicates that a focus on the quality and variety of our school’s curriculum is vital if we hope to equip our children with ‘cultural capital’.

At Stalham Infant & Junior Schools we are gradually widening children’s experiences as they progress through school as part of providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in nursery and beyond. These include trips to the local park, shops and visits to places of worship, museums, sports and music venues just to name a few. The culmination of this provision is our [Stalham Sixty](#) - a way to ensure that children learn as many things and have as many experiences and opportunities as possible during their time with us.

Some aspects of our ‘Cultural Capital’ are covered in our curriculum, other aspects are explored in assemblies, incidental conversations and daily life at school. Other aspects can be discovered at home through experiences and conversations, especially when visiting places or on trips.

Building Experiences and Knowledge by Immersing Children in the World Around Them



Caring for animals.



Risk taking supports our learning.



Appreciation and love for music.



Understanding how history has



Celebrating different cultures,



Educational visits linked to our

shaped our future.



Learning about people in our community.

traditions and faiths.



Learning about Road Safety.

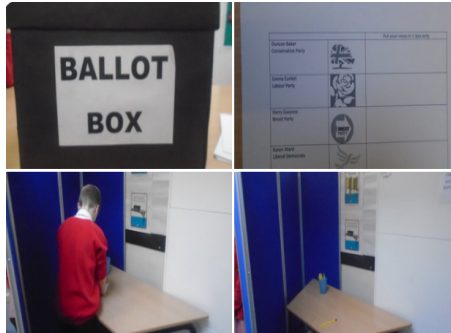
learning.



Planning and running charity events.



Showcasing talents.



Bringing political skills to the curriculum.



Learning beyond the classroom.



Supporting our local community.



Visitors share their cultures and traditions.



There is no such thing as 'bad' weather.



Creative in the kitchen.



Supporting our community.



Exciting visitors.