

## Polehampton CE Schools - Cultural Capital Map



The activities provided at Polehampton aim to support children in:

- Developing confidence in navigating the wider world
- Building independence, resilience and self-advocacy
- Experiencing belonging, identity and representation
- Accessing opportunities beyond their immediate lived experiences
- Exploring interests and strengths safely and meaningfully
- Developing social communication and emotional regulation skills
- Experiencing awe, wonder, curiosity and achievement
- Building aspiration through exposure to careers, role models and community experiences

### Cultural Capital Strands

#### **1. Personal Development and Therapeutic Provision**

| <u>Opportunity</u>                                | <u>Intended Impact</u>  |
|---|---|
| Therapeutic Thinking approach                     | Supports emotional regulation, belonging and relational safety  |
| Mental Health Lead support                        | Promotes emotional wellbeing and early intervention   |
| Mindful Monday                                    | Develops self-regulation, reflection and emotional awareness  |
| Shining Light assemblies                          | Celebrates strengths, diversity and achievement   |
| Value Leaders                                     | Encourages responsibility, leadership and pupil voice   |
| School Council and House Meetings                 | Develops democracy, confidence and communication skills   |
| Buddy systems across phases                       | Supports friendships, transition and social confidence  |
| Child-led lunchtime clubs based on deep interests | Enables children to connect with like-minded peers through shared interests and safe social interaction |
| Sensory and therapeutic approaches                | Supports engagement, readiness to learn and emotional safety  |

#### **2. Outdoor Learning and North Hub Opportunities**

| <u>Opportunity</u> | <u>Intended Impact</u>   |
|--------------------|--|
| Forest School      | Develops resilience, teamwork, sensory exploration and confidence outdoors |
| Den building       | Encourages collaboration, problem-solving, imagination and communication   |
| Horse care         | Builds empathy, responsibility, emotional regulation and confidence        |

| Opportunity                                    | Intended Impact   |
|--|---|
| Swimming                                       | Develops physical wellbeing, independence and water safety          |
| TASK Master challenges                         | Encourages creativity, flexible thinking, teamwork and perseverance |
| Outdoor exploration and environmental learning | Builds curiosity, appreciation for nature and practical life skills |
| Eco-Warriors projects                          | Encourages sustainability awareness and community responsibility    |
| River and nature visits                        | Develops awe, wonder and environmental understanding                |

### 3. Social, Communication and Belonging

| Opportunity                          | Intended Impact   |
|--------------------------------------|---|
| Child interest-led clubs             | Supports social communication through shared passions and special interests |
| Weekly singing and choir             | Builds confidence, emotional expression and shared community experiences    |
| Performances and productions         | Develops self-esteem, teamwork and communication                            |
| Polehampton's Got Talent             | Celebrates individuality and strengths                                      |
| Interschool sporting events          | Develops teamwork, resilience and belonging                                 |
| TKAT interschool activities          | Broadens peer interaction and experiences                                   |
| Librarian and pupil leadership roles | Develops responsibility and independence                                    |
| House teams and competitions         | Encourages collaboration and identity within the school community           |

### 4. Spiritual, Moral and Faith Development

| Opportunity                                      | Intended Impact  |
|--|--|
| Church visits                                    | Builds understanding of Christianity and local community traditions  |
| Hindu temple visit                               | Develops understanding and respect for different faiths and cultures |
| Pilgrimage experiences                           | Encourages reflection, spirituality and shared community experiences |
| Prayer journeys and reflection opportunities     | Supports mindfulness, reflection and spiritual development           |
| RE curriculum with stories from different faiths | Builds tolerance, understanding and respect                          |
| Collective Worship key questions                 | Encourages critical thinking and moral reflection                    |
| Harvest, Christmas and seasonal celebrations     | Develops shared traditions and community belonging                   |
| Stories from diverse cultures and faiths         | Broadens understanding of the world and different perspectives       |

## 5. Careers, Aspirations and Preparing for Adulthood

| Opportunity   | Intended Impact   |
|---|---|
| Visits from speakers representing different careers | Raises aspirations and broadens understanding of future possibilities |
| Visits to the secondary school                      | Reduces anxiety around transition and builds familiarity              |
| Transition projects with older children             | Supports confidence and communication                                 |
| Enterprise opportunities                            | Develops problem-solving, teamwork and financial understanding        |
| Community role models                               | Encourages aspiration and representation                              |
| Exposure to practical and vocational activities     | Supports engagement and future independence                           |

## 6. Cultural Diversity, Identity and Representation

| Opportunity   | Intended Impact  |
|---|--|
| Gypsy Roma Traveller History Month                  | Celebrates GRT identity, belonging and representation            |
| Black History Month                                 | Develops understanding of diversity and historical contributions |
| South Asian Heritage activities                     | Builds awareness and appreciation of different cultures          |
| Pride and inclusion work                            | Promotes respect, safety and acceptance                          |
| Lunar New Year celebrations                         | Develops understanding of global traditions                      |
| Culture and Faith Cabinets                          | Encourages curiosity and respectful discussion                   |
| Indian Dance and African Drumming workshops         | Provides immersive cultural experiences                          |
| French and Francophone learning                     | Develops understanding of language and global communities        |
| Stories and texts representing different identities | Provides mirrors and windows for children's lived experiences    |

## 7. Educational Visits and Enrichment

| Opportunity                        | Intended Impact   |
|------------------------------------|---|
| Residential experiences            | Develops independence, resilience and teamwork  |
| RHS and horticultural visits       | Encourages environmental appreciation and practical skills  |
| History workshops                  | Brings learning to life through immersive experiences   |
| Hindu Temple                       | Understanding and respect for different faiths, beliefs and cultural traditions, while providing meaningful first-hand experiences that promote curiosity, tolerance, reflection and appreciation of diversity within modern British society. |
| Bridge House and community visits  | Develops understanding of local services and community support  |
| River and outdoor visits           | Builds curiosity and environmental understanding  |
| Visits linked to curriculum themes | Helps children connect learning to real-world experiences   |



### **Literature and Story-Based Cultural Capital**

The curriculum intentionally uses texts which act as both:

- Mirrors: allowing children to see themselves represented
- Windows: allowing children to understand lives and experiences beyond their own

Texts and stories include:

- Sulwe
- Perfectly Norman
- The Proudest Blue
- Coming to England
- My Name is Not Refugee
- Rain Before Rainbows
- The Lion Inside
- The Gratitude Jar
- How to Catch a Star
- Masha and the Bear
- Kancil and the Crocodiles
- The Old Woman Who Was Kind to Insects
- Why the Moon Waxes and Wanes

These texts support:

- Emotional literacy
- Identity and belonging
- Cultural understanding
- Empathy and compassion
- Moral and spiritual reflection
- Curiosity about the wider world

British Values Embedded Throughout:

The cultural capital offer actively promotes:

- Democracy
- Rule of Law
- Individual Liberty

- Mutual Respect
- Tolerance of Different Faiths and Beliefs

This is developed through pupil leadership, collective worship, cultural celebrations, restorative approaches, discussion opportunities and meaningful community engagement.

### **Intended Outcomes for Children**

Children will:

- Feel safe, valued and represented
- Develop confidence in unfamiliar situations
- Build communication and social interaction skills
- Experience success beyond the academic curriculum
- Understand and respect diversity
- Develop aspirations for the future
- Strengthen independence and resilience
- Build positive relationships and community connections
- Access opportunities that broaden life experiences and future choices

### **Monitoring and Evaluation**

Impact may be evidenced through:

- Pupil voice
- Engagement and attendance
- Participation rates in enrichment opportunities
- Emotional regulation and wellbeing measures
- Parent and carer feedback
- Transition success
- Increased confidence and independence
- SEND provision reviews and EHCP outcomes
- Behaviour and therapeutic data
- Celebration of individual achievements and strengths