

Cultural Capital in St Paul's Catholic Junior School

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our children to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our children is fundamental to all that we do.

It can be seen from our curriculum aims the importance that we place on readying our learners for their future as well rounded individuals.

Our curriculum aims:

- to enable all of our children to make good progress across all areas of the curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.
- to provide pupils with a language rich experience, giving them with the skills required to grow into independent and confident citizens.
- for our children to be kind, respectful and resilient and to carry these skills forward into their future.
- for pupils leaving us to be well prepared for the next stage in their lives.
- for all pupils to feel inspired that they can make a positive difference in their own lives, within society and to the world around them.

We understand the importance of developing **cultural capital** for all those within our school family. We endeavour to provide positive opportunities and experiences to pupils that they might not otherwise have had. Even simple things like swimming and cookery lessons can have a huge influence on the life journey of an individual. Analysis of our IDACI rating challenges preconceptions of the affluence of our families and the historical financial context of our school. Often key elements of cultural capital are associated with privileged lifestyles and it is important to dispel these stereotypes. All learners are given the same opportunities and the chance to thrive.

Personal Development:

- Encourage self-awareness / independence
- Core values / key drivers - Be Kind. Be Respectful. Be Resilient.
- Protected Characteristics - all diversity is seen and celebrated
- All given opportunity to run for class councillor / Junior Parliament
- Morning Mindfulness
- Wellbeing workshops - Year 5
- Whole school focus on excellent attendance / personal responsibility to be prepared to learn
- Enterprise activities - Year 5 & 6
- School council tasks & responsibilities around school / Enterprise Celebration event & planning
- Wellbeing staff teams
- PSHE lessons that focus on personal development mapped through the curriculum e.g. setting personal goals, self-worth, identity, personal safety, citizenship etc.

Social Development:

- CAMHS mental health pathway and policy adopted / key commissioned members of staff
- ROAR whole school approach to mental health support
- Learning mentor support for all pupils / pastoral team
- A variety of extra-curricular clubs that focus on social development and community e.g. 'Happy Vibes' / 'Mindfulness Club' / 'Craft Club' / 'Gardening Club' / 'Workout Warriors' / 'Mindfulness Martial Arts'
- Jigsaw PSHE scheme - mindful approach to PSHE
- Weekly 'Picture News' society focus activities - whole school opportunity for debate and discussion encompassing British Values and Oracy
- Liverpool Health and Wellbeing Award - Bronze / Silver
- The support of many international, national and local charities - Laughter Africa, CAFOD, NSPCC, local food banks, L6 community centre, Owen McVeigh Foundation, Bobby Coleran Trust, etc.
- Nurture groups - Talk About, Think Yourself Great, Social Groups, Sensory room time
- Access to internal support and outside therapeutic agencies - learning mentor, YPAS, ADHD Foundation, Aquarius Counselling, Bereavement Counselling (Rainbows trained staff)
- Specific focus days / weeks - Mental Health Week, Deaf Awareness Week, Anti-bullying week, Online Safety Week, Hello Yellow Day, NSPCC Number

Day, Wear Blue for Bobby road safety day, Rainbows support day, Earth Day, Diversity celebration week etc.

- Adrift curriculum focus topic - social justice topic / School of Sanctuary

Physical Development:

- Sensory circuits / movement breaks / OT for SEND pupils and those who have an identified need
- Sports coaches working in partnership with staff to help raise standards in PE / physical development
- Healthy school policies
- Personal safety / physical awareness - safeguarding policies / curriculum / RSHE curriculum / PSHE curriculum
- PSHE curriculum - cover health aspects / balanced lifestyle
- School nurse support after analysis of Year 6 Health and Wellbeing questionnaires
- Gridmaker tool - allows for recording, reflection and improvement of provision
- Sustrans project - Safety in the community / safe travel to school / promoting 'walk or bike to school'
- Specific cycle to school days each week for each year group
- Lunch time sports coach lead activities for each class to promote positive behaviours, team work and physical development
- Swimming lessons - year 4 & 6
- Fitness weeks / sports days
- Sporting competitions for all
- Activity based residential trips for all year group

Spiritual Development:

- School mission statement drives all that we do
- Core values / key drivers - Be Kind. Be Respectful. Be Resilient.
- Protected Characteristics - all diversity is seen and celebrated
- New pastoral team created to ensure all subjects are developed through the Catholic lens
- Come and See - Catholic prog of study / RE curriculum
- Daily prayer and liturgy worship time
- Other faith week / Other religion week
- RSHE - Journey in Love / Life to the Full (Ten Ten)
- Sacramental Preparation
- Worship assemblies

Moral Development:

- School mission statement drives all that we do
- Core values / key drivers - Be Kind. Be Respectful. Be Resilient.
- Protected Characteristics - all diversity is seen and celebrated
- New pastoral team created to ensure all subjects are developed through the Catholic lens
- Support of charities - CAFOD, Good shepherd, clothing collections - asylum seeker support, Kit It Out, etc.
- WDNLC - RE cluster / Good Shepherd collective mass
- Chester Zoo conservation curriculum project
- Adrift - social justice curriculum project
- Picture News - weekly moral issues to debate with peers
- PSHE lessons - help challenge ideas and instil good morals in line with Catholic teaching and supporting marginalised groups in the world around us

Cultural Development:

- Spanish lessons - allows immersion in another culture
- French students - teaching another language to give children a 'taster' / introduction to French
- Ski trip - France or Italy
- Food tasting - themed lunches to help understand food from different cultures and parts of the world
- Cookery lessons - help develop skills / introduction to new foods and tastes
- Curriculum projects - focus on moving from being engaged to 'bothered' about issues in the world around them e.g. conservation / social injustice
- Forestry school gold award
- Local History award
- School garden growing food which is then used in school kitchens
- Other faiths / religion weeks
- Music lessons - study and appreciation of music from around the world
- Art lessons - study and appreciation of art from around the world