



Cultural Ambition at Sacred Heart

Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.

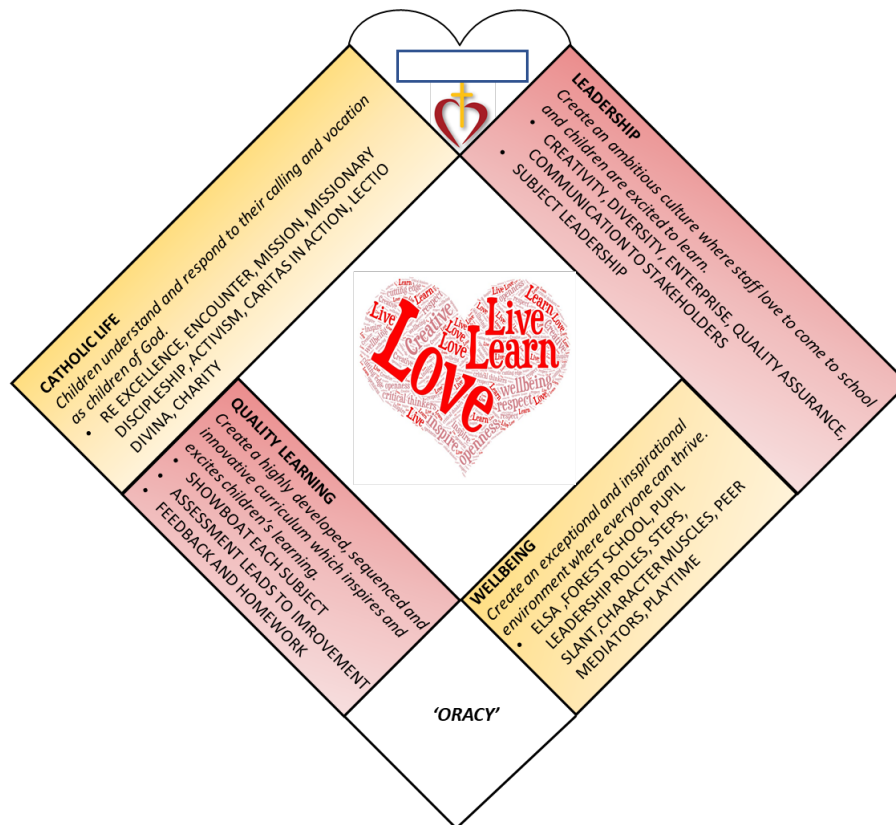
Bourdieu identified three sources of cultural capital – objective, embodied and institutionalised. In education, this could look like:

Objective: cultural goods, books, works of art;

Embodied: language, mannerisms, preferences;

Institutionalised: qualifications, education credentials.

Therefore, cultural capital in education could potentially be realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.



The Ofsted School Inspection handbook states:

As part of making the judgement about 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. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of 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.

At Sacred Heart we raise the profile of the greatest achievements of mankind through appreciation of great works of art, music and literature.

Headteacher weekly storytime

As an English specialist, I model and share my love of the oral art of storytelling. I choose stories that I love and I believe every child will benefit from hearing. I cover the classic and contemporary greats who will inspire our children to ‘read with a writer’s eye.’

Each unit is written by the Headteacher and covers 6-12 weeks. The session is 30 minutes long and shared virtually with all children aged 4-11. Half of the session is story modelling and sharing and half is a response task.

Objective Cultural Capital: Classic and contemporary stories and music are shared across the year. Please see full outline.

Embodied Cultural Capital: Teacher modelling of how to share a text, use voice intonation and hold a listener’s attention.

Institutionalised Cultural Capital: SATS style questioning is shared by the headteacher. An RICE outline is followed: Retrieve information; Interpret skills and authorial Choice and Explain your answer techniques are explored. Sketching and artistic responses are part of the weekly session.

Headteacher Storytime Units of work include:

- Diversity picture books (recommended by Coventry Reading Spine)
- Greek Myths & Legends by Pirota & Lewis
- Shakespeare- Macbeth & Richard II
- The Midnight Fox by Michael Morpurgo
- The House with Chicken Legs by Sophie Anderson
- Dragonory and other stories 7-9 yrs Pie Corbett
- The Boy and the Tiger and other storie 9-11 years Pie Corbett
- Stories for Children by Oscar Wilde
- Performance Poetry including I heard in the playground by Allan Ahlberg
- The Iron Man by Ted Hughes
- The Twits by Roald Dahl
- Revolting Rhymes by Roald Dahl
- Once upon a tune- narrative poetry
- A Christmas Carol by Charles Dickens
- Building the Kingdom- Stories of Daring teen Saints by Colleen Swain; Stories for kids who dare to be different by Ben Brooks
- Advent – The true story of 12 days of Christmas, The Road to Emmaus
- Response to the Refugee Crisis: Sea Prayer by Khaled Hosseini; What we’ll Build by Oliver Jeffers; Lubna and Pebble by Wendy Meddour & Daniel Egneus

PROMOTE A VARIED CURRICULUM

Schools need to first and foremost promote a varied curriculum that taps into many of the social, moral, spiritual and cultural elements that help a child be prepared for the next step in their lives – whether that's secondary school, university or a career.

This can be achieved in a multitude of ways, such as:

- Providing plenty of opportunities to explore new activities, through lunchtime and after-school clubs
- Teaching children about a wide variety of arts including literature and music
- Prioritising school trips and international travel
- Providing plenty of opportunities for questioning, curiosity and creativity.

Extra-Curricular Provision

At Sacred Heart we have a wide variety of after school clubs. Using the Sports Premium funding, we employ an Extra-Curricular Coordinator who uses internal and external expertise to offer a range of artistic, sporting and academic opportunities for our children. Pupil premium children have funded places.



Happy Lunchtimes



Using Pupil Premium funding a one-day training course for all lunchtime teachers led to the transformation of lunchtimes. Zoned areas have a range of artistic and tactile activities. Sports Coaches lead sporting activities. Every Friday is disco! A Hall Lunchtime 'Bootcamp' ensured noise levels were comfortable and independence encouraged. The Pupil Parliament award stickers for 'Charm School' and Fantastic Walking' during the lunch hour. A fantastic pom-pom merit system is in place with the winning house receiving a non-uniform day in reward.

Art Appreciation

The headteacher shares a weekly Praise assembly which features a different artist each week. Art is organised into Line, shape, pattern, colour, form and tone. Each section is echoed by the art curriculum and a termly whole school display featuring sketching, painting and sculpture is featured. An annual art exhibition takes place with gifted students showcasing their work.

Current Affairs

The weekly praise assembly details local, regional, national and international news events. The Headteacher shares key information within a Catholic tradition. For example, in the four weeks of Advent we looked at Hope for a new vaccine, Faith that world leaders will work together to protect our planet, Joy with Leicester Bollywood dancers featuring in a Marvel film and Love to be shown to refugees.

Music Appreciation

Every pupil in Y4, Y5 & Y6 learns to play an orchestral instrument for three years. Brass, Wind and Strings form the 90 piece orchestra. An annual performance is held and the school has a Gold Award for Music provision.

Trips

Every child in KS2 is able to attend a residential trip. In Year 3 & Year 4 the children stay at Beaumanor Hall for one night and the theme is to 'Be brave'. In Year 5 the children go to Caythorpe activity centre for three days and the theme is 'Teamwork'. In Y6 the children stay at The Briars Spiritual Retreat in Crich and the theme is to 'Learn about yourself'. Every class attends between one and three trips or visitors to the school to enhance learning. These have included: Christmas Pantomime at the Town Hall, African Drumming Workshops; Warwick Castle, Chatsworth House, Loughborough Culture Tour, Free Cinema trip, Tudor/Egyptian workshops.

Pupil Premium

The PP Strategy document holds the details of our offer. A planned 'Culture Vulture' holiday event with picnics, and a trip to The Tate Gallery London is planned. All trips are paid for by the PP budget.

Impeccable Behaviour

We have high standards and teach them explicitly. STEPS, SLANT, SHAPE, Charm School and Fantastic Walking are embedded consistently daily by every member of staff and pupil leaders. See posters.

Sacred Heart Pedagogical Model- Every lesson is a Slant LESSON.

- Flashback from prior lesson (Thank you for your SHAPE answer)
- Explicit Learning objective
- Misconceptions raised by the teacher to whole, intervention, 'Catch the bus'
- Subject Specific vocabulary used (Knowledge Organisers)
- Plenary revisits lesson end point

Headteacher Challenge

Every term the headteacher sets a challenge to the whole school. These are inline with our drivers: Creativity, Enterprise and Diversity. All children who participate (over 90% usually) will join the headteacher for toasted marshmallows around the firepit.

Examples include:

What makes a great leader? (Oracy focus)

Make and sell seedbombs.

Paint a picture of our lady.

Complete National Trust outdoor activity sheet.

Forest School

Classes Y1-Y6 receive one half term of weekly sessions from an external Forest School teacher. Skills include PHSE, shelter building, gardening/edible playground and wildlife. The aim is for all staff to deliver the programme.

FOREST SCHOOL



Live, Learn, Love