



## Cultural Capital at DVIS

### Cultural Capital

At DVIS we understand cultural capital to be a combination of the knowledge, interests and skills that the children bring with them from their homes and experiences, and the learning added to this through the school's curriculum. Children's own cultural capital is utilised, developed, enhanced and added to through their education at school. The school bolsters this with a carefully planned set of intentions for the school curriculum, the development of learning skills and experiences. We aim to utilise the children's cultural capital whilst ensuring that all children have access to a shared set of important learning experiences.

The school curriculum offers a broad range of learning based on the National Curriculum which is then enhanced by experiences and opportunities that they would not necessarily have outside of the school. The cultural capital we offer runs as a thread through school life and the learning and teaching in all subjects.

### How do we 'capture' children's cultural capital?

Through:

- Meeting with parents and children prior to the start of school
- Observing and enquiring about the children's interests at school
- Listening to the children as they talk about experiences

### How do we bolster children's cultural capital?

Through:

- Learning and curriculum: well sequenced, broad curriculum that focusses on varied cultural experiences and knowledge; weekly music and recorder in Year 1 and 2; through opportunities in school organisation such as naming classes after artists; giving children language and skills for the future such as emotional literacy programmes, building learning powers skills (*how do we learn*); learning focus weeks that recognise children's heritage and neuro diversity.
- Trips: using public transport; to places of worship such as chapels and synagogues; to the local major hospital; learning to cycle or cycle well at the local velodrome; visiting local galleries; spending time exploring nature in the Dulwich Village Orchard.
- Links: with Cherish Primary School Uganda; connecting with charities for those whose needs vary from our own e.g. Barry House; St Barnabas.
- School themes and big weeks: joint school events celebrating international diversity; Whole school themes e.g. refugees and what is home; overarching themes on being courageous advocates; local neighbour's tea party.
- Clubs: all Year 1 and 2 children are offered clubs as an enrichment activity after school once or twice a week these range from Taekwondo, tennis and street dance to French, Art and Science.

### How do we utilise our community's cultural capital?

Through:

- Inviting parents and carers to spend time in school speaking to children about their culture, language, backgrounds and careers.
- Local residents and clergy visiting school to support with specific subjects such as Art and Design or with Worship and R.E.
- Taking up parents' offers of help within their skill set such as fundraising, cooking, publishing, gardening, volunteering.

### How do we foster cultural capital beyond the school?

Through:

- Sharing ideas on what to do or places to visit that are free of charge or offering discounts and link to learning in school.
- Offering ideas for websites that can be used to support learning for example safer internet websites.
- Sharing expertise in areas such as mathematics or phonics, running workshops for parents about how and what we teach.
- Letting others know about our learning and values through the school blogs, twitter account, newsletters and parent meetings.

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