

Cultural Capital at Carlton Road Academy

Although now a phrase in the Ofsted handbook, “Cultural Capital” is not a new concept; it has its origins on the work of Pierre Bourdieu, a French sociologist working in the 1970-1980s.

He breaks cultural capital into four types, and defines it as follows:

- **Embodied** : language, mannerisms, and preferences
- **Objectified**: cultural “goods” – books, works of art, music
- **Institutional**: qualification and educational credentials
- **Symbolic**: honour, prestige, or recognition



Furthermore, he intrinsically links these to **economic** capital (material assets and money) and **social** capital (your social connections).

In 2013, the then Education Secretary, argued that “the accumulation of **cultural capital**- the acquisition of knowledge – is the key to social mobility”. This concept became embodied in the National Curriculum of 2013 and used as a specific phrase in the Ofsted framework of 2019.

At Carlton Road we take a wide and rounded approach to our children’s acquisition of cultural capital, through our “Aspire” ethos we strive for our children to be the best they can be by accessing a broad and balanced curriculum, so that “all pupils, particularly disadvantaged pupils... [have] the knowledge and cultural capital they need to succeed in life.”¹ . This is far more than a visit to the theatre or a trip to the art gallery, as without the knowledge that is a prerequisite to understand such events and their context, they lack the impact needed to be meaningful and may actually have a detrimental effect.

On closer examination of our academic and personal development co- curriculum it becomes evident that our interpretation of cultural capital, based on Bourdieu’s 4 types, underpins the intent of all we “Aspire to Achieve” for our pupils in our academy.

The Intent for our Children’s Acquisition of Cultural Capital at Carlton Road

- **Embodied** :
 - To have a rich vocabulary, understood in context and by inference.
 - To demonstrate curiosity and initiative to take new opportunities.
 - To be resilient and persevere.
 - To demonstrate good manners and respect, appropriate to the environments they are in.
 - To be gracious in defeat and modest in victory.

¹ Ofsted Framework

- To show the ability to make informed choices and explain why.
- To celebrate diversity, community and accept change.
- To embrace the opportunities offered by different environments both cultural, social, and geographical.
- To show generosity of spirit and kindness of heart.

- **Objectified:**

- To have read, debated and discussed the wide range of books (and more) on our “Yellow Book Road”.
- To know about and be to be inspired by works of literature, art, design, poetry, and music of renowned classicists, celebrated modern and prominent cultural/ iconic artists.
- To be attuned to the problem-solving benefits of mathematics and science/technology and the prospects this may bring for future economic judgements.
- To attend, and perform in themselves, productions of drama and music.
- To have a rich and culturally diverse knowledge of ancient and modern history – at a world, British and local level. Both from the classroom and in context.

- **Institutional:**

- To be successful in their academic endeavours throughout their time in the school.
- To aspire to further achievements in the classroom and out.

- **Symbolic:**

- To have their achievements celebrated and marked, their efforts recognised, and their perseverance and resilience praised.