

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competences. Cultural and extended experiences are key ingredients a students will draw upon to be successful in society, their career and the world of work.

Cultural capital gives power. It helps children achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility, whatever their starting point or background.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways. For example, through our curriculum, extra-curricular activities, trips and visits and careers activities.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Within each of the six key areas of development, we aim to develop the whole child through each of the strands and opportunities below.

1. Personal Development

- a. An ambitious, knowledge-based and rich curriculum which is focused on helping students to remember things in the long term.
- b. Careers Education Information, Advice and Guidance (CEIAG), including work experience and careers events and wide engagement with employers, apprenticeships and universities.
- c. Employability skills developed across the curriculum.
- d. Citizenship, PSHE and RSHE provision through the Personal Development curriculum we offer.
- e. The school's exceptional wider pastoral support programme, including assemblies, rewards, attendance support, counselling services and the school's clear behaviour expectations and high standards.
- f. Transition support as children move between Years 6 to 7, and within each year group in the school and beyond Year 13 to post-18 opportunities.

- g. Speaking, listening, writing and the development of oracy through lessons, tutor time, and other events such as, careers fairs, trips and visits and other extra-curricular opportunities.
- h. Mental health and wellbeing provision through our pastoral team.
- i. Sex and Relationships and Health Education (SRHE), through PSHE and the school nurse.
- j. Safeguarding procedures and processes for all students in our care.

2. Social Development

- a. The PSHE and RSHE curriculum.
- b. Tutor time programme and the assembly programme.
- c. Mentoring programmes, including sixth form involvement and peer reading schemes.
- d. Charitable work and fundraising.
- e. Student voice, developed through the student council.
- f. Anti-Bullying ambassadors, linked to the Diana Award.
- g. Access to our school counselling service.

3. Physical Development

- a. The PE curriculum.
- b. Healthy eating through food technology, the school catering services and catering providers.
- c. Health Education through the personal development curriculum.
- d. Extra-curricular activities, including sport, Duke of Edinburgh award, field trips and other provision available mornings, lunch time and after school.
- e. Involvement in local sports teams and events.
- f. Sports day and the celebration of sporting achievements through social media.

4. Spiritual Development

- a. The Religious Education, ethics and philosophy curriculum, which is also weaved through the PSHE/Citizenship curriculum.
- b. The assembly programme, complemented by tutor activities.
- c. Support for the expression of individual faiths including dedicated interfaith days and diversity days to support students.
- d. Involvement with the local church and church services and concerts.
- e. Visiting speakers to enhance students' knowledge and understanding of different faiths, cultures and traditions.

5. Moral Development

- a. The Religious Education, ethics and philosophy curriculum, which is also weaved through the PSHE/Citizenship curriculum.
- b. The school's behaviour system and awareness of what is right and wrong.
- c. Contribution to local and national charitable projects.
- d. The PSHE, RSHE and Citizenship and personal development programmes.
- e. Our ethos and philosophy across the school and wider curriculum links.

6. Cultural Development

- a. Citizenship, PSHE and RE curriculum.
- b. The art and design, including DT and Food curriculums.
- c. The music curriculum including peripatetic teaching, orchestra and choir, complemented by drama and dance curriculums.
- d. Access to modern foreign languages, including trips abroad and in-school cultural experiences, e.g. visiting French theatre group.
- e. The English curriculum and associated theatre visits to support learning.
- f. Cultural trips such as those to New York and Berlin and Auschwitz.
- g. Promotion of equality and community cohesion through the Laurea Enrichment Challenge.
- h. Assembly programme and associated tutor time activities.

In addition to whole school provision and development of cultural capital, each curriculum, makes its own contribution to students' cultural capital development.

See below for an overview of the contribution from subject areas.

Subject	Examples of cultural capital development
Art	<p>Clubs</p> <p>Art Club – Experience of working with variety of materials, responding to ‘real world’ topics – mental health. (Artwork for train station in collaboration with Durham County Council)</p> <ul style="list-style-type: none"> · Break, lunch & afterschool workshops – Access to specialist equipment & facilities. 1:1 support with staff. <p>Extensive use of extracts from books & poems.</p> <p>FE & HE – Visits to/from Northern School of Art, Glasgow school of Art, EDC. Post 16 links on knowledge organisers to FE & HE courses linked to topics.</p> <p>Trips and experiences</p> <p>Links to arts through exhibitions, galleries & museums Visiting artists, talks & workshops – Sarah Graham, Lamorna Waddell, Rhianne Sian, Karen Wicks.</p> <p>Trips & visits to Newcastle & Durham to collect primary sources, informing portfolios & independent lines of enquiry.</p>

<p>Business</p>	<p>Club - Be the Future enterprise challenge We encourage students to think like entrepreneurs. Students take part in the Peter Jones Foundation challenge, where they must create a new innovative product or service to help solve a unique problem.</p> <p>We want students to assess situations and solve problems as though they were business owners. We ask students to analyse real business scenarios and ask them to create sustainable solutions.</p> <p>TEAMS channels have a recommended reading channel where current affair articles are shared to help broaden business knowledge and understanding. Recommended websites: FT Times, BBC News, Sky News, Tracey Founder – exam resources on youtube for GCSE and GCE Tutor2u BBC Bitesize</p> <p>Trips and experiences: Links to many businesses across the North East</p>
<p>Computing/IT</p>	<p>Club Computer Science Club - Available to KS3, this club lets students explore any aspect of computer science that they are interested in. Some of the most popular activities are creating composite digital images using Photoshop and creating games in Scratch.</p> <p>We link the topics being taught to currently advertised jobs to expose students to careers that their learning can lead to. Teacher-led discussions explain the progression of topics taught at Key Stage 3 and explain how the relevance and complexity continues through to A-level and beyond.</p> <p>We discuss examples of local companies that operate in the sectors of the topics being taught.</p>

<p>Drama/Dance</p>	<p>Clubs</p> <p>Dance club - Exploration of wide variety of dance styles; development of dance techniques; exposes students to variety of music; opportunities to choregraph own work; opportunity to work with students from other year groups; opportunity to perform in school and in professional venues such as Gala Theatre alongside students from other schools.</p> <p>Drama Club – Exploration of wide variety of published play texts both classical and modern; exploration of drama techniques; devising of own original theatre pieces; develops understanding of story-telling techniques; presenting skills; genres; design elements; opportunity to work closely with other year groups; opportunities to perform in school and in professional venues; participation in school production as performer or stage crew develops team working, communication and working under pressure; current production of Oliver spotlights work of Dickens and plight and vulnerability of children living in poverty and their exposure to criminality – helps make comparison with modern Britain.</p> <p>Students studying a wide variety of texts over the key stages, developing an understanding of modern and historical contexts. Students are explicitly taught about empathy and how to place themselves in the situations of others and to consider the consequences of actions and choices.</p> <p>Students work in groups, listening to others’ experiences and ideas, and sharing their own. They find ways of problem-solving and compromising in order to be creative. Students explore different historical and social contexts: The Evacuation Scheme of 1939; The Miners’ Strike of 1984; Gang Culture in modern Britain.</p> <p>Trips and experiences</p> <p>Links to working professionals and students have opportunities to engage in workshops with them.</p> <p>Trips to local theatres to watch local and national touring productions Performances in professional venues. We work closely with music and art departments, enabling students to make connections and develop their awareness of linked careers.</p>
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English	<p>Clubs</p> <p>Creative Writing KS3</p> <p>Debate Club KS3-4, in partnership with humanities staff</p> <p>Recommended Reading</p> <p>We have a long list of reading that we encourage and challenge students to engage with across all year groups – a sample below...</p> <p>Y7 Watership Down, Richards Adams – The beautiful tale of a group of rabbits in search of a home.</p> <p>Y8 Hitchhikers Guide to the Galaxy, Douglas Adams - Gloriously funny, inventive and chaotic story about a human fleeing to space with an alien friend to avoid dying on Earth.</p> <p>Y9 Brave New World, Aldous Huxley - The novel examines a futuristic society, called the World State, that revolves around science and efficiency.</p> <p>Y10 A Sign of Four, Arthur Conan Doyle - The disappearance of a young woman's father and a mysterious note years later after the strange regular annual delivery of valuable pearls to her puts Sherlock Holmes on the case.</p> <p>Y11 Jane Eyre, Charlotte Bronte - The novel follows the story of Jane, a seemingly plain and simple girl as she battles through life's struggles.</p> <p>Y12 First Casualty, Ben Elton -A young English soldier is arrested and, although he protests his innocence, is charged with his murder.</p> <p>Y13 A Farewell to Arms - Ernest Hemingway. A first-person account of an American, Frederic Henry, serving as a lieutenant in the ambulance corps of the Italian Army. The novel describes a love affair between the expatriate from America and an English nurse, Catherine Barkley.</p> <p>Trip and Experiences</p> <p>KS5- Royal Shakespeare screenings at local cinema – Othello / Hamlet Shakespeare performance focus</p> <p>KS4- Theatre Live with GCSE Focus – An Inspector Calls / Macbeth</p> <p>KS3 – Experience focus – The Victorian Workhouse trip / Beamish</p>
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<p>Geography</p>	<p>Clubs Debating – In partnership with English department Duke of Edinburgh Games and Chess</p> <p>Sustainability – how we will need to live in the present and future – adaptation of lifestyles Case examples from around the world – the use of photos and videos to introduce and study these places Current issues – Availability of resources impacts on our and other countries Climate Change – issues and solutions Destruction of ecosystems Urban Growth and development</p> <p>Trip and Experiences Fieldwork at GCSE – Coastal study looking at Seaham beach and how it is impacted by erosion Fieldwork at GCSE – Urban – to identify the influence of chain stores on local highstreets (CIS) Fieldwork A level – impact of coastal management on a local coastline Fieldwork A level – how and why areas locally have been regenerated and the impact this has on local communities. Challenge tasks are set to further research tasks about relevant places to increase knowledge of these.</p>
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History	<p>Clubs:</p> <p>Magic The Gathering - a very popular strategy based card game where players battle with their chosen cards.</p> <p>Use of video clips and photographs to enhance understanding of places and time periods from the past. This includes videos of the trench system in France and Belgium from WWI, videos showing what life was like for people in different periods of History e.g. Medieval England.</p> <p>Delivery of assemblies to all year groups for Remembrance Day and Holocaust Memorial Day. Live streaming of survivor testimony on Holocaust Memorial Day.</p> <p>Celebration of Black History month with whole school activities.</p> <p>Opportunities for wider reading identified for topics across KS3-5.</p> <p>The opportunity to consider moral and ethical issues, for example the study of slavery and the Civil Rights movement. Moral debates around certain subjects, for example in Y9 students discuss whether the dropping of the atomic bomb was the correct thing to do. Studying the Crusades in Y7 – introducing different cultures and aspects of spiritual and cultural conflict. This idea is developed throughout the curriculum all the way through to studying the history of the Middle East, 19082011 at KS5.</p> <p>The study of the development of democracy, the work of protest groups like the Suffragettes, economic problems like the Wall Street Crash, wars and conflicts around the globe as well as the changing experiences of people within countries.</p>
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<p>Maths</p>	<p>Club</p> <p>Code breaking and games club is offered to students in Years 7 to 9. Students have the opportunity to problem solve and think strategically, developing their skills to adapt their knowledge.</p> <p>The maths curriculum aims to ensure that students become financially capable young people, equipped with the required skills and knowledge to improve their life chances, become financially aware citizens and discerning consumers.</p> <ul style="list-style-type: none"> · Through working on understanding graphical and numerical representation of data, students learn how to critically analyse information presented to them, spotting misleading or misquoted statistics that are used to support flawed conclusions. · Speaking across the curriculum is developed through questioning, encouraging conversation through group work and discussion, modelling verbal answers and use of subject specific terminology. Each unit of work details the new maths specific vocabulary required, focus is given in lessons to understanding this terminology. · Reading across the curriculum is developed through teaching reading techniques such as scanning, skimming, breaking worded questions down into chunks, reading aloud and reading to students to allow them to understand the meaning of a text. · Listening across the curriculum is developed through reading to students for understanding, oral instructions and verbal communications is every lesson. · Students in Year 9 and 10 take part in 'Bright Sparks' sessions to develop an understanding of further mathematical content.
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<p>Media</p>	<p>Media Studies argues that popular culture is as worthy of academic study as is the work of Chaucer and Shakespeare. Media Studies contributes to cultural capital through:</p> <ul style="list-style-type: none"> - Introducing our students to a range of different styles and genres from the field of media studies; for example, film, advertising and marketing and music video production. - Advertising is a dominant form of art today. Our students explore the postmodern and intertextual nature of the field of advertising and marketing and we introduce our students to a range of advertising products from the Lufthansa campaigns that appropriated the Mona Lisa by Da Vinci and Barbara Krafft's portrait of Amadeus through to a range of advertisements, from companies such as McDonalds; Ikea and Perrier who took inspiration from Banksy's shredding of 'Girl with a balloon'. - We also seek to help students to develop their presentation and interpersonal skills through a range of opportunities to discuss, debate and present their research and findings on a range of media products.
<p>MFL</p>	<p>Clubs</p> <p>MFL Games Club - Playing popular board games in French and/or Spanish. Students will develop their language skills but also gain skills in teamwork and critical thinking.</p> <p>European Day of Languages Celebration week.</p> <p>Through the study of languages, students can see the world from a different viewpoint and embrace the cultures and customs of French and Spanish-speaking nations. For example, by celebrating festivals, listening to popular music, cultural anthems, clips from French and Spanish television and authentic texts from French and Spanish newspapers, magazines or online sources such as television guides and restaurant menus.</p> <p>In addition, students can gain a greater understanding of their own language by comparing patterns across different languages. All students can develop conversational language skills to successfully complete daily tasks in French or Spanish-speaking countries such as booking a table in a restaurant or asking for directions. This allows students who have never been abroad the opportunity to experience this in a classroom setting.</p>

	<p>Trips and experiences</p> <p>In July 2024 students in KS3 will be afforded the opportunity to attend a trip to France. These highly popular cultural visits aim to ‘put into practice’ the skills learnt within the classroom and students are encouraged to speak in the target language throughout the visit. This is a real opportunity to bring the subject to life for our learners.</p>
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PE	<p>Clubs</p> <p>Many sports clubs available throughout the week – see extra curricular activities page for more details.</p> <p>Activities include</p> <p>Basketball</p> <p>Trampolining</p> <p>Badminton</p> <p>Football</p> <p>Dodgeball</p> <p>Ski Fitness Training</p> <p>Trips</p> <p>Durham University Talks November 2022 – Y10 & Y11</p> <ul style="list-style-type: none"> - Sunderland Uni Talks – Feb 7th and 10th 2023 – Y10, Y11, Y12 & Y13 - Durham Uni Visit – March 2023 - Students visit University for Cultural/ Lifestyle experience - Sunderland Uni Visit March 2023 – Students visit University for Cultural/ Lifestyle experience - Ski Residential Feb Half Term 2023 – Different Cultures – Sports Coaches, Ski Managers, Resort Managers - Sports Days – All Staff and Students Year 7 – 10 + Sixth form staff undertaking unique roles and responsibilities – working as a form, team or Group, Money raising. - Institute of Sport Guest Speakers and Talks – One Sport Coaching Talks, Sport Psychology Talks, Sports Analyst, Careers Links - New Careers in PE – Display – Identifying and Highlighting all of the Sporting Careers and Links to Sport through PE and Sixth form courses
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RE	<p>RE can contribute to Cultural Capital through:</p> <ul style="list-style-type: none"> · incorporating works of literature/art/music into lessons and resources – from a range of traditions. allowing pupils to see beyond their own cultural experiences. · encouraging open-ness in sharing cultural experiences. · challenging stereotypes of the ‘other’
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. encouraging curiosity and enthusiasm for learning about culture and cultures.

Our students will learn about the impact of medical advances and technology on human life and identity. They will debate contemporary issues such as gene technology, stem cell research, abortion, euthanasia, and animal rights. All of these will give them the knowledge and social skills needed to engage in such debates in the wider world. Within their study of extremism, pupils will consider legitimate forms of protest. They will learn about the different ways that people might express their political and religious beliefs, and why some of these are viewed as socially and/or morally unacceptable. Students will learn about differing ideas about death and what comes after, including key beliefs. They will learn about different social and cultural traditions regarding death and funeral rites. They will also consider the role that religious communities play in supporting society, through learning about a variety of organisations. At GCSE and as part of the unit on Relationships and Families, students will learn about how social and cultural attitudes towards what constitutes a family has changed over time. They will explore differing beliefs and values about relationships in the 21st century. In year 11, students will look at War and Peace as part of their study of ethics. We will look at the use of weapons of mass destruction such as the use of the atomic bomb on Hiroshima, in addition to contemporary conflicts. Trips and experiences

Extra-curricular visits have also been arranged, such as to Berlin, Germany where students are able to understand the impact of the Holocaust, with particular emphasis on Jewish society pre and post WWII as well as the problems caused by war, division, and re-unification. In addition, we organise a 'Celebrating Diversity' day in conjunction with Diversity Role Models which using inclusion and empathy to help school and our community become more LGBT+ inclusive. We also organise a 'Celebrating Interfaith Dialogue' day with a variety of local representatives from religions and worldviews such as Humanism, Buddhism, Islam, Judaism, Christianity, and Sikhism. This enables our students to have faith encounter and experience interfaith dialogue in practice.

Science	<p>Clubs STEM Club KS3 David Attenborough Club</p> <p>KS3 – Key practical activities are embedded into the SOW, allowing students to develop research, practical, problem solving and analysis skills that can be applied to the wider world.</p> <p>Trips and experiences KS3 trips to Kielder Observatory, Northumberland Zoo and the Nissan car plant. KS4 trips to Durham university giving students access to the Biosciences department, looking at what they do and the application to everyday life and to a local battery plant looking at modern fabrication methods and scientific careers in a carbon-neutral future.</p> <p>KS5 Year 12 mini medical school – a visit from medics to talk to our students interested in medicine, showing what they do on a day to day basis.</p> <p>Biology – a yearly field trip attends Boggle Hole in Robin Hoods Bay looking at the ecology in the real world. Students conduct surveys of the local area and complete complex statistical analysis on their data. Chemistry – links to Durham university where a recent trip has involved a tour about the laboratories there giving students the opportunity to see some of their course in the real world and how the learning is extended at degree level. Physics – Students attend a yearly lecture at Durham University, where they theme each year changes, going beyond the specification. Recent topics have included how pandemics spread and their VI programs used to predict it, Dark energy and matter. Going beyond the ALevel specification and allowing students access to an area of the subject not covered in school.</p>
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Technology	<p>Clubs</p> <p>Wood turning club introduces students to artisan crafts and the work of the 'arts and crafts' movement. Students have the opportunity to be creative and gain confidence. CAD/CAM club allows students to build confidence in a globally recognised skill for communicating design ideas- CAD/CAM is a form of design communication understood in any language and as such opens career opportunities across the world. High skills cookery club introduces students to high skill/ fine dining dishes.</p> <p>We look at key designers from across the world in KS4 which inspires students to think globally about their career and influences. We also look at community links in KS5 including the Royal academy of engineering and have previously worked with Durham University DUEM project to raise aspirations and broaden awareness of careers and opportunities.</p> <p>In Food Technology from KS3 onwards we discuss healthy diets, food environments and social influences of food which exposes students to ways of accessing, preparing and sharing food with others (social interactions). In hospitality and catering at KS4 we explore catering and hospitality establishments so that students learn other sources of food and accommodation including boutique hotels, fine dining restaurants and silver service. We plan, cook and present 2- 3 course meals and eat together.</p> <p>Trips and experiences</p> <p>KS4 catering students visit high end restaurants (previously Blackfriars in Newcastle) as part of their learning about the industry.</p> <p>KS4 design and technology students visit Nissan to learn about manufacturing systems and industry</p>
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