



Great and Little Shelford C E (A) Primary School,
Church Street, Great Shelford, Cambridge, CB22 5EL

Tel: 01223 843107
office@shelford.cambs.sch.uk
www.shelfordschool.org.uk

We live and work in harmony with love for one another so we can achieve our potential within a community of life-long learners.

Headteacher: Mr. Chris Grey PGCE, MEd

Cultural Capital Offer

At Great & Little Shelford Church of England (Aided) Primary School, we believe that it is important that our pupils develop an understanding of their own Cultural Capital. Our offer outlined below are some of the ways in which we enable pupils to develop their own Cultural Capital.

This resource gives a helpful summary of the benefits of developing Cultural Capital:

Unlocking Cultural Capital: A key

Cultural Capital

provides health, well-being and growth



Cultural Capital

lets us share our histories, our memories, the people, the places and the things that matter to us.



Cultural Capital

creates the curiosity and confidence to make connections between the past, the present and the future.



Cultural Capital

sparks generations of innovators.



Cultural Capital

is to be found locally, nationally, globally - everywhere.



Cultural Capital

nurtures inclusive communities.



Cultural Capital

enriches today and inspires tomorrow.



Cultural Capital

is ours to discover, ours to create, ours to share.



Cultural Capital

belongs to me, belongs to you, belongs to us all.



Cultural Capital
Think Tank

#culturalcapitaltt

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This is our cultural commitment to you – during your seven years at Shelford School (Reception to Year 6), we will ensure that your Cultural Capital develops through the following ways.

At Shelford, Cultural Capital is:

Accessible for all:

- All elements of the Cultural Capital Offer are accessible for all pupils, with reasonable adaptations made as required.

Immersed in British Values:

- Democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs (Prevent strategy 2011).

Led by Christian Values:

- All members of our community living out our Vision
- Daily Collective Worship that is underpinned by our Vision and Christian values
- Special events like national days and charitable work: Anti- bullying week, Safer Internet Day, Christmas shoebox project and a Twinning Visit to our school on an annual basis
- Leading and worshipping through liturgical Celebrations and Services: Harvest, Remembrance, Carols by Candlelight, Nativity, Shelford School Christmas Service and Christmas Day, Candlemas, Easter, Pentecost, Ascension Day, Leavers' Service.
- Belong to the school family through the following systems: Houses, Y6 & R Buddies, Reading Buddies, Peer Mediators and other pupil leadership roles.
- Take part in a variety of curriculum days (International Day, R.E Day, World Book Day, Art Day Outdoor Learning Day and Sports' Day) on an annual basis.
- Have the opportunity to participate in cultural and sporting workshops in school.

Supported by International Links:

Communicate and engage with children and adults through projects throughout the world via our successful international partnerships, that include schools in:

- France
- Canada
- Kenya
- Tanzania
- Zambia
- Morocco
- Egypt





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Underpinned by an ambitious and creative curriculum:

- 6 bespoke threads (designed by our school, for our school) that join all our half termly topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity

- A variety of exciting and engaging topics, with enrichment days and experiences linked to topics.
- Carefully planned, progressive learning with learning links mapped as neurons throughout the 7 year curriculum.

Supported by developing real-life skills:

- Presentation and voting process for School Councillors and Eco Committee;
- Use of a Chair, Secretary, Agenda and Minutes for School Council;
- The opportunity for all Y5 and Y6 to observe School Council;
- Formal application and job interview for Pupil Leadership Roles (Head Girl, Head Boy, House Prefect, Ministry Team);
- Voting processes used regularly to underpin the teaching of democracy.

Enhanced by outdoor learning:

- Forest School for all classes (R – fortnightly, Y1 – weekly, Y2 – weekly, KS2 – 6 sessions per year)
- Continuous provision in Reception and elements of Y1
- A variety of local outdoor visits;
- Outdoor visits further afield;
- Two residential visits, which include significant elements outside.
- All year groups have access to the Forest School, Church School Garden, the meadow and the extensive grounds throughout the year.

Enriched by professionals, visitors and experts:

- STEM Ambassadors;
- Visitors linked to specific topics, such as The Welding Institute leading chocolate welding (Y2); Dr. Dianne Davies – Ancient Maya expert.
- Annual Phillippa Pearce award (greatest progress in reading in each year group) awarded to pupils by Sally Christie, daughter of author Phillippa Pearce.
- GenR8 Christian Worship Sessions
- Church Schools of Cambridge Workshops
- Resident Artists during Arts Day (including performing arts)
- Cambridgeshire Music and other musicians





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Supported by exciting educational visits and opportunities:

- In the local community – for example, to our churches, local concerts and performances.
- Linked to topics – for example, visits to identified museums, Hedingham Castle, Wandlebury, Verulamium.
- Linked to our Christian vision – for example, our church services, visits to Ely Cathedral, Footsteps of Faith (Church Schools of Cambridge).
- Providing wider life skills – for example, through our two residential visits in Y5 and Y6 to Burwell House and Grafham Water.

Underpinned by wellbeing:

- Wellbeing Offer for pupils;
- Use of NHS 5 Ways to Wellbeing / Take 5 in Collective Worship;
- Safety Star reviewed each term;
- Pupil Voice through School Council representatives;
- Pupil Leadership Roles;
- Pupil Wellbeing Surveys

Includes a focus on...

composers and/or musicians, such as:

- **Reception:** Mozart, Prokofiev and Vivaldi
- **Year 1:** Beethoven, Tchaikovsky and Vaughan Williams
- **Year 2:** Saint –Saens, Stravinsky, Debussy
- **Year 3:** Tchaikovsky, Prokofiev, Scottish bagpipes, Glen Miller, Hovhaness and Saint Saens.
- **Year 4:** Debussy, Chopin, Mozart, Bach and Handel
- **Year 5:** The Malinké people, Mamady Keite
- **Year 6:** Muddy Waters and B.B King

art, artists and their work:

- **Reception:** Gauguin and Van Gogh
- **Year 1:** Picasso, Andy Warhol, Andy Goldsworthy, Kandinsky
- **Year 2:** Mondrian, Rothko, Klee, Pollock, Delaunay, Kandinsky, Monet, Van Gogh, Metzinger, Joan Miró, Klimt, Gunta Stolzl
- **Year 3:** Van Gogh, Hokusai, Beatriz Milhazes
- **Year 4:** Henri Matisse, Paul Cezanne, Andy Goldsworthy
- **Year 5:** Lucien Rudaux, Peter Thorpe, Katie Paterson, Tomoko Konoike, Naoki Urasawa, Shinro Ohtake
- **Year 6:** Frida Khalo, Anish Kapoor, Lucien Freud, Grayson Perry

sport tournaments and/or festivals.

