



Chemistry A-level: Developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, 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, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

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.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:

Personal Development:

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
In Chemistry, students follow the Kaizen principle of continuous improvement. Our aim is to produce independent learners with inquisitive minds and the added ability to function well within in a team environment. Students are regularly presented with thought-provoking tasks which necessitates them to pursue assistance, work with others or employ research in order to discover an answer. 'How Science Works' is further developed from KS4 and the skills of problem solving, critical thinking and data manipulation polished during their two years of Chemistry.



Social Development:

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Element of the curriculum and/or enrichment

The Practical Endorsement part of the syllabus (CPAC) requires students to liaise with different students and strong professional relationships are forged as a consequence. The sharing of ideas and resulting discussions are a natural part of the process.

Physical Development:

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

Element of the curriculum and/or enrichment

Students will develop and improve their fine-motor skills during their time on the course. The importance of being able to take precise measurements are made apparent during Y12 and Y13. This inevitably involves the use of sensitive equipment such as pH probes, burettes, distillation equipment and calorimeters to name a few.

Spiritual Development:

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

The study of Chemistry, along with Biology and Physics, allows discoveries to be made and belief systems to be challenged. Boundaries are pushed with the findings of inquisitive minds. For example, the atomic model has taken hundreds of years to develop and refine and this contests the theories of previous scientists.



Moral Development:

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

The side effects of medicinal drugs are discussed as part of the drug discovery topic. The complicated dilemma of anti-cancer drugs is covered and students are encouraged to voice their own opinion regarding a delicate theme.

Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

Element of the curriculum and/or enrichment

The participation within the classroom learning environment means that every student needs to interact with every student. The syllabus doesn't specifically address matters of cultural diversity so it tends to occur subliminally in order for students to successfully complete the course.

