



Textiles 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
. Through both guided projects and personal investigation students gain confidence Spirituality can be defined as knowing and understanding oneself better, realising one's strengths and weakness and having the internal resilience and confidence. Within the curriculum students undertake a personally-selected project dealing with issues that interest them. through the course of the project, students will come to better understand their capabilities, ways of working, and ... contributing to an increased awareness of their own spirituality.



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.

team Work

within the small class sizes in textiles... sharing a common goal... students develop relationships with their peers that support and nurture each other's interpersonal and intrapersonal spiritual development.
mutual growth/support between students

seeking alternative perspectives and opinion from peers and teachers through group tutorials

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

practical skills

Support the development of fine motor skills by pattern cutting, drawing, needlework, knitting/crocheting, hand-eye coordination

Increasing confidence and experience with making things with their hands

Increasing dexterity

Using a variety of mediums



Spiritual Development:

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

Personal investigation

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understanding place in the world, gaining a broader perspective. looking beyond the self and immediate surroundings to appreciate the wider world and different values/perspectives.

Moral Development:

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

Contextual Studies and Artist Research

In the guided project students develop an understanding of the moral and environmental issues surrounding the textile and fashion industries, this makes them evaluate their perceptions and attitudes to clothing which will impact on their responses to component 1 and 2.

In their component 1 students pick an area of study that particularly interests them and through research and response explore further into their area of study to create greater understanding.

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.

Artist Research

textiles and art as a whole is about understanding or representing how society and people respond to different cultures. students study a huge range of artists from various countries and backgrounds working in a variety of mediums to develop their own responses to issues and reflect society around them.

