



**Cultural Capital -  
What does this look  
like at Menphys?**



**Cultural capital is the essential knowledge that children need to prepare them for their future success.**

**Cultural Capital in the early years is entwined in all the areas of our practice. It is a valuable part of everyone's role.**



**During our interactions with children we should always be aiming to inspire, energise and help children to experience the 'awe and wonder' of the world; adding capital to their knowledge and experience.**



**As early years practitioners, we have a fundamental responsibility to understand what funds of knowledge children are bringing to their learning.**

**Taking time to talk is essential; this is why key worker calls home when children are on transport are so valuable.**



**Every child and family who joins a setting will have their own funds of knowledge that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.**



**Research shows that when children and families cultures are valued, both the child's experience of learning and progress can benefit.**

**It is a fundamental element of everyone's role**



By getting to know children and their families, we will be better able to enrich children's cultural capital. We must do this through a child-centred approach that builds on each child's individuality and uniqueness.



When families feel comfortable and settled, they are far more likely to share who they are and what is important to them.

Inviting families into the school for a range of events is essential and a good opportunity to strengthen relationships.



Do you know the cultural capital of all children and families in your class? if not, it is important to start finding out; when we know children's cultural capital we can plan how we will enrich and add to their funds of knowledge.



Who lives in the family home? What languages are spoken? What did the family do at the weekend? Do they have siblings, family or friends locally? Did they go on holiday? Do they have access to a garden? Do the parents work? Do they practice a religion? What activities do the family enjoy together ...



..... Do they go to another setting? Do they get EYPP? .....

Remember, it is not:

- a list of cultural activities to tick off
- or
- valuing some experiences that children have at home above others



Rather than thinking of cultural capital as a thing that must be 'given' or 'taught', it might be helpful to think first and foremost about the cultures, languages and experiences that children and their families bring, and how we might value, celebrate and build learning from these.