

## **Liberty Academy Trust**

### **Enrichment Strategy**

|                    |                       |
|--------------------|-----------------------|
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| <b>Written by</b>  | Director of Education |
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# LAT Enrichment Strategy



## 1. Introduction

- 1.1. Our vision is to deliver an exceptional education for our children that meets their needs, aspirations and interests, and which prepares them well for adulthood.
- 1.2. All members of the Liberty community are driven by the 3 core values of courage, determination and teamwork.

### **Courage (#ChallengeWelcome)**

We are willing to try new things and work to the best of our ability, even when things are difficult.

### **Determination (#NeverGiveUp)**

We never give up and are always ready.

### **Teamwork (#BetterTogether)**

We work with others to share ideas, offer support and provide solutions to problems.

- 1.3. Our enrichment strategy is central to supporting pupils to demonstrate these values.
- 1.4. The Liberty Academy Trust (LAT) enrichment strategy is aligned to the Department for Education ([DfE](#)) [Enrichment Framework for Schools and Colleges \(2026\)](#), which sets out national benchmarks for high-quality enrichment. These benchmarks emphasise access, equity, pupil voice, progression and coherence across a school's enrichment offer.
- 1.5. This strategy ensures that all LAT schools provide a structured, inclusive and high-quality enrichment entitlement that reflects these national expectations.
- 1.6. Supporting our pupils to engage in Enrichment activities is an essential part of enabling our pupils to achieve well and have a positive quality of life. Enrichment is the many activities that students can choose to do beyond their academic pursuits and the normal requirements of their life in school. It contributes to developing pupils' social, moral, spiritual and cultural strengths and will allow them to succeed in education, work and society.

- 1.7. Through the entitlements set out under the United Nations Convention on the Rights of the Child (UNCRC) and the National Curriculum, young people should have access to a range of enriching opportunities. Specifically, the following rights:
- **Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures, and other cultures.
  - **Article 31:** Every child has the right to relax, play, and take part in a wide range of cultural and artistic activities.
- 1.8. Providing extra opportunities that enhance the learning experience, can help students explore advanced concepts, problem-solving skills, and creative thinking. Through academic enrichment activities, arts after school, or physical activity-based programs, students can gain exposure to new educational experiences that support their learning potential.
- 1.9. Enrichment activities in our schools are especially crucial for disadvantaged students as they provide opportunities to explore interests, develop new skills, and build confidence. These activities can help bridge the gap in educational experiences, offering exposure to arts, sports, and technology that they might not otherwise have access to. Additionally, enrichment programs foster a sense of belonging and community, which can be particularly beneficial for students facing socioeconomic challenges. By engaging in these activities, disadvantaged students can enhance their academic performance, improve social skills, and increase their chances of future success.
- 1.10. Enrichment activities in schools are vital for autistic pupils as they offer tailored opportunities to develop social, communication, and life skills in a supportive environment. These activities can help autistic students engage with peers, build friendships, and enhance their self-esteem. By participating in structured and enjoyable enrichment programs, autistic pupils can explore their interests, reduce anxiety, and improve their overall well-being. Additionally, these activities can provide sensory experiences and routines that are beneficial for their development, helping them thrive both academically and personally.

- 1.11. Educational Visits are distinct to enrichment in that educational visits provide targeted external learning experiences where the knowledge and skills the pupils will acquire are specific to the curriculum area. These are usually referenced in LAT Curriculum maps.
- 1.12. Enrichment is about the holistic development of pupils and contributes to their personal, social and emotional development as described in the aims section.
- 1.13. See also LAT Curriculum Policy, Teaching and Learning and Educational Visits Policy.

## **2. Definition**

The Enrichment for All Benchmarks Toolkit Companion (2026) defines enrichment as:

“Enrichment refers to a broad range of activities and experiences that support young people’s social, personal and emotional development. These experiences can take place in schools, colleges, community settings or beyond. Enrichment includes activities and opportunities such as clubs, volunteering, outdoor learning, arts and culture, sports, trips, social action and other forms of non formal learning.”

## **3. Aims of the LAT Enrichment Strategy**

- 3.1. The Enrichment for All Benchmarks Toolkit Companion (2026) states that enrichment experiences help young people to:

- Explore their values, beliefs and the issues that matter to them.
- Build confidence, voice and influence.
- Develop essential life skills talents and strengths to help them reach their potential.

- 3.2. In addition to these the aim of the LAT Enrichment Strategy are for pupils to:

- Enable children to develop resilience, confidence and independence.
- Teach children how to keep physically and mentally healthy.
- Prepare them for future success.
- Equip children to be responsible, respectful and active citizens.

- Enhance communication and social understanding – providing opportunities for autistic students to interact with peers in structured settings.
- Providing Sensory Experiences – incorporating sensory activities that can help autistic students manage sensory sensitivities and improve their sensory processing abilities.

## 4. Research

- 4.1. The Education Endowment Foundation (EEF) emphasizes that enrichment activities, such as arts participation and physical activity, can have significant benefits for students. These activities not only support academic attainment, particularly in literacy and mathematics, but also contribute to students' overall health, wellbeing, and personal development.
- 4.2. The EEF highlights that enrichment programs are more likely to impact attainment when they provide stimulating environments and activities that develop additional personal and social skills, rather than focusing solely on academic support (EEF, 2024)
- 4.3. The "Valuing Enrichment" final report by Esmond et al. (2024) highlights the significant role of enrichment activities, emphasising their benefits in developing pupils' skills, confidence, self-esteem, and social awareness. The report underscores the need for a well-resourced enrichment offer to support lifelong learning, active citizenship, and employability. Despite the range of activities currently offered by schools, the report calls for greater investment and a national guarantee to ensure equal access to enrichment for all students, particularly those from disadvantaged backgrounds. (Esmond et al., 2024). The LAT Enrichment strategy outlines our commitment to ensuring our schools prioritise enrichment for all.

## 5. Pupil voice

- 5.1. School Councils in our schools are regularly consulted with about the content of Enrichment programmes. The Trust Student Executive Team have discussed enrichment and have identified they benefit from enrichment activities and would like more life skills activities to be included as part of enrichment. This has been reflected in the LAT approach to Enrichment within the "Independent" group of activities.

5.2. In Summer 25 the school council at Thames Valley School reviewed the Draft Enrichment strategy. Their feedback was as follows:

**5.3. Value and Engagement**

- Pupils expressed appreciation for enrichment being a focus and recognised its importance in their overall school experience.
- Older students particularly valued activities that clearly linked to real-life skills and future independence.

**5.4. Relevance and Purpose**

- Pupils were curious about how and why certain activities were chosen over others.<sup>1</sup>

**5.5. Recognition and Progress**

- Pupils asked whether activities completed in groups would still count towards their individual achievements.<sup>2</sup>
- They also wanted to know if previous enrichment experiences could be recognised retrospectively.<sup>3</sup>
- There was interest in having a way to track their progress and understand what evidence would be needed to demonstrate completion.<sup>4</sup>

**5.6. Motivation and Incentives**

- Some pupils asked whether there would be a reward or recognition for completing enrichment activities, suggesting that incentives could help boost engagement.<sup>5</sup>

## **6. Approach to Enrichment**

6.1. The LAT Enrichment strategy was written in Spring 2025 pre the publication of DfE Enrichment Guidance. It has been updated to reflect the [DfE Enrichment Benchmarks Framework \(2026\)](#), and [Enrichment for All toolkit](#) which identifies five key areas: civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activity; and developing wider life and future skills.

6.2. The titles chosen for the LAT Strategy (Ambitious, Creative, Active, Independent, Socially Conscious) were selected to reflect the skills, attributes and mindsets that are important for young people to develop. These titles

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<sup>1</sup> Schools are free to personalise activities, and it is recommended pupils are involved in this process.

<sup>2</sup> Schools should determine when and where this is appropriate but collaborative achievements should be recognised.

<sup>3</sup> Schools are free to do this for the implementation year 2025-2026.

<sup>4</sup> Schools can determine if they collect evidence or pupils have a portfolio. However, it is not the intention to create any additional work for teachers.

<sup>5</sup> Schools can determine linked rewards.

have been retained; however, the aligned DfE enrichment areas are now indicated in brackets.



## LAT Enrichment Strategy Pillars

### **AMBITIOUS (Developing Wider Life and Future Skills)**

- Advanced STEM Workshops: Engage students in challenging science, technology, engineering, and mathematics projects that push their boundaries and encourage innovative thinking.
- Leadership Training: Offer seminars and workshops on leadership skills, public speaking, and project management to prepare students for future roles.
- Academic Competitions: Organize and participate in regional and national academic competitions such as math olympiads, science fairs, and debate tournaments.

### **CREATIVE (Arts and Culture)**

- Art and Design Workshops: Provide opportunities for students to explore various forms of art, including painting, photography, sculpture, graphic design, and digital media.
- Drama and Theatre: Encourage students to participate in school plays, improv sessions, and drama workshops to develop their acting and storytelling skills.
- Creative Writing: Host writing clubs and workshops where students can express themselves through poetry, short stories, and other literary forms.

### **ACTIVE (Sport and Physical Activity + Nature, Outdoors and Adventure)**

- Sports Programs: Offer a variety of sports such as football, basketball, swimming, and track and field to promote physical fitness and teamwork.
- Outdoor Adventures: Organise hiking, camping, and nature exploration trips to foster a love for the outdoors and physical activity. Sports Leadership Award. Duke of Edinburgh.
- Dance and Movement: Provide dance classes in various styles, including ballet, hip-hop, and contemporary, to encourage physical expression and coordination.

### **INDEPENDENT (Developing Wider Life and Future Skills)**

- Self-Directed Learning: Create opportunities for students to pursue independent study projects on topics of their interest, with guidance from mentors.
- Entrepreneurship Club: Encourage students to develop their own business ideas and learn about entrepreneurship through workshops and real-world projects.
- Life skills practice such as financial management, using public transport or planning and hosting events.

### **SOCIALLY CONSCIOUS (Civic Engagement + Nature and Outdoors)**

- Community Service Projects: Organise volunteer opportunities and service projects that allow students to give back to their community and learn about social responsibility.
- Environmental Initiatives: Promote sustainability through activities like recycling programs, tree planting, and environmental awareness campaigns.
- Cultural Awareness: Host events and workshops that celebrate diversity and teach students about different cultures and global issues.

6.3. This is not an exhaustive list. All pupils should have the opportunity to regularly access enrichment activities, as such schools will build enrichment into their timetables. The frequency and duration of enrichment is determined by each school.

## **7. DfE Enrichment Benchmarks**

7.1. LAT schools will evaluate their enrichment provision in line with the DfE Enrichment Framework benchmarks. These require that schools provide:

- A strategically aligned enrichment offer
- A broad and well-rounded enrichment offer
- A well-communicated enrichment offer that celebrates participation and achievement
- An enrichment offer shaped by the school or college community
- An accessible and engaging enrichment offer
- An enrichment offer that works in partnership
- An outcomes-focused enrichment offer
- A continually improving enrichment offer

7.2. Schools will ensure their enrichment offer is mapped across the academic year to demonstrate breadth, progression and coverage across the five LAT enrichment areas.

7.3. Schools will identify and remove barriers to participation (e.g. transport, cost, confidence), ensuring equitable access for all learners.

7.4. Enrichment opportunities will include a balance of in-school, community-based and externally facilitated experiences.

## **8. The LAT Enrichment Award Programme**

8.1. The LAT Enrichment Award is part of our commitment as a Trust to the wider offer for our children. It comprises of enrichment activities or programmes for children to complete that link to Ambitious, Creative, Active, Independent and Socially conscious enrichment activities. Where possible the activities will also link to our 3 core values: Courage, Determination and Teamwork. It encourages pupils to be ambitious and participate in activities which are new and stretch their existing skills. Whilst we believe that our young people should be allowed to pursue their areas of specific interest we also recognise for some children, they need to experience a wide

variety of activities first to find their passion. This award recognises that having a growth mindset is to be celebrated and is an important part of experiencing a positive quality of life.

8.2. Pupils will work towards their Bronze Award –10 activities, Silver Award –30 Activities and then finally their Gold Award 50 Activities. (10, 20 and 30 for Primary pupils).

8.3. Pupils may also complete a journal noting the activities and reflecting on what they have gained from the activity.

8.4. Activities can be substituted as appropriate.

**See Appendix 1.**

## **9. Extra-curricular activities / clubs**

9.1. Most pupils at LAT schools are transported into school in taxis and minibuses provided by the local authority. This is prohibitive to running after school clubs as it is not always possible for parents or the transport company to adjust different collection times.

9.2. However, every Liberty school is proactive in liaising with parents and the transport teams to facilitate additional activities across the year or finding other creative ways to offer extra-curricular activities, so that all our children can access the same broad entitlement that their mainstream peers have.

9.3. Our schools currently run a range of lunch time clubs – these can be particularly helpful in providing structured support to leisure / activity time and enabling social skills to be developed simultaneously. Lunchtime clubs are offered and determined by pupil voice.

## **10. Duke of Edinburgh (DofE) award**

10.1. Liberty schools are encouraged to wherever possible enable our pupils to participate in the Duke of Edinburgh award. Either by running the programme themselves or linking with other schools and colleges.

10.2. The DofE website states:

10.3. “Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn’t a competition or about being first. It’s all about setting personal challenges and pushing personal boundaries.”

10.4. Participating in this programme can be a challenging but it is a life changing experience. It is an opportunity for our young people to make friends, discover new interests and talents,

10.5. See also LAT PE and Sport strategy.

## **11. Use of National Resources and Toolkits**

11.1. LAT schools will actively engage with national guidance and resources to strengthen their enrichment provision, including:

[DfE resources to support the Enrichment Framework](#)

[The Enrichment for All Toolkit \(enrichmentforall.org\)](#)

11.2. These resources will be used to:

- Support curriculum planning and activity design
- Improve inclusivity and accessibility
- Develop staff confidence and expertise in delivering enrichment
- Share best practice across schools

## **12. Funding**

12.1. Enrichment activities in our schools are funded via pupil premium, through fundraising and grant applications. Principals and School business managers will be responsible for setting the annual enrichment budget.

## **13. Self-Evaluation and Quality Assurance**

13.1. All LAT schools will complete the [DfE Enrichment Provision Self-Assessment Tool](#) to evaluate the quality, breadth and impact of their enrichment offer.

13.2. The self-assessment will be used to:

- Identify strengths and gaps in provision
- Inform school improvement planning
- Ensure alignment with the DfE enrichment benchmarks
- Support strategic decision-making at school and trust level

13.3. Outcomes from the self-assessment will be reviewed by Senior Leadership Teams and shared with the Trust to support continuous improvement.

13.4. Enrichment provision will be monitored through Trust Quality and Standards visits, where the DoE will review the breadth, equity and impact of enrichment in line with the DfE benchmarks, including participation, pupil voice and outcomes. Monitoring will include review of self-assessment outcomes against DfE benchmarks

- Participation data (including disadvantaged pupils and SEND) will be analysed to ensure equity
- Pupil voice will be systematically gathered and used to refine provision
- Trust-wide evaluation will ensure consistency and continuous improvement

## 14. Monitoring and Evaluation of this policy

14.1. Implementation of this policy will be monitored by the Principal. Schools will establish their own priorities and measures of success through SLT meetings and school improvement planning.

14.2. The strategy will be updated annually by the Director of Education based on feedback of pupils, staff, families and stakeholders.

## 15. Social responsibility statement:

Liberty Academy Trust acts with integrity and accountability in all aspects of its operations. We strive to make a positive impact on our students, staff, communities, and the environment by promoting equity, sustainability, and ethical practices. Our commitment to social responsibility underpins every decision we make, ensuring that we contribute to the well-being of society while fostering an inclusive and respectful educational culture.

## 16. References

- DFE (2026) [\*The enrichment framework for schools and colleges.\*](#)  
DFE (2026) [Enrichment benchmarks - GOV.UK](#)  
DFE (2026) [\*Resources to support schools and colleges with enrichment.\*](#)  
DFE (2026) [\*Enrichment provision self-assessment tool.\*](#)  
Enrichment for All (2026) [\*Enrichment for All Toolkit.\*](#)  
DFE (2017) Extended Activity Provision in Secondary Schools Research report.  
DFE.  
EEF (2024) [Extending school time | EEF](#) Evidence Endowment Fund  
EEF (2024) [Physical activity | EEF](#) Evidence Endowment Fund  
EEF (2024) [Arts participation | EEF](#) Evidence Endowment Fund

Enrichment for all (2026) [An Enrichment Benchmarks Toolkit  
Companion Enrichment for All June 2026 - Google Drive](#)

Esmond et al. (2024) Valuing Enrichment NCFE.

United Nations Convention on the Rights of the Child (1989) (UNCRC)

## Appendix 1

### Primary Activity Passport



|    | Achievement                                          | School or Home? | Tick / Date |
|----|------------------------------------------------------|-----------------|-------------|
| 1  | Try a new food                                       |                 |             |
| 2  | Take part in a performance with your class           |                 |             |
| 3  | Go on a bug hunt                                     |                 |             |
| 4  | Plant some seeds and watch them grow                 |                 |             |
| 5  | Create a piece of art and take part in an exhibition |                 |             |
| 6  | Visit a farm                                         |                 |             |
| 7  | Help cook a meal                                     |                 |             |
| 8  | Write and post a letter                              |                 |             |
| 9  | Borrow a book from a library                         |                 |             |
| 10 | Make a sandwich                                      |                 |             |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| 10 activities                                                                       | 20 activities                                                                       | 30 activities                                                                         |

## Primary Activity Passport

|    | Achievement                                | School or Home? | Tick / Date |
|----|--------------------------------------------|-----------------|-------------|
| 11 | Buy something at a shop                    |                 |             |
| 12 | Create a scrapbook                         |                 |             |
| 13 | Go stargazing                              |                 |             |
| 14 | Make a bird feeder                         |                 |             |
| 15 | Participate in a treasure hunt             |                 |             |
| 16 | Roll down a hill                           |                 |             |
| 17 | Learn to swim                              |                 |             |
| 18 | Fly a kite                                 |                 |             |
| 19 | Make a den                                 |                 |             |
| 20 | Write an article for the school newsletter |                 |             |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| <b>10 activities</b>                                                                | <b>20 activities</b>                                                                | <b>30 activities</b>                                                                  |

## Primary Activity Passport

|    | Achievement                                | School or Home? | Tick / Date |
|----|--------------------------------------------|-----------------|-------------|
| 21 | Ride a bike                                |                 |             |
| 22 | Visit a museum                             |                 |             |
| 23 | Design a poster                            |                 |             |
| 24 | Visit the seaside and paddle in the sea    |                 |             |
| 25 | Make a paper boat and see if it floats     |                 |             |
| 26 | Eat something you have grown               |                 |             |
| 27 | Try a new sport                            |                 |             |
| 28 | Create an environment for minibeasts       |                 |             |
| 29 | Buy or make a gift for a friend            |                 |             |
| 30 | Plan a surprise for someone in your family |                 |             |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| <b>10 activities</b>                                                                | <b>20 activities</b>                                                                | <b>30 activities</b>                                                                  |

## Secondary Activity Passport

|    | Achievement                                                                            | School or Home? | Tick / Date |
|----|----------------------------------------------------------------------------------------|-----------------|-------------|
| 1  | Take part in a litter pick                                                             |                 |             |
| 2  | Participate in a schools sports day                                                    |                 |             |
| 3  | Design a game                                                                          |                 |             |
| 4  | Try an adventurous activity that requires courage such as rock climbing or zip lining. |                 |             |
| 5  | Organise tea and cakes for visitors                                                    |                 |             |
| 6  | Keep a journal for a week                                                              |                 |             |
| 7  | Choose and visit a local landmark                                                      |                 |             |
| 8  | Compose a piece of music                                                               |                 |             |
| 9  | Learn to sew a button                                                                  |                 |             |
| 10 | Learn a new language                                                                   |                 |             |



**10 activities**



**30 activities**



**50 activities**

## Secondary Activity Passport

|    | Achievement                            | School or Home? | Tick / Date |
|----|----------------------------------------|-----------------|-------------|
| 11 | Raise money for charity                |                 |             |
| 12 | Practice speaking a different language |                 |             |
| 13 | Plan and take part in a picnic         |                 |             |
| 14 | Visit a place of worship               |                 |             |
| 15 | Learn basic first aid                  |                 |             |
| 16 | Create a blog or vlog                  |                 |             |
| 17 | Join a martial arts class              |                 |             |
| 18 | Make a sculpture                       |                 |             |
| 19 | Take action to protect the environment |                 |             |
| 20 | Participate in a mindfulness activity  |                 |             |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| <b>10 activities</b>                                                                | <b>30 activities</b>                                                                | <b>50 activities</b>                                                                  |

## Secondary Activity Passport



|    | Achievement                      | School or Home? | Tick / Date |
|----|----------------------------------|-----------------|-------------|
| 21 | Take part in a debate            |                 |             |
| 22 | Plan and cook a meal             |                 |             |
| 23 | Travel on public transport       |                 |             |
| 24 | Use a camera                     |                 |             |
| 25 | Take part in a sports tournament |                 |             |
| 26 | Participate in a book club       |                 |             |
| 27 | Learn to code                    |                 |             |
| 28 | Visit an art gallery             |                 |             |
| 29 | Complete a long walk             |                 |             |
| 30 | Design a fashion collection      |                 |             |

|                                                                                     |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| <b>10 activities</b>                                                                | <b>30 activities</b>                                                                | <b>50 activities</b>                                                                  |

## Secondary Activity Passport



|    | Achievement                                                                         | School or Home? | Tick / Date |
|----|-------------------------------------------------------------------------------------|-----------------|-------------|
| 31 | Create a vision board with your goals and dreams                                    |                 |             |
| 32 | Organise a recycling activity                                                       |                 |             |
| 33 | Enter a national competition                                                        |                 |             |
| 34 | Learn to play a musical instrument or use music software to create a piece of music |                 |             |
| 35 | Open a bank account                                                                 |                 |             |
| 36 | Set yourself and achieve a healthy living challenge                                 |                 |             |
| 37 | Build a website                                                                     |                 |             |
| 38 | Join a Model United Nations: Engage in debates and discussions on global issues.    |                 |             |
| 39 | Join a sports team                                                                  |                 |             |
| 40 | Participate in a dance activity                                                     |                 |             |



**10 activities**



**30 activities**



**50 activities**

## Secondary Activity Passport

|    | Achievement                                       | School or Home? | Tick / Date |
|----|---------------------------------------------------|-----------------|-------------|
| 41 | Help organise a school event                      |                 |             |
| 42 | Write a short story                               |                 |             |
| 43 | Develop a project plan for an enterprise activity |                 |             |
| 44 | Spend a day working for the community             |                 |             |
| 45 | Mentor a younger student                          |                 |             |
| 46 | Travel on public transport independently          |                 |             |
| 47 | Present on a topic that is important to you       |                 |             |
| 48 | Organise a charity event                          |                 |             |
| 49 | Create a podcast                                  |                 |             |
| 50 | Participate in a Science fair                     |                 |             |



**10 activities**



**30 activities**



**50 activities**