Minimum Enrichment Offer and Growing HEARTS Award

Cycle A 2026 to 2027 | Cycle B 2027 to 2028 | A practical proposal for school leaders

The decision in one minute

Offer every pupil five kinds of experience during the school year, within the school day. Record one meaningful example from each area in a simple passport. At the end of the year, each child receives the Weeton Growing HEARTS Award for participation, contribution and reflection. Children can also explore clubs, competitions, visits and leadership roles beyond this core offer.

The five award experiences	Minimum opportunity for every child each year
BELONG • civic life	Take part in Diversity Week and a class or whole-school action that improves life for other people; help make one real decision.
CREATE • arts and culture	Experience live art, music, storytelling, theatre or an artist; make, perform or exhibit a response.
EXPLORE • nature and adventure	Take part in regular outdoor learning and one purposeful new outdoor challenge or visit.
MOVE • sport and activity	Try an unfamiliar physical activity and take part in an inclusive event or personal challenge.
GROW • wider life and future skills	Complete a practical task, such as preparing a snack, shopping within a budget or making something useful; also meet someone and ask about the skills they use at work.

"Minimum" means a guaranteed opportunity with reasonable adjustments and a catch-up route. It is not a target number of paid trips. A well-planned visitor, walk, church event or school project can count when the child actively participates and learns from it.

Why this fits Weeton

The School Improvement Plan priority 3 asks for a clear entitlement, broader experiences and aspirations, equitable participation, and meaningful leadership. This offer makes those commitments visible alongside SCARF, worship, curriculum visits and existing clubs. Little Seeds Big Dreams remains a Year 6 project only; other year groups receive age-appropriate work and community encounters.

Growing through our HEART values

From small beginnings, great things grow. Inspired by the mustard seed, the award celebrates small steps in confidence, character and contribution. HEART values run through all five experiences; teachers may draw out several values within one activity.

Value	What children practise	A question to ask
Happiness	Discover interests, enjoy shared experiences, feel included and ask for support.	What helped you or someone else feel included?
Empathy	Listen to another viewpoint, notice feelings and act with kindness.	How did you think about another person?
Achievement	Try something new, practise and recognise a step forward.	What can you do now that felt tricky before?
Respect	Care for people and places; value difference; question stereotypes.	How did you show care or challenge an unfair idea?
Trust	Keep a promise, act honestly, share responsibility and seek help.	How were you dependable, or who helped you?

How the values connect to the experiences

BELONG develops empathy, respect and trust through service and shared decisions. CREATE develops happiness and achievement through expression, with respect for artists and cultures. EXPLORE develops respect for the world, trust through safe teamwork and achievement through challenge. MOVE combines enjoyment and progress with empathy and fair play. GROW develops achievement and trust through practical responsibility, with respect for different jobs and pathways.

Progress without pressure

Acorns notice, name, try and tell. Saplings explain, contribute and make thoughtful choices. Oak plans, leads and evaluates how an action affects others. Use one short HEART prompt after an experience; accept talk, drawing, symbols or writing. Happiness is about belonging and opportunity, not a requirement to feel cheerful. The award is not withheld for having difficult feelings or needing adult support.

Before the annual celebration, help each child choose one example of personal growth and discuss the HEART value it shows. Teachers revisit all five values across the year without creating five additional tasks. The passport supports this conversation.

School vision and values: https://www.weeton-st-michaels.lancs.sch.uk/about-us

What the evidence says

Source	What it suggests for Weeton
Ofsted school inspection toolkit, September 2026 [1]	A coherent personal development programme, age-appropriate understanding of diversity and protected characteristics, a broad range of opportunities, effective pastoral care, and participation for all pupils. Inspectors consider what children actually experience and can explain.
DfE enrichment benchmarks, June 2026 [2]	Access to the five categories above, regular opportunities across the year including some during the school day, pupil voice, partnerships, reflection, participation monitoring and action on barriers. The benchmarks are guidance for improvement, not a statutory count of visits.
Surrey Square Primary in DfE examples [2]	An experiences passport makes memorable opportunities visible; a class Changemaker Project gives civic action substance.
Newport Primary in DfE examples [2]	A rural school can use the countryside, local farmers, village residents and parish council as strengths while giving pupils horizons beyond the village.
Halewood CE Primary [3]	Names age-specific life experiences rather than relying on an undifferentiated list of clubs and trips.
Weeton inspection report, 2024 [4]	The school already had museums, theatre, residentials, clubs and Young Citizens' Club. Begin with an audit of what is already happening.

Award rules that keep it fair

- Five experiences: one meaningful experience in each domain during the year. A single rich event may count in two domains only when the pupil has actually done and reflected on both distinct elements.
- A sixth "growing HEART" reflection: the child chooses one experience to describe, draw, photograph with consent, or discuss: "What did I try? What did I contribute? What might I do next?"
- Class teachers sign off participation and a brief reflection. No payment, parent signature, home assignment, competition win, perfect attendance or public performance is required. An accessible alternative or catch-up is offered after absence.
- Offer a supported role in every activity: observe and explain, contribute with a partner, perform, organise or lead. Recognise effort and growth rather than volume or confidence.

The Weeton Growing HEARTS Award brings our vision into everyday action: From small beginnings, great things grow. Each experience gives children a chance to practise Happiness, Empathy, Achievement, Respect and Trust. This is our school award, celebrating personal growth and contribution.

Progression through the three classes

Area	Acorns Reception to Y2	Saplings Y3 and Y4	Oak Y5 and Y6
BELONG	Notice similarities and differences; vote; help a class act of kindness.	Listen to different views; choose and plan a class improvement; explain whom it helps.	Represent views; plan, deliver and evaluate a service action; consider fairness and unintended effects.
CREATE	Listen, look and make or join a short performance; say what they noticed.	Meet an artist or cultural work; rehearse or create together; explain choices.	Compare perspectives; make and share work for an audience; offer and use feedback.
EXPLORE	Observe a familiar place and practise safe outdoor routines; try a new local route or task.	Investigate habitat/place; plan equipment and roles; meet a manageable challenge.	Take responsibility for planning, risk awareness and stewardship; evaluate a challenge.
MOVE	Try a new game or movement and recognise personal progress.	Apply a skill, encourage others and follow fair rules.	Coach, officiate or adapt an activity for inclusion; reflect on teamwork.
GROW	Prepare a snack or make a useful item with support; ask a worker what they do.	Plan steps and a small budget; complete a practical task and ask about skills used at work.	Manage a practical project and interview a worker about skills and pathways; Y6 uses Little Seeds Big Dreams for the encounter.

Within each mixed-age class, repeat the domain annually but increase responsibility. Reception's first attempt can be verbal or play based. In Year 2, Year 4 and Year 6, look for stronger explanation and independence. Cycle B offers different content and partners, with the same progression in skills.

Two year rhythm and timings

When	Cycle A 2026 to 2027	Cycle B 2027 to 2028
Autumn 1	Nigeria Diversity Week; class vote and pupil voice; launch passport.	Diversity Week theme selected in summer 2027 from evidence; relaunch passport.
Autumn 2	Live arts or storytelling encounter; create and share work.	Different medium or partner; create and share work.
Spring 1	New physical activity and accessible personal challenge.	Different physical activity and accessible event.
Spring 2	Outdoor investigation and action for local environment.	New outdoor challenge, route or habitat and stewardship.
Summer 1	Work and life skills encounter; pupil-planned service action.	Different work and life skill; pupil-led service action.
Summer 2	Fill any gaps; child reflection; award celebration and review.	Fill gaps; child reflection; award celebration and review.

This calendar sets a latest planning point, not the only time an area is taught. SCARF and curriculum learning continue every half term; clubs and visits can enrich the offer throughout the year.

Examples of guaranteed experiences

Staff should choose concrete experiences from existing provision and budget each June. These examples show the level of entitlement intended; they are not claims that every activity is already booked.

Class	Core experiences to schedule across each year
Acorns	Autumn: picture books and images from several Nigerian places and families; vote on a class welcome action. Arts: watch a performer or visiting storyteller and share a song, puppet story or artwork. Spring: local nature walk to notice seasonal change; inclusive games morning with one new skill. Summer: make or grow something useful; meet a school or community worker and ask a question.
Saplings	Autumn: compare accounts and images of life in Nigerian cities and regions; choose a question and help curate a display. Arts: meet a maker/musician or visit a performance; collaborate on an exhibition. Spring: investigate a local habitat, help plan the route and equipment; try a new sport and officiate fairly. Summer: run a small service project with pupil choice; plan and cost a practical task; interview a local professional.
Oak	Autumn: explore varied contemporary Nigerian voices, question a stereotype and plan an inclusive school message. Arts: experience live work and create for a real audience. Spring: organise aspects of outdoor stewardship or a more demanding challenge; adapt a sports event so everyone can participate. Summer: deliver and evaluate a community action; compare roles and routes into work. Year 6 alone takes part in Little Seeds Big Dreams, with appropriate adult encounters or mentoring.

Delivering and recording GROW

GROW has two parts each year: complete a practical task and learn from a person about their work. Staff arrange both during the school day by Summer 1. A visitor, staff member, community worker or supervised workplace conversation can provide the encounter. Year 6 may use Little Seeds Big Dreams for that encounter and still completes the practical task.

Class	Possible practical task	Question for the work encounter
Acorns	Prepare a simple snack safely with an adult, or make a useful item from a short sequence.	What do you do? What helps you do it?
Saplings	Choose ingredients within a small budget and prepare a snack, or plan and make a useful item.	Which skills do you use? How did you learn them?
Oak	Plan, cost and complete a useful making or food project; review its success.	What responsibilities and skills does your role involve? What routes can lead to it?

Passport page 12 records the practical task, the person or job, what the pupil can now do and a skill used at work. Page 13 records a chosen HEART reflection; page 14 holds teacher sign-off for all five experiences. Sign GROW when both parts have been completed, with support or an equivalent accessible task as needed. These page references apply to the current Cycle A passport.

Diversity Week in Autumn 1

2026 focus: Nigeria. Teach about a large, varied, contemporary country, including ordinary family and school life, different places, languages, creativity and histories. Use age-appropriate Nigerian voices and reputable collections alongside maps, fiction and current images. A British Museum resource on the historic Kingdom of Benin can support Oak's history work, but must be balanced with contemporary material [5]. A current Nigerian picture-book creator offers another possible entry point [6].

Afternoon	Shared experience and class progression
Mon Welcome to Nigeria	Whole-school reveal and map. Acorns compare photographs and locate UK/Nigeria; Saplings explore neighbours, cities and landscapes; Oak investigates population, climate and linguistic variety.
Tue Drumming	Proposed workshop with Phil and short shared performance. Acorns copy call and response; Saplings combine patterns; Oak develops ensemble parts. Name the actual tradition taught rather than treating "African drumming" as one culture.
Wed Art and identity	Explore named Nigerian artists, textiles or designers. Acorns print/weave; Saplings research a textile and respond; Oak studies a contemporary maker. Combine work in "Our World, Our Stories".
Thu Stories and language	Use a family video with consent alongside other Nigerian books, music, languages, foods and ingredients. Acorns enjoy a story; Saplings compare languages and foods; Oak explores how culture changes. Confirm any family language or words before teaching.
Fri Our stories	All pupils consider their own identity. Acorns make All About Me; Saplings make identity maps; Oak explores belonging and stereotypes. Finish with "curious, proud and welcome".

The family has agreed to contribute a video; agree its content, where it will be shown, and any later sharing with them. No child or family is asked to speak for a whole country or disclose private identity. Check images, stories and activities for stereotypes; avoid costume days or reducing culture to food and flags. Revisit respectful language, belonging and representation through books, SCARF and RE. DfE Development Matters advises varied materials and warns against stereotyping children's lives elsewhere [7].

Selecting the 2027 Diversity Week theme

Keep Autumn 1 fixed in the calendar. Decide the focus in summer 2027 after reviewing anonymised patterns in pupil voice, behaviour and bullying records, family feedback, representation in books and curriculum, and the local community context. Do not present a child or community as "the problem". Discuss a short list with staff, pupils and governors, then set two positive learning outcomes and check resources before announcing it.

If the evidence points to...	Possible constructive enquiry
Disability exclusion	How do we remove barriers and make play, communication and spaces welcoming?
Racist stereotypes	How do identities and histories vary, and how can we challenge unfair assumptions?
Religion or family misunderstanding	How do families and beliefs differ, and what helps everyone belong?
Poverty or local inequality	What does fairness look like when people have different resources?

Prior themes included world culture and disability. The annual week should respond to an emerging need without implying that diversity is only taught once a year. An immediate incident still needs prompt safeguarding and behaviour response; it must not wait until the next themed week.

Participation and impact without a paperwork burden

What to keep	When and by whom
One class planning line per experience: activity, intended learning, date, adjustment and evidence of pupil contribution.	Class teacher plans termly; leader checks breadth each half term.
Passport page 14: five experience sign-offs, supported by activity pages and the HEART reflection on page 13. Check both parts of GROW on page 12.	Teacher records during activity; arrange catch-up or adaptations before the summer award.
Confidential participation overview, checked for pupils missing opportunities or needing support. Small cohorts require careful handling of identifiable data.	Leader reviews at the end of each term; arrange alternatives before award date.
Two or three pupil voice questions: What did you try? How did you help? What changed in your thinking?	Termly samples including quieter pupils and pupils with SEND; review with governors annually.

First actions: audit current experiences against five experiences; ask each class to name its guaranteed experience and back-up; agree a modest budget and partners; give every child a passport; book the Autumn 1 Diversity Week and accessible alternatives; review participation at October half term. Link findings to SIP 3.1, 3.2 and 3.3.

Research and school sources

[1] Ofsted, State-funded school inspection toolkit, for use from 7 September 2026. gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information

[2] DfE, The enrichment framework for schools and colleges, benchmarks, 15 June 2026. gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/enrichment-benchmarks

[3] Halewood Church of England Primary, Personal Development. halewoodcofe.co.uk/personal-development

[4] Ofsted, Weeton St Michael's CE Primary School inspection report, September 2024. weeton-st-michaels.lancs.sch.uk

[5] British Museum, Visit resource Benin, ages 7 to 11. britishmuseum.org/learn/schools/ages-7-11/africa/visit-resource-benin

[6] World Book Day, Maxwell Afolabi Oginni. worldbookday.com/authors/maxwell-afolabi-oginni/

[7] DfE, Development Matters. gov.uk/government/publications/development-matters--2

School sources: School Improvement Plan 2026 to 2027, priority 3; PSHE Progression Map 2026; SCARF sequence and the current Cycle A plan.