

## Personal Development Overview 2021/2022

### Rationale

The East Manchester Academy recognises that the curriculum extends beyond the academic, technical or vocational. We recognise that the curriculum is the entirety of learning opportunities offered to students both inside and outside the classroom. We aim to provide our students with a broad range of opportunities to enable them to develop their individual talents and broader character. We aim to develop students as active global students with the skills, abilities and attributes to contribute positively to their communities. We aim to remove barriers to participation to ensure an equity of offer for all students.

### Personal Development Vision

Our curriculum offer seeks to promote a passion for Personal Development within all students at TEMA. We have ensured that pupils at The East Manchester Academy are exposed to a rigorous and research led model for Personal Development which is guided by organisations such as Kids of Colour and the PHSE Association. We will work to attain recognition for the quality of our curriculum through the acquisition of kitemarks such as Stonewall Champion, the IAG award, ACT Citizenship award and the Rainbow Flag award. TEMA students will be encouraged to partake in opportunities such as Youth Parliament and Debate Mate.

Student development is nurtured and will build year on year; capitalising on what students should already have studied at Key Stages 1 and 2. It is our goal to promote and progress life skills in all our students, which will cultivate our TEMA values, so that our students are thoroughly prepared for life in modern Britain. We aim to educate students who will be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We want our students to be alert to current affairs and be diligent in their appetite for challenge and who value their Personal Development curriculum. Personal Development will broaden our students understanding of fundamental British values; democracy, individual liberty, the rule of law and mutual respect and tolerance.

Personal Development will enlighten students so that they behave with integrity and cooperate consistently well with others. Within Personal Development we want our students to develop so that they possess confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy. We will provide a curriculum that is broad and varied and accessible to all learners and which considers the individuality of our students and their context. We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and honed. We will seek to instil in students an expectation of achieving beyond expectations through the challenge built into lessons. We will ensure that we will share our love of Personal Development both within and beyond the classroom by having an open discussion about contextual factors affecting topics of study.

Through Personal Development, students will know that we can all thrive together and our students will gain thorough understanding that difference is a positive, not a negative, and that individual characteristics make people unique. TEMA students will enjoy an inclusive environment and will strive to ensure that all members of the TEMA community, irrespective of age, disability, gender, race, religion, belief, sex, sexual orientation or size feel welcomed and valued. Personal Development will equip our students with the abilities to recognise online and offline risks to their well-being and make them aware of the support available to them. We develop our students' readiness for the next phase of education, training or employment so that TEMA students are equipped to make their transition successful. This will be due to our effective careers programme which will offer all TEMA students unbiased careers advice, work experience and an understanding of what they need to do to reach and succeed in the careers to which they aspire.

Personal Development will provide opportunities for educational trips to explore different parts of our curriculum. Personal Development will embed our TEMA values so that our students are proficient in displaying REACH as a matter of daily habit:

- Respect** We show respect for all other people and recognise our common humanity.
- Equality** We ensure all members of our community are treated equitably.
- Ambition** We expect the best from ourselves. We have ambition and will not let ourselves be limited.
- Care** We show empathy and kindness to others.
- Hard work** We are prepared to work hard to achieve our dreams.

“ We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.



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		Term 1		Term 2		Term 3	
	Weeks	8	7	6	5	6	7
		Living in the Wider World	Health, Wellbeing and Relationships	Living in the Wider World	Health, Wellbeing and Relationships	Living in the Wider World	Health, Wellbeing and Relationships
Year 7	Core Knowledge	<p>Students will know indicators of positive, healthy relationships and unhealthy relationships.</p> <p>Students will study how to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p> <p>Students will learn about and understand the impact of stereotyping, prejudice and discrimination on individuals, relationships and the TEMA community.</p> <p>Students will know the unacceptability of prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will study about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>Students will identify different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>Students will learn the roles and responsibilities of parents, carers and children in families and the community.</p> <p>Students will understand the effects of change, including loss, separation, divorce and bereavement; and the various strategies for managing these and accessing support.</p>	<p>Students will study, organisational, research and presentation skills.</p> <p>Students will know strategies for maintaining personal hygiene, including oral health, and prevention of infection.</p> <p>Students will know the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.</p> <p>Students will know how to access health services when appropriate.</p> <p>Students will know the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.</p>	<p>Students will learn about the skills and attributes that employers' value.</p> <p>Students will know the skills and qualities required to engage in enterprise.</p> <p>Students will know the importance and benefits of being a lifelong learner and understand their education is part of their bigger path.</p>	<p>Students will know that how we are all unique; learning to demonstrate their personal strengths and build self-confidence, self-esteem and good health and wellbeing.</p> <p>Students will know what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment).</p> <p>Students will know about the importance of sleep and strategies to maintain good quality sleep.</p> <p>Students will know the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.</p> <p>Students will learn simple strategies to help build resilience to negative opinions, judgements and comments</p>	<p>Students will know what constitutes British Values.</p> <p>Students will know their responsibility to maintain the environment.</p> <p>Students will know the causes homelessness and its impact on society.</p> <p>Students will know the concept of globalisation and its effect upon culture.</p> <p>Students will understand the impact of development and globalisation upon the loss of our own cultural identities.</p> <p>Know and unravel some the positives and negatives of globalisation, thinking about the impact of monoculture upon communities and cultural identities</p>	<p>Students will know the importance of trust in relationships and the behaviours that can undermine or build trust.</p> <p>Students will know strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>
		<p>Students will practice the skills of active listening, clear communication, negotiation and compromise are and develop them in light of the world of their community.</p> <p>Students will be able to safely demonstrate what it means to be an upstander against prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will promote inclusion and challenge discrimination, and practice how to do so safely in the TEMA community.</p>	<p>Students will review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>Students will begin to set realistic yet ambitious targets and goals and understand how to measure them.</p> <p>Students will practice strategies for maintaining personal hygiene, including oral health, and prevention of infection.</p> <p>Students will select and apply information learnt to live healthily.</p>	<p>Students will engage in debates/discussions with peers.</p> <p>Students will think strategically about their future goals.</p> <p>Students will review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>Students will begin to set realistic yet ambitious targets and goals and understand how to measure them.</p>	<p>Students will use mindfulness.</p> <p>Students will discipline themselves and utilise a restrained approach by applying information learnt.</p> <p>Students will begin to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p>	<p>Students will apply the rule of law to different scenarios.</p> <p>Students will discern the notions of liberty and democracy in a global context.</p> <p>Students will evaluate and balance the importance of mutual respect and tolerance.</p>	<p>Students will engage in debates and discussions with peers.</p> <p>Students will select and apply information learnt to live healthily and respectfully.</p> <p>Students will learn to clarify and develop personal values in friendships, love and sexual relationships.</p>

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Year 8	Core Knowledge	<p>Students will know the history of the British Empire and the establishment of the Commonwealth.</p> <p>Students will know the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the operation of Parliament.</p> <p>Students will know the concept of democracy and its value to society through comparison with other political systems. This will include understanding of the importance of voting and elections, and the role of political parties and the precious liberties enjoyed by the citizens of the United Kingdom.</p>	<p>Students will know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>Students will know about the law relating to sexual consent and understand how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>Students will know that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.</p> <p>Students will know about the impact of sharing sexual images of others, with or without consent. Students will know how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p>Students will know about CSE.</p> <p>Students will learn about the services available to support healthy relationships and manage unhealthy relationships, and how to access them.</p>	<p>Students will understand the impact of stereotyping, prejudice and discrimination on individuals, relationships and the TEMA community.</p> <p>Students will know about the unacceptability of prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will know about the need to promote inclusion and to challenge discrimination, and how to do so safely in the TEMA community.</p> <p>Students will know how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p>Students will know about the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).</p> <p>Students will know about the difference between biological sex, gender identity and sexual orientation.</p>	<p>Students will know how to identify a range of emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Students will know about the characteristics of mental and emotional health and strategies for managing these.</p> <p>Students will know about the link between language and mental health stigma.</p> <p>Students will know strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.</p> <p>Students will learn about a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity.</p>	<p>Students will know about young people's employment rights and responsibilities.</p> <p>Students will know about routes into work, training and other vocational and academic opportunities, and progression routes.</p> <p>Students will know about the importance and benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p>Students will know the role and importance of managing their emotions in relation to future employment.</p> <p>Students will revise what the skills of active listening, clear communication, negotiation and compromise are and develop them in light of the world of work.</p>	<p>Students will know and identify stereotypes and family or cultural expectations that may limit aspirations.</p> <p>Students will know the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>Students will know how to recognise peer influence and to develop strategies for managing it, including online.</p> <p>Students will know the role peers can play in supporting one another to resist pressure and influence,</p> <p>Students will know that the need for peer approval can generate feelings of pressure and lead to increased risk-taking;</p>
		<p>Students will evaluate the impact of the British Empire and its role in society today</p> <p>Students will judge different types of political systems</p> <p>Students will organise a vote to experience the power of democracy</p>	<p>Students will practice being assertive.</p> <p>Students will apply the law to different scenarios.</p> <p>Students will select and apply information to live safely.</p>	<p>Students will practice the skills of active listening, clear communication, negotiation and compromise are and develop them in light of the world of their community.</p> <p>Students will promote inclusion and challenge discrimination, and practice how to do so safely in the TEMA community.</p> <p>Students will recognise that sexual attraction and sexuality are diverse.</p>	<p>Students will articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Students will be able to outline the characteristics of mental and emotional health and strategies for managing these.</p> <p>Students will strategise to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns.</p>	<p>Students will plan their routes into work, training and other vocational and academic opportunities, and progression routes. Students will think strategically about their future goals.</p> <p>Students will develop and rehearse the skills of team working.</p> <p>Students will review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>Students will set realistic yet ambitious targets and goals and understand how to measure them.</p> <p>Students will start to develop conflict management skills and strategies to reconcile after disagreements.</p>	<p>Students will start to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p>Students will practice strategies for managing peer influence, including online.</p> <p>Students will challenge harmful social norms and access appropriate support if required.</p>
	Core Skills						

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Year 9	Core Knowledge	<p>Students will learn that on any issue there will be a range of viewpoints.</p> <p>Students will understand that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.</p> <p>Students will understand the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</p> <p>Students will start to understand how the way people present themselves/issues online can have positive and negative impacts on them and their perceptions.</p> <p>Students will learn about the role of the police and the operation of courts and tribunals the roles played by public institutions and voluntary groups in society.</p>	<p>Students will recognise the importance of maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>Students will study the benefits of physical activity and exercise for physical and mental health and wellbeing.</p> <p>Students will understand what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>Students will learn about the importance of maintaining a balance when socialising online.</p>	<p>Students will understand the impact of stereotyping, prejudice and discrimination on individuals, relationships and the TEMA community.</p> <p>Students will recognise the unacceptability of prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will value the need to promote inclusion and to challenge discrimination, and how to do so safely in the TEMA community.</p> <p>Students will learn about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.</p> <p>Students will study strategies to manage pressure to join a gang,</p> <p>Students will know the motivations, misconceptions and consequences of carrying weapons and</p>	<p>Students will explore different career paths and options, including apprenticeships.</p> <p>Students will examine different routes into higher education and understand the implication that their options choices can have later down the line.</p> <p>Students will learn about the different levels of financial support which are available.</p> <p>Students will learn about values and attitudes relating to finance, including debt.</p>	<p>Students will study the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.</p> <p>Students will learn about different strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.</p> <p>Students will study information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>Students will understand the personal and social risks and consequences of substance use and misuse including occasional use.</p> <p>Students will study the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>Students will learn about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p>Students will learn that everyone has the choice to delay sex, or to enjoy intimacy without sex. Students will understand that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion.</p> <p>Students will understand that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.</p> <p>Students will study about the law relating to sexual consent and understand how to seek, give, not give and withdraw consent (in all contexts, including online). They will know that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.</p> <p>Students will know the risks related to unprotected sex and understand the consequences of unintended pregnancy, sources of support and the options available in such circumstances.</p>
	Core Skills	<p>Students will recognise the potential influence of extreme views on people's attitudes and behaviours. Students will begin to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.</p> <p>Students will use the internet safely.</p> <p>Students will learn to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media.</p> <p>Students will make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.</p> <p>Students will learn how to assess the causes and personal consequences of extremism and intolerance in all their forms and the consequences for the community.</p>	<p>Students will be able to recognise and manage what influences their choices about physical activity.</p> <p>Students will plan strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p>	<p>Students will exercise exit strategies and how to access appropriate support if they feel pressured to join a gang.</p> <p>Students will practice strategies for managing pressure to carry a weapon.</p>	<p>Students will begin to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>Students will begin to assess and manage risk in relation to financial decisions that young people might make.</p> <p>Students will begin to manage emotions in relation to money.</p> <p>Students will learn to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p>	<p>Students will start to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.</p> <p>Students will be able to identify risk and manage personal safety in increasingly independent situations, including online.</p> <p>Students will be able to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p>	<p>Students will begin to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>Students will recognise how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>Students will start to consider how to gauge readiness for sexual intimacy and understand that intimate relationships should be pleasurable.</p> <p>Students will practice skills in the communication and negotiation necessary for contraceptive use in healthy relationships</p>



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Year 10	Core Knowledge	<p>Students will learn about the range of opportunities available to them for career progression, including in education, training and employment.</p> <p>Students will explore the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.</p> <p>Students will be informed of the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities. Additionally, they will learn about the labour market, local, national and international employment opportunities</p> <p>Students will understand the personal and social risks and consequences of substance use and misuse including occasional use.</p>	<p>Students will learn about different strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.</p> <p>Students will understand the personal and social risks and consequences of substance use and misuse including occasional use.</p> <p>Students will revisit the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>Students will revisit the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p>Students will examine the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.</p> <p>Students will be able to recognise the impact of drugs and alcohol on choices and sexual behaviour.</p>	<p>Students will explore the role of pleasure in intimate relationships, including orgasms.</p> <p>Students will learn about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online.</p> <p>Students will explore how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</p> <p>Students will understand the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families.</p> <p>Students will study about the current legal position on abortion and the range of beliefs and opinions about it. Students will examine the reasons why people choose to adopt/foster children.</p> <p>Students will know and understand that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>Students will explore that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.</p> <p>Students will learn how personal data is generated, collected and shared, including by individuals, and the consequences of this.</p> <p>Students will explore how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</p>	<p>Students will explore how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and identify successful ways of managing this.</p> <p>Students will examine the significance of change and its impact on mental health and wellbeing and recognise the need for emotional support during life changes and/or difficult experiences.</p> <p>Students will understand how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and</p> <p>Students will be able to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>Students will learn about specific STIs, their treatment and how to reduce the risk of transmission and how to respond if someone has, or may have, an STI (including ways to access sexual health services).</p> <p>Students will explore that fertility (including miscarriage) can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>Students will learn to understand the dangers of gambling and investigate the range of gambling-related harms.</p>	<p>Students will understand the impact of stereotyping, prejudice and discrimination on individuals, relationships and the TEMA community.</p> <p>Students will identify the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>Students will explore the legal rights, responsibilities and protections provided by the Equality Act 2010 and learn about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them,</p> <p>Students will examine incidences of honour-based violence and understand its consequences on the community.</p>	<p>Students will investigate the concept of privilege and its impact.</p> <p>Students will explore the environment and our responsibility towards its upkeep.</p> <p>Students will investigate human rights.</p> <p>Students will consider the the different ways in which a citizen can contribute to the improvement of their community.</p> <p>Students will learn about opportunities to participate actively in community volunteering, as well as other forms of responsible activity such as DoE and/or voluntourism.</p>
		<p>Students will begin to evaluate and further develop their study and employability skills. Students will evaluate their own personal strengths and areas for development and use this to inform goal setting in relation to their wider future.</p> <p>Students will assess how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</p> <p>Students will apply knowledge to practical examples demonstrating responsible responses relating to drug, alcohol and tobacco use.</p>	<p>Students will apply strategies of how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>Students will start to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. Students will be able to identify risk and manage personal safety in increasingly independent situations, including online.</p>	<p>Students will be enabled to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. Students will be able to accurately assess their areas of strength and development, and where appropriate, act upon feedback.</p> <p>Students will practice strategies to develop assertiveness and build resilience to peer and other influences that affect how they think about themselves.</p> <p>Students will navigate strategies for protecting and enhancing their personal and professional reputation online</p>	<p>Students will know how to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.</p> <p>Students will explore a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns.</p> <p>Students will practice how to critically appraise what they see and manage feelings about this.</p> <p>Students will understand the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling.</p>	<p>Students will recognise the unacceptability of prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will value the need to promote inclusion and to challenge discrimination, and how to do so safely in the TEMA community.</p> <p>Students will recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern in the community.</p>	<p>Students will actively contribute positively to their community.</p>

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Year 11	Core Knowledge	<p>Students will learn about the range of opportunities available to them for career progression, including in education, training and employment and LMI.</p> <p>Students will gain understanding about the need to challenge stereotypes about particular career pathways</p> <p>Students will know about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.</p> <p>Students will learn about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.</p>	<p>Students will learn to safely and responsibly manage changes in personal relationships including the ending of relationships, including divorce.</p> <p>Students will investigate ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.</p> <p>Students will explore the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.</p> <p>Students will learn to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help.</p> <p>Students will know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.</p> <p>Students will understand the purpose of blood, organ and stem cell donation for individuals and society.</p>	<p>Students will learn about different strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. Students will understand the personal and social risks and consequences of substance use and misuse including occasional use. Students will revisit the law relating to the supply, use and misuse of legal and illegal substances. Students will revisit the concepts of dependence and addiction including awareness of help to overcome addictions. Students will learn to explore ethical issues when their peers need help.</p> <p>Students will know how to access support for themselves or others.</p> <p>Students will recognise the unacceptability of prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the TEMA community.</p> <p>Students will value the need to promote inclusion and to challenge discrimination, and how to do so safely in the TEMA community.</p>	<p>Students will consider the importance of pre-empting common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others.</p> <p>Coping mechanisms - planning ahead, revision timetables, organisation etc. Recognising when exam anxiety requires more than self-help</p> <p>Appropriate language for discussing mental health Understanding the word 'stigma', and challenging this in reference to mental health Dispelling myths - mental ill-health is equivalent to physical ill-health</p>	<p>Identify the everyday stressors that occur regularly in adult life (e.g. financial trouble, relationship worries, workload, children)</p> <p>Identify possible lifestyle traits that may help avoid/negate everyday stressors contributing to more serious mental health concerns</p> <p>Importance of communication and connection Stress Bucket' analogy Mental health referrals and treatment</p>	

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Core Skills		<p>Students will maintain high aspirations for their future and embrace new opportunities.</p> <p>Students will be able to challenge discrimination and harassment.</p> <p>Students will access appropriate support.</p> <p>Students will evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</p>	<p>Students will apply strategies of how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>Students will be enabled to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p> <p>Students can examine themselves for breast and testicular cancer.</p>	<p>Students will analyse ethical issues when peers need help.</p> <p>Students will construct meaningful budgets.</p> <p>Students will know how to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.</p>	<p>Students will be able to identify ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others.</p> <p>Students will evaluate how to recognise when they or others need help with their mental health and wellbeing.</p>	<p>Students will apply and select information about mental healthclimate change to their own lives.</p> <p>Students will practise skills of critical thinking &amp; questioning, deep listening, empathy building and thinking in systems.</p>	
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## Form Time


Form Time at The East Manchester Academy aims to provide a structured and consistent start to the day for all students. Form Time activities are planned at the start of each week specifically so that they can be reactive to events within school, the local community and the wider world. Form Time activities are designed to:

- enable the personal coaching of students – allowing form teachers time to discuss attendance and conduct individually
- communicate consistent messages to students
- promote the Academy values of Respect, Equality, Ambition, Care and Hard Work
- develop understanding of fundamental British values and the appreciation of diversity
- cover elements of personal, social, health and economic education
- respond to local, national and global events
- celebrate calendar events such as religious festivals and awareness months
- promote respectful discussion and encourage students to give extended spoken responses in order to improve oracy
- allow a weekly opportunity for form teachers to publicly celebrate success with students through TEMA Ten points and Departmental Champions

## Examples from 2019-20



## Personal Development Overview 2021/2022



**Our school values**

- SELF-HELP**  
We help people to help themselves.
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### Monday 16<sup>th</sup> March

Today's focus is:

## Personal Coaching Attendance TEMA Ten

### What is your attendance so far this year?

**OUR TEMA TEN**

1. We are respectful.
2. We follow instructions, first time.
3. We take pride in our presentation.
4. We walk quickly and quietly to lesson.
5. We are silent during the starter.
6. We have the equipment we need.
7. We ask and answer excellent questions.
8. We value feedback.
9. We complete each activity to the best of our ability.
10. We stand behind our chairs, silently, ready to be challenged.

## Uniform check

- Black footwear
- No jewellery – zero tolerance
- No earrings (male or female) or piercings
- Wrist watches only
- Subtle makeup, no nail varnish, no fake eyelashes or false nails
- Coats and scarfs off before the door. No coats and scarfs inside.
- Black trousers or a skirt of school uniform style. Leggings, jeans-type leggings and jogging-type trousers are not permitted. Skirts must be of an appropriate length (maximum 2" above the knee and 4" below the knee).

You should sort any uniform issues out BEFORE you arrive at form.



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### Tuesday 28<sup>th</sup> January

Today's focus is:

## The Co-operative Values

- What is unconscious bias?
- Why are stereotypes dangerous?
- How does it feel to be negatively stereotyped?



Quincy Jones is an American record producer, multi-instrumentalist, producer, songwriter, composer, arranger, and film and television producer. His career spans over 60 years in the entertainment industry with a record 80 Grammy Award nominations, 28 Grammys, and a Grammy Legend Award in 1992.



**56 BLACK MEN**  
I AM NOT MY STEREOTYPE  
FOUNDER | CEPHAS WILLIAMS

### Why 56 black men are posing in hoodies

By Shanaz Freeman-Powell  
BBC News  
20 February 2018



Cephas Williams is tired of how people look at him when he wears his hoodie.

"I am a black man with a degree in architecture, and I find I am not taken seriously when I walk into a room full of strangers."

Cephas is now trying to change perceptions of black men through the use of photography.

The 27-year-old is an entrepreneur from New Cross, south-east London, who works in the community.

But he says people don't see him for the person he is - and are quick to judge and stereotype him.

He is tired of what he calls the negative portrayal of black men within the media and the stigma attached to them in public.

"I may be sitting on a train and there's a spare seat next to me, and you see people looking to see if it's OK to sit next to me. And I have to gesture to let them know it is safe."

- What stereotypes is the 56 Black men project trying to break?
- Would people feel differently if the men in the photos were wearing business suits?
- Would people feel differently if the photos were of white men wearing hoodies?
- Why?



**OUR TEMA TEN**

# Departmental Champions



## Medinah Saleem:

"great commitment and enthusiasm within English lessons"

## Science


### Deklon Lloyd & Brandon Warner







## Personal Development Overview 2021/2022

**6-15 March**  
**British Science Week 2020**



This week is British Science Week and at TEMA we are celebrating diversity in science!

**British Science Week**




You might think a scientist looks like this





**British Science Week**

In reality, **ANYONE** who has ever asked a question about the world we live in is a scientist- including **you**

**Thursday 7<sup>th</sup> November**  
**Today's focus is:**  
**Current Affairs – Election Focus**





**The East Manchester Academy Remembers**





**Applications**

We received hundreds of applications of Student Leadership positions. All of which were of a very high quality.

We are very proud that so many of our students want to step up to leadership, represent their peers and help to make decisions in the school.







## Personal Development Overview 2021/2022

**Tuesday 10<sup>th</sup> March**  
**Today's focus is:**

**The Co-operative Values**

**International Women's Day**

This half term our focus is on **solidarity**.

**What does International Women's Day have to do with men?**

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**International Women's Day**

"A FEMINIST is anyone who recognizes the equality and full humanity of women and men."

GLORIA STEINEM

**Education Leadership Trust**

**#ANY WOMAN ANYWHERE CAMPAIGN**

Stand with us to end all violence against women and girls. We know that we can prevent this.

**street harassment**  
controlling behaviour  
in a relationship  
**sexual harassment**  
**at work**  
online abuse  
**stalking**

This is **ALL** violence.

Violence can affect #AnyWomanAnywhere

**Education Leadership Trust**

**HeForShe**

in support of  
**HeForShe**  
UN Women Solidarity Movement for Gender Equality

**Education Leadership Trust**

**During the Coronavirus outbreak the government will be providing daily briefings to give people advice.**



**Coronavirus: What is social distancing?**

© 16 Mar 2020 Last updated at 06:19

**Source**  
**newsround**

**Coronavirus: What is social distancing?**

**What is... social distancing?**

WATCH: What does social distancing mean?

**Education Leadership Trust**

**BBC NEWS**

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Health

**Coronavirus: How to protect your mental health**

By Kristin Brown  
BBC News

15 March 2020

Coronavirus pandemic

Coronavirus has plunged the world into uncertainty and the constant news about the pandemic can feel relentless. All of this is taking its toll on people's mental health, particularly those already living with conditions like anxiety and OCD. So how can we protect our mental health?

**Education Leadership Trust**



## Personal Development Overview 2021/2022

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**Tuesday 21<sup>st</sup> January**  
**Today's focus is:**  
**The Co-operative Values**

This half term our focus is on **equity**.

**How does our focus on equity link to Holocaust memorial Day?**

**HOLOCAUST MEMORIAL DAY 27/1**




**EDUCATION LEADERSHIP TRUST**

The East Manchester Academy

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**Thursday 24<sup>th</sup> October**  
**Today's focus is:**  
**Black History Month**

**Where do you think this photo comes from?**



**EDUCATION LEADERSHIP TRUST**

The East Manchester Academy

## Careers

Careers education is a thread that runs through the personal development curriculum. Discussion of life goals takes place and is recorded at the start of every year on the Every Child is Known marksheet. This gives staff a powerful motivational tool to use with students and starts conversations regarding life goals immediately on entry into the school.

Form Time activities regularly revisit the idea of the life goal and activities in September are specifically related to the process of goal setting. These goals are then revisited at length at points throughout the half term and referred to every Friday in the Celebrating Achievement session.

Careers provision is tracked against the Gatsby benchmarks. All students at the academy have the opportunity to take place in workplace experience and have encounters with employers. Students also have regular access to higher and further education providers.


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**Step One**  
**Define Your Goal**

What do you want to achieve?

This might be a goal related to school or related to life after school.



**EDUCATION LEADERSHIP TRUST**

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**Step Two**  
**Define Your Motivation**

Why this goal?

Think of this as the reward that you will get when you achieve your goal.



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**Step Three**  
**Break the goal down**

Set smaller goals that will help you to reach your larger goal.



**EDUCATION LEADERSHIP TRUST**


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**Step Four**  
**Write the goal down**

To achieve your goal you need to have it in the front of your mind. Write your goal down in your planner. You can put it as your home screen after school so that you can see it regularly.



**EDUCATION LEADERSHIP TRUST**

The East Manchester Academy

## Student Leadership

Student Leadership is an important part of our vision and commitment to students. Student Leaders form an integral part of the Student Voice process and have the opportunity to meet regularly with the Academy Leadership Team and effect real change in the school. We aim to make our Student Leadership team diverse and representative of our student body. In 2020-21 each year group will have its own Student Leadership Team. We expect Student Leaders to represent our TEMA values of Respect, Equality, Ambition, Care and Hard Work.

Our Principal Student Leaders are voted for by their peers and are given the opportunity and responsibility on leading on self-directed projects within the school as well as being important ambassadors for TEMA in the community.



## Personal Development Overview 2021/2022

In addition to our Student Leadership team, we recognise and encourage leadership through our Extended Leadership groups. These aim to give safe spaces for students to discuss issues of relevance to them and promote marginalised voices within the Academy. These groups include, Empowered Women, the Boys Battalion, TEMA Pride and Tema Youths of Diversity. The staffing of these groups is specifically engineered to provide peer support for students and allow a safe space where issues can be openly discussed.



**TEMA Student Groups**  
Make your voice heard and support others.

**Something missing?**  
Why not set up your own student group?  
Speak to Miss Lonsdale, Ms Bulcroft or Miss Hosty if you have nay ideas.

**Join the TEMA "Youths of diversity"**  
What is it??

- A celebratory and empowering space for projects to take place for our TEMA pupils of **minority groups** such as Black, Asian, mixed heritage and any other **minority ethnics**.
- It will be underpinned by values of social justice and collaboration.
- It will give you an opportunity to gain:
  - An understanding of what it means to be a role model as a youth of diversity.
  - Supporting in championing change within yourself, the school and the community through projects carried out by the TEMA youths of diversity.

**The Boys Battalion**

- The Boys Battalion is aimed at working with boys who we feel could have a huge influence in the way the school is going to go forward
- This club is an invite only (and could change each term) and will look at some of the issues that pupils have to deal with around school
- As well as this, there will be different competitions and events running for those who attend
- For more information, speak to Mr Hosty, Mr Foster or Mr Maroney
- Invitations will be sent out this week along with times and location

**TEMA PRIDE GROUP**

- The TEMA Pride Group is a social and inclusive space that encourages the discussion of topics affecting Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ+) people in our school, society and internationally.
- All pupils welcome, whether they identify as LGBTQ+ or want to show support for those who are.
- Students who attend regularly and show a commitment to improving the school experience for our LGBTQ+ students will be made TEMA Pride Leaders.
- For more information, speak to Mr Bartlett, Mr England or Dr Dewhurst

**Year 7/8/9**  
En4 Friday Lunchtime

**Year 10/11**  
En4 Thursday Lunchtime

## Community Partnerships

We aim to make TEMA the heart of our local community not a self-contained community in isolation. We recognise that collaboration with our community partners is essential. We aim to be the conduit through which our students can access facilities, services and education outside of the school building and the school day. We reach out to the knowledge and expertise of our community partners to support us in our vision for personal development.

Below are some of our current community partners. In 2020-21 we aim to significantly expand our community offer to students and increase the number of organisations with whom we work. A more detailed plan for community expansion is currently in development.



## Personal Development Overview 2021/2022



### Enrichment

We believe that all students should have the opportunity to take part in Extended Academy and Enrichment opportunities. We are currently planning to make enrichment an established part of the timetable in 2020-21. A more detailed enrichment plan is currently in development with regular tracking of the opportunities accessed by students. This information will then be used to promote and facilitate access for those students who are less engaged. We will need to reimagine the ways in which deliver and promote enrichment opportunities if social distancing is to remain in place long term and current planning aims to take this into account. Below are some of the extra-curricular opportunities offered during 2020-21.

<b>Maths</b>	<p>We run Maths surgery every Wednesday after school along the Maths corridor.</p> <p>We have 2 leadership opportunities, maths surgeons and interns who help students with their maths and run the club.</p> <p>We are running the UKMT maths challenges for years 8-10.</p> <p>We are running the PiXL times table app which will be an in house competition.</p> <p>We already have a class-based competition for homework where students are awarded certificates for ATLs of an A and prizes for the class with the best rates of homework hand in.</p>
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## Personal Development Overview 2021/2022

<b>English</b>	<p>Wrapped in Poetry is our spoken word and poetry offer for students. Students have the opportunity to record their work and perform to their peers twice a year as part of our inter house and diversity enrichment activities. Students have performed at community events and will be performing this year at a national event for beginning teachers.</p> <p>Our LGBT Society is pupil lead and aims to provide students with visible role models from the community. The group aims to be both a means of support for students as well as helping to ensure that our academy is an inclusive environment for all students. Students work with organisations such as the Proud Trust and the NEU at the forefront of LGBTQ+ inclusivity discussions.</p> <p>We also run Careers Club helping students with their personal statements and applications for future study and employment.</p>
<b>Science</b>	<p>We aim to offer students as many enrichment opportunities as possible. Currently planned or delivered are:</p> <ul style="list-style-type: none"> <li>Science club</li> <li>Science masterclasses</li> <li>Crest Award</li> <li>Jodrell bank trip</li> <li>MOSI</li> <li>University of Manchester lecture series</li> <li>Institute of Physics lectures</li> <li>RISE education (Medical careers workshop)</li> <li>Salter chemistry challenge</li> <li>Flash bang show at the University of Manchester</li> </ul> <p>There are others but they come up during the year and we take what opportunities we can!</p> <p>We also push leadership in science through our Science leaders</p>
<b>Humanities</b>	<p>In Humanities we offer a variety of enrichment opportunities for students with a particular focus on social understanding and harmony as well as the traditional humanities subjects. These include</p> <ul style="list-style-type: none"> <li>the Digital surgeries politics project</li> <li>A Holocaust workshop working with the 'Learning from the Righteous' organisation</li> <li>The Diversity Champions project with Manchester University</li> <li>The Manchester Healthy schools Voice Box project (which we won last year)</li> </ul> <p>We also aim to improve students' sense of local knowledge of community and in History we run a local studies project 'Manchester through time' looking at events like Peterloo and the history of local soldiers during WW1 and WW2. We take part in the Remembrance service at Gorton Monastery and organise an annual battlefields visit.</p>



## Personal Development Overview 2021/2022

### Performing Arts

#### PERFORMING ARTS CLUBS

##### TERM 1

DAY	Break	LUNCH	AFTER SCHOOL
MONDAY	INDEPENDENT REHEARSAL	Musical Theatre (KSL) Ukulele (JSA)	CLOSED
TUESDAY	PA Leaders (JPA) INDEPENDENT REHEARSAL	Guitar (JSA) Movie Making (KSL)	BAND Rehearsals (JSA) KS4 Catch Up/Rehearsals (JPA/JSA/KSL)
WEDNESDAY	Podcast (JSA) INDEPENDENT REHEARSAL	Choir (Hannah)	
THURSDAY	INDEPENDENT REHEARSAL	Brass Band (JSA) Production (JPA)	Christmas Show Rehearsals Steel Pans
FRIDAY	Music Technology (Steve) Drama Club (JPA)	Band Rehearsal (Steve)	GO HOME!!

Enrichment opportunities are the lifeblood of our subjects and so we run a busy extra curricular timetable and several performances every year. We are also running the Arts Award this year for some of our SEND and most vulnerable students.

### Design and Create

We provide studio space and guidance to students during most social times and before and after school. We also take part in the Big Draw project, which gives students the opportunity to have their work displayed in a range of public spaces around Manchester, most recently at the Museum of Science and Industry.

### PE

We are fortunate to be able to offer a wide range of sports opportunities to our students both during and after the school day and have high uptake of participation. We take part in many local leagues and are constantly looking for ways to further engage students with sports and physical activity, most recently setting up a project to take some of our most vulnerable students to a local boxing gym.

#### Break and lunch Extra-curricular Club

SPACE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIELD					
ASTRO	Football (All years) <i>Break and lunch</i>	Football (All years) <i>Break and lunch</i>	Football (All years) <i>Break and lunch</i>	Football (All years) <i>Break and lunch</i>	Football (All years) <i>Break and lunch</i>
SPORTS HALL	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>		
YARD	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>	Basketball (All years) <i>Break and lunch</i>
MUS				Boxing (Year 11) <i>Lunch</i>	

#### After school Extra-curricular Club

SPACE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIELD	X			Boys Rugby All years CLA & PFO	
ASTRO	Girls Football (MUFC)	Boys Football Year 7 (CHA)		Girls Football All years (HTU)	Boys Football Year 11 (AGO)
SPORTS HALL	X	Boys Football Year 10 (HMC)	Girls Netball 7&8's 9's & 10's (GSA)	Basketball All years (CHA)	
YARD	X				
MUS	X				