

Personal Development Overview 2025-26

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 PHSE Association. We recognise that Personal Development plays a key part in preparing young people for adult life and helping them to make safe and healthy choices throughout adulthood.

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 so that our students are thoroughly prepared for life in modern Britain. We aim to educate students to be responsible, respectful and active citizens who can become actively involved in public life as adults. 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. In Personal Development lessons we encourage the development of students' oracy skills through carefully planned discussion. We develop a safe environment where students can demonstrate respect.

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 through a well planned careers curriculum incorporating local labour market information and building students employability skills.

“ 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.

		Term 1		Term 2		Term 3	
		Personal Safety	Positive Relationships	Health and Wellbeing	Financial Literacy	Careers and Employability	Community and Responsibility
Year 7	Core Knowledge	Students will learn how to keep themselves safe in various situations including learning: The dangers of sun exposure, including mole detection and skin protection. Where water poses a risk and what to do in an emergency. Transport and firework safety, and the related law. Students will understand what anti-social behaviour looks like and the consequences of this. 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.	Students will learn about positive relationships including: Committed, stable family relationships. Attachment and bonding in children. Boundaries, privacy and consent. Conflict resolution and ending friendships / relationships including why/how friendships might end.	Students will learn about their basic health and puberty including: Personal hygiene and increasingly active sweat glands during puberty and the importance of washing, anti-perspirant and clean clothes. Dental care, tooth decay, plaque and gum disease. Preventions such as flossing/Interdental cleaning and reducing sugar to have a positive impact on dental health. Exploring puberty such as the signs of puberty in boys and girls. Key definitions (e.g. period, intersex, ovaries, testes etc.) Understanding the penis and vulva/vagina (size, appearance, key parts etc.) First sexual feelings such as attraction (caused by sex hormones), body image and social behaviour. Masturbation as a common aspect of puberty Hygiene such as the Importance of regular washing. Menstrual health: expectations and period, a 'typical' cycle length and reasons for irregular cycles. The variety of period products available.	Students will learn about money management and banking including: The importance of budgeting and saving. How to use a bank account and to create a simple budget plan. How to make payments digitally and safely. How money and financial security is linked to emotions and mental health.	Students will learn about SMART targets, applying this to their dream goals for the future. Students will learn the features of an entrepreneurial mindset including: How to generate ideas. How to identify problems and find solutions. How to recognise opportunities. How to experiment and innovate.	Students will learn about online media and the rights and responsibilities for keeping themselves and others safe including: Positive and negative opportunities online. Digital Citizenship including responsible online speech and behaviour. What a digital footprint is and how their activity online can be traced. How the online world is different to real life How time online is related to our mental health.
	Core Skills	Students will know how to recognise risk and respond safely. Students will develop their character as upstanders in our community, being able to support others and recognise signs of risk. Students will be able to demonstrate the British value of respect and the rule of law.	Students will practise the skills of active listening, clear communication, negotiation and compromise and develop them in light of their families, friends and local communities. Students will be able to safely demonstrate what it means to recognise harmful relationships both in school and wider afield including conflict resolution and ending friendships, showing the value of mutual respect. Students will know their boundaries as well as those of others and be able to confidently communicate them to others.	Students will engage in debates and discussions with peers. Students will learn to clarify and develop personal values in friendships, love and sexual relationships. Students will be able to practise good personal hygiene and self-care.	Students will be able to use digital payments safely and without the risk of being scammed. Students will reflect upon how their wants and needs may affect their emotions and articulate these. Students will explore how temptation can lead to impulse purchases and the consequences of these. Students will set short term goals and consider how these can be made longer term and applied to their future.	Students will develop their self-confidence and problem-solving skills through debate. Students will practise using their initiative, generating ideas and creative thinking.	Students will develop their skills in order to navigate the online world and know how to use the internet for positive purposes e.g. applications and registering to vote. Students will review their knowledge to apply in their social times on the dangers of the internet in setting unrealistic goals and expectations. Students will begin to recognise unreal content and be able to report misleading content to social media providers. Students will select and apply information learnt to examine their own social media presence.



		Term 1		Term 2		Term 3	
		Personal Safety	Positive Relationships	Health and Wellbeing	Financial Literacy	Careers and Employability	Community and Responsibility
Year 8	Core Knowledge	Students will learn about basic and emergency first aid including: How to treat burns, scrapes and bumps. The symptoms and responses to diabetes and asthmas. How to assess a casualty, clearing airways and enacting the recovery position. How to conduct resuscitation. Students will learn what healthcare and medications can be accessed at a pharmacy.	Students will learn about positive and healthy relationships, understanding roles and responsibilities, boundaries, privacy and consent. Giving and withdrawing consent (e.g. changing one's mind) Committed, stable relationships including: Marriage, cohabitation, same-sex (including Civil Partnership), blended' and step' families.	Students will know the dangers of substance misuse including: The definition of drugs, stimulants and depressants The dangers of alcohol, tobacco and vaping Students will learn about where to access smoking cessation help and advice. Students will study the law relating to the supply, use and misuse of legal and illegal substances. Students will learn about the concepts of dependence and addiction including awareness of help to overcome addictions	Students will understand the differences between credit and debit. Students will know the rights and responsibilities of the consumer, learning how to keep their finances secure and developing their understanding of financial responsibility. Students will learn about the different types of insurance available and the importance of this. Students will learn about the dangers of borrowing money, particularly from 'loan sharks'.	Students will follow the Barclays Life Skills programme to help them build their soft skills and employability. Students will learn: What a growth mindset is and how this can help us to build skills and improve. How to be confident and assertive in a professional manner. How to develop a range of skills that will help them to be successful in the workplace.	Students will learn about how politics affects them. They will develop an understanding of what constitutes British Values and active citizenship, including, the history of the British Empire and the establishment of the Commonwealth. Student will learn about: The differences between Government and Parliament and how they work to ensure the UK is governed. The concept of democracy and the features that ensure there is a strong democracy in society The role of an MP and how they undertake their work to ensure those who voted for them are represented. What local councils do and what services they provide, as well as consider how those services are funded.
	Core Skills	Students will role play emergency situations, assessing risk, responding to potential crises and remaining calm. Students will be able to access healthcare at a pharmacy including medication which can be prescribed by a pharmacist. Students will practise and develop potentially life-saving skills in resuscitation and using a defibrillator.	Students will review features of relationships, developing their understanding of what is safe and acceptable and what is not and being able to demonstrate mutual respect. Students will know how to identify potential risks in relationships and where to access help and support, for themselves and others. Students will challenge harmful social norms and access appropriate support if required.	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 situation. Students will discuss strategies to support them in dealing with pressures from peers.	Students will explore the importance of being financially responsible, understanding the cost of credit and interest and they will have the chance to plan a budget. Students will understand the rule of law in relation to consumer rights.	Students will apply the rule of law to different scenarios. Students will discern the notions of liberty and democracy in a global context. Students will evaluate and balance the importance of mutual respect and tolerance.	Students will evaluate the impact of the British Empire and its role in society today Students will judge different types of political systems and be able to debate the advantages and disadvantages of these. Students will understand the importance of democracy and its key role in British life and values.

		Term 1		Term 2		Term 3	
		Personal Safety	Positive Relationships	Health and Wellbeing	Financial Literacy	Careers and Employability	Community and Responsibility
Year 9	Core Knowledge	Students will explore dangers and risks both online and in their local context including: Knife crime and how to treat a stab wound Grooming, exploitation and coercion and how to protect themselves from exploitative relationships The dangers of County Lines exploitation and drug trafficking and how to spot signs of criminal coercion in relationships Where to seek support and report concerns in response to grooming, exploitation and coercion	Students will learn about healthy intimate relationships and physical health including: The characteristics of a healthy intimate relationship. The different types of relationships including same-sex relationships and relationships between people of different cultural backgrounds. How to recognise sexual pressure and coercion and understand the link between sexual experiences and mental and physical health How to keep themselves emotionally and physically safe when engaging in sexual activity. What different types of contraception protect against and how to access these.	Students will explore the mental, emotional and physical symptoms of a range of conditions, symptoms and factors which can indicate or contribute to poor mental health, namely: Stress Anxiety Depression Self-harm Eating disorders Students will know where to seek mental health advice and guidance as well as emergency support. Students will understand the link between physical and mental wellbeing and how to look after themselves to promote positive mental health.	Students will follow the Natwest programme to develop their financial literacy through learning about a range of financial systems and processes including: Payslips, tax and national insurance. Saving, investing and pensions and how to plan for a secure financial future. Personal finance and debt and how to manage their finances sensibly. High interest and payday loans and why these need to be avoided.	Students will follow the Price Waterhouse Cooper programme to develop their employability and work readiness. Students will explore a range of skills needed to be work ready including time management and professional communication. Students will understand what a recruitment process is and how to apply for employment opportunities.	Students will know about universal human rights and responsibility. Students will understand what extremism is, how this is often linked to personal trauma and abuse and the signs of grooming by extremist organisations. Students will understand the history of legitimate protest and how this has contributed to improvements in society. Students will understand the global role of the United Nations and the role that the UK plays in it.
	Core Skills	Students will understand the laws around drugs and weapons and be able to protect themselves in coercive situations. Students will be able to articulate the warning signs of grooming and coercive behaviour. Students will know how to report concerns for themselves or their friends and seek support.	Students will discuss and understand the characteristics of good communication and healthy behaviour within relationships (e.g. expressing thoughts and feelings freely). Students will be able to keep themselves safe in intimate sexual relationships both physically and mentally and articulate their needs.	Students will articulate a range of emotions accurately and sensitively, using appropriate vocabulary. Students will be able to outline the characteristics of mental and emotional health and strategies for managing these. Students will gain strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns.	Students will understand deductions from their future salary and how these are calculated. Students will start to understand how to financially plan to ensure that they have a secure future. Students will begin to assess and manage risk in relation to financial decisions.	Students will be aware of the skills that employers consider essential to be work ready. Students will be able to articulate how and where they display these skills in their lives. Students will understand how extra-curricular opportunities can help develop employability skills and make them an attractive candidate for employers. Students will be able to present and discuss their skills confidently.	Students will discuss the balance between individual liberty and the rule of law. Students will be able to seek advice and guidance if they have concerns about grooming by extremist organisations and how to recognise the signs of this in themselves or their friends. Students will understand the importance of tolerance of those of different faiths and beliefs.

		Term 1		Term 2		Term 3	
		Personal Safety	Positive Relationships	Health and Wellbeing	Financial Literacy and Citizenship	Community and Responsibility	Careers and Employability
Year 10	Core Knowledge	Students will identify the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality Students will understand the definition of forced marriage and the distinction between 'arranged' and 'forced' marriage. Students will understand the definition of honour-based violence and how this is a form of domestic violence and coercive control. Students will recognise the signs of sexually abusive behaviour both online and in their personal contexts including sexual harassment, sexual violence, revenge porn and stalking. Students will understand that sexually abusive behaviour most often occurs in intimate partner relationships.	Students will know the indicators of healthy sexual behaviour in intimate relationships. Students will understand the legal definition of sexual consent and the importance of this in all intimate encounters with others. Students will know the signs of sexual coercion and how these impact on a person's ability to give sexual consent. Students will understand the mental and physical impacts of pornography and the dangers of porn consumption.	Students will learn appropriate language for discussing mental health and understand the word 'stigma'. Students will understand how stigma around discussing poor mental health can further contribute to it. Students will learn about healthy ways to protect their mental health and deal with everyday stressed Students will recognise the symptoms of a range of common mental health issues including: Panic Disorder PTSD Suicidal Thoughts Social Anxiety Students will learn a range of self-help strategies for dealing with common mental issues and understand where to seek immediate help when symptoms become severe.	Students will learn how the national economy works and how this can affect people's personal finances. Students will learn about different types of taxation and how these are collected. Students will learn about different types of taxation spending such as public services and local authority funding. Students will learn about how the UK government mitigates financial risk and the role of citizens in promoting a health national economy.	Students will learn about the dangers and possibilities of the online and digital world including: What deep fakes are and how they are harmful. The uses of AI and how it can be used positively. How to identify online scams and frauds to financially protect themselves. Which websites are age restricted and why this is important to keep themselves safe. What targeted advertising is and why it can be harmful. The dangers of online gambling.	Students will prepare for transition into post-16 education by learning about: The different post-16 pathways available including vocational and technical qualifications. The local FE landscape and the application requirements and processes for different institutions. How to apply for post-16 courses and manage administration. What apprenticeships are and how they can apply for them. How to write a CV
	Core Skills	Students will know what to do if they suspect or feel like they are vulnerable to forced marriage and where to seek support and guidance. Students will know what to do if they suspect or feel like they are vulnerable to honour-based violence and where to seek support and guidance. Students will know where to seek help and guidance if they have been the victim of sexually abusive behaviour from a stranger or intimate partner.	Students will be able to keep themselves safe and healthy sexually both in the real and online world. Students will be able to exercise giving and withdrawing consent in intimate situations. Students will be able to seek advice and guidance if they are at risk of or have been subject to sexual coercion.	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. 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. Students will be able to articulate their own needs.	Students will be able to identify different types of taxation and how these are collected. Students will be able to understand larger scale economic spending and how individual citizens contribute to national economic wellbeing. Students will debate the balance between individual liberty, democracy and the rule of law.	Students will be able to recognise and protect themselves from potentially harmful content online. Students will debate the advantages and disadvantages of the online world.	Students will start to consider the courses that will apply for in Term 1 of Year 11 and understand how these relate to the career goals. Students will be able to complete the necessary administration to apply to colleges and sixth forms independently. Students will be able to present and discuss their own skills and achievements.

		Term 1		Term 2		Term 3	
		Health and Wellbeing	Positive Relationships	Careers and Employability	Health and Wellbeing	Health and wellbeing	
Year 11	Core Knowledge	Students will learn about intimate care and the symptoms of and how to prevent urinary tract infections and STIs. Students will learn about a variety of common cancers, their symptoms and how to check for them including: Breast cancer Testicular cancer Bowel cancer Students will learn a variety of self-checking exercises so that they can identify cancer at an early stage.	Students will learn about intimate sexual relationships with a focus on pregnancy and parenting, including: Possible signs & symptoms of early pregnancy (e.g. missed period, nausea, change in taste etc). How to stay healthy during pregnancy and the role of the partner in supporting a healthy pregnancy. Abortion Act 1967, and amendments Approval by two medical practitioners (and exceptions to this rule). The law before and after 24 weeks pregnant and support available if considering abortion The developmental needs of children and adolescents and the parents' role in meeting these. What a miscarriage and stillbirth are and how to deal with the physical and emotional impacts of these.	Students will continue to prepare for transition into post-16 education by learning about: GCSE results day and how to enrol at college. What to do if their GCSE results are not as expected. How to look for and apply for apprenticeships. How to write a CV. How to look and apply for part time work, work experience and volunteering opportunities. How to research universities. How to research future careers.	Students will learn how to support themselves through the stress of the examination period including learning about: How to manage revision and exam stress. How to embed study healthy study habits to best support their learning. What healthy sleep hygiene is and the importance of sleep to overall physical and mental health. Which physical and emotional activity can promote positive mental health and support cognitive ability including healthy eating and exercise.	Students will learn how to support themselves through the stress of the examination period including learning about: The physiological function and provenance of anxiety and how to manage it healthily What common stress responses look like and positive coping strategies. How to use mindfulness techniques to cope with stress responses.	
	Core Skills	Students will be able to recognise early symptoms of cancer and seek support for these from their GP. Students will understand how to keep themselves healthy in relation to STIs and UTIS and identify symptoms of these. Students will be able to offer advice and guidance to family members.	Students will be able to recognise signs of pregnancy. Students will be able to implement healthy behaviours during a pregnancy. Students will be able to understand and meet the developmental needs of a child. Students will articulate the features of good enough parenting and how this meets a child's needs.	Students will be able to transition into their post-16 successfully and understand what is required of them to enrol. Students will be able to research post-18 pathways including higher education and careers. Students will be able to independently access opportunities which will enhance their employability and university readiness.	Students will be able to implement a range of healthy coping strategies to support them through the examination period. Students will be able to articulate their own needs. Students will be able to plan and prioritise, developing their time management skills.	Students will be able to implement a range of healthy coping strategies to support them through the examination period. Students will be able to articulate their own needs. Students will be able to plan and prioritise, developing their time management skills.	