

“ 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.



At TEMA we believe that the curriculum is the sum total of everything that we hope students learn throughout their time with us. The curriculum goes beyond that which is learned within a classroom and should include the opportunity to access a wide range of activities including the arts, culture and sport. We aim to build students’ cultural capital through systematic and planned exposure to enrichment activities. We use a definition of culture which celebrates and embraces the different backgrounds, heritage, language and traditions of all of our students.

TEMA Debate Mate Team
5th in the National Secondary Urban Debating League 2020

We recognise that access to and participation in extra-curricular activities is an important part of building students’ soft skills and consequently an important building block in the foundations of social mobility. We have taken on board the recommendations of the Social Mobility Commission¹ in having a designated co-ordinator of extra-curricular and enrichment activities. We acknowledge the evidence presented in the report that our students may have less access to opportunities than their peers and aim to actively bridge that participation gap. Furthermore, we recognise that access to learning outside of the traditional curriculum can be particularly supportive for students who are disengaged from school or dealing with trauma. We use detailed and objective knowledge of our students’ histories to plan and implement supportive interventions.

¹ Social Mobility Commission: *An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility* (2019)

The TEMA Offer

The TEMA offer encompasses the additional curriculum that is offered to students throughout their time at the academy. In order to ensure an equity of offer and full participation for all students some enrichment elements are compulsory for all students, these are the **TEMA offer**.

The universal components of the TEMA Offer are:

One hour's timetabled enrichment activity per week (KS3 only).	One visit to a cultural institution outside of school.	One cultural experience inside school.	One talk or Q&A with a cultural figure or expert in their field.
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Enrichment Curriculum 2021-22

Students choose three options in total and take part in one activity per term. Arts Awards require students to complete a full academic year in that subject.

Year 7	Stop Motion Animation	Boys' Football	Fitness and Boxing	Girls' Football	Gardening	Arts Award Drama (3 terms)	Arts Award Dance (3 terms)	Trampolining	Website design	Politics Project
Year 8	Arts Award Dance (3 terms)	Arts Award Drama (3 terms)	Choir	Film Studies	Reporting and Presenting	Debate Mate	Geek Out	Book Group	Economics	Environmental Action Group
Year 9	Boys' Football	Film Studies	Gardening	Trampolining	Art in a different Way	Textile Design and Printing	Girls' Trampolining	Arts Award Performing Arts (3 terms)	Website Design	Artistic Manipulation

Extra Curricular Activities

As well as the compulsory elements of the curriculum, students also have options to a wide range of extra-curricular opportunities.

Performing Arts After school Extra curricular

Monday 3:30 – 4:30	Tuesday 3:30 – 4:30	Wednesday 4:00 – 6:00	Thursday 2:30 – 3:30	Friday 2:30 – 3:00
Year 10 and 11 Dance company	All year groups choir	Music Hub 4pm – 6pm	Year 9 Drama club Year 7 and 8 Drama club	Year 7, 8, and 9 Dance club
Connections play rehearsal			TEMA Voices	

P.E After School Clubs

Monday: <ul style="list-style-type: none"> KS3 Rugby - CLN KS3 Netball - GSA 	
Tuesday: <ul style="list-style-type: none"> Year 9 Boys Football - CHA Year 7 Boys Football – CLN KS4 Netball -GSA 	
Thursday: <ul style="list-style-type: none"> Boys & Girls Basketball – All years - CHA Girls Football – All years – HTU Year 10 Boys Football – AGO 	
Friday: <ul style="list-style-type: none"> Open Basketball – All years Year 8 boys Football – LRO Year 10 Boy Football - AGO 	

Maths Surgery 2021/22

Maths Surgery is back (and bigger and better than before)! We are recruiting from all year groups for two exciting new roles:

Would you like to get involved?

Maths Registrar	Maths Consultant
<ul style="list-style-type: none"> Opportunity to lead a team Learn transferable skills Manage the waiting room Organise and stock-take resources Validate Maths Surgery Notes 	<ul style="list-style-type: none"> Help pupils make progress Explain misconceptions Learn transferable skills Recommend practice worksheets Discharge successful pupils

Ask your maths teacher for an application form today!
Applications close on Friday 8th October.

Maths Surgery will run Tuesdays after school, 3.30-4.30pm.

Successful candidates will be invited to a short interview. Training will be provided.

Science Club

Thursday 2:30 – 3:30

Year 7, 8 and 9 welcome!

If you would like to take part please speak to Miss Lundrigan or your science teacher. They will give you an application form. All abilities welcome.

Deadline for application: Friday 15th October





Empowered Girls Football

Every Wednesday

2:30 – 3:30

All years groups and ability welcome





LGBT+ ambassadors

BEYOND THE RAINBOW: YOUR ULTIMATE GUIDE TO PRIDE FLAGS



The LGBT+ ambassadors group will re-start on **Thursday 21st October, 2:30pm - 3:30pm.**

If you want to show your support to the LGBT+ community and take part in projects that celebrate LGBT+ people, then this is the group for you!

This group is open to **everybody** but if you are interested in joining, speak to your form tutor and ask them to email Mr Hoyle with your name **before Friday 15th October**

Supporting Vulnerable Students

Research shows that participation in extra-curricular and enrichment opportunities can be particularly beneficial for those students at risk of disengagement from mainstream education, particularly those who have experienced significant trauma. Interventions are planned using detailed knowledge of students’ histories and with the aim of building confidence and positive relationships. Positive relationships and social experiences are known protective factors in helping young people to develop resilience².

Interventions will be ongoing and will at times need to be planned individually for students. In the case of Looked After Children, access to enrichment and extra-curricular activities will be considered as part of their Personal Education Plan.

Activity and Organisation	Planned Outcome	Number of students and rationale
City Inspires Manchester City FC	Qualifications in leadership Confidence building Increased self esteem Experience of success Increased access to sport and physical activity Improved relationships with other students and staff	30 students in Year 9 Students selected according to vulnerability factors: - experience of significant childhood trauma – a high number of behaviour points and potential disengagement with school -being a Looked After child, a child on the Child Protection register or a designated Child in Need -enthusiasm for sport

² Masten, Ann & Tellegen, Auke. (2012). Resilience in developmental psychopathology: Contributions of the Project Competence Longitudinal Study. *Development and psychopathology*. 24. 345-61. 10.1017/S095457941200003X. *Resilience in developmental psychopathology: Contributions of the Project Competence Longitudinal Study*.

<p>United Foundation Manchester United FC</p>	<p>Mentoring and coaching both 1:1 and in a small group setting. Confidence building Increased self esteem Experience of success Improved relationships with other students and staff</p>	<p>Students across year groups with a change of cohort each term. - experience of significant childhood trauma -a high number of behaviour points and potential disengagement with school</p>
<p>Power 2 (Formerly Teens for Toddlers)</p>	<p>Qualifications in leadership. Practical work experience in a childcare setting. Confidence building Increased self esteem Experience of success Improved relationships with other students and staff</p>	<p>12 students in Year 9 Students selected according to vulnerability factors: - experience of significant childhood trauma – a high number of behaviour points and potential disengagement with school -being a Looked After child, a child on the Child Protection register or a designated Child in Need</p>
<p>Debate Mate Accelerate</p>	<p>Training in competitive debating and public speaking Confidence building Increased self esteem Experience of success Improved relationships with other students and staff Increased self discipline</p>	<p>Up to 15 students in Year 8: Students selected according to vulnerability factors: - experience of significant childhood trauma – a high number of behaviour points and potential disengagement with school</p> <p>Students also selected in consultation with the English department to identify students with nascent talent in public speaking.</p>
<p>The Prince's Trust</p>	<p>Education on work based skills and vocational education.</p>	<p>Identified students in KS3.</p>

Promoting Excellence

Enrichment and extra-curricular activities play a key role in social mobility. Even when students have achieved excellence academically, a perceived lack of soft skills and a discomfort in being in elite environments can mean that young people from lower social economic backgrounds often experience a significant wage gap in comparison to their more affluent peers later in life³. In order to successfully navigate elite environments, students need access to the specific cultural knowledge and codes of these environments. Where people from lower socio-economic backgrounds do manage to break into elite professions and institutions, this is often where they have had a mentor who can provide guidance and education on the unwritten knowledge and skills which are needed to succeed⁴. We aim to start this process of mentoring early so that our students are comfortable in navigating elite spaces as they move into higher education and beyond.

Activity and Organisation	Planned Outcome	Number of students and rationale
One Million Mentors	One to one mentoring from a professional working in industry.	Students who will be able to access A'levels
Black Lawyers Matter The University of Manchester	Presentations from working lawyers in school One day workshop at the University of Manchester	Male students in Year 9-11 of afro-caribbean heritage. This is the specific group who are eligible to apply for the Black Lawyers Matter bursary.
The Prince's Trust	Education on work based skills and vocational education.	Identified students in KS3.

³ Sam Friedman and Daniel Lauriston (2020), *The Class Ceiling: Why it Pays to be Privileged*, Bristol: Policy Press

⁴ Hashi Mohamed (2020), *People Like US: What it Takes to Make it in Modern Britain*, London: Profile Books

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.

