

Ropemakers Academy Education & Curriculum Offer 2025-26

1. Curriculum Intent: Our Vision and Values

At The Ropemakers' Academy, our curriculum is purposefully designed to deliver an education rooted in compassion and excellence. We support children with social, emotional, and mental health (SEMH) needs through a therapeutic approach, ensuring they feel safe enough to risk failure and confident enough to achieve.

Core Values

- **Love:** Delivering a sense of care and kindness to every pupil.
- **Flourish:** Providing a learning experience that enables students to fulfil their potential despite complex needs.
- **Social Justice:** Ensuring an education based on equality of opportunity and fairness.
- **Community:** Preparing pupils for life in the wider world with a strong sense of self-identity.

The Foundations of our Curriculum

To overcome the barriers presented by complex social and emotional needs, our curriculum is designed to be:

1. **Caring:** Built on a therapeutic foundation of kindness.
2. **Meaningful:** Focused on pathways that lead to life choices and successful transitions.
3. **Adaptable:** Consistently reviewed and differentiated to facilitate academic progress.
4. **Engaging:** Fostering a love of learning through success-oriented environments.
5. **Providing Opportunities:** Incorporating real-world experiences, enrichment, and careers.
6. **Facilitating Social Progress:** Embedding strategies to develop vital social and regulatory skills.

2. Curriculum Implementation: The Delivery Model

Our implementation follows a dual-track approach, balancing academic rigor with intensive personal development.

The Two Elements of Learning

1. **Knowledge-Based Academic Curriculum:**
 - **Core Subjects:** English, Maths, and Science.
 - **Foundation Subjects:** PSHE, Humanities, Art, Forest School and PE.
 - **Culture Days:** Termly focus on Music, RE, Humanities, and MfL.
2. **Intervention-Led Personal Development:**
 - PSHE, Enrichment, Careers & Vocational Studies.
 - Cookery, Social Skills, and targeted interventions.

Therapeutic Delivery

Teaching staff design every session to explicitly or implicitly support SEMH needs. This practical support includes:

- Developing self-esteem, resilience, and healthy lifestyle choices.
- Social skills and friendship groups (e.g., Circle of Friends).
- Cognitive behavioural approaches and positive behavioural support.
- Metacognition, study skills, and exam technique.
- Crisis management (bereavement, trauma, or bullying).

The Graduated Response

We use a structured cycle to ensure every child's needs are met:

- **Assess:** Utilising EHCPs and a suite of academic and emotional baseline assessments.
- **Plan:** Creating programmes of study, Pupil Information Passports, and structured timetables.
- **Do:** Delivering sequenced lessons with supportive feedback and appropriate challenge.
- **Review:** Monitoring progress via a range of approaches.

3. Curriculum Impact: Measuring Success

We define impact not just through academic attainment, but through the holistic development and readiness of our pupils for their next steps.

Measurement Tools

- **Baseline Assessments:** Reading levels, phonics, speech and language assessments, and emotional development reviews.
- **Academic Progress:** Teacher-led assessment and national tests where appropriate.
- **Holistic Growth:** EHCP annual reviews and the monitoring of social/emotional milestones.
- **Stakeholder Voice:** Regular pupil and parent surveys to understand the lived experience of our curriculum.

By measuring these diverse data points, we ensure our curriculum remains responsive and continues to provide our students with the best possible outcomes for their future.

Core Curriculum:

Full details of our English, maths and science curriculums can be found here:

[2025-26 Ropemakers Academy Core Subject Curriculum Overview](#)

[2025-26 Ropemakers Academy English Curriculum Content Overview](#)

[2025-26 Ropemakers Academy Maths Curriculum Content Overview](#)

[2025-26 Ropemakers Academy Science Curriculum Content Overview](#)

Foundation Curriculum:

We offer a range of subject choices to our students to provide them with a range of opportunities to not only develop their subject knowledge and understanding, but at the same time build their cultural capital, enhance their emotional growth and development, and equip them for life beyond school through independence and resilience.

PSHE:

Explicitly we use a combination of the Jigsaw and PSHE Association programmes to guide our weekly PSHE lessons delivered against a planned scheme of work; however, as a specialist SEMH school we also monitor our community and its needs carefully and empower our class teams so that together we can respond when specific areas of need arise; in addition we also have weekly social skills sessions time put aside, supported by our 'Pathways' team, that enables us to enhance our students' 'life choices and chances' as part of our drive to support them into adulthood.

Humanities:

Whilst we don't teach history and geography as discrete subjects, we have planned our English curriculum carefully to balance up our student's opportunities to experience other subject areas whilst ensuring there is enough time in our timetable to support their emotional needs which continuously remain the primary barrier to learning and academic progression. A summary of the humanities opportunities available to our students can be found in the following document:

[2025-26 Ropemakers Academy Topic Curriculum Overview](#)

Art & Design

At the beginning of the 2025-26 academic year we were able to employ a full time Art instructor for the first time since the school opened, which has meant greater opportunities for students across the school to learn and experience art and design through a range of media. Our art sessions are made up of a combination of lessons directly linked to each classes termly topics as detailed in the Topic Curriculum overview document above along with standalone sessions that are driven by a combination of skills development and cultural awareness - for example the students may produce a one off painting piece for Black Pride Month, or a Divali sculpture. Further opportunities for engagement with the arts are provided through our 'Culture Days' detailed below.

PE

Every student has access to a weekly PE session, designed to