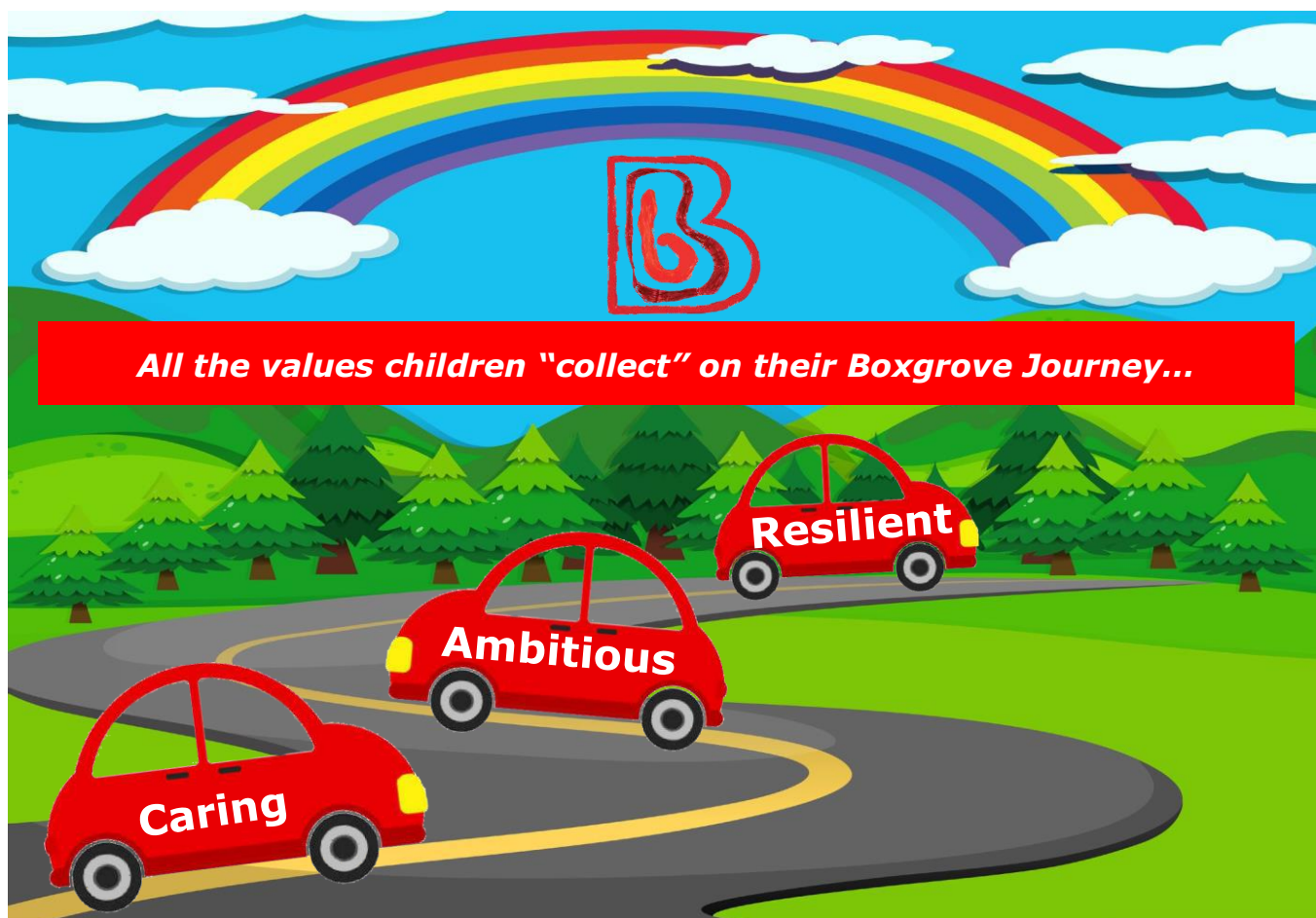


Boxgrove The Journey



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The values we wish to grow in all children as they journey through Boxgrove are those which we believe will equip them for a life which is purposeful, successful and fulfilled. We want children who leave Boxgrove to be:



We believe we will foster these values through a commitment to every child's learning, experiences, opportunities and active participation in our extended community.

We want all adults in our community to work together and commit to enabling every child, whatever their starting point, to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible

It is through high quality teaching; a well-planned and rigorous curriculum; engaging and memorable experiences, and a sense of belonging to a caring community that Boxgrove children will thrive as they grow.

Underpinning our offer, both in our explicit (subject-based) and implicit (experience-based) curriculum are a series of golden threads which drive our quest for a brilliant education.

These threads guide our professional thinking and encourage us to think deeply about how we organise learning and development at Boxgrove to ensure that the entire offer is the best it can be:

- ~ The glass is half full
- ~ Don't put a lid on the learning
- ~ Not everything measured is important and not everything important is measured
- ~ Michelin, not McDonalds.
- ~ Coverage is the enemy of progress

This booklet gives its reader an overview of the implicit and explicit curriculum at Boxgrove; it details the curriculum journey, experiences, opportunities, initiatives and events that children are exposed to at all points across the school.

Just as our explicit curriculum is driven by enquiry, well-being, opportunities and the community, so is our implicit curriculum.

"If it isn't in the long-term memory, it hasn't been learned."

At Boxgrove, our curriculum aims to develop skills and embed knowledge. We believe that children should be provided with a knowledge rich curriculum which is broad and balanced. Our intent is to build with children, long term schemas through a curriculum which is designed for repetition of knowledge, as we affirm that "if it is not within the long-term memory, then the knowledge has not been learned."

What follows is a map of the journey through out school: a journey full of highlights, landmarks, destinations and memorable experiences which broaden children's worlds and instill in them the values we hold dear.



Golden Threads for Teaching and Learning at Boxgrove

**The glass is
half full**



**Don't put a lid on
the learning**



**Coverage is
the enemy
of progress**



**Michelin
NOT
McDonald's**



**Not everything
measured is
important and not
everything
important is
measured**



Whole School Explicit Curriculum

ENQUIRY



WHAT DO WE WANT FOR CHILDREN AT BOXGROVE?



We want children to be curious about the world around them by asking questions and developing their thinking skills.

HOW DO WE ACHIEVE THIS?

Teachers foster a **culture of enquiry-based learning**, encouraging deeper exploration by introducing a key question at the beginning of many lessons. Through this approach, children develop the knowledge and skills necessary to ask and answer meaningful questions. Strategies such as think-pair-share and the use of knowledge organisers help pupils build vocabulary, make connections to previous learning, and refine their reasoning. Structured discussions, debates, and opportunities to talk allow children to explore ideas, evaluate tasks, and develop their perspectives. Explicit teaching of evaluation skills supports children in assessing their own and others' work, ensuring steady progress in each subject.

Our curriculum's **spiral design** reinforces learning by allowing children to return to key concepts throughout their time at Boxgrove. This process strengthens enquiry skills, enabling pupils to draw upon their knowledge, think critically, solve problems, and develop logical reasoning.

To further **embed understanding**, retrieval practice is integrated into teaching, improving long-term knowledge retention and supporting children in applying previous learning to new concepts. Through these strategies, pupils become confident, independent thinkers who engage critically with issues and discover their own viewpoints.

EXAMPLES

- Library Time. Time to explore non-fiction books to find out more of what they want to know about
- Knowledge organisers
- Science, history, DT, geography lessons all start with a question for the children to answer

Whole School Implicit Curriculum

ENQUIRY



- School Council
- Focus Days
- Hooks into learning
- Promoting pupil projects e.g., Bake sales, fundraising
- Writing to the community
- High-level questioning
- STEAM
- Fundraising and enterprise e.g., Fiver Challenge
- Encouraging children to pursue ideas



ENQUIRY



R

Modelling how to use the resources through play and language.
Special days – themed days.
Continuous provision.
Loose parts play.
Role play.

1

Wonderful world of me.
Large scale learning outside.

2

Castle attack catapults.
Rainforest shoe box habitats.
Build a boat experiment.
Create a map of school and local area.
Great Fire of London dress up day and Kings and Queens.

Ice experiment.
Observing habitats.
Butterflies.

3

Stone Age artefacts handling.
London Wetlands Centre.
Experience days – Egyptian Day.
Volcano experience.
Mosque trip.
Local walks.

4

Child led presentations.
Experience day – Hrothgar the Viking.
Child led questions to launch learning.
Learning through trial/experience.
Romans day.

5

Develop own experiments.
Design – create – evaluate.
Tomorrow's World.
Great exhibition.
Cookery Labrynth.

6

Stop motion animations.
WWII experience days.
Cookery – German dishes wartime recipe.
Year 6 production.
Fiver Challenge.

Whole School Explicit Curriculum

WELL-BEING



WHAT DO WE WANT FOR CHILDREN AT BOXGROVE?



We want children to be fit, healthy and positive in both body and mind.

HOW DO WE ACHIEVE THIS?

We achieve this through a holistic approach that nurtures children's personal, social, and emotional development.

PSHE and Wellbeing: Our curriculum explores key themes such as finance, relationships and sex education, physical health, drug and alcohol education, mental health and wellbeing, personal safety, identity, and society. Every lesson begins with the school's established ground rules, ensuring a supportive and respectful learning environment.

Growth Mindset and Emotional Wellbeing: We cultivate a culture of resilience, where children learn from mistakes and celebrate them as opportunities for growth. Mental and emotional wellbeing are central to our approach, helping children develop positive self-awareness.

Outdoor and Practical Learning: Hands-on experiences such as Forest School, outdoor learning, and activities like cooking and swimming enrich children's skills and broaden their knowledge. These opportunities strengthen problem-solving and decision-making abilities.

Relationships and Collaboration: Through meaningful interactions between children and adults, we create a culture of respect and understanding. Relationship-building is embedded across learning experiences.

By integrating these elements, we create an enriching environment that supports children's development in all aspects of life—helping them grow into well-rounded, confident individuals.

EXAMPLES

- Zones of Regulation
- Computing – Online Safety
- DT – Nutrition
- PSHE – You, Me, PSHE and RSE curriculum
- Forest School
- Reading for Pleasure
- PE – Curriculum
- PE – Sports Teams
- PE – Clubs
- Swimming

Whole School Implicit Curriculum

WELL-BEING



- Forest School
- Mindfulness
- Sensory diet
- Brain breaks
- Birthday books
- Team Sport Events/Sports Day
- Acts of kindness
- Above and Beyond Certificates
- Friendship / Transition projects
- Alternative provision
- Mental Health Support Team (MHST)
- Transition week
- Outdoor Play and Learning (OPAL)
- Worry box
- ELSA
- Buddies
- 100 class points
- Young carers' group
- Emotion coaching
- Daily mile
- Positive postcards



WELL-BEING



R

Reading and relaxation.
Freedom of choice.
Singing.
Natural surroundings with natural objects.
Indoor and outdoor provisions all day.
Zones of Regulation.

1

Establishing new class culture Birthday cards.
Jolf.
Book corners.
Making a smoothie.
Time to talk.

2

Morning workout.
Meditation.
Kindness advent calendar.
Making a healthy snack.

3

Establishing new class culture.
Buddy time to reflect learning.
Handmade birthday cards.
Singing.
Worry Box.

Sports competitions.

4

Meditation.
Book club.
Questionnaires with feedback.
Inclusive play and learning.

5

Establishing new class culture.
Residential to Ironbridge.
Buddies with your children.
Sparta run.

6

Responsibilities.
Newlands Corner walk/trip.
Healthy eating.
Team building.
Water fight celebration.
Transition work.

Whole School Explicit Curriculum **OPPORTUNITIES**



WHAT DO WE WANT FOR CHILDREN AT BOXGROVE?



We want children to have a broad range of memorable experiences whilst at Boxgrove to make connections to their learning and pursue their aspirations.

HOW DO WE ACHIEVE THIS?

Every year group benefits from an **experience day**, whether through visitors, immersive activities led by teachers, or an educational trip beyond the school grounds. These experiences enrich learning and foster curiosity.

Across the curriculum, teachers provide **hands-on learning opportunities** to deepen understanding. In Science, Design Technology, and Art, pupils engage in investigations and creative projects. In History, they handle sources and artefacts to connect with the past.

Collaboration is encouraged through **cross-year group interactions**, such as Year 6 reading to Reception, creating meaningful connections and learning experiences across different age groups.

Teachers intentionally design **engaging learning experiences** that inspire pupils. These experiences enable children to experience an emotional reaction to their learning and make it memorable.

EXAMPLES

- Musical theatre group in Year 5
- Range of instruments learnt across the music curriculum leading to performances
- Forest school opportunities and taking the learning outside.
- Swimming every week
- Visits
- Visitors

Whole School Implicit Curriculum

OPPORTUNITIES



- Residentials
- Visits and visitors
- Boxgrove's Got Talent
- Whole school projects e.g., Rainbow Day
- Sporting events: swimming etc.,
- Infant Christmas plays
- Lower Key Stage 2 Bonanza
- Performances in Cafe B
- House competitions
- Writing for pleasure
- Clubs
- Performances
- Allotment and outdoor learning
- Library visits
- Class assemblies



OPPORTUNITIES



R

Dress-up days.
Chicks - watching them hatch.
Visit to a Post Office.
Dough disco for the motor skills.
Bocketts Farm visit.
School visitors - people who help us.

1

School visitors - people who help us.
Managing personal belongings and changing books.
Visit to Haslemere Museum, Nower Wood and Brooklands Museum.

2

Team building games.
Hold a rainforest animal.
Visit to Guildford Castle.
Learn the recorder.
Visit to Painshill Park.

Cooking.
Talent Show.
Art gallery.

3

Workshops - Drumming and Egypt.
Making food from other cultures
Immersive days.
Volcano experiment.

Stone Age day.
Egyptian day.
Ukulele.

4

Soup making.
Music - Rocksteady/ Mtech.
Present learning in your own way.
Stop Motion Studio.
Present learning in your own way.
Residential to Henley Fort.

Class responsibilities.
Strings project / RGS visit.
Roman day.
Viking day.

5

Musical theatre sessions.
Learning by Questions.
Experience days - Greeks and Wisley.
Ironbridge residential.

6

Roles and responsibilities across the school.
Learning by questions.
Fiver Challenge.
Junior Citizens.
Residential - activity week.
WWII Evacuation Day.
Journeying: being responsible for their own kit for Newlands trip.
Transition visits and preparation for secondary school.

Hampton Court.
RGS Tudor Day.
Water fight.

Whole School Explicit Curriculum

COMMUNITY



WHAT DO WE WANT FOR CHILDREN AT BOXGROVE?



We want children to develop a sense of mattering to the world around them and pride in belonging to their local, wider and global community.

HOW DO WE ACHIEVE THIS?

Developing a Strong Sense of Identity: Across all curriculum areas, children learn about influential figures in various subject disciplines, understanding what it means to be part of a community of historians, scientists, artists, and more. In History, engagement with local historians and studies of places such as Guildford Castle foster an appreciation of their community's past and its lasting impact.

Personal and Social Growth: Through PSHE, pupils explore self-awareness, cooperation, and gain and understanding of their roles and responsibilities at home and school. They also learn about democracy, understanding how it functions within school and society.

Environmental Responsibility: Forest School and the allotment provides opportunities for children to engage with nature and understand their role in protecting the environment. Geography further deepens their awareness of the human impact on the planet, fostering responsible global citizenship.

Creative and Community Engagement: Through music and drama, children gain opportunities to perform for parents, carers, and the wider community, strengthening connections and building confidence in self-expression.

By integrating these elements, we prepare children to engage meaningfully with the world around them, leaving Boxgrove equipped for life in their local and global communities.

EXAMPLES

- In PSHE pupils learn about what makes themselves and others special, about roles and responsibilities at home and school, and about being co-operative with others.
- History – local Historians and local history e.g., Guildford Castle
- PE – supporting others
- DT – key designers and innovators
- Art – current and historical artists
- Forest School – how to protect the environment
- Music – performances for parents/carers and the local community

Whole School Implicit Curriculum

COMMUNITY



- Assemblies
- Fundraising events
- Sports Day
- House points
- Community Christmas party
- Guildford in Bloom
- Christmas carol service
- Cafe B
- National celebrations, e.g., World Book Day
- Faith assemblies
- Young carers' group
- BPTA events
- Inter school events and competitions
- Volunteer assembly
- Events with other Learning Partners schools
- Parent volunteers



COMMUNITY



R

Visitors – people who help us and festivals.
Singalong with elderly residents.
Star of the week.
Taking turns to take class mascot for an adventure.
Seesaw updates.
Christmas Fair performance

Christmas cards
home – post at
local post office.

1

Haslemere Museum.
Walk around local area.
Christmas fair performance.

2

Eco Club.
Show and tell.
Letter to grandparents about deforestation.

3

Creating Wind Chimes for the playground.
Area in the allotment.
Local area walk.

4

Residential – Henley Fort.
Shared books.
Collaborative books.
Off-curriculum special days and evenings.

5

Newsround.
Parent Speaker – Antarctica.
Inspirational speakers for sports week.
Local – visit to Guildford Town Centre.

6

Roles and responsibilities: leadership, learning champions and buddies.
House events: participating and support other year groups.
Application process for roles and responsibilities.
Leavers' celebrations.
Junior Citizens program.
Eco Champions.

WHAT'S THE BEST THING ABOUT BOXGROVE?



Boxgrove is a great place to work. It's a friendly school with lots of fun learning.

TEACHING ASSISTANT

I feel so lucky to be part of an incredibly supportive work family.

TEACHER

Without exception, every conversation he has at school is with an adult who is committed to education, and who genuinely wants the best for him.

PARENT EMAIL

*The Staff!
They are so helpful and caring.*

YEAR 6

Pupils enjoy the rich and varied experiences the school offers.

OFSTED



We love Boxgrove! Our child is very happy; skips in to school most mornings and is progressing well.

PARENT QUOTE

COMING SOON...

SIX PRINCIPLES OF NURTURE



Boxgrove
Primary
School

Learning

We all learn in our own way.

We all learn at different times and in different ways. Some of us are really speedy and others take a little longer and that is **always** OK.



Safety

The classrooms offer a safe base.

We feel safe when we know our classrooms are friendly and calm. When we feel safe we can learn well and be ourselves.



Well-being

Nurture boosts your well-being.

If someone cheers you on when you do well and helps when you feel sad, you feel happy inside.



Language



Words matter!

Talking helps us to understand each other. When we feel upset we can use our words to explain.

Behaviour

Behaviour is telling you something.

Sometimes children don't know how to explain how they feel and so their behaviour can change.

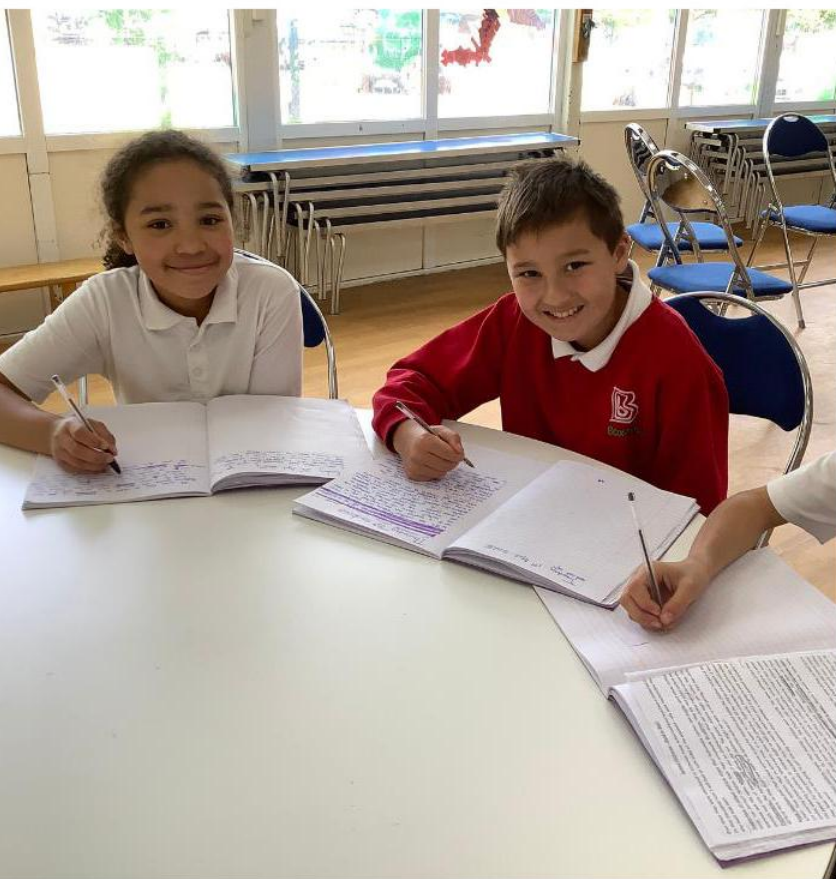


Transitions



Changes can be challenging.

Moving on to new places and new things can be scary but with support, we can all learn to manage changes successfully.





WHAT A JOURNEY!





BOXGROVE PRIMARY SCHOOL

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