

THE HAYLING COLLEGE

The Hayling Experience

Personal Development, Co-Curricular & Enrichment

2026-2027

Happy • Healthy • High Performing

Our Personal Development Promise

At The Hayling College, personal development is an entitlement for every pupil. Our programme extends beyond the academic curriculum and is designed to help young people develop confidence, resilience and independence; understand diversity, equality and life in modern Britain; stay safe and healthy; broaden their horizons; and prepare successfully for education, employment and adult life.

The Hayling Experience brings together our co-curricular and enrichment offer within that wider Personal Development programme. It connects clubs, trips, leadership, careers, sport, arts, Activities Week, community participation and wider experiences so that pupils can see how opportunities build across their five years at the College.

Our ambition

Every pupil should be encouraged to contribute, create, explore, participate and discover - and to leave The Hayling College able to reflect proudly on the experiences, responsibilities and opportunities that helped shape them.

How Personal Development fits together

- PSHCE and Relationships, Sex and Health Education
- Tutor time and assemblies
- The Hayling Experience: co-curricular and enrichment
- Careers education, Unifrog, employer and provider encounters
- Pupil leadership, voice, mentoring and ambassador roles
- SMSC, British Values, cultural awareness and current affairs
- Pastoral support, safeguarding, wellbeing, attendance and belonging

The Hayling Experience: five strands

Strand	What it develops	Examples at Hayling
CONTRIBUTE	Civic engagement, leadership and community	Pupil voice; House Captains; prefects; peer reading and mentoring; sports leadership; Anti-Bullying and Mental Health Ambassadors; debate; tours and transition support; community participation.
CREATE	Arts, culture and expression	Literary experiences; school productions; drama, music and dance; art and creative activities; performance; instrumental and vocal opportunities; cultural experiences.
EXPLORE	Nature, outdoors and adventure	Activities Week; educational visits; residential; fieldwork; outdoor and adventurous experiences; sustainability and environmental learning; experiences beyond pupils' everyday lives.
PARTICIPATE	Sport, physical activity and wellbeing	School teams; fixtures; House competition; Winter and Summer Sports Days; recreational activity; fitness; leadership and opportunities to represent the College.

DISCOVER	Wider life skills, interests and future possibilities	STEM and STEAM; debating; academic enrichment; Scholars Programme; careers weeks; Unifrog; employer/provider encounters; work experience; practical activities and clubs reflecting pupil interests.
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A broad offer - and an inclusive one

Our enrichment offer is designed to be broad, responsive and inclusive. Current and recent examples include Debate Club, Minecraft Club, Climbing Club and Dungeons & Dragons alongside sport, arts, performance, leadership and academic opportunities. Pupil voice helps shape the offer and leaders seek to introduce activities that reflect pupils' interests wherever this is practical and sustainable.

Inclusion matters. Participation is monitored by year group and key pupil groups so that leaders can identify barriers and respond. In 2025-26, 294 of 548 pupils (53.6%) attended at least one club. SEND participation was 51.2%, compared with 54.5% for peers; EAL participation was 60.6%. Dungeons & Dragons was a particularly strong example of inclusive provision, with pupils with SEND making up approximately 90% of participants.

The data also gives us a clear improvement priority: participation among Pupil Premium pupils (47.0%) and pupils in Years 9 and 10 (30.6% and 35.4% respectively) was lower. In 2026-27 we will use participation data, pupil voice and targeted encouragement to reduce these gaps and understand barriers.

Our principle

We do not judge enrichment simply by how many opportunities are offered. We want to know who participates, who is missing out, what pupils gain from their experiences and what we should improve next.

Activities Week

Activities Week is one of the distinctive features of The Hayling Experience. For Years 7, 8 and 9, the normal timetable changes so that pupils can learn differently, work with different people, develop independence and experience opportunities beyond normal lessons.

Recent experiences have included windsurfing, Paultons Park, urban graffiti, magazine creation, a visit to Paris, residential experiences, creative and performing arts, sport and other practical activities. The programme changes from year to year, giving pupils choice while encouraging them to try something new and step beyond their comfort zone.

Leadership, voice and service

Pupil leadership is embedded across year groups and provides a progression from participation towards responsibility and service. Opportunities include peer reading, peer mentoring, sports leadership, House Captain roles, Anti-Bullying Ambassadors, Mental Health Ambassadors, prefect positions and ambassadorial roles such as leading tours for prospective pupils and families.

Leadership is wider than holding a badge. Pupils support younger pupils, contribute to primary-school sports events, raise awareness of wellbeing and inclusion, represent the College and help shape improvement through pupil voice. Our next step is to strengthen the way we record and evaluate these experiences so that every pupil has access to meaningful responsibility during their school journey.

Culture, current affairs and life in modern Britain

Personal development also happens through the planned curriculum, tutor programme and discussion. Tutor time includes British Values, cultural awareness and different perspectives. The Day is used to help pupils engage with current national and global issues, discuss differing viewpoints and develop informed opinions.

Religious Education contributes through a broad range of faiths, beliefs and worldviews and through ethical questions such as equality, justice, crime and punishment. Structured discussion and dialogic talk across the curriculum help pupils express ideas confidently, listen respectfully and justify their thinking.

Careers, aspiration and future readiness

Careers education is an important part of Personal Development. Unifrog helps pupils explore careers, further education, university and apprenticeships and reflect on their interests, skills and aspirations. The programme is complemented by Careers Week, Green and Creative Careers activity, encounters with employers and providers, college experiences, work experience and post-16 preparation.

Unifrog engagement in 2025-26 provides useful evidence of pupils taking increasing ownership of future planning: 990 career-guidance interactions were recorded, alongside strong Key Stage 4 engagement. We will continue to evaluate how careers activity develops pupils' independence, motivation and informed decision-making.

The Hayling Experience: Year 7 to Year 11

Year 7 - BELONG & DISCOVER

Transition; pupil voice; House Captains; ambassadors; Literary Week; careers; enrichment; production; sport; Activities Week; Unifrog.

Our aim: Join in. Try something new. Find where you belong.

Year 8 - EXPLORE & PARTICIPATE

Pupil voice and leadership; Scholars Programme; Literary Week; careers themes; enrichment; production; sport; Activities Week; House competition; Unifrog.

Our aim: Explore your interests. Participate. Challenge yourself.

Year 9 - CHOOSE & CHALLENGE

Leadership; pupil voice; Scholars Programme; careers and future pathways; enrichment; production; sport; Activities Week; options; Unifrog.

Our aim: Know yourself. Make informed choices. Take on a challenge.

Year 10 - EXPERIENCE & LEAD

Pupil leadership; mentoring and ambassador roles; enrichment; production; sport; careers; provider encounters; work-experience preparation and work experience; Unifrog.

Our aim: Lead others. Experience the world of work. Build your future.

Year 11 - LEAD & PREPARE

Senior leadership and prefect roles; careers; college/apprenticeship encounters; applications; enrichment and sport; post-16 preparation; Prom and leavers' celebrations.

Our aim: Lead by example. Be ambitious. Leave ready for what comes next.

Clubs and activities in 2026-27

Our lunchtime and after-school programme changes during the year to reflect pupil interests, staff expertise and new opportunities. The 2026-27 clubs programme will be added in September and communicated clearly to pupils and families. Pupils will be encouraged both to pursue established interests and to try activities they have not experienced before.

Removing barriers to participation

We recognise that cost, SEND, transport, confidence, caring responsibilities and previous experience can create barriers. The College will seek to identify and reduce these barriers wherever reasonably possible through targeted encouragement, reasonable adjustments, appropriate subsidy or practical support, and careful consideration of how and when activities are offered.

Our Personal Development Strategy identifies participation by disadvantaged pupils as a priority. Leaders will continue to analyse participation across Pupil Premium, SEND, EHCP, EAL, vulnerable groups and year groups, and use this information to shape provision and targeted action.

How we know it is making a difference

The impact of Personal Development and enrichment is evaluated through a combination of evidence:

- participation data, including analysis by pupil group and year group
- pupil voice, surveys and focus groups
- pupils' ability to articulate learning about relationships, health, diversity, citizenship and future aspirations
- engagement in leadership and positions of responsibility
- careers engagement and destination preparation
- staff feedback and quality assurance
- SLT review and governor monitoring

The July 2026 governor monitoring visit concluded that Personal Development is a clear strength and highlighted the breadth of opportunities, use of participation data and pupil voice, strong pastoral relationships, careers education, SMSC, PSHCE and the College's inclusive approach. It also identified clear next steps around participation gaps, evaluating leadership impact and ensuring access to responsibility for all pupils.

Our 2026-27 improvement priorities

- Increase enrichment participation, with particular focus on Pupil Premium pupils and Years 9 and 10.
- Continue to use pupil voice to shape clubs, activities and wider Personal Development.
- Strengthen tracking of leadership and ambassadorial roles and evaluate their impact on confidence, engagement and aspiration.
- Work towards every pupil having access to meaningful responsibility during their school journey.
- Continue to strengthen and map SMSC across the curriculum.
- Embed the revised PSHCE/RSE curriculum for September 2026.
- Continue to evaluate the impact of Unifrog, careers education and dialogic talk on independence and future readiness.
- Publish and communicate the 2026-27 co-curricular clubs programme clearly to pupils and families.

Alignment with the DfE Enrichment Framework (2026)

The Department for Education published its Enrichment Framework for schools and colleges in June 2026. The Hayling Experience is designed to reflect its five minimum areas of opportunity: civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activity; and wider life and future skills.

Our development priorities also reflect the framework's eight benchmarks: strategic alignment; breadth; clear communication and celebration; pupil and community voice; accessibility; partnership; focus on outcomes; and continual improvement. The College will use the DfE self-assessment and action-planning tools as part of its 2026-27 review cycle.

Our commitment

Our ambition is that every young person leaves The Hayling College having contributed to their community; created or performed something they are proud of; explored beyond their everyday experience; participated in physical activity, sport or a team; discovered new interests and future possibilities; taken meaningful responsibility; and developed the confidence to say yes to opportunity.

This is The Hayling Experience
Happy. Healthy. High Performing.

Sources and review

This document has been prepared from The Hayling College Personal Development Strategy 2025-26, the July 2026 Governor Monitoring Visit Record for Personal Development, existing College provision and the Department for Education Enrichment Framework published 15 June 2026.

Review: September 2027, or earlier where provision or national guidance changes.