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Happy, Healthy, High Performing

Curriculum Policy

2026-2027

The Hayling College

Document Owner and Approval

The Hayling College is the owner of this document and is responsible for ensuring that it is reviewed in line with the College policy review schedule. This draft is prepared for consideration and approval by the Full Governing Body (FGB).

Policy owner	Headteacher / Senior Leader responsible for Curriculum
Approval body	Full Governing Body
Approval date	To be completed following FGB approval
Next review	Sept 2027

Version History Log

Version	Description of Change	Date of Policy Release	Approved by
1	New policy aligned to 2026-27 curriculum provision, current DfE guidance and College website refresh.	August 2026	FGB - pending

Related College documents

- Teaching & Learning Policy
- Relationship and Sex Education Policy
- SEND Policy and SEN Information Report
- Careers Policy
- Behaviour Policy
- Equality Objectives
- Remote Education Provision Statement
- Accessibility Plan
- Child Protection & Safeguarding Policy

1. Aims

This policy sets out the principles that underpin the curriculum at The Hayling College and explains how the College intends, implements and evaluates its curriculum.

Our curriculum aims to:

- provide a broad, balanced, ambitious and inclusive education for all pupils;
- enable pupils to become Happy, Healthy and High Performing;
- secure strong foundations in reading, literacy, oracy and numeracy across the curriculum;
- build powerful subject knowledge and skills through coherent, carefully sequenced learning;
- ensure pupils remember more, understand more and can apply their learning in increasingly complex contexts;
- adapt teaching and curriculum access so that pupils with SEND, disadvantaged pupils, pupils with EAL and other pupils who may face barriers can succeed;
- develop pupils' spiritual, moral, social and cultural development, character and understanding of fundamental British values;
- prepare pupils for adult life, further education, training and employment; and
- provide meaningful enrichment, wider-curriculum and out-of-college learning opportunities.

2. Statutory framework and curriculum entitlement

The Hayling College provides a curriculum that meets the statutory requirements applying to maintained secondary schools in England. The curriculum is informed by the National Curriculum and relevant Department for Education (DfE) statutory and non-statutory guidance.

The College curriculum includes the National Curriculum subjects at Key Stages 3 and 4, Religious Education (RE), Relationships and Sex Education (RSE) and Health Education, PSHCE, careers education, information, advice and guidance, physical education and wider personal development.

At Key Stage 4, pupils have access to a range of academic, creative, technical and vocational qualifications. The options process is designed to preserve breadth while allowing pupils to develop appropriate pathways towards future study, training and employment.

3. Curriculum intent

The Hayling College curriculum is broad, inclusive and balanced and is designed to smooth transitions across key stages. It is ambitious for all pupils while ensuring that teaching and curriculum access can be adapted and scaffolded so that pupils of differing starting points, including pupils with special educational needs and disabilities, can unlock their potential.

Curriculum plans and learning maps are coherently planned and carefully sequenced. New learning builds on existing knowledge, deliberately revisits important prior learning and uses assessment as a natural part of teaching so that pupils can make secure progress.

We are proud to be part of the Hayling Island community. Our curriculum places pupils meaningfully within their local community while also broadening horizons, developing cultural capital and preparing pupils to participate confidently in modern Britain and the wider world.

Reading, literacy, oracy, numeracy and spiritual, moral, social and cultural development are promoted across the curriculum. Pupils also develop vocational, employability and 'Learning for Life' knowledge and skills through the taught and extended curriculum.

4. Curriculum implementation

4.1 Key Stage 3

At Key Stage 3, pupils follow a broad curriculum including English, mathematics, science, physical education, PSHCE, modern foreign languages, history, geography, Religious Education, drama, music, dance, art, design and technology and computer science. Detailed curriculum overviews and subject learning maps are published on the College website.

4.2 Key Stage 4

At Key Stage 4, all pupils continue with the core curriculum, including English, mathematics, science, physical education, PSHCE and statutory RE/RSE provision, alongside four option subjects. The option offer is reviewed to ensure it remains ambitious, viable and responsive to pupils' needs and future pathways.

4.3 Sequencing and subject leadership

Subject leaders ensure that their subject curriculum has clear end points, identifies important knowledge and skills, is carefully sequenced, prepares pupils for the next stage and deliberately revisits key knowledge so that learning is retained over time.

4.4 Teaching and learning

Curriculum implementation is supported by the College Teaching & Learning Policy. Teachers routinely draw on the College's agreed teaching and learning strands, including knowledge retrieval, adaptive teaching, oracy, 3D Learning and formative assessment.

4.5 Reading, literacy and oracy

Reading is fundamental to successful learning. Teachers explicitly support pupils to read, understand and use the vocabulary, texts and disciplinary language of their subjects. Literacy and oracy are everyone's responsibility, with structured opportunities for pupils to speak, listen, discuss, explain, reason and write with increasing precision.

4.6 Numeracy

Numeracy is developed through mathematics and reinforced across subjects where pupils encounter number, measure, data, graphs, proportion, financial understanding and other mathematical concepts.

4.7 Digital learning and home learning

Google Classroom is the College's central platform for organising and communicating home learning and online learning. Digital resources may include Sparx Maths, Sparx Science, Sparx Reader, Languagenut and, from 2026-27, GCSEPod across all subjects. Oak National Academy resources may also be used where they appropriately complement the planned College curriculum.

5. Inclusion, equality and adaptive curriculum access

The College is committed to an ambitious curriculum for every pupil. We do not assume that a pupil's background, disadvantage, SEND or other characteristic limits what they can learn.

Curriculum access and teaching may be adapted through careful scaffolding and modelling, effective use of support staff, explicit teaching of vocabulary and background knowledge, accessible resources and assistive technology, targeted intervention, reasonable adjustments and collaboration with the SENDCo, pupils, parents/carers and relevant professionals.

Adaptation is intended to increase access to the same ambitious curriculum wherever appropriate, rather than unnecessarily narrowing pupils' entitlement.

6. Personal development and the wider curriculum

The taught curriculum is complemented by opportunities that support pupils' personal development, wellbeing, character, cultural capital and preparation for adult life.

- PSHCE, RSE and Health Education;
- careers education, encounters with employers and providers, and impartial guidance;
- assemblies, tutor time and themed activities;
- extra-curricular clubs, sport, music, performance and creative opportunities;
- educational visits, trips and out-of-college learning;
- leadership, responsibility and pupil voice;
- community engagement linked to Hayling Island and the wider region; and
- learning about equality, diversity, safeguarding, online safety, democracy, the rule of law, individual liberty, mutual respect and tolerance.

7. Religious Education and the right of withdrawal

Religious Education is provided for pupils in accordance with statutory requirements and the locally agreed syllabus applicable to the College.

Parents and carers have the legal right to request that their child is withdrawn from all or part of Religious Education. A request should be made in writing to the Headteacher. The College will normally invite the parent/carers to discuss the request so that the nature and purpose of the RE curriculum and the practical arrangements for withdrawal are understood. Parents/carers are not required to give a reason for exercising this right.

Where a pupil is withdrawn, the College will make reasonable supervisory arrangements but is not required to provide alternative curriculum teaching during the withdrawn RE lesson.

8. Relationships, Sex and Health Education

The College provides statutory Relationships and Sex Education and Health Education. From 1 September 2026, provision will have regard to the revised DfE statutory guidance published in 2025 for implementation from that date.

The detailed content, delivery, consultation arrangements and parental right to request withdrawal from sex education within RSE are set out in the College Relationship and Sex Education Policy. There is no right to withdraw from Relationships Education, Health Education or sex education taught as part of the statutory science curriculum.

9. Careers and preparation for the next stage

The curriculum supports pupils to make informed and ambitious choices about their futures. Careers education, information, advice and guidance are integrated across the curriculum and wider College provision, with access to appropriate encounters with further education, training, higher education and employers.

Curriculum and options decisions take account of pupils' aspirations, prior attainment, interests and future pathways while maintaining appropriate breadth and challenge.

10. Assessment and curriculum impact

Assessment is used to support learning, identify misconceptions, inform teaching and evaluate whether pupils are learning the intended curriculum.

The College evaluates curriculum impact through a range of evidence rather than any single measure. This may include pupil work, assessment information, lesson and curriculum review, pupil voice, subject review, reading and intervention information, attendance and engagement, qualification outcomes and destination information.

The intended impact is that pupils develop secure and connected knowledge, achieve well from their starting points, can communicate and apply what they know, and are ready for the next stage of education, employment or training.

11. Roles and responsibilities

11.1 Full Governing Body

The FGB provides strategic oversight of the curriculum, assures itself that statutory curriculum duties are met, monitors the impact of the curriculum on groups of pupils and holds the Headteacher to account for implementation of this policy.

11.2 Headteacher and senior leaders

Senior leaders establish the curriculum vision, ensure statutory requirements are met, allocate appropriate time and resources, monitor quality and impact, support subject leadership and address underachievement or barriers to curriculum access.

11.3 Subject leaders

Subject leaders design, sequence, resource, communicate, monitor and improve their subject curriculum. They support staff subject knowledge and pedagogy and evaluate how well pupils are learning the intended curriculum.

11.4 Teachers and support staff

Teachers and support staff implement the planned curriculum, maintain high expectations, use assessment and adaptive teaching effectively, promote literacy and oracy, and identify pupils who need additional support or challenge.

11.5 Pupils

Pupils are expected to attend, participate positively, complete learning and home learning, act on feedback, read widely, contribute to College life and take increasing responsibility for their learning.

11.6 Parents and carers

Parents and carers are encouraged to support attendance, engagement and home learning, participate in discussions about progress and curriculum choices, and communicate promptly with the College where concerns or barriers arise.

12. Monitoring and review

Curriculum review is an ongoing process. Senior and subject leaders use curriculum review, professional dialogue, assessment, pupil voice and other evidence to identify strengths and priorities for development.

The Full Governing Body will monitor the effectiveness of this policy and the Headteacher will ensure it is implemented. The policy will normally be reviewed annually, or earlier where there are significant changes to statutory guidance or College provision.

13. Information for parents, carers and the public

The College publishes curriculum information by subject and year group on its website. Parents, carers and members of the public who would like further information about the curriculum should contact the College at

admin@hayling.hants.sch.uk or telephone 023 9246 6241. Enquiries will be directed to the appropriate member of staff.

Paper copies of published curriculum information can be requested from the College.

14. References

This policy has been prepared with reference to:

- Department for Education: The national curriculum in England - framework for key stages 1 to 4;
- Department for Education: The national curriculum - key stages 3 and 4;
- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, including the revised guidance for introduction from 1 September 2026;
- Department for Education guidance and statutory requirements relating to SEND, equality, careers and school curriculum publication;
- The Hayling College Curriculum Provision 2025/26; and
- The Hayling College Teaching & Learning Policy 2025-2026.