

THE HAYLING COLLEGE

Faculty Area Overview Statements

Happy, Healthy, High Performing

Faculty Areas

At The Hayling College, our subjects are organised into eight faculty areas, each led by a Head of Faculty with responsibility for the quality, ambition and development of the curriculum within their area.

Although every subject has its own distinctive knowledge, skills and ways of thinking, our faculties share a common purpose: to provide a broad, inclusive and ambitious curriculum that enables every pupil to unlock their potential.

Across the curriculum, learning is carefully sequenced so that pupils build securely on what they already know, revisit important knowledge and develop increasing independence and confidence. Reading, literacy, oracy, numeracy and personal development are woven through our curriculum, alongside opportunities for enrichment and learning beyond the classroom.

Our curriculum reflects our ambition that every young person leaves The Hayling College Happy, Healthy and High Performing: knowledgeable, curious, confident and well prepared for their next steps.

English

Empowering pupils through language, literature and communication

The English Faculty believes that language gives young people the power to understand the world, communicate their ideas and make their voices heard.

Our curriculum is designed to develop confident readers, writers, speakers and thinkers. Through a rich and varied range of literature, pupils encounter different voices, cultures, periods and perspectives, while developing the ability to read critically and respond thoughtfully to increasingly challenging texts.

Writing is taught as both a craft and a powerful means of communication. Pupils learn to write accurately, fluently and effectively for different audiences and purposes, developing the vocabulary and control of language needed for success within English and across the wider curriculum.

We place reading at the heart of our work. Alongside the texts studied in lessons, we encourage reading for pleasure and use approaches including Sparx Reader to develop pupils' reading fluency, comprehension, vocabulary and confidence.

Discussion, debate and purposeful talk are equally important. Through oracy, pupils learn to articulate ideas, listen to others, challenge viewpoints respectfully and develop their thinking through conversation.

At Key Stage 4, pupils build on these foundations through GCSE English Language and English Literature, developing the analytical, evaluative and communication skills required for examinations and, more importantly, for life beyond school.

Our ambition is that every pupil leaves the English Faculty able to read with understanding, write with confidence, speak with purpose and appreciate the power of language and literature.

Mathematics

Developing confident, resilient and curious mathematicians

The Mathematics Faculty aims to give every pupil the confidence to engage with mathematics and recognise its importance in understanding the world around them.

Our curriculum is carefully sequenced so that mathematical knowledge develops cumulatively. New concepts build on secure foundations, with regular opportunities to retrieve, practise and apply previous learning.

Pupils develop fluency in fundamental mathematical knowledge alongside the ability to reason, identify patterns, make connections and solve increasingly complex problems. We encourage pupils not simply to find an answer, but to explain why an approach works and to select efficient strategies independently.

We recognise that mathematical confidence develops through appropriate challenge, purposeful practice and the understanding that mistakes are a valuable part of learning. Teachers use modelling, questioning, retrieval and adaptive teaching to support pupils while maintaining high expectations for everyone.

Sparx Maths complements classroom teaching by providing personalised practice, retrieval and consolidation, allowing pupils to strengthen their knowledge and take increasing responsibility for their learning.

Numeracy extends beyond mathematics lessons. We work to ensure that pupils can confidently apply mathematical knowledge to science, technology, geography and other curriculum areas, as well as to financial decisions and everyday life.

Our ambition is for pupils to leave The Hayling College as confident, numerate and resilient problem-solvers, equipped with the mathematical knowledge and reasoning skills required for further study, employment and adult life.

Science & Computer Science

Understanding our world and shaping its future

The Science and Computer Science Faculty encourages pupils to be curious about the world, ask meaningful questions and develop the knowledge and skills needed to investigate possible answers.

In Science, pupils build a secure and increasingly sophisticated understanding of biology, chemistry and physics. Our curriculum develops scientific knowledge alongside practical, mathematical and investigative skills, enabling pupils to understand both established scientific ideas and how scientific knowledge is developed.

Practical science is an important part of the curriculum. Pupils learn to plan investigations, make observations, analyse evidence, evaluate methods and draw reasoned conclusions. They also consider the applications and implications of science in areas such as health, medicine, energy, sustainability, technology and the environment.

Computer Science develops pupils' understanding of the digital world in which they live. Pupils learn how computer systems work, how information is represented and processed, and how computational thinking can be used to solve problems. Programming develops logical thinking, creativity, precision and resilience.

Across the faculty, we want pupils to recognise that science and technology are not simply collections of facts: they are powerful ways of thinking, questioning and solving problems.

Sparx Science, Google Classroom and, from 2026–27, GCSEPod provide additional opportunities for retrieval, consolidation and independent learning. Teachers may also draw on high-quality resources such as Oak National Academy where these complement our curriculum.

Our ambition is to develop scientifically and digitally literate young people who are curious, analytical and confident in using evidence, and who recognise the opportunities available through science, computing, technology and STEM careers.

Humanities

Understanding people, places, beliefs and the world around us

The Humanities Faculty brings together History, Geography and Ethics & Philosophy, enabling pupils to explore some of the most important questions about people, societies, places, beliefs and our changing world.

In History, pupils develop a coherent understanding of Britain's past and the wider world. They investigate change and continuity, cause and consequence, similarity and difference, and learn to interrogate evidence and interpretations. History encourages pupils to ask perceptive questions and make informed judgements rather than simply accepting accounts of the past.

In Geography, pupils investigate the relationship between people, places and environments. They develop knowledge of physical and human processes at local, national and global scales while learning to interpret data, maps and evidence. Our island location provides a particularly meaningful context from which pupils can explore issues including coasts, communities, sustainability and environmental change.

Through Ethics & Philosophy, pupils encounter religious and non-religious worldviews and explore fundamental questions concerning belief, morality, meaning, identity and society. Pupils learn to examine different perspectives thoughtfully, construct reasoned arguments and disagree respectfully.

Across Humanities, literacy and oracy are particularly important. Pupils learn to read challenging material, evaluate evidence, debate ideas and construct increasingly sophisticated written arguments.

Our curriculum also helps pupils understand democracy, diversity, citizenship and fundamental British values, enabling them to place their own experiences within a much broader historical, geographical and cultural context.

Our ambition is to develop curious, knowledgeable and thoughtful young people who can question evidence, understand different perspectives and make sense of an increasingly complex world.

Modern Foreign Languages

Opening doors to other languages, cultures and communities

The Modern Foreign Languages Faculty believes that learning another language expands horizons.

Language learning enables pupils to communicate beyond their immediate world while developing confidence, resilience, memory, listening skills and an appreciation of other cultures and perspectives.

Our curriculum progressively develops the four key areas of listening, speaking, reading and writing. Pupils build vocabulary and grammatical understanding over time and learn to use their knowledge increasingly independently and spontaneously.

We want pupils to experience language as something that is used for real communication. Lessons therefore provide frequent opportunities to listen, respond, converse, read authentic material and express ideas.

Learning a language also encourages pupils to look beyond Hayling Island and understand their place within an interconnected world. Cultural knowledge is woven through the curriculum so that pupils encounter the traditions, communities and experiences associated with the languages they study.

Languagenut supports vocabulary acquisition, retrieval and independent practice, while GCSEPod will provide an additional whole-school resource from 2026–27.

Studying a language develops skills valued by colleges, universities and employers and can open pathways into an enormous range of careers involving travel, international business, diplomacy, tourism, communication and global organisations.

Our ambition is for pupils to become confident and courageous communicators who value languages, appreciate cultural difference and recognise themselves as members of a wider global community.

Creative Arts

Imagining, designing, creating and making

The Creative Arts Faculty provides pupils with opportunities to explore ideas, solve problems and transform imagination into something tangible.

Through Art, Design & Technology and Food Preparation & Nutrition, pupils develop practical skills alongside creativity, independence, critical thinking and an appreciation of design and visual culture.

In Art, pupils explore different media, techniques, artists and traditions. They learn to observe closely, experiment, take creative risks and develop ideas into increasingly personal and accomplished outcomes.

In Design & Technology, pupils investigate real problems and respond through an iterative process of researching, designing, making and evaluating. They learn to balance creativity with functionality and develop an understanding of materials, processes, sustainability and responsible design.

In Food Preparation & Nutrition, pupils develop practical competence alongside an understanding of nutrition, food science, provenance, safety and healthy choices. These are skills that have immediate relevance to pupils' lives as well as providing pathways into further study and employment.

Across the faculty, pupils are encouraged to experiment, refine ideas, respond to feedback and recognise that successful creative work often develops through persistence and revision.

Our curriculum connects classroom learning with the creative, technological and hospitality industries, helping pupils understand the many careers in which imagination, design and practical expertise are highly valued.

Our ambition is to develop creative, skilful and independent young people who have the confidence to generate ideas, solve problems and turn their thinking into high-quality outcomes.

Performing Arts

Building confidence, creativity and connection through performance

The Performing Arts Faculty brings together Drama, Music and Dance, providing pupils with opportunities to create, perform, collaborate and express themselves.

We believe the performing arts make a distinctive contribution to a young person's education. Performance develops creativity and technical skill, but also confidence, communication, empathy, discipline, resilience and the ability to work successfully with others.

In Drama, pupils explore characters, stories, issues and experiences through performance. They develop vocal and physical skills, learn to interpret texts and stimuli, devise original work and evaluate their own and others' performances.

In Music, pupils develop as performers, composers and listeners. They encounter music from different genres, periods and cultures while developing practical musicianship, creativity and an understanding of how music is constructed.

In Dance, pupils explore movement as a form of communication and expression. They develop physical and technical skills alongside choreography, performance and appreciation.

Across Performing Arts, pupils learn that excellent performance requires commitment and rehearsal. They are encouraged to take creative risks, respond constructively to feedback and contribute positively to an ensemble.

Learning extends beyond lessons through opportunities to perform, participate in productions and engage in wider College activities. These experiences contribute significantly to pupils' confidence, wellbeing and sense of belonging.

Our ambition is for pupils to become confident, expressive and collaborative young people who appreciate the arts, value creativity and have the courage to perform, communicate and share their ideas with others.

Health & Wellbeing

Developing healthy, active and informed young people

The Health & Wellbeing Faculty supports pupils to develop the knowledge, habits, confidence and values they need to lead healthy, safe and fulfilling lives.

Through Physical Education and PSHCE, pupils develop both physical competence and a wider understanding of health, relationships, personal wellbeing and their responsibilities to themselves and others.

In Physical Education, pupils experience a broad range of activities designed to develop physical literacy, fitness, teamwork, leadership, resilience and enjoyment of being active. We want pupils to discover activities they value so that participation in physical activity can continue beyond their time at school.

Competition and performance provide opportunities for pupils to challenge themselves, while teamwork teaches communication, cooperation and respect. Pupils are also encouraged to take on leadership roles and understand the importance of fairness and sporting behaviour.

Through PSHCE, pupils explore the knowledge and issues required to navigate adolescence and adult life safely and confidently. This includes relationships, physical and mental health, online safety, financial awareness, citizenship, careers and preparation for their next steps.

Our Health & Wellbeing curriculum is central to The Hayling College's ambition for pupils to be Happy, Healthy and High Performing. We recognise that academic success and wellbeing are interconnected: young people who understand themselves, look after their health and develop positive relationships are better equipped to flourish.

Our ambition is for every pupil to leave the faculty as a healthy, active, resilient and informed young person who can make positive choices, build successful relationships and contribute confidently to their community.