



Ethos statement: We believe that through individual commitment, self-discipline, integrity and respect for others, we inspire everyone to learn.

Creative Writing – English Department

After last week's utopian entry, this week, it's the term of dystopian writing. Clara Leech (8SCH) and Muneeza Memon (8AAD) have written two fantastic diary entries, inspired by the post-apocalyptic fiction "I am Legend".

Another day. Alone. Isolated. I'm not sure how much longer I can take the excruciating pain of the silence that devours me. Sometimes it's so silent that I can envision the past. I can imagine the cars driving past, their engines revving as they speed past and the smoke rising up from their exhaust pipes. Sometimes it feels so vivid. The only thing that keeps me sane anymore is my dog, Sam.

Sometimes I reminisce about my family, I'm not sure how long I haven't seen them. Or well, what they used to be... But it sure has been a long time. I'm running out of food, slowly but surely. Maybe I could slow down on the food I eat, and maybe just give a bit less to Sam. At least Sam is here for me still, I don't know what I'd do without her. She's so sweet and she even runs on the treadmill with me when she feels like it.

Sometimes the nights go fast, sometimes the nights go slow, and sometimes it feels like the nights don't pass at all, and today is one of those days.

The darkness enshrouds me in my room and traps me inside of it. I can hear them, scratching and raking at my window, like I'll give up without a fight. Little do they know that I am armed, waiting, and more dangerous than those creatures lurking on the other side of that glass. The shotgun beside my bed isn't there for no reason. It's for exactly this reason.

Sometimes, I wish I was a dog, just like Sam. So I could hide under the bed and cower in fear. With no judgement by these things I once would call my friends. So I could be free.

I pray that someday, sometime that somebody, anybody, anyone could accompany me on my treacherous journey no matter if I find them from the Southsea Midport or if I find them near somewhere else, I just hope that someday, sometime somebody could accompany on my quest to save this wretched place I once was able to call home.

Another day. Isolated. Alone. I'm not sure how much longer I can take this. Silence stretches through every day, and fear stabs me at night. Every day I become hopeful. Determined. Yet everyday I get exhausted. Exhausted from trying, exhausted from being alone. Closing my eyes is like gambling with my life, wondering if I'll wake up the next day haunted by these blood sucking monsters.

I wake up as soon as the sun rises. Finally, we're safe for another day, me and my dog Hunter. He's a good boy, I just have more pity for him living this way than I have for myself. Although I'm resilient, though I'm resourceful, eating and hunting is my life now. The silence kills me. I try to live a normal life but everything closes down on me. I exercise with my dog to stay fit, maybe to fight and protect myself or maybe it's fighting fear, fighting everything I shouldn't become.

I feel like this is a punishment, or more so a challenge. Whatever it is, I hope to escape this hell, although I've gotten used to the loneliness, used to this life of uncertainty, used to the deafening noises of vampires breaking the city, trying to claim it relentlessly, trying to demolish the city. Why don't I give up? Why don't I join the crowd of thirsty vampires?

It's because I'm a legend.



Thought for the Week

Aspire not to have more, but to be more." – Oscar Romero

Dates for Your Diary

Wednesday 30th September 2026 – Year 12 & 13 Meet the Tutor & C4C Parents' Evening

Wednesday 30th September 2026 – Royal Navy Team Building Day

Thursday 1st October 2026 – Open Morning

Thursday 1st October 2026 – Royal Navy Teams Building Day

Tuesday 6th October 2026 – Open Morning

Thursday 8th October 2026 – Open Evening

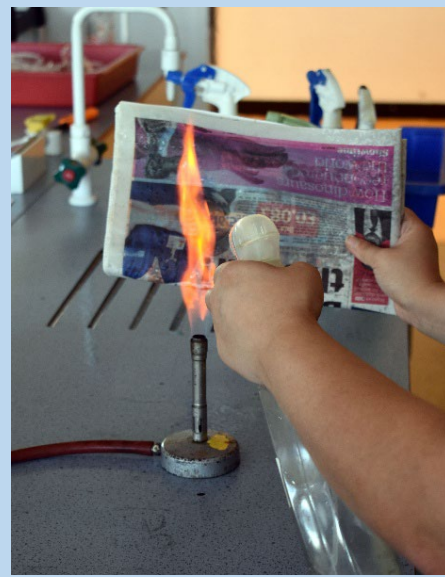
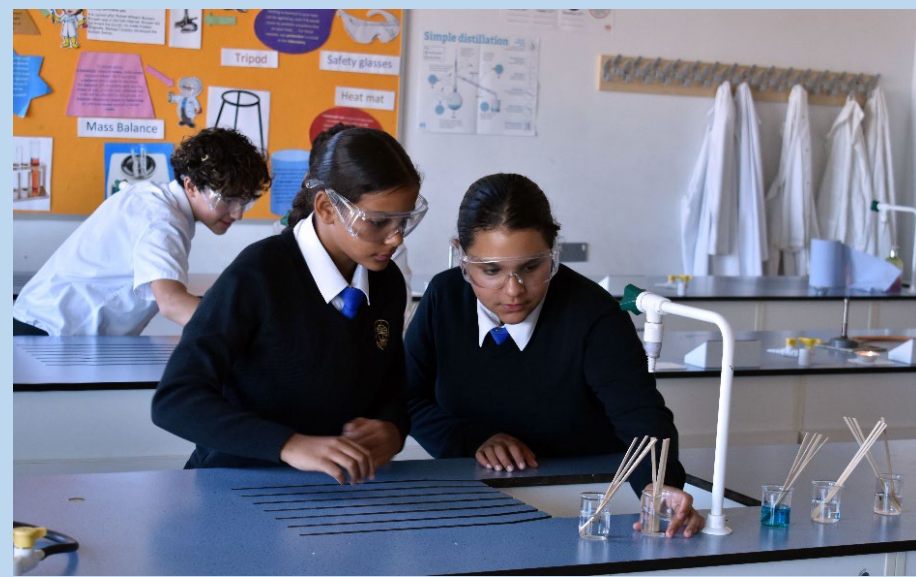
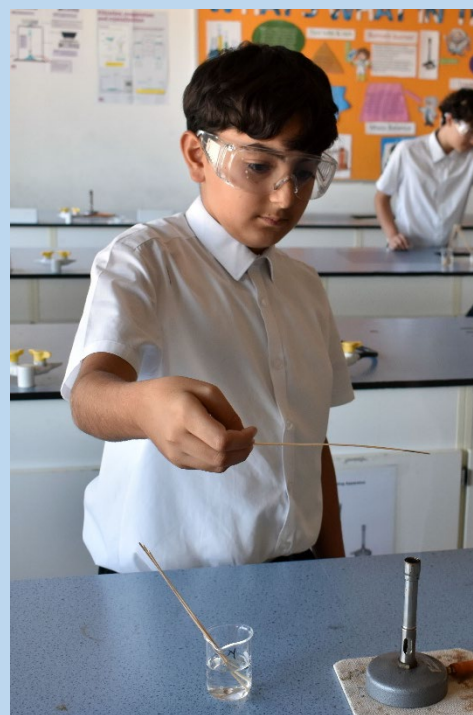
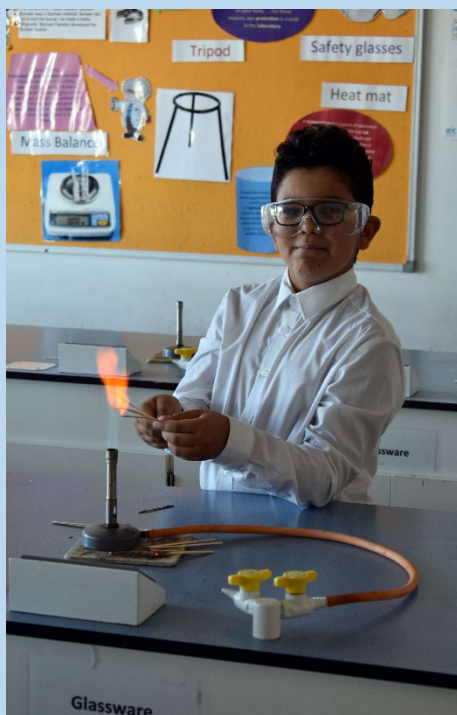
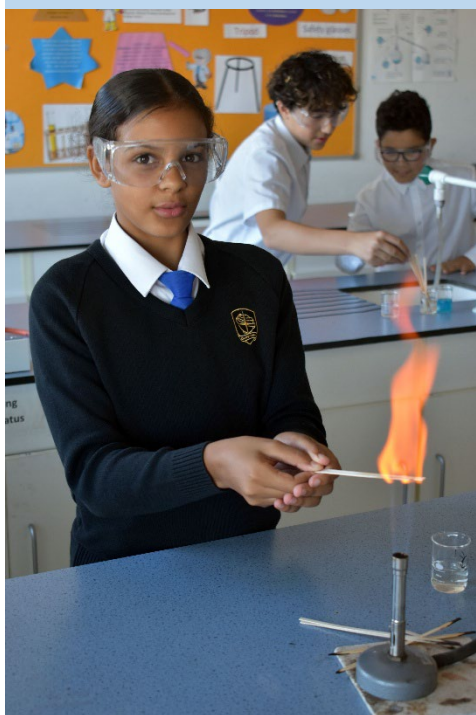
Friday 9th October 2026 – INSET Day

Science Club

During Science Club, students discovered how the bright colours in fireworks are made by carrying out flame tests with different metal solutions.

To test them out, students dipped soaked wooden sticks into metal ion solutions and then placed them on Bunsen burner flame. As the metals heated up, they glowed with distinct, vibrant colours.

By matching each metal to its signature colour, students saw first-hand how simple chemistry turns a dark night sky into a colourful fireworks show.



Crochet Club – Ms Hoy

Crochet Club has started again this term and we are welcoming students from every year group.

Beginners have been working on their chain stitch and single crochet with Year 7s starting a scarf project.

Our Year 11s are working on a granny stitch and working on blankets and cardigans.

Crochet club is open to all abilities, resources are provided. See you next week!



Year 9 News – Mr Salter

The Year 9 team are delighted to welcome our students back for their important final year of KS3. It has been an incredible start to the academic year!

Since our return in September, Year 9 pupils have already earned a phenomenal 3,150 reward points. We are thrilled to highlight and celebrate the exceptional achievements of our top 10 highest-scoring students so far...

Top 10 Positives Year To Date		
First Name	Tutor Group	Total Positives
Kyerell	09DSV	45
Zikria	09DBY	45
Abdirahman	09NOR	42
Sudais	09DBY	42
Jahniyah	09DSV	41
Maliha	09DSV	41
Jazmin	09DBY	41
Zhi-Afriq	09DSV	39
Marwa	09NOR	38
Alicia	09DSV	36
Maahir	09NOR	36

It's so amazing to see such a high amount of positive logs this early in the year.

Looking ahead, we are thrilled that next week a selected group of 12 KS3 students will be heading off on an exciting residential trip to Jamie's Farm in Lewes. The students for this journey have already been chosen, but don't worry if you missed out this time—this is just the beginning!

We have a fantastic line-up of trips and enrichment opportunities planned throughout the academic year, giving plenty of chances for students to get involved, explore, and earn rewards for their hard work.

As Year 9 moves through this pivotal final year of KS3, maintaining high attendance and excellent punctuality is more important than ever. Being in school on time every day ensures students don't miss crucial learning, build strong study habits, and set themselves up for success as they prepare to choose their GCSE options later this academic year. Making the right subject choices requires full engagement in every lesson so students can discover where their strengths and interests truly lie.

PSHE - Personal, Social, Health and Economic Education at Southfields Academy

In PSHE our tracking of learning is based on students' knowledge and skill base being applied to what is examined in class. We structure our KS3 and KS4 programme in a way that builds on skills and knowledge in an age appropriate way. Students are awarded for their growth in developing these life skills and knowledge, which will help them function as successful and informed young people in the wider world. Over KS3 students will learn and demonstrate:

PSHE Education Assessment Framework — Key Stage 3: SOUTHFIELDS ACADEMY

Core Theme & Topics	Working Towards	Working At	Working Beyond
Health & Wellbeing <i>Puberty, Self-Esteem & Body Image, Dental Health, Regulating Emotions, Healthy vs Unhealthy Coping, Social Anxiety, Menstruation & Endometriosis, Legal/Illegal Drugs & Vaping, First Aid (Defibrillator).</i>	WORKING TOWARDS • I can identify — physical/emotional puberty changes, dental health routines, and self-esteem factors. • I can recall — basic emotion regulation techniques and distinguish healthy vs unhealthy coping strategies. • I can recognise — safety risks of legal/illegal drugs, alcohol, vaping, knife crimes, and social anxiety triggers.	WORKING AT • I can explain — how lifestyle habits, sleep, hygiene, and dental health impact overall physical and mental health. • I can apply — self-regulation techniques to manage stress, social anxiety, puberty shifts, and peer pressure. • I can assess — risks associated with drugs, alcohol, and knife crime, and explain menstrual health and endometriosis support.	WORKING BEYOND • I can evaluate — factors influencing mental resilience, positive self-concept, and healthy coping mechanisms. • I can analyse — stigmas surrounding mental ill-health, menstrual wellbeing, and eating/coping disorders. • I can construct — comprehensive personal safety plans, emergency first aid, and help-seeking strategies.
Relationships & Sex <i>Friendships, Resisting Peer Pressure, Gender Stereotypes, Disability Awareness, Sexting & The Law, Commitment & Benefits of Stable Relationships, Domestic Abuse, Harassment Online, STIs & Contraception (Yr9)</i>	WORKING TOWARDS • I can describe — traits of positive friendships, role models, and benefits of committed, stable relationships. • I can state — laws surrounding consent, sexting, domestic abuse, STIs, contraception, and online harassment. • I can identify — gender stereotypes, disability awareness, bullying, and strategies to resist peer pressure.	WORKING AT • I can demonstrate — assertive communication and strategies to resist peer pressure and online harassment. • I can explain — the benefits of commitment in stable relationships, legal consent, and protection against domestic abuse. • I can challenge — gender stereotypes, disability discrimination, toxic online culture, and unsafe relationship dynamics.	WORKING BEYOND • I can navigate — complex relational dynamics, peer conflicts, and mediate healthy boundary setting. • I can critically assess — media portrayals of sex/relationships, contraception choices, and dynamics of abuse. • I can champion — inclusion, equality, disability rights, and active reporting of harassment in school.
Living in the Wider World <i>Transition, Role Models, Careers & LMI, GCSE Options, Budgeting, Gambling & Debt, Financial Exploitation (Money Mules), PREVENT, Digital Citizenship & AI.</i>	WORKING TOWARDS • I can outline — personal strengths, interests, role models, and basic career opportunities. • I can recognise — core financial concepts like budgeting, saving, debt, gambling risks, and money mules. • I can list — fundamental rights, rules, knife-free safety, and laws promoting a respectful community.	WORKING AT • I can link — my skills and interests to GCSE options, post-16 pathways, and labour market trends. • I can evaluate — financial choices, risks of gambling, debt, and financial exploitation (money mules). • I can analyse — my digital footprint, manage online bias/echo chambers, and spot radicalisation risks.	WORKING BEYOND • I can formulate — realistic long-term career roadmaps with step-by-step action plans. • I can evaluate — broader economic factors, consumer rights, and long-term financial security plans. • I can examine — global issues, digital manipulation, and lead social action projects in the school.

In KS4 our programme looks like this:

PSHE Education Assessment Framework — Key Stage 4: SOUTHFIELDS ACADEMY

Core Theme & Topics	Working Towards	Working At	Working Beyond
Health & Wellbeing <i>Mental health and resilience</i> <i>Health Promotion & Self-Exam (Breast/Testicular),</i> <i>Blood/Organ/Stem Cell Donation,</i> <i>Substance Risks (Ketamine/THC/ Nitrous Oxide/Methanol),</i> <i>Menopause, HIV & New Treatments, Cosmetic Pressure & AI.</i>	WORKING TOWARDS • I can identify — symptoms of mental ill-health, menopause awareness, and sources of professional support. • I can recognise — health risks associated with substances (ketamine, THC) and body shaming/cosmetic pressures. • I can state — essential health self-examinations (breast/testicular) and basic self-care routines.	WORKING AT • I can implement — self-care plans to manage exam stress and promote personal resilience and wellbeing. • I can explain — the importance of routine self-examinations, HIV treatments/sexual health, and lifestyle choices. • I can demonstrate — understanding of blood, organ, and stem cell donation and how health services operate.	WORKING BEYOND • I can critically evaluate — societal, cultural and religious influences shaping public mental, physical, and reproductive health. • I can formulate — sophisticated risk-minimisation plans regarding substance use, cosmetic pressures, and AI. • I can advocate — for health equity, blood/organ donation awareness, and peer health promotion initiatives.
Relationships & Sex <i>Consent, Rape & Sexual Abuse,</i> <i>Sexual Harassment Culture, Body Shaming, Incel Culture, Rights of Marriage & Forced Marriage,</i> <i>Coercion/Abuse, Revenge porn and the law, Fertility & Successful Parenting, HIV & Sexual Health.</i> <i>Delay strategies and sex, sex and ethical considerations, Ai chatbots and relationships online</i>	WORKING TOWARDS • I can identify — legal definitions of consent, rape, sexual abuse, coercive control, and forced marriage. • I can state — legal rights regarding marriage, civil partnerships, STI/HIV prevention, and contraception. • I can recognise — how body shaming, incel culture, and online influencers misrepresent sexual relationships.	WORKING AT • I can evaluate — readiness for intimate relationships, setting clear personal boundaries and active legal consent. • I can demonstrate — thorough knowledge of sexual health services, contraception, and STI/HIV protection. • I can challenge — sexual harassment culture, body shaming, forced marriage, and coercive abuse safely.	WORKING BEYOND • I can analyse — legal, emotional, and social responsibilities of, sexual relationships, fertility treatments, parenting, and family structures. • I can appraise — power dynamics, social pressures, gender norms, and legal protections regarding consent and abuse. • I can mentor — peers in building respectful, equal relationships and dismantling toxic sexual cultures.
Living in the Wider World <i>Employability & Work Experience,</i> <i>Post-16 Options (T-Levels/Apprenticeships),</i> <i>Radicalisation/Hate Crime,</i> <i>Financial Management, Equality Act 2010 & Workplace Ethics.,</i> <i>influencers and misinformation</i>	WORKING TOWARDS • I can list — post-16 opportunities (A-Levels, T-Levels, Apprenticeships) and draft a targeted CV. • I can describe — basic employment terms, payslip tax deductions, and adult financial responsibilities. • I can identify — signs of radicalisation, hate crime, consumer rights, and active civic duties and some fake news.	WORKING AT • I can tailor — CVs, application forms, and interview techniques for work experience and post-16 success. • I can evaluate — complex financial decisions, credit/loans, adult budgeting, and workplace expectations. • I can explain — workplace rights and protections under the Equality Act 2010, radicalisation risks, and ethics and the impact influencers and fake information can have.	WORKING BEYOND • I can synthesize — personal aptitudes with job market trends to build adaptable, long-term career strategies. • I can analyse — macro-economic factors, long-term financial security, and enterprise opportunities. • I can evaluate — legal, ethical, and civic responsibilities, active citizenship, and professional standards and critique information online.

PE Extra-Curricular Clubs – Ms Lenton

We have had a fantastic return to sports so far this term, with record breaking turnouts across our extra-curricular clubs. A special highlight goes to Basketball, which hit a staggering record of 33 students in a single session!

A massive shoutout to our Year 7s for bringing so much energy and enthusiasm right from the start. We are particularly proud of our Year 7 girls, who have been turning out in force for trampolining, football, netball, and badminton.

Looking ahead, our fixture diary is filling up fast. We can't wait for our first netball, basketball, and football fixtures of the year across Key Stage 3 and Key Stage 4, with many of our teams also preparing for upcoming cup matches.

Keep up the momentum! We can't wait to see which student, tutor, and year group will be crowned our PE Champions at the end of this half term!



National Fitness Day

What a fantastic turnout we had on Wednesday 16th September for National Fitness Day! It was brilliant to see so many of our students staying active and getting involved throughout the day. From taking on the Active Mile around the astro to pushing their limits in the 1 minute fitness challenges during break times, the energy across the school was incredible!

A special mention goes to our Year 7s, who proved to be the most active year group on the day. Well done to every student who took part and made the day such a success, keep up the great work.



Parent Newsletter

SIXTH FORM CAREERS SPECIAL

Free online webinar · Year 12 and Year 13

What Top Universities Are Really Looking For

Date: Wednesday, 30 September

Time: 7 to 8 pm.



Free webinar for Year 12 and 13 students and parents: **What Top Universities Are Really Looking For**. Former Head of Careers Kate Grace will discuss how admissions tutors read personal statements and what builds a truly competitive application. It runs **Wednesday, 30 September, from 7 to 8 pm**. Slides and a replay will be sent to everyone who registers.

<https://thedegreegap.com/study/webinars/what-top-universities-look-for/>

For the full newsletter and more opportunities – please follow the link:

https://drive.google.com/file/d/1akwZtUDe_5UVZGMXurP3Qhp8Oj4fH4mO/view?usp=sharing