

THRIVE



South Downs Education Trust's termly magazine

Spring 2025

**Explore Iceland
through the
eyes of pupils**

**Raw
nature at
its best**

The real benefits of
quality early education

Creative coding at
Worthing High School

Learn about the
12 rocks of wellbeing



SPONSORED WALK

Thursday 19 June 2025

12 miles from Worthing High School to Chanctonbury Ring

Our sponsored walk has taken place every two years since 1999; during that time, we have raised over £100,000 for Chestnut Tree House. This year staff and students will be raising funds for Chestnut Tree House and Sussex Search and Rescue, who will be supporting us on the walk.

This is an opportunity for our school community to work together to raise valuable funds for these two amazing charities. Our target is to raise £15,000.

Please support your child in raising monies for these amazing charities.



Doing this walk will make you more resilient as it is a challenge to complete!

Caitlyn, 11B1



Please Donate



Contact us

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Main reception is open from
8am until 4.30 pm Monday
to Thursday and until 4pm
on Friday

An answerphone is
available 24 hours a day

www.sdetrust.net

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All information is correct at time of printing

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WELCOME



Dear Parents and Carers, Staff, Pupils and Friends

It is with great excitement that I welcome you to the very first edition of Thrive, the new magazine for Worthing High School, Clapham and Patching CofE Primary School, and other schools, as part of the South Downs Education Trust. This publication will showcase the incredible achievements, inspiring stories, and everyday moments that make our school communities such special and vibrant places of learning.

Education will always be about quality first teaching and learning but it is also about curiosity, resilience, and ambition. Through this magazine and its features, we aim to celebrate the voices of our students and staff, highlighting their successes, innovations, and aspirations for the future. Whether it's academic excellence, creative talent, or leadership in action, Thrive will be a platform for it all and much more.

A huge thank you to you our community of schools. Without your child being a part of our schools all the wonderful experiences inside and outside the classroom would not be possible. Thank you for being part of this journey.

We look forward to sharing your stories and shaping the future together.

Pan Panayiotou

CEO, South Downs Education Trust

What's On

APRIL
2025



Duke of Edinburgh

On Friday 25 April students will meet at 3pm, and walk their routes that they have planned over to Ecclesden campsite.

Here they will be pitching their tents, cooking dinner in their groups and camping over-night. This is the final training walk before their assessed expedition at the beginning of June.

Fingers crossed for good weather!

Valencia Football Trip

MAY
2025

In May a group of Worthing High School students will be experiencing a Football Development Tour in Valencia.

They will get a behind-the-scenes tour of the Valencia Mestalla Stadium, and training sessions as well as playing matches in the stadium.



“

I've learnt so much about a variety of topics like map reading, first aid, the South Downs rules, preparations and packing.

Selena, 11H1

Forest School

The Worthing High Forest School was established in 2023 as a completely blank canvas. Since then, students have been developing the site into a forest school area and allotment.

We are looking to grow and improve our provision as well as expand our offer to more students. To help us achieve this we are looking for generous donations from our wider school community and local businesses.

If you can help, please contact Michael Rae, Forest School Leader on mrae@worthinghigh.net

Key Dates



Friday 4 April 2025
Last Day of Term

Monday 7 - Monday 21 April 2025
Easter Break

Friday 23 May 2025
Last day of Term

Monday 26 - Friday 30 May 2025
May Half Term

Friday 18 July 2025
Last day of term

INSET days
The school will be closed to students on these days
Monday 21 July 2025
Tuesday 22 July 2025



Key Dates



Friday 4 April 2025
Last Day of Term, 12:30pm finish

Monday 7 - Monday 21 April 2025
Easter Break

Wednesday 23 April 2025
Year 7 Subject Review Evening

Friday 23 May 2025
Last day of Term

Monday 26 - Friday 30 May 2025
May Half Term

Thursday 12 June 2025
Year 10 Subject Review Evening

Wednesday 25 June 2025
Prom

Friday 11 July 2025
Activ 8

Friday 18 July 2025
Last day of term, early finish

INSET days
The school will be closed to students on these days
Friday 20 June 2025
Monday 21 July 2025
Tuesday 22 July 2025

RAW NATURE AT ITS BEST

In February 2025 a group of students from Worthing High School took an awe-inspiring trip to Iceland. Two students, Zanthé Dumbleton, and Louis Le Gac, share their experiences from their trip.

FAST FACTS

- Official name: Republic of Iceland
- Capital: Reykjavík
- Population: 317,000
- Language: Icelandic (others include: English, Nordic languages, German)
- Money: Icelandic króna
- Area: 39,769 square miles (103,001 square kilometers)



Me at Seljalandsfoss waterfall



Me with Freya, Willow and Izzy

The view from behind the waterfall

ZANTHE'S DIARY

Day 1

I had to wake up at 1am (too early) I only got 4 hours of sleep I was tired! I met my friends at school at 2am; Freya, Izzy and Willow. The coach drive was just under 3 hours to Luton Airport. The airport was really busy for 5am and getting through security was stressful. We boarded the plane on gate 30 at 6:30 am. The flight was so hot and quite long. After we landed at 9:25am we headed to baggage claim and collected suitcases ready to head to the mud springs. After that we went to the bridge between continents and it was AMAZING!!! We then went to Reykjavik and bought some souvenirs. Then when we got to Hotel Ork and settled into our rooms before dinner, which was tomato pasta and chocolate cake and whipped cream for dessert. After dinner we played dobble, uno, table tennis, pool and air hockey. Then it was time for bed at 10pm.

Day 2

We woke up at 7am, had breakfast at 8am and then headed out to the geothermal area at 9:15am. The area was very interesting. The Lava centre was next and was really fun and interactive! Next, we headed to the Skogafoss waterfall which is 60 meters tall and there is 400 steps up to the top! Afterwards we drove to the Reynishverfi black beach, but because of the weather conditions we could not go on to the sand. Then we went to Vik to have lunch and buy more souvenirs. Then after that we went to Solheimajokull Glacier, which was HUGE!!! After the Glacier we went to one more waterfall. It was called the Seljalandsfoss waterfall, we walked behind it and it was amazing! We were all soaked and tired and came back to Hotel Ork at 6:30pm. We ate dinner at 7pm and then played games. We went to bed at 10pm and it was snowy.



Waterfall 1 - The view from the side



Waterfall 2 - The view at the bottom

Day 2

LOUIS' DIARY

Today was quite a stark difference to the landscape from yesterday as there was no snow! This did, however mean we could experience quite a special moment. We walked BEHIND a waterfall!!!! We all got substantially wet (it was worth it though). We visited two waterfalls today.

Driving through rural Iceland is a real beauty of nature. We passed through scenic routes, hillside, steaming hot springs and barren land covered in what was once destructive lava, taking out all in its path, leaving a desolate and uninhabitable landscape.

Our first stop today was the Lava centre. We had an introduction about earthquakes in Iceland, the tectonic plates and volcanoes. After this we headed through to a room. In the centre of the room was a dome

representing the world but only where Iceland is. There was a metal ring around it with a timeline starting from 65 million years ago. As we turned this ring, the images shown on the dome changed, showing us what Iceland looked like through the years.

Our second to last stop was a river of ice. At the bottom of the glacier was an 80 metre deep lagoon. At the base of this lagoon was shallower water littered with mini icebergs. We learned a lot from our awesome tour guide Graham who informed us about many things including Viking settlements, the first women's prison in Iceland, lava flows, architecture, destruction and a lot more.

When we got back, we had dinner of meatballs and mash, topped with gravy. For dessert we had a fruity mousse.

News

News from the South Downs Education Trust schools from the last term

Worthing High School



GCSE taster sessions

THE SCHOOL OF SMILES!

We're incredibly proud that Worthing High School is in the top 10 in West Sussex and joint top in Worthing for student happiness.

This is based on Parent View survey data, with the school well above the national rate of 83%.

This recognition is a testament to the hard work and commitment of everyone at Worthing High School and our entire trust community — our amazing students, staff, and families.

Thank you for making Worthing High School a place where learners thrive!

Focus Day 2

On Thursday 13 February we had our Focus Day 2, all students were off timetable and engaged in different activities:

- Year 7 explored the Young Green Briton Challenge and looked at design entrepreneurial solutions for climate issues
- Year 8 went to the Natural History Museum and others explored Forest School, design and popcorn making
- Year 9 got hands-on with GCSE taster sessions
- Year 10 practiced their interview skills at our annual Big Interview event, others visited colleges or visited the Bowers and Wilkins factory
- Year 11 tackled revision and one of their final mocks

Ofsted Inspection

On the 4 – 5 March 2025 we had an Ofsted Section 8 Ungraded inspection.

I would like to express my gratitude to all of our staff and students for representing the school so well and, as always, upholding our core values. A big thank you also goes to our parents and carers for their supportive words and overwhelmingly positive feedback on Parent View.

While we cannot share specific feedback at this time, parents and carers will be updated once the report is published. What I can share is that the inspectors had an extremely positive view of the school.



On behalf of the Governors and Trustees, we are exceptionally proud of how our students have conducted themselves, which our Ofsted visitors were really impressed by.

Pan Panayiotou, Executive Headteacher and CEO of South Down Education Trust

Author visit



On World Book Day we explored why reading is so important in different subjects like Maths, Modern Foreign Languages and Art.

Our year 7 students also had an amazing session with author Chris Regan as part of our World Book Day celebrations! He demonstrated how to map out character choices in storytelling and video games. It was so inspiring to see how these elements shape narratives.

Red Nose Day



This Red Nose Day our students fundraised for Comic Relief by getting involved in the following activities:

Cake Sale: Whether it's baking one or buying and eating one!

Sponge the Teacher: Students threw sponges at their favourite teacher!

Guess the staff member: Students guessed who the staff member was from various obscured photos!

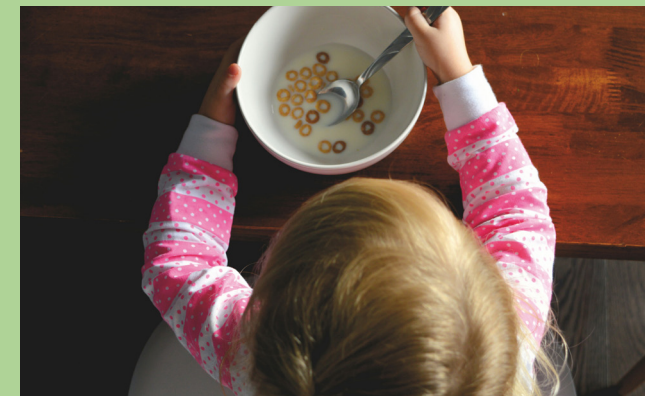
Headteacher swap: Winning students swapped roles with the Headteacher and ran the school for an hour!

Our students raised an incredible £208 from the cake sale and sponge the teacher!

Clapham and Patching CofE Primary School



Piloting new breakfast club



We are proud to have become one of the 15 schools in West Sussex to pilot the government's free school breakfast clubs.

The scheme will run from April to June before being expanded. The chosen schools will offer free breakfast to all pupils and at least 30 minutes of childcare before school.

Justine Chubb, Head of School, was interviewed on BBC Radio Sussex about the free breakfast clubs for all children.

Annual Pancake Day races



World Book Day



We had great fun dressing up and sharing stories on World Book Day!

Jump Start Johnny visit!



We were so excited to welcome Jump Start Jonny to our school! A huge thank you to our small but mighty PTA for helping to fund an incredible afternoon.

We all enjoyed our annual pancake races to celebrate Shrove Tuesday and the beginning of Lent!

Quality Early Education Matters



Words: Justine Chubb, Head of School
Clapham and Patching CofE Primary School

“

The first five years have so much to do with how the next 80 turn out.”

(Gates, 2015)

I was once asked why, after teaching in a primary school for a number of years, I hadn't been promoted to teaching in a secondary school. This question highlighted to me the surprisingly common lack of understanding of the part primary education, and in particular, early years education plays in a child's future success. In fact, it has been my experience that the impact of high-quality early years provision is frequently overlooked, misunderstood and underestimated.

Evidence shows a direct correlation between a child's first year of school and the future trajectory for their academic achievement. Research in neuroscience highlights the lasting effects of early brain development on later academic success. Early education, enriched environments, and emotional support are key factors in shaping the cognitive and social skills needed for success in secondary school (Center on the Developing Child, 2016).

How do we know this?

To unpick the link between early years provision and future academic achievement we must first look at the neuroscience of brain development. The first five years of a children's life are critical for brain

development, with up to 90% of brain growth occurring by the age of five. In fact, a brain grows to about 80% of its adult size by age 2. Neural connections (synapses) form at an incredible rate during this period of brain development. By age 3, a child's brain has twice as many synapses as an adult's brain, providing a solid foundation for 'learning to learn'. The quality of the educational provision a child experiences at this age is critical to their future success. (Shonkoff & Phillips, 2000)

Studies in neuroscience confirm that at this young age, early brain development has a lasting impact on GCSE performance.

“

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances.”

(Department for Education, 2017)

High-quality early education, stimulating environments, and strong emotional support shape the cognitive and social skills necessary for success in secondary school (Shonkoff & Phillips, 2000).

The Effective Pre-School, Primary and Secondary Education (EPPSE) study was a longitudinal study conducted in England from 1997 to 2014. It was one of the most comprehensive studies examining the long-term impact of early childhood education on later academic and social outcomes. The study followed children from age 3 to 16 (1997–2014). Around 3,000 children were tracked from early years through to their GCSEs. Researchers gathered data on children's academic progress, social development, home learning environment, and school experiences.

The study compared children who attended different types of early years education (or none at all), and tracked their progress through primary and secondary school. It controlled for factors such as socio-economic status, parental education, and home learning environment to isolate the impact of early years education itself. Researchers assessed

both academic attainment (GCSE results, literacy, numeracy) and social-emotional outcomes (behavior, self-regulation, and well-being).

The study found that high-quality early years education had a long-lasting impact on GCSE results, particularly for children from disadvantaged backgrounds. High-quality early years provision was found to be a better predictor of academic success than primary school quality alone. The benefits of good early years provision remained significant, even after controlling for other factors like primary and secondary school quality.

For children from lower-income families, high-quality early years education had an even greater positive effect, helping to reduce the disadvantage gap at GCSE level. The study emphasised that high quality early years education can compensate for some socio-economic disadvantages, but poor early years provision exacerbates inequalities.

Notably, early years education was found to be a better predictor of GCSE success than primary school quality alone and the



High-quality early years provision at
Clapham and Patching Primary School



Problem solving

impact was comparable to **half a grade improvement per subject in GCSEs**. More importantly, the study found that children who attended high-quality pre-school settings were around **eight months ahead in their learning at age 16** compared to those who had little or no pre-school education.

What does this look like in practice?

Children in the reception class at Clapham and Patching work towards a statutory set of 'Early Learning Goals' in readiness for when they turn five and begin the National Curriculum in Year 1. Adults working with these children plan forensically to provide indoor and outdoor learning environments, offering learning opportunities where they can observe and assess the children working independently towards the Early Learning Goals. The essence of early years learning through play lies in the idea that play is not just a recreational activity, but a crucial developmental tool that fosters cognitive, social, emotional, and physical growth in young children.

Clapham and Patching is a primary school for reception to year 6 based in West Sussex.

A happy, inclusive and oversubscribed little school at the heart of its rural community.

www.claphamandpatching.co.uk

Five Features of Quality Early Years

1. Well-Qualified and Knowledgeable Educators
 - Staff Training
2. Child-Centered Learning Environment
 - Safe, Stimulating, and Inclusive
 - Balance of Structure and Freedom
3. Learning through Play
 - Active and Engaging Play
 - Rich Play Opportunities
4. Strong Relationships and Emotional Support
 - Responsive Care
 - Social and Emotional Development
5. Curriculum Based on Developmental Needs
 - Holistic and Flexible
 - Focus on Early Literacy and Numeracy



Early literacy skills

Reference List
Center on the Developing Child, 2016. Department for Education, 2017. Gates, B., 2015. Piaget, J., 1951. Shonkoff, J. P. & Phillips, D. A., 2000. Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B., 2014.

LATEST FROM WORTHING HIGH SCHOOL

As the term comes to a close, I want to take a moment to thank you for your continued support. It has been a busy few months, and we truly appreciate the efforts of everyone - staff, students, parents, and carers - to make this term so successful.

We are proud to share that our recent Ofsted visit highlighted so many positives, including the hard work and dedication of both our students and staff. The positive feedback we received is a reflection of the strong sense of community and commitment in our pursuit of excellence.

We've had some exciting opportunities this term, including a memorable trip to Iceland, where students explored stunning landscapes and learned about the country's unique geography. We also enjoyed a day trip to Bowers & Wilkins, where students gained insight into cutting-edge audio technology. Additionally, a visit to the Science and Natural History museums provided our students with hands-on learning experiences that brought their studies to life.

Learning outside the classroom helps students think about their future, and we encourage all students to start considering their next steps beyond Year 11. Whether it's further education, training, or entering the workforce, it's important to dream big, set goals and plan for the future. This term has been no different, and all students have had a careers focus, with presentations from a range of inspiring organisations including the police, Rolls-Royce, Capgemini, and a partner primary school. These talks provided students with valuable insights into various career paths and the skills needed to succeed. We are committed to supporting each student in finding the best path for their future and helping them reach their full potential.



Excellent attendance is key to opening up opportunities for all students. Regular attendance not only helps to build a strong academic foundation but also ensures that students don't miss out on valuable learning experiences, including career talks, trips, and other enrichment activities. We encourage all students to stay committed to their studies and attend school consistently to make the most of the opportunities available to them.

A special good luck to our Year 11 students as they enter their final term! This is an exciting and important time, and we wish you all the best as you work towards your exams and future plans. We're confident you'll finish strong and take the next steps with success!

We're excited for the upcoming summer term, which promises a range of opportunities, including our biennial sponsored walk, Focus Day 3, and our annual Activ-8 Day.

Adrian Cook

Head of School
Worthing High School





“ Learning to code using Python for the first time has been a fun experience. It can be challenging, but it makes you want to succeed more”

Mohammad, Year 7

CRACKING THE CODE

Words: Mr Uddin, Leader of Computer Science, Worthing High School



In today's digital world, coding is an essential skill. At Worthing High School, we are ensuring our students are equipped for the future by teaching them to code using Python 3, one of the most powerful and widely used programming languages in the industry.

This term, we are learning Python 3 as part of our KS3 Computer Science curriculum. Python 3 is used by tech giants like YouTube, Google and Instagram, making it a key language in the tech world. It's easy for beginners to grasp, yet versatile enough for complex applications. By learning Python 3, our students gain more than just coding skills - they develop problem-solving, critical thinking and creativity, preparing them for success in any career.

Python Challenges We've Been Tackling

Our students have been working through a range of Python 3 challenges that enhance both their coding and analytical skills. These include creating simple games, designing algorithms to solve real-world problems, and using Python 3 to manipulate text and numbers. They've been learning how to use loops, conditionals, and functions to build efficient programs - skills that will serve them well in more advanced coding and software development tasks.

The Importance of Coding

Coding is a valuable skill, teaching students how to think logically and approach challenges systematically. It's not just for future programmers; it fosters resilience and innovation—traits beneficial in every field. With the tech sector growing rapidly, learning Python 3 opens doors to exciting career opportunities, such as software engineering and data science, with earning potentials reaching £100k+ per year.

All lesson materials are available on Google Classroom, so we encourage parents to explore what their child is learning. At Worthing High School, we're proud to give our students a head start in the world of coding. Their journey with Python 3 is just the beginning, and we're excited to see what solutions they will create next.

Code like a Pro: Must-Try Resources

For those interested in exploring Python further, here are some great resources.

Python.org The official Python website, where you can download Python and find tutorials.

Codecademy Learn Python, an interactive platform for learning Python from scratch.

W3Schools Python Tutorial, a beginner-friendly Python tutorial with examples.

What is Python 3?

Python 3 is a high-level programming language known for its simplicity and readability, making it ideal for beginners. It is used to create a wide range of applications, from web development to data analysis and artificial intelligence.

Python is powerful yet beginner-friendly, allowing students to develop problem-solving and logical thinking skills while learning to build real-world applications. Tech giants like Google, YouTube, and Instagram rely on Python to power their systems.



Activ8 Day 2025

Friday 11 July 2025

Which community will be crowned this year's Champions?



CHANGE YOUR LIFE, READ A BOOK!



Words: Mrs Regan, Learning Resource Centre Manager, Worthing High School

In the Learning Resource Centre at Worthing High School, we have a motto that sits alongside our school motto (Always Pursue Excellence) which is: Everything about your life gets better when you read - scientifically proven fact!

Research shows that people who read are more successful - whether you are measuring success by exam results, how much money you make, mental wellbeing, relationships with friends, family and partners, or even how long you live. If you've got a goal, there's a very good chance that reading will help you get there.

But knowing reading is really good for us isn't always that helpful in getting us to read more. If I tell you that you should be eating five portions of fruit and vegetables a day, you aren't likely to just start eating salad for every meal. The best way to start a healthy new habit is to find a way to enjoy it, without giving up any of the things you already love.

Lots of our students really enjoy reading and choose to read in their free time anyway - we have 14 students who have borrowed over 100 books from the school library - two of those have borrowed over 200 and they are only half-way through year 8! We have over 150 students in KS3 who have read

over 500,000 words on Accelerated Reader, including 5 who have won their Gold Award and a Kindle for reading over 5 million words!

There is a book out there for every reader; it's just a matter of finding what you enjoy. For some of our students that might be a biography of a footballer, for others a superhero graphic novel. Non-fiction, poetry and listening to audiobooks could also be a way into falling in love with reading.

And if one of our students is struggling with where to start, there is a Harry Potter quote that might help them out: "When in doubt, go to the Library!" In our Learning Resource Centre you'll find over 7000 books, reading challenges, and inspiration of what to read next, as well as a community of readers sharing and celebrating their love of reading.



Worthing High Literature Quiz team 2024



Author visit from Chris Regan 2025



**When in doubt,
go to the Library!"**

Harry Potter and the Chamber of Secrets by J.K. Rowling.

WONDERFUL WORTHING

1st

Students at Worthing High School took part in the Media department's photography competition this term. They submitted photos around the subject of 'Wonderful Worthing'.

Students submitted their photograph and a second photograph with themselves at the location to verify that they had taken the shot.

Staff voted from a shortlist of eight images chosen by Miss Hoad, Leader of Media Studies from those submitted.

Oscar Cooper (7T2) was one of two students that chose Worthing Pier as their subject. The light reflecting on the sea really makes this image.

Sam Russo's (10S1) tree is actually near Arundel but we allowed the distance because the image is so beautiful!



Oscar Cooper (7T2)

2nd

Rose Hepworth (11S2) took her image near a graveyard – a stunning contrast of the sunset and the silhouette of the tree.

Winners received vouchers for the Dome Cinema - £15, £10 and £5 respectively.

Sam Russo (10S1)



3rd

Rose Hepworth (11S2)

SHORTLISTED PHOTOGRAPHS



THE 12 ROCKS OF WELLBEING

Words: Andrew Wright, Action your Potential

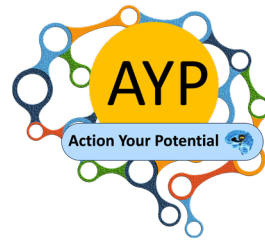
The team at Action Your Potential support students, parents, carers and school staff (anyone with a brain!) learn to understand their amazing brain and become a #NeuroNinja.

What's a #NeuroNinja? Someone who understands their amazing brain so they can get the most out of it every day.

One of the most important concepts #NeuroNinjas learn is our brain builds our mind. This can be a tricky idea to understand.

Think of our brain like a projector and our mind is like the image produced. 50% of how we feel each day is down to whether or not we have engaged well in 12 fundamental activities and habits. The 12 behaviours are called the 12 Rocks of Wellbeing.

Learn about how to implement these 12 Rocks of Wellbeing into your everyday life and improve your brain health.



Rock 3 - Eating healthily

Why is it important?

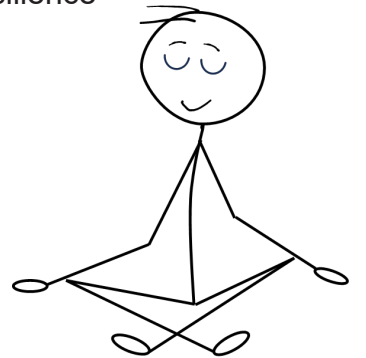
- Gives the brain the best fuel to manage the energy budget of the body
- Is good for both body and brain
- Reduces inflammation which can result from eating UPF (ultra processed food)



Rock 4 - Mindfulness

Why is it important?

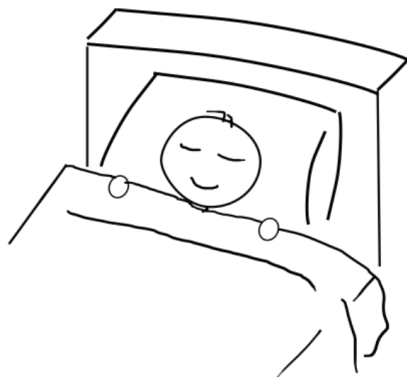
- Is spending a few minutes concentrating on your breathing
- Is not woowoo – it is really good for your brain
- Helps you remain calm in difficult situations
- Enhances your willpower, builds self-awareness and resilience



Rock 1 - Sleep

Why is it important?

- Cleans our brain of toxins built up during the day
- Refires the memory circuits to process the day's events
- Processes any emotional events
- Can also problem solve through the mind wandering network



Rock 2 - Exercise

Why is it important?

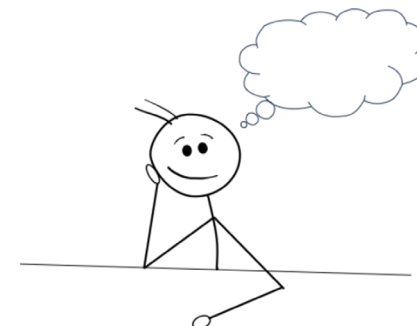
- Makes brain cells grow, giving you more cognitive bandwidth
- Improves your mood and sleep
- Improves your memory and attention
- Improves your productivity, engagement and even your immune system



Rock 5 - Mind wandering

Why is it important?

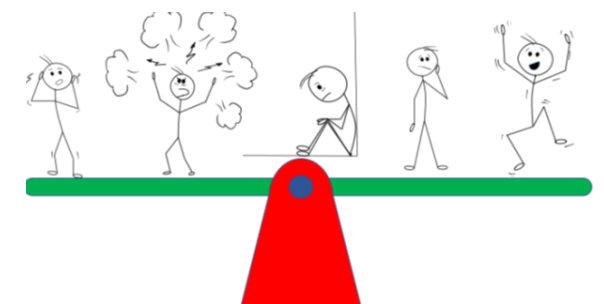
- Is allowing your brain to wander (at appropriate times)
- It can improve problem solving
- It reduces low mood, improves creativity and manages worries
- It allows the brain to model events in the future and seek solutions



Rock 6 - Managing emotions

Why is it important?

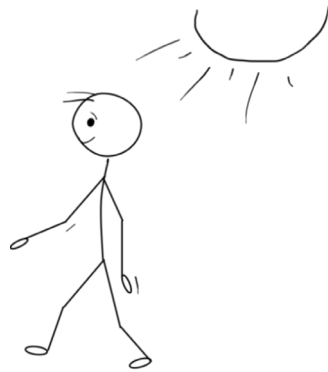
- Emotional hygiene is as important as physical hygiene
- It improves cognitive function, boosts mood enhances self-awareness and builds resilience
- Ask yourself these questions each day
What happened today? How did it feel?
What emotions were involved?



Rock 7 - Walking outside

Why is it important?

- Is really good for the brain
- Turns on the executive function circuits in the pre-frontal cortex
- Boosts your mood, enhances thinking, increases creativity
- After 3 minutes reduces blood pressure, after 5 minutes improves your mood



Rock 8 - Listening to music

Why is it important?

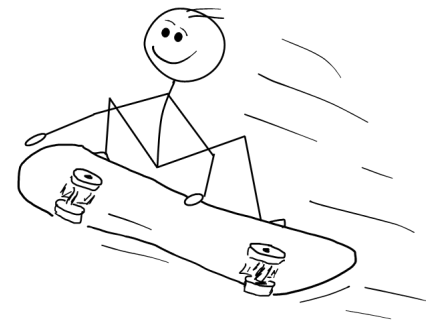
- Engages every circuit of the brain
- Is enjoyed by the brain as it can predict the tune, the lyrics etc
- Connects us with others and with our emotions as different music evokes different feelings
- Helps us manage emotions, improve motivation, build resilience



Rock 11 - Do what you love

Why is it important?

- We should allow our brain to experience this state of flow every day
- It gives you energy
- It engages your body, brain and mind
- It excites and enthral you
- It builds resilience



Rock 12 – Learn, Play, Create, Read

Why is it important?

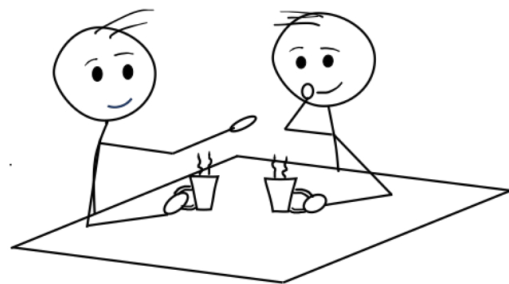
- It builds connections across the brain
- It builds executive function, improves cognition and increases memory
- It develops perspective, reduces reactivity
- It build attention



Rock 9 - Connecting with others

Why is it important?

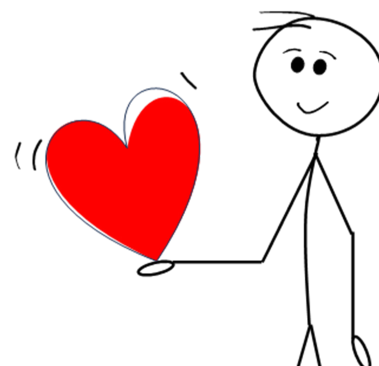
- Our brains need other brains to help it regulate and manage itself
- Our brains became big in order to deal with social complexity
- It helps us to process emotional pain and worries
- It increases empathy and boosts our self-confidence



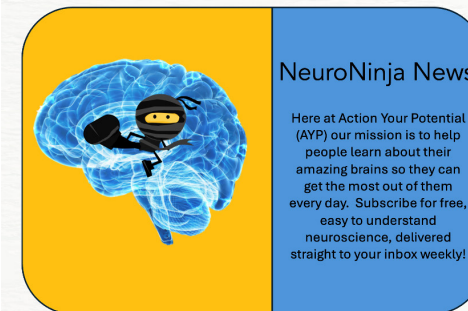
Rock 10 - Gratitude and kindness

Why is it important?

- It balances negative thinking
- It helps the cognitive reasoning circuits to teach the emotional reasoning circuits to calm down
- Improves cognition and builds perspective
- Enhances compassion and empathy



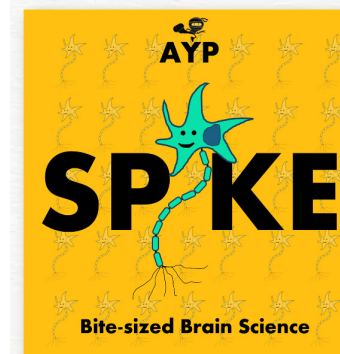
Follow Us On Substack



Want more?

For more resources about how to build a healthy brand follow Action your Potential on Substack or download the podcast.

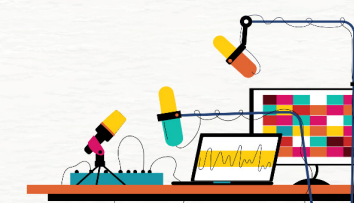
AYP Spike podcast



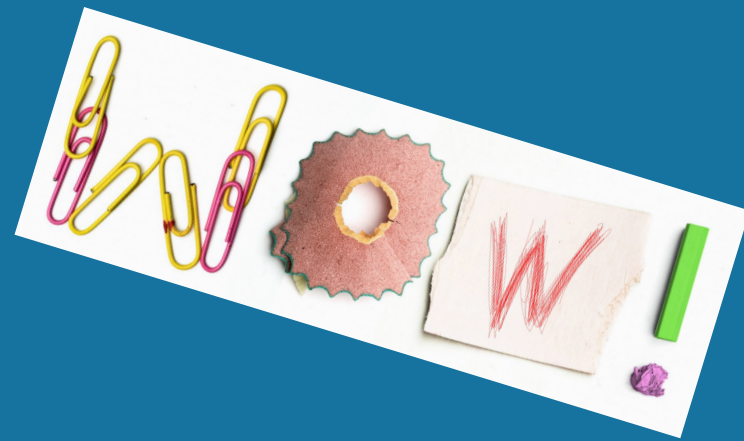
Bite-sized brain science



Download it free here



THE ART OF LETTERS



Words: Mrs Hunt, Subject Leader of Art, Worthing High School

Artists are always looking at the world in creative ways – spotting shapes, patterns, and possibilities that others might miss.

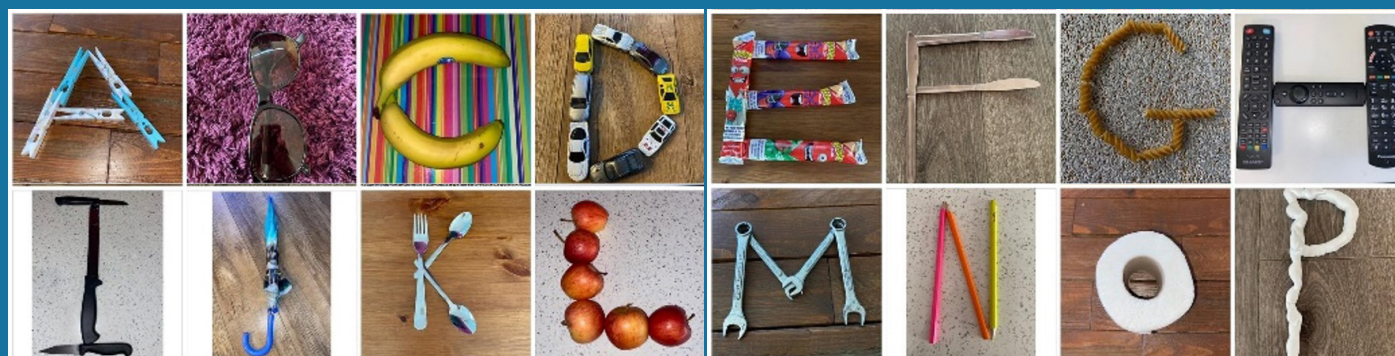
Why not put your observation skills to the test with this fun lettering challenge?

Collect found objects from indoors or outdoors – anything from twigs and leaves to buttons and paperclips – and arrange them into the shape of a letter. It could be your school initials (e.g. WHS), your own initials, or even your whole name!

This is typically a task we give to our year 7 pupils but anyone can do it - you can do it anywhere and you don't need any equipment.

Record your creation by sketching it or taking a photograph – and see how everyday objects can be transformed into art!

Share with us on Instagram @worthinghighschool and use #WHSLetterArt



MEET...

Martin Fisher



Careers Advisor at Worthing High School. Martin is passionate about helping young people discover their strengths, develop their skills and make informed decisions about their Post 16 education and career pathways.

What does a typical workday look like for you?

Every day is different, which is a real bonus! The main part of my job is to meet with students daily for one-on-one career and post-16 advice sessions. Aside from this, I manage a range of events throughout the academic year which students from all years get involved in, such as assemblies; in-lesson activities; focus days; alumni events; our post-16 evening and our annual Big Interview event.

Another big part of my job is to build and maintain relationships with local and national businesses and companies. These businesses and organisations get involved in our events and provide opportunities for our students.

Are there any misconceptions about what you do?

Many people think career advice is just about helping students choose a job, but it's so much more than that as the post-16 part of the role is crucial to ensure they are on the right track!

It's about helping students to build confidence, explore options, and develop essential skills for life. Career & post-16 journeys are rarely a straight line, and my job is to help students navigate their journey.

What have you learnt since you started?

I've learned that every student's journey is unique, and success looks different for everyone. I firmly believe that I have to tailor the advice to individuals as we are all different and one size does not fit all!

What's the most exciting or rewarding part of your job?

The most rewarding part of my job is seeing students find a post-16 or career path that excites them and provides them with a positive opportunity that is tailored for them.

Whether it's finding an apprenticeship, securing and assisting with their college placement, identifying a course they were not aware of, or even discovering a passion they never knew they had.

How do you usually spend your evenings and weekends?

I am passionate about sport and in particular football; I previously worked as a professional sports coach and still carry out voluntary football coaching for youth teams as well as goalkeeper coaching.

I also enjoy spending time with my two daughters, one of whom is an Intensive Care Nurse in the NHS, while the other works as a Senior Fashion Buyer for Urban Outfitters.

OPEN DAY

9am – 1pm

Saturday 20 September 2025



Worthing High School is a secondary school for years 7-11 based in West Sussex. A forward-thinking, inclusive, vibrant and caring secondary school. Worthing High School is the founding school of South Downs Education Trust.

OPEN MORNING TOURS

We are also offering Open Morning Tours at 9:15am – 11am
Monday 22 September – Friday 26 September 2025

Book online at www.worthinghigh.net or contact Worthing High School on 01903 237864 or office@worthinghigh.net

