



Unity Academy Primary Newsletter  
23/1/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Another busy week at Unity, have a read to see what has been going on here this week!

### **Teaching and Learning**

This week we have had a Trust SEND review. This means that the Director for SEND visits our school, talks to myself as the primary leader and then goes into the classrooms to see if what I am saying happens actually does happen! The feedback we received was very positive. The best compliment for me was "the warm feeling" that runs through primary. They clearly saw the strong relationships in place here! They saw motivated and engaged children who were excited to learn and recognised how well staff are used to meet children's individual needs. There were many more positive comments received which made me feel very happy and very proud of the children and staff!

The Trust Director of Maths has been working with Year 1 and she emailed me this week with some really positive feedback. "I have just been to see year 1 for a full hour and they really impressed me. Miss Tench has fully embraced all the suggestions that we have discussed together and transitioned year 1 to whole class maths teaching in a very short space of time. The children were using mini whiteboards to demonstrate their

understanding, they used base 10 resources and managed to complete independent work as a whole class". Well done to Year 1 and Miss Tench!

Miss Purdy shared 3HP's narrative videos with me this week. The children became David Attenborough as they wrote and were filmed presenting some fantastic descriptions of a fox. The music and the imagery of the fox behind them as they read aloud their writing made me feel like I was watching a nature programme on the tv. Excellent work 3HP!

Tommy in 1MT came to show me his English book. The work he had produced was simply fantastic. His handwriting was beautiful, with his letters nicely shaped and consistent in size. The vocabulary he used in his writing was excellent - he used the word petite!! Looking back at the progress he has made from the first page of his book where he had written one sentence of three words to now where he had written a paragraph was so good to see. Well done Tommy!

Our RRS focus in primary this week was Resilience using the story Tilda tries again by Tom Percival. This lovely story really helped the children to understand what resilience is and why it is so important when they are finding things tough. Ask them about it! Next week we will move onto E-Safety and the importance of not chatting to strangers online and not sharing any personal information.

### **Year 6 Mock SATs**

**Year 6 have their mock SATs next week - 26th-29th January.** I cannot stress enough the importance of the children being in school, on time, every day. Whilst we do talk to the children about not worrying and focusing on doing their very best and, I do hand on heart mean that, we do need to give them these opportunities to practice so that they are well prepared for the real tests later in the year. We take the opportunity to run this mock SATs week as the one will run in May which means we ask the children to come in early to meet for breakfast with their friends. **Children should come to the Drama Hall (and not the classrooms) from 8:35am please with all children arriving by 8:40am.** Thank you for your continued support.

### **And finally ...**

Can you believe we are halfway through the half term now. It goes so quickly! Have a great weekend everyone!

## Dates for the Diary



- 26th - 30th January - Year 6 Mock SATs week - All children must be in school, on time, every day!

## Celebrating Culture and Difference



Friday 23rd January - SARASWATI PUJA/ VASANT PANCHAMI

This festival marks the beginning of Spring, and is widely celebrated in north India. In eastern India, and notably in Bengal, Hindus worship especially Saraswati, the goddess of learning and the arts. Yellow is particularly associated with the festival and so murtis of Saraswati are dressed in yellow. Another (secular) tradition is kite-flying, associated especially with the city of Lahore.

## Primary Reward & Consequence System



As part of our ongoing commitment to supporting every child to thrive, we are excited to introduce a new Rewards and Consequences system across school. This is designed to celebrate the fantastic behaviour we see from the vast majority of our pupils each day, while also helping us guide them when things don't quite go to plan. The system will run from Nursery right through to Year 11, with small differences between Primary and Secondary to suit the age of the pupils.

In Primary, children can earn a *Ready, Respectful, Safe (RRS)* reward point in every lesson by meeting our behaviour expectations. On occasions where a child goes above and beyond, teachers may also give an *Exceeding Expectations* award, worth 5 RRS points. Student of the Lesson cards will no longer be handed out. We are already seeing how motivated the children are to collect these points and celebrate their success.

If a child's behaviour falls short of expectations, we use a clear and fair set of consequences (C1–C5) to help them get back on track. More details can be found in the table overleaf.

All Rewards and Consequences are logged so you can see how your child is doing by checking the behaviour section of the *My Child At School (MCAS)* app. Details for how to sign up to the app can be found on the primary newsletter. Please use this link <https://www.mychildatschool.com/MCAS/MCSParentLogin> to login to the app.

For Primary children, if a C2 is given, parents/carers will be updated by text message at the end of the day. Please ensure that we always have your correct mobile number in school. For a C3, C4, or C5, the class teacher will contact you in person or by phone to talk through what happened and how we can support your child moving forward.

This system has been shared and discussed with the children in school, and they are really enthusiastic about earning points and making positive choices.

We would like to take the opportunity to stress how vital it is that parents support us in upholding our new behaviour reward and consequence system. Should the need arise, we carefully and fairly unpick every situation, always working to ensure that children are treated consistently. Please note that we gain nothing from misrepresenting their behaviour so when staff in school inform you of any situation, we do so to give you a full and clear picture. For this system to truly benefit all children, it's essential that the messages we share in school are reinforced at home. Our expectations are clear and simple, rooted in our values of being **Ready, Respectful and Safe**, and our school rules of '**good looking', 'good listening', 'good sitting', 'kind friends**'. When school and home work together with the same expectations, children thrive in a safe, supportive and consistent environment.

We believe this approach will not only encourage and celebrate the wonderful behaviour we see in school every day but also help strengthen the important partnership between home and school.

Thank you for your continued support — it really does make such a difference. Please don't hesitate to get in touch with me at school if you'd like to talk about this further.

Mr T Cooper, Assistant Headteacher

<b>R1</b>	An RRS point awarded for meeting expectations.	<b>C1</b>	A direct reminder of RRS expectations
<b>R2</b>	100 RRS points achieved, text message home to inform parents.	<b>C2</b>	A formal warning, recorded on Class Charts
<b>R3</b>	200 RRS points achieved, certificate awarded in assembly.	<b>C3</b>	15 minutes reflection in buddy class
<b>R4</b>	500 RRS points achieved, badge awarded in assembly.	<b>C4</b>	Remainder of session (AM/PM) in Reflection Room
<b>R5</b>	1000 RRS points achieved, invitation to end of year rewards trip.	<b>C5</b>	Day in the Reflection Room

## Community Corner



**Premier League  
Kicks**

Free activities for 8 to 18 year olds

Join us at one of these locations:

• <b>NORTH STAND COMMUNITY HUB</b> Bloomfield Road, Seasiders Way, FY1 6JU	• <b>MOOR PARK LEISURE CENTRE</b> Bristol Avenue, FY2 0JG	• <b>STANLEY PARK</b> West Park Drive, FY3 9HU
• <b>CLAREMONT PARK COMMUNITY HALL</b> Claremont Road, FY1 2QH	• <b>ASPIRE SPORTS HUB</b> Garstang Road West, FY3 7JH	• <b>MERESIDE PRIMARY SCHOOL</b> Langdale Road, FY4 4RR
• <b>MONTGOMERY ACADEMY</b> All Hallows Road, FY2 0AZ	• <b>REVOE PARK</b> Central Drive, FY3 5HZ	• <b>SOUTH SHORE ACADEMY</b> Saint Annes Road, FY4 2AR

**PTO FOR OUR 2025/26 WINTER TIMETABLE**

Visit [www.bfct.co.uk](http://www.bfct.co.uk) to view all of the activities BFCT deliver.

Charity Registration Number: 1128235

You're invited to...

## PREMIER LEAGUE KICKS

We deliver a number of **FREE** weekly sessions across Blackpool, between 4pm and 7:30pm. Sessions include open football for everyone, girls-only sessions and football for young people with disabilities.

We also provide opportunities to take part in matches and tournaments, and compete with other Community Trust Premier League Kicks teams from around the country. If you want to get involved just turn up and speak to one of our coaches.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
South Shore Academy 5pm - 6pm	Aspire Sports Hub 5pm - 7pm	Clement Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (Astr0/3g) 4pm - 6pm
Mereside Primary School 5:30pm - 6:30pm	Moor Park Leisure Centre 4pm - 5pm	Aspire Sports Hub 5pm - 7pm	Montgomery Academy 5pm - 6pm	North Stand Community Hub 5pm - 7pm
Key chart: Mixed Football Girls Football Fun activity				
Aspire Sports Hub 5pm - 7pm				
Revoe Park 5pm - 7pm				

All sessions term time only.

## Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <b>RHH</b>	<b>93.97</b>	<b>1</b>
• <b>1MT</b>	<b>97.69</b>	<b>3</b>
• <b>2BH</b>	<b>95.83</b>	<b>2</b>
• <b>2JB</b>	<b>99.07</b>	<b>10</b>
• <b>3KG</b>	<b>94.74</b>	<b>1</b>
• <b>3HP</b>	<b>95.24</b>	<b>0</b>
• <b>4CBL</b>	<b>98.00</b>	<b>0</b>
• <b>4HB</b>	<b>84.66</b>	<b>5</b>
• <b>5JH</b>	<b>95.26</b>	<b>6</b>
• <b>5MB</b>	<b>96.98</b>	<b>3</b>
• <b>6TT</b>	<b>96.98</b>	<b>2</b>
• <b>6VA</b>	<b>92.92</b>	<b>4</b>

## Keeping children safe!



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

### Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

#### PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is a key part of setting boundaries. Children to cooperate or compete with strangers, which creates potential risks. Encouraging your child to play online for a while could provide more insight into a particular game, while the parent controls or most games allow you to limit the amount of time that your child or send them friend requests. Remind your child of the house rules and the consequences when you discuss this boundary with them.

#### ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in short bursts rather than long gaming sessions. Bear in mind that some games (such as role-playing games) require a significant amount of time from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. Encourage your child to take a break, so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

#### AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items in a game can add up. Many young gamers love to buy new skins or upgrades for their characters, and it's important to set a fixed amount that your child is allowed to spend on in-game items and digital purchases. This boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

#### DISCUSS AGE RATINGS

18+ CENSORED

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a game, even though it's rated above their age, then establish that as a boundary: emphasise that you're making an exception to the rule about what age ratings mean and why they're important. You could put context to this by looking at buying games' boxes together while shopping, discussing why some games might have earned certain age ratings.

#### FACTOR IN FRIENDS

If your child is a keen video gamer, then it's important that they'll have other gamers among their social circle, too. When friends visit, do they have their own console or computer? You could put boundaries in place before their gaming party, such as giving a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try creating some fun challenges or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

#### ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may prefer to play on their own or with a parent or carer joining in, but it can be a productive way of encouraging them to play with you and others. Setting goals or tasks might be useful: if they love Minecraft, choose something to build together. If Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

#### TALK ABOUT EMOTIONS

Help your child to monitor their own emotions when they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming, and what is allowed to trash talk other players, for example? Can they notice when they get angry or annoyed? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the sense of a shared challenge. Try to steer your child towards games that tend to produce these more positive feelings.

#### BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block commenters who make them experience a negative one. Between you, decide if and how they should deal with these situations. It's important about where your child's boundaries are in terms of what they think is acceptable behaviour. Harassing other users is merely frustrating, and what crosses the line to become upsetting or abusive.

**Meet Our Expert**  
Danell Lipson is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Age of Empires, Minecraft, Indiana Jones and Minecraft. With over 10 years in the media, he has written for PC-Gaming, PC-World, PC-Format, PCZOOM, PCGamer and PCMag. In 2022, he has reviewed more than 50 games and products over the past year.

**National Online Safety**  
#WakeUpWednesday

Source: <https://nospo.app/about/privacy.html>

**@nationalonlinesafety** **@NationalOnlineSafety** **@nationalonlinesafety** **@national\_online\_safety**

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 13.08.2023

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about EMOJIS

Emojis are more than playful expressions – they form a fast-evolving digital language that many adults struggle to decode. For young people, this ‘secret code’ is central to how they communicate identity, humour and emotions. With over 5 billion emojis sent daily on Facebook Messenger alone, understanding these symbols is key to engaging meaningfully with digital youth.

### WHAT ARE THE RISKS?



An emoji like (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or positive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

### SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like ‘mid’ or ‘delulu’ may seem harmless, but they can be used to undermine peers in subtle ways.

### RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

### MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, (pill emoji) might suggest drug use, while (wilted flower emoji) might signal emotional struggles. Such emojis can obscure serious issues, making them harder for trusted adults to detect.

### NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or funny. Stings like (smiling face emoji) might appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

## Advice for Parents & Educators

### LEARN THE LINGO



Stay updated with emoji trends and definitions using resources like emojiemoji.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

### ASK, DON'T ASSUME



Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted “What does (juice box emoji) mean these days?” can open conversation and show that you respect their knowledge.

### CREATE SAFE SPACES FOR DISCUSSION



Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

### PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who’s watching them.

### EMOJI CHEAT SHEET -

The following slang terms and emojis are some common examples – please be aware this isn’t an exhaustive list.

#### COMMON EMOJIS:

- (Foolishness or clowning around)
- (Cool, stylish or ruthless)
- (Intense attraction or excitement)
- (Stone-faced, unbothered)
- (Slaying, as in doing great)
- (Over-affectionate or ‘simpling’)
- (Watching drama unfold)
- (Greatest of all time (G.O.A.T.))
- (Confidence, sassiness, or indifference)
- (Red flag: a warning or observation concerning a behaviour)

#### POTENTIALLY CONCERNING EMOJIS:

- (Sting for pornography (avoids censorship algorithms))
- (Snowflake, snowman, snow cloud)
- (Key, lying face)
- (Related to cocaine use)
- (Red flag: a warning or observation concerning a behaviour)
- (May reference drug use or prescription misuse)
- (Wilted flower) Often used to convey emotional struggle or sadness
- (Snake) Can represent betrayal or being ‘two-faced’
- (Water pistol) Sometimes used to reference violence or self-harm
- (Warning) Used to emphasize drama, threats or emotional turmoil
- (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

### Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor-in-Chief of emojiemoji.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



@wake\_up\_weds

/wwu.the-nationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 04.06.2025

## Reception



This week in Reception, we have been reading the traditional tale Little Red Riding Hood. The children have loved acting out the story using puppets, creating tasty snacks for Grandma with playdough in the home corner, and making get well soon cards, showing lots of creativity and care. We also took the opportunity to think about foods that are healthy and unhealthy for our bodies.

We have continued learning about China, focusing on the animals that live there, their habitats, and discussing why they are suited to their environments. Ask your children what they can remember about Asian Elephants, Red Pandas, White Dolphins and Banded Kraits.

In our 'Jobs in our Community' topic, we have been learning about police officers this week. The children enjoyed reading non-fiction books about the role of the police and exploring how their equipment, vehicles and uniforms have changed over time.

## Year 1



Year 1 are bursting with pride this week!

We have been working incredibly hard creating our own narratives based off of our key text 'Rapunzel' by Bethan Woolvin. We have planned our opening and have began writing and I cannot express how proud I am of every single child. Their letter formation, handwriting and creativity have progressed so much since the start of the year and all of their efforts are really paying off. I can't wait to see their finished stories next week! Well done Year 1.

In Maths the children have all completed some very impressive Maths learning. Mrs Thompson, the Director of Maths for our trust, came to visit us on Tuesday and was very impressed with the children's independence and readiness to learn.

Just a reminder, that our PE days are Tuesdays and Thursdays. It is part of our school uniform to have a full PE kit. If you require any support with PE items please speak to a member of our team.

I hope you have a lovely weekend.

Miss Tench

## Year 2



Year 2 have had a busy and creative time! In Computing, the children have been using a new music programme to compose their own pieces, experimenting with sounds and patterns. In maths, they've been developing their understanding of multiplication, using arrays to help them see how numbers work together. In English, the children wrote fantastic setting descriptions inspired by a scene from *The Night Gardener*, focusing on rich vocabulary and atmosphere.

In Geography, they've enjoyed learning about a new country, comparing it to the UK and exploring what makes it special.

## Year 3



Year 3 have had a fantastic week!!

In Maths the children have been introduced to perimeter and have been measuring the perimeter of different shapes.

In English the children have been watching their David Attenborough inspired videos they created last Friday to help them plan to write their information report about a fox next week. They have also been coming up with some fantastic facts about the fox using all of the resources they have used over the past couple of weeks.

In Science the children have been exploring with magnets. They have been learning about the vocab words attract and repel and how all magnets have a north pole and south pole.

In Art the children have been looking at how we can use different art pencils to show different tones and textures in our work. The vocab words the children have been learning this week are hatching, cross-hatching, stippling and blending.

Well done for an amazing week year 3, we hope you all have a lovely weekend.

Year 4



Another busy week in Year 4!

This week, in English we have been deconstructing the key features of our example text including pronouns and differentiated nouns to avoid repetition, fronted adverbials and

adjectives to add suspense and tension. We have done an excellent job at recognising the things we have learnt so far in other texts!

In Maths, we have come to the end of our formal methods of multiplication and division topic, but will continue to implement these strategies throughout the year. We are focusing more every week on our multiplication knowledge, in preparation for the MTC in June.

In Science this week set up an experiment to look at water evaporation in different states throughout the day, with very interesting results!

Have a wonderful weekend.

Year 5



This week, we launched our new core text, the classic Sherlock Holmes mystery, *The Hound of the Baskervilles* by Sir Arthur Conan Doyle.

The children's imaginations have already been captivated by the eerie setting of the moors and the suspense of the case. We have been discussing the genre of mystery and suspense, and the children are eager to see if they can solve the mystery alongside the world's most famous detective.

In Maths, we have moved on to **Division**. We know this can be a tricky concept to master, but we are incredibly proud of the resilience the children are showing.

They are working hard to understand the methods, and we are seeing their confidence grow day by day.

- *You can support your child at home by practicing times tables, as strong multiplication knowledge makes division much easier!*

#### **Important Reminder: UCLAN Trip**

Please remember that our upcoming educational visit to **UCLAN (University of Central Lancashire)** is taking place in February.

To ensure the days run smoothly, please make a note of the specific date for your child's class:

- **Class 5MB:** Monday, 10th February
- **Class 5JH:** Tuesday, 11th February

Please ensure all permission slips are returned and payment has been made via MCAS.

#### **Year 6**



A busy week again in Year 6! We have been writing a newspaper report this week and the formal language used by the children has been really impressive! Here are some extracts written by some of the children:

'Government officials have claimed a young boy, identified as Hassan al Dean, was successfully transported from the loathsome waters to the coastline yesterday night by passing fishermen.' Holly

'The evidence points to an ill-equipped watercraft, which battled to contain passengers for approximately forty days, leaving passengers in an extreme state of hunger and dehydration.' Stanley

'He is currently conscious but in a critical condition; nurses say he has not only suffered from physical injuries, but also emotional.' Phoebe

I wonder if your children can spot the Y5/6 words used within these sentences?!

We have made a start to our ratio unit in maths this week and the children have commented on how fun maths is. How lovely to know that the children are enjoying their lessons and being challenged! Lots of smiley faces this week.

Next week marks the beginning of our second set of mock SATs so please ensure children are in school at the earlier time of 8:35, as mentioned by Mrs Shaw. We look forward to seeing the progress made by the children; they have worked extremely hard between the last set and now and lots of interventions have been taking place to support them. We will use this set of mock SATs to make suggestions as to which group(s) would be best for your child to attend when the tutoring sessions begin in February.

Have a restful weekend - the Year 6 team.

### *Star of the Week*



- **RHH - Lottie - For huge improvement in your focus, effort and attitude to learning!**
- **1MT - Tommy - For your incredible progress with your writing!**
- **2BH - Adam - For being an always person and working hard to improve his learning.**
- **2JB - Frankie - For being an always person!**
- **3KG - Sneha - For always trying her best during our English writing and putting in 100% effort!**
- **3HP - Darcey - For always following our school values and being a fantastic role model to others.**
- **4CBL - Clark - For trying extra and having resilience in his maths work.**
- **4HB - Oliver - For his hard work and positive contributions to class discussions!**
- **5JH - Oliver - For his effort and enthusiasm in History**
- **5MB - Evin - For his super focus, effort and attitude to his work**
- **6TT - Oakley - His effort and hard work in Geography**
- **6VA - Stanley - For the choice of language used in his writing this week - a fantastic newspaper report!**





## UNITY UNIFORM

The branded uniform will be stocked at Bispham Clothing (01253 276047) and Ragamuffins (01253 390717)  
If you need any assistance with purchasing uniform please contact Alyson at <https://www.schoolwear-blackpool.com>  
or Kath at Ragamuffin. Non branded items may be bought from a wide range of retailers

### COMPULSORY ITEMS OF PRIMARY SCHOOL UNIFORM 2024/2025

You must wear these items every day to school



Plain white shirt  
No logo or branding



Unity logo jumper  
Plain black V-neck jumper with Unity logo on the left chest



Unity logo cardigan  
Plain black cardigan with Unity logo on the left chest



Tailored Skirt  
Plain black



Trousers  
Plain black, no logo or branding



Plain black socks  
Plain black tights  
No logo, branding or pattern  
Available at many retailers

### Optional Uniform



Shorts  
Plain black



Summer dress



Plain white socks  
(To be worn with summer dress)



Black Blazer  
with the Unity logo

### PE Uniform

(No children in any year group are to come to school wearing P.E. kit)



Red polo shirt



Black shorts



Black Pumps  
or Trainers

### Unity Academy Footwear



Footwear should be all black with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs or sandals are permitted. Trainers are permitted as long as they are fully black. Please check the guide opposite



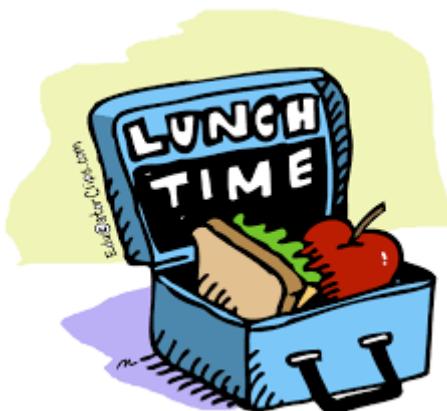
### Jewellery and Hair

A maximum of 2 earrings can be worn in each ear. These should be stud-type earrings. No other visible piercings are allowed. If children have ear piercings, they should be able to remove and replace them independently for PE. Children should not wear rings for school, it is unsafe on play equipment. Any necklaces and/or bracelets are to be kept inside the shirt and removed for PE. Primary aged students are expected to have long hair tied back for health and safety reasons. Bows and bobbles should be black, white or red. The school will not allow students to have words/logos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairstyles and head coverings that are part of the culture and identity of an ethnic or racial group will be respected. The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, non-natural hair colourants (e.g. green, blue etc.)



1 -

### Lunchtime menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
Roasted Vegetable Pasta Bake (v) Or Homemade Pizza Margherita & Oven Baked Potatoes (v)	Pulled Pork, Yorkshire Pudding, Roast Potatoes, Stuffing & Gravy Or Vegetarian Spaghetti Bolognese & Garlic Bread (v)	Chicken Tikka Curry, Wholegrain Rice & Naan Bread Or Cheese & Tomato Pasta with Wholemeal Bread (v)	Sausage & Mash Potato with Gravy Or Vegetable & Tomato Quesadilla & Savoury Rice (v)	Quorn Nuggets & Oven Baked Chips (v) Or Golden Coated Fish Fingers & Oven Baked Chips