



Unity Academy Primary Newsletter  
5/12/2025

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

## A Message From Mrs. Shaw

Another week done and one step closer to Christmas. It's certainly been a busy one!

### **Teaching and Learning**

This week in primary, our teaching staff engaged in valuable Pupil Progress Meetings with Mr Brimley, Mr Cooper and I. These sessions focused deeply on the progress of individual children, ensuring every child has the best opportunities to succeed, and highlighted the strong, positive relationships between staff and pupils. I always thoroughly enjoy these meetings and would like to thank the staff team for their hard work and dedication to every single Unity child.

Our school choir performed last night at Abingdon Street Market and were simply fantastic! They sang beautifully and represented our school with pride. Thank you to all children and families who attended!

In our primary RRS Behaviour Curriculum this week we have revisited the crucial topic of e-safety and the impact of technology on our sleep quality. Establishing a consistent and relaxing bedtime routine is incredibly important for children's overall health and learning. A good routine signals to the body that it's time to wind down, helping to regulate the body's

natural sleep-wake cycle. However, the use of technology, such as tablets, phones, and gaming consoles, especially right before bed, can significantly disrupt this process. The blue light emitted by these screens suppresses the production of melatonin, the hormone that makes us feel sleepy, making it harder to fall asleep and reducing the quality of rest. We encourage all families to implement a "digital sunset" at least one hour before bedtime, replacing screen time with calming activities like reading a book or listening to quiet music, to ensure your child gets the restorative sleep they need to thrive. The children have had some really thoughtful discussions in classrooms this week about what they could do to get into a good bedtime routine instead of using technology!

### **Year 6 Steps to Success**

Our Year 6 Steps to Success evening is taking place next **Wednesday 10th December at 3:30pm**. Parental support at this meeting is crucial as we will share the results of your child's latest mock SATs tests with you and provide details of our precision tutoring sessions and our Attitude to Learning Reward Scheme, along with ideas for how you can help your child at home. Your attendance at this meeting will earn your child their first Attitude to Learning credit! We look forward to seeing you there!

### **Managing Social Media and Messaging in a 24/7 World**

The digital age has fundamentally changed childhood friendships, and this week we want to highlight the importance of actively managing your child's social media and messaging usage, including platforms like WhatsApp. Age restrictions, such as the minimum age of 13 for most social media apps, are in place for critical safety and developmental reasons; they protect children from content and interactions they are not emotionally ready to handle. Unlike previous generations where playground disagreements ended at the school gates, constant access to phones means friendship fallouts can now continue 24 hours a day, leading to increased stress and anxiety. We strongly encourage all parents to enforce these age restrictions and to take an active role in monitoring what their children are sending and receiving. Checking your child's social media and message content is a crucial part of your parental responsibility to ensure their safety and well-being, helping to shield them from inappropriate material and harmful exchanges.

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

Have a wonderful weekend everyone!



What you need to know about...

# AGE RATINGS



## What are they? 'Age Ratings'

A game's age rating can be used by adults to make an informed choice as to whether or not a game is suitable for their child. The PEGI (Pan European Game Information) system rates games and, instead of indicating the level of ability required to physically play a game, it indicates the suitability of content for that age group. 3, 7, 12, 16 and 18 are the labels that can be awarded to games and a variety of content descriptors such as violence, bad language and fear are used to further clarify why the label was assigned.

**16 & UP ONLY**



## Know the Risks



### Inappropriate content

The biggest and most obvious risk of not following the age rating system is that children may view or hear age-inappropriate content. Many games now include scenes of a violent or graphic nature which could be upsetting or considered too intense for younger players.

### Peer pressure

Peer pressure has a large role to play in age ratings being overlooked. Children don't want to be the ones left behind and can put their parents under pressure to allow them to play a game beyond the recommended suitability, especially when all of their friends are playing it already.

### Level of 'Kudos'

Playing a game with a label that is higher than their age can be viewed by some children as a challenge and to gain a good reputation amongst friends. 'Kudos' is attributed to the child playing the age inappropriate game resulting in more children wanting to follow suit.

### Free Platforms

In order for a game to be released on popular platforms, such as Playstation and Xbox, game developers must pay for a PEGI rating. However, smaller development teams are sometimes reluctant to pay these fees and games are often released on other platforms, such as Steam, without any age restrictions.



## Spot the Signs

### Being vague

Be aware of children being vague around the content of what they want to play. If they are unwilling to supply you with information about what the game is about, this can be an indicator that you wouldn't allow them to purchase it if you knew.

### Unofficial sites

There are plenty of indie games that can be bought using online stores that don't necessarily have age restrictions. If you notice your child using sites such as G2G or itch.io rather than official channels such as the Google Play Store, they might be accessing games that aren't officially rated but still aren't age appropriate.

### Unfamiliar terminology

Your child might start using phrases or terminology that is new to them or mimicking actions that they have learnt from a game without realising their inappropriateness.

### Wanting to be secluded

Be aware if suddenly your child wants to move the device that they play their games on into a more secluded area of the house away from adults. It is a good idea for your child to play online games in shared areas where you can see the screen.

### Be aware of spending

Setting up accounts with online stores require bank account details. Keeping an eye on your bank balance means that you will be able to tell if there has been a new purchase and can provide you with an opportunity to ask about what new game they've purchased.

## Safety Tips

### Do your research

If you've noticed a new game that your child has downloaded then use quality resources to make sure that your knowledge is up to date. Online websites, such as National Online Safety, can provide you with the information you need.

### Review parental controls

Review your parental controls on the stores where you buy games from. Most sites allow parents to set passwords to block games with certain age restrictions from being downloaded.

### Encourage open dialogue

Encourage open dialogue with your child. You don't want to be in a position where they won't talk to you if something has made them feel uncomfortable in a game because they are worried they will get in trouble for playing the game in the first place.

### Discuss ratings

Talk to your child about why the game has been awarded a certain label. Debate the positives and negatives of playing a game and decide on some ground rules together.

## Our Expert Heather Cardwell



Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding online and educating children around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.



# 10 Ways You Can SHARE KINDNESS ONLINE

Last year, around one in five young people aged 10–15 in England and Wales admitted experiencing online bullying: most commonly being insulted or sworn at, or having hurtful messages sent about them. To someone who's being bullied, the world can seem like a bleak, negative place – but just one kind word can be a ray of hope: a turning point that brightens their day and refreshes their perspective. That's why 'One Kind Word' is the theme of Anti-Bullying Week 2021. We're supporting this year's event by bringing you ten top tips for beating online bullying by replacing it with kindness.

## 1 PRAISE WHERE IT'S DUE

Sometimes a friend or relative might post online about something they're proud to have achieved: maybe an exam they've passed, a new skill they've learned or a task they've completed. Celebrate their hard work and determination by being kind enough to praise them for it publicly.

## 2 REACH OUT

It's not always easy to tell what kind of mood someone is in just from what they post online. Simply dropping somebody a message to say 'hi', to ask if they're OK, or to tell them that you're thinking of them could totally make their day.

## 3 RECOMMEND FUN THINGS

If there's something you enjoy doing online – perhaps you play a particular game, or you've found a really cool site – share it with someone you think will enjoy it. Even recommending a film or TV show you think they'll like can bring a little happiness to someone who really needs it.

## 4 OFFER TO HELP

Sometimes you might see a friend or family member posting a question online or asking for help with something they can't do themselves. Don't just ignore it – if you can help, get in touch. Something that's difficult for them might be no trouble for you!

## 5 POST POSITIVELY

Lots of people seem to go online purely to complain about things or be negative. Just because you're communicating online (and not face to face) doesn't mean you can't be positive, though! Post about things that make you happy and that you're thankful for. It could brighten someone else's day.

## 6 SHOW YOUR APPRECIATION

If somebody that you know has done something positive or shown kindness themselves, go online and thank them with a message or a post. Expressing your gratitude costs nothing and showing someone that you appreciate them will really make them feel good.

## 7 BE UNDERSTANDING

Showing empathy towards others is an act of online kindness which often gets overlooked. If you notice that someone you know is upset, drop them a message. Sometimes people just need someone else to listen to them and understand their situation.

## 8 SHARE INSPIRATIONAL POSTS

When you see something online that inspires you or makes you feel happy, share it with people you know. A spot-on quotation, a beautiful photo or an uplifting video can lift someone's spirits and help them to feel better about life.

## 9 THINK BEFORE COMMENTING

Thinking before we act can be just as important as acting in the first place. Taking a second to consider what you're saying in advance could stop you from posting something negative, hurtful or offensive – even if you don't mean to. It's better to post positively or not post at all.

## 10 LIKE, LOVE AND ENGAGE

If somebody posts something that you like on social media, don't just scroll past – take the time to like it, love it or leave an appreciative comment! Reacting positively to other people's posts might seem like a small gesture but could mean a lot to them.

## Meet Our Expert

Carly Page is an experienced technology journalist with more than 10 years of experience in the industry. Previously the editor of tech tabloid The Inquirer, Carly is now a freelance technology journalist, editor and consultant.





# What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

## WHERE IS IT FOUND?

### SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

### GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually adult) online players often use language that you probably wouldn't want your child to hear or repeat.

### STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

### ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

## 18 Advice for Parents & Carers

### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake. But it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

### GET SPECIALIST HELP

Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

### Meet Our Expert

Carley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



Source: <https://www.nationalonlinesafety.com/media/2021/01/12/parents-carers-need-to-know-about-age-inappropriate-content/>  
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[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

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### Suggested Apps and Games for EARLY YEARS

**Learning**

- FISH SCHOOL HD
- GREEN EGGS AND HAM: DL SEUS
- TOCARL ELEMENTS
- BASEFOOT WORLD-ATLAS
- SKETCHBOOK: DRAW AND PAINT (ARTISTOR SKETCHBOOK ON iOS)

**Just for Fun**

- National Online Safety (Android/iOS)
- LITTLE FRIENDS: CATS & DOGS
- YOUTUBE KIDS
- 8-BIT PLAYER KIDS
- BARDO KART & DELUXE
- ROCKET LEAGUE

**Meet our expert**

[www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com)

### Suggested Apps and Games for 7-11 YEARS

**Learning**

- MAGIC PINBALL BY SMILE
- ADZOOMIE
- POLY BRIDGE
- ENDLESS WORLD PUZZLES (TABLET APP/TV)
- DISCOVER! (TABLET UNLIMITED)

**Just for Fun**

- National Online Safety (Android/iOS)
- SUPER MARIO ODYSSEY
- NETFLIX
- MINICRAFT
- LEGO MOVIE MAKER 2
- ADVENTURES OF POODLE: LOOT SOUNDS

**Meet our expert**

[www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com)

### Suggested Apps and Games for 11-14 YEARS

**Learning**

- EVERNOTE
- DISCOGRAPHY
- KEEP SCIENCE ZONE
- GUITAR COACH CHORDS TUNER TABS
- CHALLENGE

**Just for Fun**

- National Online Safety (Android/iOS)
- THE TERRARIA
- THE ROOM THREE
- THOMAS WAS ALONE
- THE SIMS FREEPLAY
- HEADS UP!

**Meet our expert**

[www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com)

## The 20 Days of Christmas - Attendance Incentive

We have 2 action packed weeks of school left this half term before we break for the Christmas holidays. As the weather gets colder and the days darker sometimes it is hard to get ourselves into school on time every day.

From Monday children will earn a chocolate treat on Friday if they have been in school on time every day that week.

And for those children who are in school on time every day for the next 20 days, they will receive a selection box on the last day of the term!

## Dates for the Diary



- 8th December - Panto Trip for RHH, 2JB, 3HP, 4CBL, 5MB & 6VA
- 9th December - School Choir performing at Blackpool Music Service Christmas Festival - Rehearsal in the day
- 10th December - Panto Trip for 1MT, 2BH, 3KG, 4HB, 5JH and 6TT
- 10th December - Year 6 Steps to Success Evening



- 11th December - Christmas Jumper Day & Christmas Lunch Day
- 12th December - Christmas Carol Service (Y3/4)
- 15th December - 2:15pm - EYFS/ Y1 Nativity
- 16th December - Elf Run
- 16th December - 9:15am - EYFS/ Y1 Nativity
- 18th December - Nursery Christmas Party and Entertainer
- 17th December - Reception to Y6 Christmas parties
- 18th December - Nursery to Y4 Individual Santa Visits. Y5/ Y6 - Santa Visiting classrooms
- 19th December - Non-uniform day for primary - **12:30pm finish**
- 5th January - School Reopens for Spring Term

#### **Christmas Hamper Appeal**

As the festive season approaches, Unity will once again be running our annual Christmas Hamper Appeal to support families in our community. We are collecting non-perishable foods and essential items to help those who may appreciate a little extra support at this time of year.

Donations can be brought to school from **Monday 1st December to Friday 5th December**. Drop-off points will be available in the main school entrance.

All donated items will be assembled into hampers and distributed to families within our community.

#### **Suggested donation items include:**

- Canned goods (vegetables, fruit, soup)
- Pasta and rice
- Cereal and porridge oats
- Cooking oil
- Canned beans and lentils
- Long-life milk
- Baby formula, nappies and baby wipes
- Hygiene products (toothpaste, toothbrushes, soap, shampoo)
- Non-perishable snacks (granola bars, crackers)
- Warm clothing items (gloves, socks, hats)

Please note that we are unable to accept alcohol or any items unsuitable for families.

Thank you in advance for your generosity and for supporting our community.

Yours sincerely,

*S. McGuire*

Standards Lead for Physical Education



## Celebrating Culture and Difference



## 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:

- ❖ **NORTH STAND COMMUNITY HUB**  
Bloomfield Road, Seasiders Way, FY1 6JJ
- ❖ **CLAREMONT PARK COMMUNITY HALL**  
Claremont Road, FY1 2QH
- ❖ **MONTGOMERY ACADEMY**  
All Hallows Road, FY2 0AZ
- ❖ **MOOR PARK LEISURE CENTRE**  
Bristol Avenue, FY2 0JG
- ❖ **ASPIRE SPORTS HUB**  
Garstang Road West, FY3 7JH
- ❖ **REVOE PARK**  
Central Drive, FY3 5HZ
- ❖ **STANLEY PARK**  
West Park Drive, FY3 9HU
- ❖ **MERESIDE PRIMARY SCHOOL**  
Langdale Road, FY4 4RR
- ❖ **SOUTH SHORE ACADEMY**  
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 BFCOT 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<br>5pm - 6pm           | Aspire Sports Hub<br>4pm - 7pm        | Claremont Park Community Hall<br>5pm - 6pm | Montgomery Academy<br>5pm - 6pm | Stanley Park (Males 2d)<br>4pm - 6pm   |
| Mereside Primary School<br>5.30pm - 7.30pm | Moor Park Leisure Centre<br>4pm - 6pm | Aspire Sports Hub<br>5pm - 7pm             | Montgomery Academy<br>5pm - 6pm | North Stand Community Hub<br>5pm - 7pm |
|  |                                       | Aspire Sports Hub<br>5pm - 7pm             |                                 | Revoe Park<br>5pm - 7pm                |

Key: Boys (Blue), Girls (Pink), Disabled (Green)

All sessions, term time only.



## Attendance



|               | <i>Attendance %</i> | <i>Late marks</i> |
|---------------|---------------------|-------------------|
| • <i>RHH</i>  | <i>95.69</i>        | <i>6</i>          |
| • <i>1MT</i>  | <i>93.98</i>        | <i>1</i>          |
| • <i>2BH</i>  | <i>92.08</i>        | <i>5</i>          |
| • <i>2JB</i>  | <i>88.84</i>        | <i>3</i>          |
| • <i>3KG</i>  | <i>98.61</i>        | <i>2</i>          |
| • <i>3HP</i>  | <i>89.88</i>        | <i>3</i>          |
| • <i>4CBL</i> | <i>97.04</i>        | <i>7</i>          |
| • <i>4HB</i>  | <i>94.64</i>        | <i>3</i>          |
| • <i>5JH</i>  | <i>90.52</i>        | <i>6</i>          |
| • <i>5MB</i>  | <i>99.14</i>        | <i>5</i>          |
| • <i>6TT</i>  | <i>93.33</i>        | <i>8</i>          |
| • <i>6VA</i>  | <i>94.58</i>        | <i>6</i>          |

## Keeping children safe!



### WHY 'KINDNESS MATTERS' & HOW DOING GOOD DOES YOU GOOD

**'WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.'**  
SIR WINSTON CHURCHILL

THE FOCUS FOR THIS YEAR'S MENTAL HEALTH AWARENESS WEEK IS 'KINDNESS MATTERS'. IT IS AN OPPORTUNITY TO LOOK INTO THE BENEFIT OF HELPING OTHERS WHICH IS GOOD FOR IMPROVING OUR OWN MENTAL HEALTH AND WELL-BEING. HERE ARE SOME IDEAS TO GET YOU THINKING.

#### ALTRUISM

Altruism is acting in someone else's best interests in order to improve their welfare. When we feel compelled to donate money, shop for someone, call a relative in need or help a neighbour, we are considering the needs of others even when we may not know them. Showing kindness like this, often motivated by empathy, creates a sense of purpose, making us feel good and developing our wellbeing. Children and young people can take part in altruistic activities at home or school. They could create a video for those in isolation, fundraise for a local cause, bake cakes for neighbours or write letters to older members of the community who may feel isolated.

#### GENEROSITY

In the context of kindness, being generous with our time, resources and words can provide a low-cost approach to helping others. A generous act is accessible to all. Giving compliments, for example, are a well-researched way of creating a sense of wellbeing and positivity in a community at school or with family. It helps us to recognise the positivity in others as we actively choose to notice and comment on what is valuable and meaningful in someone else. When compliments are given regularly, consistently and with meaning, the community benefits are far-reaching.

#### GIVE TO GIVE, NOT TO RECEIVE

Sometimes when we are kind there is no payback, which can make it more difficult to keep being kind. Our natural reaction is to shrink back and withdraw our kind act, feeling frustrated that it has either not been reciprocated or that it has not been valued. This is probably one of the most difficult concepts for children to understand and where the 'random acts of kindness' approach is helpful. If it is a random act then it is 'just because' and for no other reason than a one-off act for someone.

#### HOLDING OTHERS IN MIND

By holding someone in mind we show that we have been thinking about them and that they matter to us. This act of kindness is so important now, more than at any other time, due to isolation. A simple text to say 'I saw... on the telly last night and it made me think of you' or a quick call to say 'I was just thinking about you yesterday and was wondering how you're doing' can mean so much. We probably do this naturally as part of showing kindness and care to others, but perhaps may not appreciate the importance of this for wellbeing.

#### COMMUNITY

When we help others in our community, it improves our wellbeing by helping us to feel less isolated as we connect with others. When we show kindness, it is something which we feel we can control, particularly when things may feel a bit chaotic and unusual. Helping others can often give us a different perspective on our own challenges and our own problems. Peer support, for example, is often overlooked as an important part of improving wellbeing. Older students can often greatly benefit from sharing similar shared experiences and can offer a level of empathy and understanding that adults may not be able to.

#### KINDNESS WITH CAUTION

There is a very helpful analogy that is used when we are in an emergency: 'we should put our own oxygen mask on before putting on someone else's'. What's helpful here is that giving to others can often improve our mental health and wellbeing. However, there are times when helping others can create stress or overwhelm us. This is sometimes called 'compassion fatigue'. So, we must balance our own wellbeing with the wellbeing of others. We should notice if we start to feel resentful or negative or if we start avoiding others, have difficulty concentrating or start experiencing unusual sleep patterns. If this happens it's a good time to take a break or ask someone for help or support.

**'KINDNESS IS A SILENT SMILE. A FRIENDLY WORD. A HUB OF ENCOURAGEMENT. KINDNESS IS THE SINGLE MOST POWERFUL THING WE CAN TEACH CHILDREN.'**  
RA KETIVET

This guide has been written by Anna Bateman-Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.

For further info, check out these online resources:

- <https://www.mentalhealth.org.uk/blog/van-der-molen-kindness>
- <https://www.mentalhealth.org.uk/compassion-mental-health-awareness-week/get-involved>

**The National College**

Web: [www.thenationalcollege.co.uk](http://www.thenationalcollege.co.uk) | Email: [enquiries@thenationalcollege.co.uk](mailto:enquiries@thenationalcollege.co.uk) | Facebook: [thenationalcollege](https://www.facebook.com/thenationalcollege) | Twitter: [@thenationalcollege](https://twitter.com/thenationalcollege)

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## Nursery



This week in Nursery we have enjoyed reading the story, 'Stickman.' The children have joined in with some of the repeated phrases in the story and have made some of our own stick men in the playdough.

We have been working hard on creating some Christmas decorations, these are based on different shapes we have been learning about in nursery. The children have also worked hard on learning our nativity songs and did their first practise yesterday, they did amazing!

## Reception



In Reception this week, we have been reading *Letter to Santa* and were inspired to write our own wonderful letters to him. In Maths, we explored 2D shapes, thinking about their properties and where we see them in everyday life, as well as investigating the different shapes we can make by folding paper. We also practised sequencing our day, talking about the activities we do in the morning and at night time. The children have been working very



hard on our Nativity, learning the songs and practising their lines. They've also been using their artistic and fine motor skills to create some lovely Christmas crafts.

## Year 1



In English we have been very excited to start our new text 'Rapunzel' by Bethan Woollvin. We began the week by finding a mysterious package in our classroom, as we opened it we unveiled a spell book which included a witch's hat, a leaf and a lock of golden hair! We made predictions about what they are, why they're here and how these may link to other story. We then read our new text and sequenced the events of the story.

In our Maths lessons this week we had a a very special visitor, Mrs Thompson who leads Maths within our trust. She observed one of our lessons and was very very impressed with the children's knowledge and their confidence in explaining their thoughts and steps to complete Math's questions. Well done Year 1!

This week we have also completed our moving christmas cards which we designed last week. These included spinning snowflakes, using a lever mechanism and a moving snowglobe element using a slider mechanism.

We have also been practising very hard for our choir performance in the EYFS Nativity. If you are able to join us please complete the letter which was sent home earlier this week and bring it back into school. If you require a new letter please ask a member of our team.

I hope you have a lovely weekend.



This week Year 2 have been working incredibly hard on writing letters in English where they have followed their plans and have created some really interesting responses to Tom on how he can keep safe on his journey down the river! In maths, we have been exploring 2D shapes, looking specifically at the sides and vertices of them, which we have been amazing at recognising.

Finally we were very lucky on Wednesday where we had a 'History Learning Day' all about the Great Fire of London, which the children have been exploring in History this half term. We created our own London's burning artwork and constructed our own replica houses; Year 2 loved this day and we have some brilliant items to display around school from it! Well done for another great week!



What a busy week Year 3 have had!

In Maths we have been multiplying 2 digit numbers by a 1 digit number using column method. We are so proud of all of Year 3 for the amount of effort they have put into their Maths work as it can be quite a tricky method to do.

In English we have been planning our fable narrative ready to write it next week all about the fox and the magpie.

In DT we have been finishing our pneumatic reindeer and putting together the pneumatic system to make the reindeer's mouth open and close.

In Science we have carried out an investigation to see which soil can absorb more water.



We have also been practicing lots for our Christmas carol concert and the children are so excited to perform to you next Friday.

We hope you all have a lovely weekend.

The Year 3 Team

Year 4



What a busy week in year 4!

This week, we have come to the end of our Multiplication and Division topic in maths. There have been lots of competitive games of Hit the Button and TTRockstars to support our learning!

In English, we have been continuing with our story 'Leaf' - thinking about setting descriptions and the content included in our example text. We have used prepositions, fronted adverbials and expanded noun phrases to improve our writing.

We have begun to get into the festive spirit, with elves entering our classrooms and decorating them!

Have a lovely weekend, The Year 4 team

## Year 5



Our year 5 scientists have been investigating again this week and made a new product - causin plastic - by mixing milk and vinegar together. It was a bit like Little Miss Muffet as we had to separate the curds and whey before moulding the mixture just like it would have

been done in the 1940s when causin plastic was invented and used to make buttons, dice and spoons. We also created carbon dioxide when mixing vinegar and bicarbonate of soda, seeing a balloon fill with the gas as a result of the chemical reaction.

In DT we have created our frames for their fairground rides ready to build their electrical circuits next half-term.

Next week we will be completing an arithmetic test - practising the column method for addition, subtraction, multiplication and the bus stop method for division will support them to develop their accuracy and speed.

Update on the UCLAN trip - Thank you for all the permission slips that have been returned and the payments received so far. Payment is due by 16th January through the MCAS app. Please can the permission slips be returned before the end of this half-term.

Wishing you all a lovely weekend,

The year 5 team

## Year 6

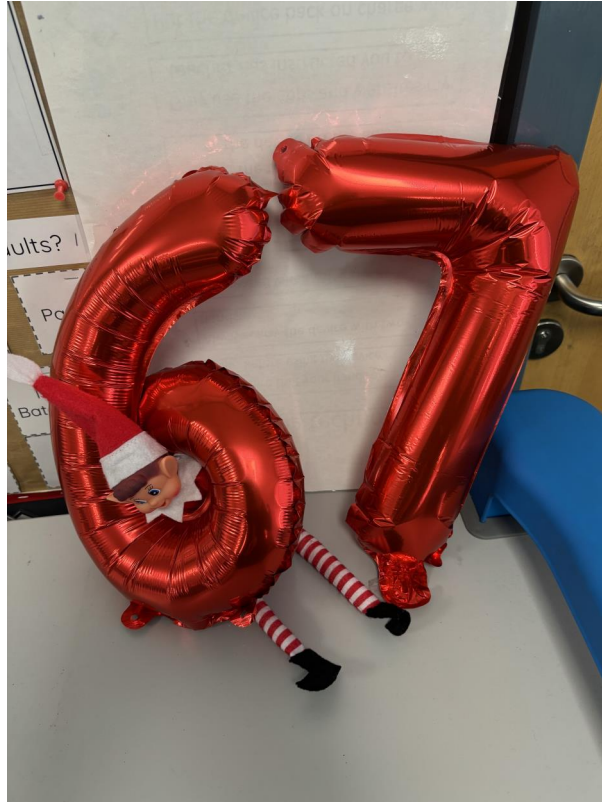


Finally It's December and the naughty elf has arrived in year 6.

Another busy week. We've been covering light in science and have been doing experiments to see how light travels. Three different experiments using prisms and light boxes have been carried out.

We have started to collect money for the Elf Run and are competing to see who can collect the largest amount of sponsorship and win one of the coveted Elf Run Medals. Good luck everyone!

Children have brought home an RE questionnaire this week; so far, only a third of these have been returned. These are needed for our RE lesson on Monday afternoon so please could the remaining ones come back to school on Monday morning? Thank you - they may well be hidden at the bottom of the book bag!



### *Star of the week*



- ***RHH - Rueben - For always following our school values, ready, respectful and safe!***
- ***1MT - Polly - For going above and beyond, especially during our learning inputs and as we prepare for our Nativity!***



- ***2BH - Daniel - For going above and beyond in everything he does and for being a fantastic role model.***
- ***2JB - Gracie-Lee - For her mature attitude to learning and being a fantastic helper!***
- ***3KG - Jaxon - For his effort in his English work over the last few weeks!***
- ***3HP - Jacob - For trying really hard to complete some tricky maths work and his enthusiasm during our Christmas concert practice.***
- ***4CBL - Faith - For her wonderful attitude to learning !***
- ***4HB - Isaac - James - For his wonderful attitude towards learning and hard work!***
- ***5JH - Mya - For her hard work and attitude towards learning.***
- ***5MB - Astin - For his fantastic attitude to his writing and the pride he has shown when completing each section of his setting description.***
- ***5MB - Ismaeel - For his developing focus and attitude to learning***
- ***6TT - Sophia - For her fantastic attitude and all the effort she puts in to everything she does.***
- ***6VA - Macai - For attitude to learning***

**School  
Uniform**



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

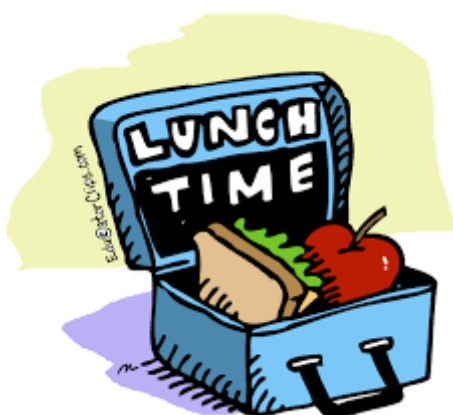


## Jewellery and Hair

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.)



## Lunchtime menu for this week



| Monday  | Tuesday  | Wednesday   | Thursday  | Friday  |
|---|--|---|---|---|
| Homemade Pizza<br>Margherita & Oven<br>Baked Potatoes (v)<br>Or<br>Tomato & Basil<br>Wholegrain Pasta (v) | Roast Chicken with<br>Sage & Onion<br>Stuffing, Mash Potato<br>& Gravy<br>Or<br>Spicy Tomato &<br>Broccoli Pasta Bake<br>(v) | British Beef Burger,<br>Potato Wedges &<br>Coleslaw<br>Or<br>Vegetarian Hot Dog,<br>Potato Wedges &<br>Coleslaw (v) | Cook's Choice<br>Chicken Curry with<br>Wholegrain/White<br>Rice<br>Or<br>Daddy Cheese &<br>Tomato Pizza Panini<br>with Coleslaw (v) | Sustainable Salmon<br>Stars & Oven Baked<br>Chips<br>Or<br>Vegetable & Cheese<br>Bake & Oven Baked<br>Chips (v) |