



Unity Academy Primary Newsletter
6/12/2024

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

This half term is simply flying by. Christmas will be here before we know it!

Teaching and Learning

This week, myself and the other Senior Leaders are completed walkthroughs of all lessons. The Primary Leadership team have also started our lesson observations so the children have had lots of visitors into their classroom this week. They have all loved sharing their learning with their visitors and have articulately discussed what they have been learning previously to support their lesson that day. We have worked incredibly hard as a team to ensure that our curriculum is right for and meets the needs of Unity children. In our daily teaching, we focus heavily on the knowledge we want the children to learn and give them plenty of opportunities to share what they know with us.

In Year 6, they were sharing their whole class text and had a real focus on the Y5/6 vocabulary that the children show know. Year 5 were learning how to use dictionaries quickly and using their knowledge of spelling strategies to help them find different words. Year 4 completed an online quiz with Fit2Go this week and thoroughly enjoyed themselves. Year 3's Maths lesson on Arrays was fantastic. So fast paced with all children taking part in working out and explaining their ideas. Year 2 had their Parental Engagement session this

week which focused on Christmas Sewing. The children loved having their parents in and there was such a lovely and supportive atmosphere! Year 1's Science lesson was hands-on with the children learning what the word 'Absorption' was and then testing different materials. There was plenty of hands up in assembly this morning when I asked who could tell me what they had learnt yesterday in Science. Willow and Oriana could confidently say the word and explain its meaning. Nursery and Reception are in the throes of their Nativity practice at the moment. I sneaked in to see some of their first practice on the stage earlier this week - bless them, they look so small! It will be lovely though and I can't wait to see it!

Our Behaviour Curriculum this week focused on knowing how to 'Support others' using the story 'Giraffe is left out' by Sue Graves. The children enjoyed hearing all about Giraffe, who realises how upsetting it is to be excluded from a group. We spoke at length in assembly about what bullying actually is. I was very happy to hear that the children knew what bullying was and knew that it was very wrong! Archie explained it perfectly by saying that "bullying is being **repeatedly** unkind to someone". We talked about the word 'repeatedly' and the children understood that fallouts with each other do happen but when it is continuous, then it becomes far more serious. We then discussed who the children's 'Trusted Adults' are so that we can be sure they all know who they can turn to should they need support. Next week we will recap on everything we have talked about this half term. This will give class teachers licence to focus on what their individual class needs.

Diary Dates

- 9th December - Y1, Y5, Y6 Christmas pantomime - Lowther Pavilion (Snow White) - Please pay via ParentPay
- 10th December - Rec, Y2, Y3, Y4 Christmas pantomime - Lowther Pavilion (Snow White) - Please pay via ParentPay
- 10th December - Choir perform at the BMS Christmas Festival at the Winter Gardens. Tickets are available from the box office now.
- 11th December - Year group Christmas Tree Competition deadline
- 12th December - Nativity dress Rehearsal.
- 12th December - Scouts Christmas Fair - After school.
- 13th December - 9 – 9:45am - Reception Curriculum/ Reading Parent Session.
- 13th December - 2:15 – 3pm - Reception Curriculum/ Reading Parent Session - same as morning session.
- 16th December - 9 – 10am - EYFS Nativity.
- 16th December - 2:15 – 3pm - EYFS Nativity.
- 17th December - Elf Run - your child will have brought home a sponsor form.

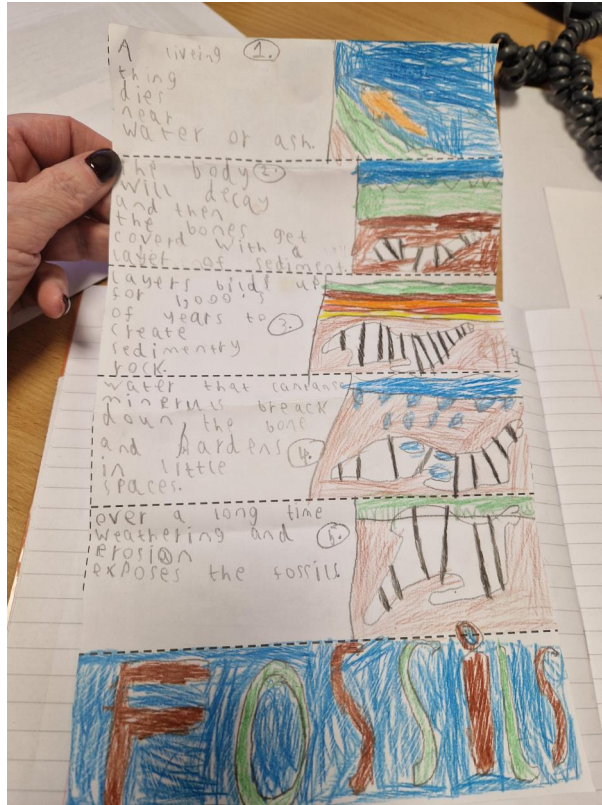
- 17th December - Christmas Jumper Day.
- 17th December - Christmas Dinner Day.
- 18th December - Christmas Party Day - Your child is invited to wear their Christmas Jumper.
- 19th December - Individual Santa Visits (N-Y4). Classroom visit for Y5/6.
- 20th December - Staff Panto - for Year 5/6 children only.
- 21st December - School closes for the Christmas Holiday.
- 6th/ 7th January - INSET Days - School closed for children.
- 8th January - School reopens to children for Spring 1.

And finally...

For the first time in a long time, I have no plans this weekend and Evie is at her Dad's so I am going to take the opportunity to get Christmas ready. Have a great weekend everyone!









Community Information



Does your child have ADHD?
or are they under assessment
for ADHD?

Are you a professional that knows
a family that could benefit from
our help?

What we offer

Outreach Support
Parent & family support
by our qualified family
practitioners

**Parent Empowerment &
Skills Training Programme**
Gain the knowledge, tools
and confidence on how to
parent a child with ADHD

Telephone Support

**Assist with
services/agency meetings**
We can attend TAF, Children
in Need meetings or of
anything similar



Where we are based

East Lancs

Blackburn
with Darwen

North Lancs

South Cumbria

Central Lancs

Blackpool



CIO: 1186394

ADHD North West

Supporting Families

Tel: 01254 886 886

www.adhdnorthwest.org.uk

reception@adhdnorthwest.org.uk

NHS Talking Therapies Service provides a range of FREE therapy options recommended by the National Institute for Health and Care Excellence (NICE) for common mental health problems such as depression and anxiety.

NHS Blackpool Talking Therapies

FREE Courses Available



MASTERING STRESS – Steps to Wellness
 30min introduction 2pm Friday 27th December
 Followed 6 x 90min weekly online sessions. Friday 3rd 10th 17th 24th 31st January & 7th February.
Learn new skills and coping strategies



8-week Mindfulness Based Cognitive Therapy Course
 60min introduction 10am Friday 17th January. Followed by 8 x 2-hour session weekly online sessions.
 Friday 24th 31st January 7th 14th 21st 28th February 7th 14th March
Learn to live in the present!

A personalised link will be emailed and recordings accessible for 72hours

45min webinars, with recording available for 3 days

Resilience and Me 10am Thur 5 th Dec	Anxiety and Worry 1pm Fri 13 th Dec	Sleep and Relaxation 1pm Wed 18 th Dec	Overcoming Low Mood 1pm Mon 7 th Jan	Menopausal Wellbeing 10am Fri 24 th Jan
---	--	---	---	--

AVAILABLE TO PEOPLE OVER 16 WHO LIVE, WORK OR STUDY IN LANCASHIRE OR SOUTH CUMBRIA

To self-refer, please call: **01253 955700** (Monday–Friday 9am–5pm)
 email: bfwh.talkingtherapies@nhs.net
www.blackpoolteachinghospitals.nhs.uk/services/talking-therapies

Scan here to visit our website



Blackpool Talking Therapies is not able to provide reports for compensation, legal or benefits claims or prescribe medication. We do not offer 24-hour or weekend access, crisis or emergency treatment, treatment for alcohol or drug problems or treatment for severe and enduring mental illness.
 Please discuss these needs with your GP.

 **Blackpool Talking Therapies**
 for anxiety and depression
Service provided by Blackpool Teaching Hospitals NHS Foundation Trust

Contact us!



If you wish to contact a teacher within school please use this link [Parental Messages / Queries \(Non-urgent\)](#). and we will get back to you. This form should be used rather than contacting an individual teacher email address as we can then ensure that you are responded to in a timely manner. Messages will be passed on and dealt with as quickly as possible. Our aim is to respond to you within 48 school working hours. Please note that this may not be checked during teaching hours and so **please do not add anything urgent** e.g. about your child being collected by someone else at the end of the day. If you have an urgent message or query, please contact the school office on 01253 355493. Thank you.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• RHH	97.12	2
• 1CL	91.67	8
• 1MT	91.30	14
• 2BH	97.92	5
• 2AP	96.02	5
• 3KG	92.23	13
• 3HB	93.00	6
• 4JB	87.89	4
• 4CBL	96.12	17
• 5TT	94.96	17
• 5NO	99.14	16
• 6MB	95.83	13
• 6VA	96.12	14

Keeping children safe!



At The National College, our Behavioural guidance 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 www.thenationalcollege.com.

10 Top Tips For Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

- 1 LEAD BY EXAMPLE**

As adults, we play a crucial role in modelling respectful behaviour for children. We disagree and learn from our actions every day. Be mindful of the way you interact with others. Treat others with respect and you should always respond with an attitude of mutual respect, even if you disagree with them. Demonstrating active listening will influence young people and help them to handle their own conflicts in a healthy way.
- 2 AGREE TO DISAGREE**

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. When someone disagrees, sometimes we can agree to disagree, using active listening skills when doing this can often help to build empathy and understanding of others.
- 3 PROMOTE ACTIVE LISTENING**

Teach children about the importance of active listening. That is, making a genuine effort to listen to the other person's perspective without interrupting before responding in a way that shows you understand or disagree with them. Encourage children to ask questions to better understand the other person's perspective and to communicate their own opinion to them.
- 4 ENCOURAGE THE USE OF "I" STATEMENTS**

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Encourage their thoughts and feelings using statements like "I feel...", "I think...", "Can you help me understand...". This encourages them to take responsibility for their own emotions.
- 5 FOCUS ON BEHAVIOUR, NOT CHARACTER**

When a disagreement happens, encourage children to focus on describing the behaviour, not attacking the character of the other person. For example, "I don't like how you presented me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to reduce the situation.
- 6 STAY CALM AND TAKE BREAKS**

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to cool down before continuing the conversation. Sometimes, taking a break is OK. It might be better to discuss the issue at a different time. This can prevent things getting out of hand, allowing cooler heads to prevail.
- 7 START CONVERSATIONS ABOUT RESPECT**

Talk openly to children about what respect means to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people who might annoy them. This could be through respectful language, behaviour, or through the use of words. Talk to children about the importance of giving others due regard.
- 8 SEEK COMMON GROUND**

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground between the two parties. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing these issues from dominating their relationship.
- 9 AVOID MAKING THINGS PERSONAL**

It's important that we make it clear to children that they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language and a positive tone helps to build a constructive discussion. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.
- 10 REFLECT AND LEARN**

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they do well at? What might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing activities, or hypothetical examples to further develop their skills in showing respect during a disagreement.

Meet Our Expert
The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a national coalition of organisations and individuals working together to address the issue of bullying and create safer environments in which children and young people can live, grow, play and learn. They represent membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.

Wake Up Wednesday The National College

Source: See full reference list on page 31. <https://www.thenationalcollege.com/guides/choose-respect>

@wake_up_weds | www.thenationalcollege | @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: 08.11.2024

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, have and go, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

WHAT ARE THE RISKS?

QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing services and strategies and can be a useful extension to the support services available. However, they aren't a substitute. Information on the quality of some of these apps is scarce. They aren't peer-reviewed, and while they have been developed by mental health professionals, do they have research to back up their content?

PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up to some of these apps, some will expect you to verify that the child gives you all their details. It's important to remain involved in the child's mental health journey, so request check-ins and recommendations.

DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. However, this is not always the best solution. It could simply be masking the symptoms. Encourage them to speak to a professional (parent or seeking professional help), which could potentially increase their anxiety in the long run.

LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several helpful habits to manage their condition - such as keeping a journal, breathing exercises and practicing mindfulness exercises. As every person is unique - and children especially - will present differently in different ways - these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer unnecessary generic advice.

DATA SECURITY

As with any other app - not just those for mental health and wellbeing - it is worth checking out the privacy policy before downloading it. Some of these organisations may also have a third party for numerous reasons (such as targeted advertisements) and to use a third party means personal and sensitive information with the app, they probably don't want it stored on their servers without their consent.

IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other features - such as more personalised advice or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether this is actually required for supporting the child, or could they receive the same support from a mental professional?

Advice for Parents & Educators

CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developer. Have they consulted with qualified mental health professionals to create their resource? Also, check whether the app is utilised within any government or mental health organisation, as there are quality standards to adhere to. If you see any other apps in the app store, there are many good apps out there, but there are just as many that miss the mark.

READ THE PRIVACY POLICY

Look into the app's terms of service - especially its privacy policy - as they should be clear, easy to read and not too long. It should be clear, concise and easy to understand and not too long. It should be clear, concise and easy to understand and not too long.

Meet Our Expert

Dr Claire Batterhead is an online safety consultant, educator and researcher who has delivered and implemented both bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the professional advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other licensed support. If you have had concerns about a child's mental wellbeing, you should seek appropriate advice from a suitable source, such as their GP - or Children, who can be contacted by calling 80001111.

ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for setting down feelings, tracking mood and habits, and other such activities. These could help if the problem is mild and temporary - but do not offer a replacement for a mental health professional - or if you're currently seeking for professional support. Nonetheless, it is important that children aren't fully reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

Source: See full reference list on guide page at <https://nationalcollege.com/guides/mental-health-apps>

[@wake_up_weds](https://twitter.com/wake_up_weds) www.facebook.com/wake.up.wednesday [@wake.up.wednesday](https://www.instagram.com/wake.up.wednesday) [@wake.up.weds](https://www.tiktok.com/@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: 04.12.2024

Celebrating Culture and Difference





Human rights Day on Tuesday commemorates the day in 1948 where the United Nations adopted the Universal Declaration of Human Rights.[Click here to learn more.](#)



Geeta Jayanti on Wednesday commemorates the birthday of Bhagavad Gita, the sacred text of Hinduism.[Click here to learn more](#)

Nursery



This week in Nursery we have enjoyed reading the story 'Stickman.' The children have been joining in with the repeated phrases in the story and loved seeing Santa come down the chimney at the end. We have enjoyed wrapping presents in our grotto and dressing up as Santa to deliver them to our friends. The children have also created their own Christmas decorations. We have been working really hard on practising our Christmas Nativity.

If you have any old pots, pans, photos frames, hats, scarfs, bags a donation would be greatly appreciated in nursery.

Reception



Stickman has been our focus story this week and the children have absolutely loved it! They have really enjoyed hearing about Stickman's adventures and have even been drawing their

own maps of his journey. The children have made their own Stickman and have enjoyed playing with hi and using their imagination.

We have been creative this week and are making our decorations for the Christmas Tree competition. We have been developing our fine motor skills to make snowflakes and Christmas trees using lolly sticks and pipe cleaners. Mrs Hanvey and Mrs Hillier really think Reception are in with a good chance of winning this year but know that it is a tough competition as every year groups goes all out and tries their very best!

Our Nativity performance continues to be a real focus for us in Reception as we try to remember our lines, the songs and when and where we need to move on the stage. We are getting there now and can't wait for you to see it!

Have a lovely weekend, The Reception Team

Year 1



What a lovely week in Year 1!

This week in English we have been reading the story 'Snowball' focusing on the rhyming words we could hear in the story. We began the week by exploring syllables,. The children really impressed us with their wonderful knowledge. The children really enjoyed listening to the adventures of the Snowball and what he got up to as the story developed!

In Maths we consolidated our knowledge of addition number sentences. We began the week by reviewing part-whole models and how these can be used to support us in writing addition number sentences. We then continued our learning by completing very tricky addition number sentences, using strategies we had explored.

In Science we focused on some very tricky vocabulary, including floating, sinking and absorbing. We completed experiments to investigate how a range of materials reacted when added to water. The children really impressed both us and Mrs Shaw with their wonderful knowledge. Well done Year 11

We hope you have a wonderful weekend.

Miss Tench and Miss Lee.

Year 2



This week the children have been getting into the festive spirit by decorating the classroom by making Christmas tree decorations and paper chains. The children thoroughly enjoyed the parental engagement session on Monday afternoon where they had lots of fun showing

off their sewing skills and making elf tree decorations with their grown ups. (Thank you so much to everybody that came we hope you all had a lovely afternoon)

In English this week the children have been writing their own diaries all about the great fire of London and created their own front covers for their diaries. In science this week the children have been looking at the material fabric and predicting whether the material bends, twists, stretches or squashes before we tested it. In Math the children have been finding the missing numbers to complete the number sentences and have been using less than, greater than and equal too signs.

Year 3



Another busy but wonderful week in Year 3!

This week, in Math, we have moved onto our topic of Multiplication and Division. We have been looking at sorting objects into arrays, patterns in our 2 times tables and our 5 and 10 times tables. **Please continue to access TTRockstar** at home to support with this learning.

In English, we have been finishing our diary entries as the Stone Age Boy with lots of interesting adjectives and even including time conjunctions!

In Science, we looked at how fossils are formed and created pull out books with diagrams!

Have a fabulous weekend.

Year 4



This week in Year 4 we have enjoyed beginning to read A Christmas Carol. We have explored the different characters and how the author creates suspense at different parts of the story. We are looking forward to finding out how the story ends next week.

We have also enjoyed making our decorations for our Year 4 Christmas Tree and enjoyed our French and recorder lessons.

Please remember to log on and complete TT Rockstars at home at least 3 times a week to support our multiplication knowledge for the upcoming multiplication check.

Have a great weekend.

Year 5



We have been working really hard in computing, learning new skills to create Vector Drawings. This week, we learned how to duplicate objects, move the duplicated objects and then group them to make a final drawing.

As part of our Enrichment curriculum, the children have learned how to finger knit! They have created the most beautiful decorations for our Christmas tree competition - let's hope we win this year!

Have great weekend everyone, The Year 5 team

Year 6



The Christmas tree has gone up on our corridor (thanks to Skye, Jacob and Rachel for decorating!) and we have been getting into the festive spirit this week by making decorations for the annual 'decorate a Christmas tree' competition. Will Year 6 be the winners this year???

The Year 6 students have started to receive visits from Lancashire's Fire and Rescue Service; leaflets containing useful tips for the whole family, including a fun crossword should be brought home by your child once they have received their training about *Road Sense* and *Fire Safety Tips*. Remember Year 6 - 'GET OUT, STAY OUT'. The Lancashire Fire and Rescue team also offer **FREE** home safety checks to all Lancashire residents, so please call **0800 169 1125** if you would like to make use of this service.

This week we have also shared the results of your child's mock SATs for reading, GPS (grammar, punctuation & spelling) and mathematics. Should you have any queries, please contact your child's class teacher. There is also the opportunity to attend one of our SEND/SEMH coffee mornings, one of which was held this morning and the next one will take place on 7th February from 8.45 - 10.15. Please do pop along and speak to our fantastic

team, as well as various other professionals such as NDP, Youth therapy, Speech & Language and SENDIASS for any support or questions no matter how big or small.

If you wish to purchase revision guides for any areas you would like to offer your child more support with, we recommend the following companies:

1. Rising Stars
2. CGP
3. Collins

Finally, we would like to share a platform that children can use online at home to help develop their arithmetic skills. It is: <https://mathsbot.com/> - select the 'primary' light grey lozenge at the top of the page, followed by 'Key Stage 2 Arithmetic Paper' which is the second option in on the second line. We have started to use this in class on a Friday, so the children are familiar with it but can most certainly make use of it at home too! The paper can be answered, marked and answers given all online; your child may just benefit from a scrap piece of paper to jot their workings on. There are many other resources too if your child wishes to explore (let us know if there are any you find particularly useful!).

Thank you and have a wonderful weekend, The Year 6 Team

Star of the Week



RHH - Edith - For showing great enthusiasm for drawing club!

1CL - Harrison - For fantastic efforts in his learning this week and for showing resilience when answering tricky questions.

1MT - Antonia - For being such a wonderful role model and helper!

2BH - Kai - For having a positive attitude towards learning and producing a fantastic piece of writing.

2AP - Laiken - For always being a kind friend to everyone.

3KG - Jettson - For his wonderful and enthusiastic attitude to everything he does!

3HB - Riley - For always being positive and making an excellent effort to answer questions in the classroom!

4JB - Sophie - For a more positive attitude to her school days and her enthusiasm for DT.

4CBL - Jasmine - For her enthusiasm for DT week

5TT - Zekiye/Isaac - For their excellent work as a pair in science

5NO - Brogan - For making excellent progress on our fractions topic in Maths

6MB - Ian - Amazing work with adding and subtracting fractions.

6VA - Karzan - For excellent progress in his writing.

School Uniform



Revised policy from September: From September our uniform is changing. The decision was made following consultation with children, parents and staff. Large numbers of people shared their thoughts for the options given and the vast majority voted for a change to some aspects of our uniform.

As a reminder, please have a look at the list below and make sure your children are correctly dressed for both the school day and PE. To request items of uniform please click [here](#) and complete the short form. We will do our best to meet your needs, stock permitting.

Nursery Uniform

- Black sweatshirt with logo

- White polo shirt
- Black trousers, tracksuit bottoms or skirt
- Black shoes if wearing trousers or skirt or Trainers (preferably black) if wearing tracksuit bottoms.

Primary uniform - All students should wear:

- Black V Neck school jumper with embroidered Unity Academy logo - **this item is compulsory!**
- Plain White Shirt or blouse
- Plain **black** socks or tights
- House Badge (Provided by the academy initially, replacements can be purchased from the academy)
- All black footwear with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs!

Students have a choice of: (students must wear one of these)

- Plain black tailored skirt
- Plain black trousers or shorts (tailored type, not tracksuit bottoms/ jeans)
- A Black Blazer with the Unity logo is optional

P.E. Kit - Red polo shirt Black shorts Black socks Black Pumps

Summer Uniform

- Red check dress with white ankle socks
- Black short trousers






If your child has outgrown any uniform items and they are in good condition, please do send them into school where they can be added to our supply for other parents to access.







Thank you

UNITY UNIFORM

The branded uniform will be stocked at Blispham Clothing (01263 276047) and Ragamuffins (01263 390717). If you need any assistance with purchasing uniform please contact Alyson at <https://www.schoolwear-blackpool.com/> or Kath at Ragamuffins. 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
--	--	---	---	---	---	---

 Shorts Plain black	 Summer dress	 Plain white socks (To be worn with summer dress)	 Black Blazer with the Unity logo	 Red polo shirt	 Black shorts	 Black Pumps or Trainers
---	--	---	---	---	--	---

Optional Uniform

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



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

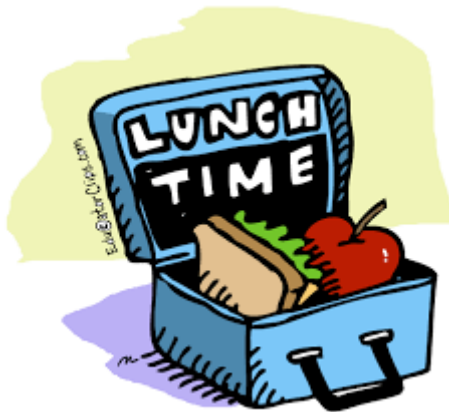


Jewellery and Hair

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 wordlogos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairdries 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.)



Lunch time menu for this week



Monday	Tuesday	Wednesday	Thursday	Friday
Cook's Choice Homemade Pizza (v) or Cheese & Egg Tart & Oven Baked Diced Potatoes (v)	British Roast Chicken, Sage & Onion Stuffing, Mashed Potatoes & Gravy or Spicy Tomato & Cheese Pasta Bake with Crusty Bread (v)	British Pork Sausage Mashed Potatoes & Gravy or Vegetarian Sausage Roll (v), Mashed Potatoes & Gravy	British Beef Bolognaise & Pasta Spirals or Cheese & Onion Swirls with Herby Boiled Potatoes (v)	MSC Harry Ramsden's Crispy Coated Fillet of Fish & Chunky Chips or Tasty Vegetable Burger & Chunky Chips (v)