



Meithrin Gobaith  
ESGOBAETH TYDDEWI  
DIOCESE of ST DAVIDS   
Growing Hope

## **Federation of St Florence and Penrhyn Church in Wales School**

**Believe Achieve and Succeed Together,  
Stronger Learning with Confidence**

### **Collective Worship Policy**

<b>Updated</b>	January 2026
<b>Reviewed</b>	
<b>Signed:</b>	
	<b>Chair of the Governors</b> <b>Head Teacher</b>

The Federation of St Florence and Penrhyn Church in Wales School our aim is to:  
Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. **(Article 12 – the right to be listened to and taken seriously).**

- Take a holistic approach to learning. **(Article 17 – I have the right to get information in lots of ways, so long as it's safe).**

- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. **(Article 1 – Everyone under 18 has these rights.)**

- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. **(Article 3 – adults must do what is best for me).**

- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. **(Article 6 – I should be supported to live and grow).**

- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. **(Article 17 – I have the right to get information in lots of ways, so long as it's safe).**

- We will be inclusive to ensure all learners see themselves and each other in what they learn. **(Article 12 – the right to be listen to and take seriously).**

- We will provide a high-quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. **(Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment).**

## **Federation of St Florence and Penrhyn Schools**

### **Collective Worship Policy**

#### **1. Introduction**

The Federation of St Florence and Penrhyn Schools is committed to providing high-quality collective worship that reflects our Christian foundation and ethos as Church in Wales schools. Collective worship is central to our school life and is recognised as a key part of spiritual development for all pupils and adults. [churchinwales.org.uk](http://churchinwales.org.uk)

This policy outlines our approach, ensuring that collective worship is inclusive, invitational and inspiring, and meets both statutory requirements and the expectations of the Church in Wales. [churchinwales.org.uk](http://churchinwales.org.uk)

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#### **2. Legal and Ecclesiastical Foundation**

Collective worship in the Federation will:

- Take place daily for all registered pupils.
  - Be conducted in a manner that reflects the Christian character of the schools, in accordance with the trust deeds and the tradition of the Church in Wales.
  - Be legally compliant with current educational law regarding acts of worship in Church schools. [churchinwales.org.uk](http://churchinwales.org.uk)
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#### **3. Aims and Objectives**

Our collective worship aims to:

1. **Develop understanding of Church in Wales traditions and practice**, fostering respect. [churchinwales.org.uk](http://churchinwales.org.uk)
  2. **Contribute significantly to the spiritual development** of pupils and staff. [churchinwales.org.uk](http://churchinwales.org.uk)
  3. **Provide a variety of worship experiences** that are age-appropriate and meaningful. [churchinwales.org.uk](http://churchinwales.org.uk)
  4. **Support wellbeing and community cohesion** through shared reflection, prayer and music. [churchinwales.org.uk](http://churchinwales.org.uk)
  5. **Encourage active participation**, including pupil leadership and evaluation of worship. [churchinwales.org.uk](http://churchinwales.org.uk)
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#### 4. Principles of Worship

Our collective worship will be:

##### **Inclusive**

Worship will be a welcoming experience for all pupils and staff, whatever their faith background or stage of spiritual understanding. Language will be accessible and avoid assumptions about personal belief. [churchinwales.org.uk](http://churchinwales.org.uk)

##### **Invitational**

Participation in prayer or other forms of spiritual response will be voluntary and respectful, allowing pupils choice and integrity in engagement. [churchinwales.org.uk](http://churchinwales.org.uk)

##### **Inspiring**

Worship will engage pupils in meaningful reflection and encourage positive action in school and the wider community. [churchinwales.org.uk](http://churchinwales.org.uk)

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#### 5. Organisation of Worship

Collective worship may take place:

- As a whole school gathering
- In age groups or class groupings
- At any time during the school day, using school premises ordinarily, with occasional additional worship in church for major Christian festivals or milestones

Worship will typically follow a recognised structure to ground focus and reflection, including welcome, theme, reflection, prayer or silence, and response.

[churchinwales.org.uk](http://churchinwales.org.uk)

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#### 6. Leadership and Responsibility

- The **Headteacher** has overall responsibility for ensuring that collective worship takes place daily in accordance with this policy.
- A **named member of staff** will be responsible for the planning, coordination and quality assurance of worship. [churchinwales.org.uk](http://churchinwales.org.uk)
- Pupils will be encouraged to take increasing responsibility in planning, leading and evaluating worship. [churchinwales.org.uk](http://churchinwales.org.uk)

Training and support will be provided to staff, clergy, and visiting leaders to ensure they have confidence and competence in leading collective worship. [churchinwales.org.uk](http://churchinwales.org.uk)

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## **7. Content and Themes**

Collective worship will:

- Be rooted in Christian teaching and the liturgical year, including major seasons such as Advent, Christmas, Lent and Easter. [churchinwales.org.uk](http://churchinwales.org.uk)
  - Include Bible stories, reflection, prayer, music and other creative elements relevant to themes of Christian faith and meaning. [churchinwales.org.uk](http://churchinwales.org.uk)
  - Provide space for stillness, reflection and response. [churchinwales.org.uk](http://churchinwales.org.uk)
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## **8. Monitoring and Evaluation**

The governing body will ensure that collective worship is regularly monitored and evaluated, including pupil and staff feedback, to maintain quality and relevance.

Evaluation may include:

- Observations of worship sessions
  - Pupil and staff voice exercises
  - Review of themes and impact on school community
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## **9. Withdrawal from Worship**

While collective worship is an integral part of our Church school identity, parents may make a request for their child to be withdrawn from worship. This process will be clearly explained to parents, and alternatives provided where necessary. [churchinwales.org.uk](http://churchinwales.org.uk)

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## **10. Policy Review**

This policy will be reviewed every three years by the governing body, in consultation with the headteacher and wider school community, ensuring it aligns with any updates in Church in Wales guidance or statutory requirements.



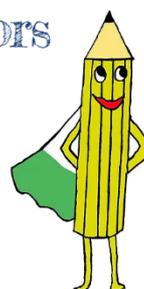
## St Florence School – Assembly Time Table.

Ensure each classroom reflects a Church School including a reflection area. Lesson observations will occur next half term with myself and Yvette a school governor. The focus will be reading and RE.

When?	Monday	Tuesday	Wednesday	Thursday	Friday
What?	Bible Stories/Values	Criw Cymraeg	Class Worship	Church/School	Celebration Assembly
Who?	Lilly/Angela Spiritual Leaders	Sian Davies	Class Teachers	Rev Martine	James and Angela

## Enterprising, Creative Contributors

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can



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and are ready to lead fulfilling lives as **valued members of society**.

## Artist and Musician of the Month

### Artists

September - William Morris or Roy Lichtenstein

October – Black History Month

Choose from – Amy Sherald, Ruud Van Empel, Alma Thomas, Lubaing Himid, Wadsworth Jarell

November – Picasso or Lowry

December – Sarah Earl

January – Luned Rhys Parri

February – Joseph Herman

March – Ruth Jen Evans

April – Vincent Van Gogh

May – Kandinsky/Andy Warhol

June – Keith Haring/Banksy

July – Seurat and Pointillism

### **Musician**

August – Miriam Makeba

- Why? Introduces African music and languages; cultural awareness.
- Song suggestion: *Pata Pata*

September – Antonio Vivaldi

- Why? *The Four Seasons – Autumn* is perfect for back-to-school/fall themes.
- Piece suggestion: *Autumn* from *The Four Seasons*

October – John Williams

- Why? Film music and Halloween-friendly themes.
- Piece suggestion: *Hedwig's Theme* from *Harry Potter*

November – The Beatles

- Why? British culture, timeless songs with simple melodies.
- Song suggestion: *Yellow Submarine*

December – Tchaikovsky (again)

- Why? *The Nutcracker* is iconic during Christmas and winter holidays.
- Piece suggestion: *Dance of the Sugar Plum Fairy*

January – Ludwig van Beethoven

- Why? Great for New Year themes of perseverance and overcoming challenges (he composed music while deaf).
- Piece suggestion: *Ode to Joy*

#### February – Bob Marley

- Why? Celebrates Reggae and Black History Month (US/UK); messages of peace and love.
- Song suggestion: *Three Little Birds*

#### March – Camille Saint-Saëns

- Why? Introduce orchestral instruments with humor and imagination.
- Piece suggestion: *The Carnival of the Animals*

#### April – Ella Fitzgerald

- Why? Jazz Appreciation Month and Ella's birthday (April 25); great introduction to scat singing and vocal jazz.
- Song suggestion: *A-Tisket, A-Tasket*

#### May – Pyotr Ilyich Tchaikovsky

- Why? Spring energy and dance; connects to ballet.
- Piece suggestion: *The Nutcracker* or *Swan Lake*

#### June – Taylor Swift

- Why? Popular with children; great storytelling; good for end-of-year reflection.
- Song suggestion: *Shake It Off* (clean and fun)

#### July – Wolfgang Amadeus Mozart

- Why? Bright, lively music; easy for kids to recognize and enjoy.
- Piece suggestion: *Eine kleine Nachtmusik*

# UNCRC Stories for Primary Assemblies

Prepared for St Florence and Penrhyn School

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## Introduction

The United Nations Convention on the Rights of the Child (UNCRC) is an agreement between countries that protects the rights of every child in the world. It says that all children should grow up safe, loved, educated, and respected.

This book of short stories helps pupils at St Florence and Penrhyn School learn about their rights in a fun and friendly way. Teachers can use each story during assemblies, PSHE lessons, or circle time to spark discussions about kindness, fairness, and respect.

## Article 2 – The Right to Be Treated Fairly

Summary: Every child has the right to be treated equally, no matter who they are.

Story: The Year 3 class loved playing football at break, but only certain children were ever picked. One day, Mrs. Evans asked them to mix up the teams so everyone could have a turn. To their surprise, they discovered new talents — even quiet Aisha scored the winning goal! Now everyone plays together, and the game is fair for all.

Moral: Fairness means giving everyone a chance to shine.

## Article 3 – The Right to Be Protected

Summary: Adults must always do what is best for children.

Story: When Max hurt his ankle on the playground, his friends ran to get help instead of laughing. The teacher called his mum, and the school nurse checked him over. Max felt safe and cared for. Later, the class talked about how adults help keep children safe every day — at school, at home, and in the community.

Moral: When adults protect us, they help us feel safe and cared for.

## Article 6 – The Right to Life and Development

Summary: Every child has the right to grow, learn, and reach their potential.

Story: In science class, each pupil planted a seed. Some grew quickly, others slowly. Lily's seed took weeks before a sprout appeared, and she almost gave up. Mr Thomas reminded her that every seed grows at its own pace. When her flower finally bloomed, it was the tallest of all! The class learned that, like seeds, children need time, care, and patience to flourish.

Moral: Everyone grows in their own way — and that's okay.

## Article 12 – The Right to Be Heard

Summary: Children have the right to express their opinions, and adults should listen.

Story: During a meeting, the pupils suggested creating a quiet reading corner in the playground. At first, teachers weren't sure it would work. But the children explained their plan clearly, helped choose books, and painted benches themselves. Now it's everyone's favourite spot at break! Their voices helped make the school even better.

Moral: Good ideas grow when everyone’s voice is heard.

## Article 13 – The Right to Share Thoughts Freely

Summary: Every child can share ideas through speaking, drawing, or writing.

Story: For Earth Day, Year 5 made posters about helping the environment. Kian’s picture of a smiling Earth won a place on the school wall. “Our words and pictures can make a difference,” said Miss Hall. The pupils decided to run a “Green Day” each month.

Moral: Sharing our thoughts can inspire others to care and take action.

## Article 15 – The Right to Make Friends

Summary: Children can meet and join groups with others peacefully.

Story: When Maya joined the school, she felt shy at playtime. Jamie invited her to their skipping club. Soon she was laughing with new friends and teaching them a game from her old school. The club kept growing as more children joined in.

Moral: Friendship starts with one kind invitation.

## Article 16 – The Right to Privacy

Summary: Everyone’s personal life, space, and belongings should be respected.

Story: At Sunnydale Primary, Mia kept a diary with her art ideas. Her friend Sam read it aloud one day by mistake, and Mia was upset. The teacher explained that everyone has a right to privacy. Sam apologised, and they became better friends by learning to respect each other’s things.

Moral: Respecting privacy shows kindness and builds trust.

## Article 19 – The Right to Be Safe from Harm

Summary: Children must be protected from being hurt or mistreated.

Story: When Jordan noticed someone being pushed at lunch, he told a teacher straight away. The teacher thanked him for speaking up and made sure the child was safe. The next day, their class talked about how courage and kindness help keep everyone protected.

Moral: Telling someone when something’s wrong helps everyone stay safe.

## Article 23 – The Right to Special Care and Support

Summary: Children with disabilities have the right to live full and active lives.

Story: Elliot used a wheelchair and sometimes felt left out during sports. His classmates worked with Mr Patel to create games everyone could join in. Soon, they were all cheering each other on — and Elliot scored the winning basket!

Moral: Including everyone makes our world stronger and happier.

## Article 24 – The Right to Good Health

Summary: Every child has the right to good health, clean water, and nutritious food.

Story: The school nurse visited Year 2 to talk about washing hands and eating fruit. The class made posters to remind everyone to stay healthy and drink water each day. Small steps made a big difference, and everyone felt proud of their healthy habits.

Moral: Healthy choices help us grow strong and happy.

## Article 28 – The Right to Education

Summary: Every child has the right to learn and go to school.

Story: During a rainy morning, the power went out, but the teacher used a torch so the class could keep reading. She told them, “Learning can happen anywhere, as long as we’re curious!” The children smiled and read by torchlight — a new adventure in learning.

Moral: Education is a light that never goes out.

## Article 31 – The Right to Play and Rest

Summary: Every child has the right to relax, play, and join in cultural activities.

Story: At lunch, some children wanted to keep studying, but Miss Green encouraged them to take a break. They played tag and came back smiling and refreshed. The class realised that play helps minds and hearts grow, too.

Moral: Rest and play are as important as learning.

## Article 32 – The Right to Be Protected from Dangerous Work

Summary: Children must be protected from work that is bad for their health or education.

Story: In class, they learned about children around the world who have to work instead of going to school. The pupils decided to hold a charity fair to raise money for education projects. They learned that every child deserves the chance to learn safely.

Moral: No child should have to work when they should be learning.

## Article 42 – The Right to Know Your Rights

Summary: Governments must make sure children and adults know about the UNCRC.

Story: Year 6 created colourful posters about children's rights to display around the school. When younger pupils asked questions, they proudly explained what each one meant. Now everyone at St Florence and Penrhyn School knows their rights!

Moral: Knowing our rights helps us protect them for everyone.

### The Christian Year (For Pupils)

#### **Advent (Late November – December)**

- A time of **waiting and preparation**
- Christians prepare for **Christmas**
- Colour: **Purple**
- Key ideas: hope, waiting, light

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#### **Christmas (25 December – Early January)**

- Celebrates the **birth of Jesus**
- Colour: **White or Gold**
- Key ideas: joy, giving, love

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### Epiphany (January)

- Remembers the **Wise Men** visiting Jesus
- Jesus is shown as **God's Son for everyone**
- Colour: **White**
- Key ideas: sharing, revelation

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### Lent (February – March/April)

- A time of **thinking, praying and preparing**
- Begins on **Ash Wednesday**
- Colour: **Purple**
- Key ideas: forgiveness, reflection

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### Holy Week (March/April)

- The week before Easter
- Includes:
  - **Palm Sunday** – Jesus enters Jerusalem
  - **Good Friday** – Jesus dies on the cross
- Colour: **Red**
- Key ideas: sacrifice, love

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### Easter (March/April)

- Celebrates **Jesus rising from the dead**
- Colour: **White or Gold**
- Key ideas: new life, hope, joy

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### Pentecost (May/June)

- Celebrates the **Holy Spirit**

- The birthday of the **Church**
  - Colour: **Red**
  - Key ideas: courage, sharing the Good News
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### **Ordinary Time (Most of the year)**

- Time for **learning about Jesus' life and teachings**
  - Colour: **Green**
  - Key ideas: growing, learning, faith in daily life
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### **Welsh Context**

You may also see or hear:

- **Dydd Nadolig** – Christmas Day
- **Dydd y Pasg** – Easter Day
- **Yr Ysbryd Glân** – The Holy Spirit