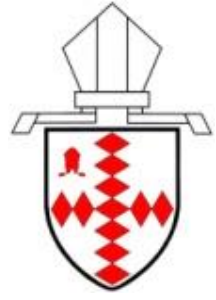


Southwark Diocesan Board of Education

Developing Church of England Education



BEREAVEMENT PACK

Information, guidance, suggestions and support
when coping with a death in the school
community

Version 2: 2020



BEREAVEMENT PACK



Information, guidance, suggestions and support
when coping with a death and bereavement
in the school community

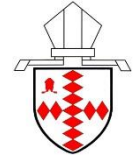


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Introduction.

The Southwark Diocesan Board of Education supports 105 schools and academies across south London and East Surrey. Church of England Schools are recognised for their distinctive Christian ethos and as places which are built on distinctively Christian values. Each school is made up of a community of individuals. At some time, the members of the school community may have to personally face the death of a loved one. It is also almost inevitable that many schools will have to deal with a death that affects the whole school community.

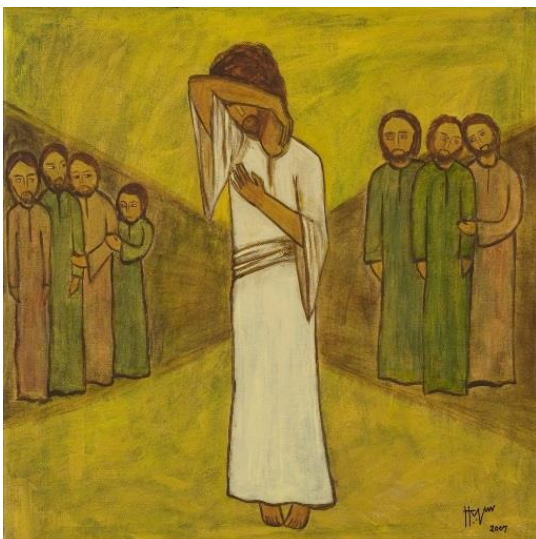
The death may be expected or may be sudden. Either way, pupils, staff and others associated with the school are likely to experience a time of grief and bereavement.

Death is something that most people choose not to think about, so when faced with it, schools can find themselves ill prepared. It is important that the school is seen as a safe haven where all members can find support, care and security. A death in the school community and the way that the school responds for its members in the light of this is a real test of its Christian distinctiveness, which should be at the heart of the school and therefore a context in which to cope and draw strength from.

The purpose of this Bereavement Pack is to help everyone involved at a time when there may be shock, upset and confusion. The pack includes an aide-memoire listing key tasks which need to be completed; an act of collective worship which can be followed or adapted to bring the school community together; words, poetry and prayers about death and bereavement, suggested resources and ways of remembering, all to help pupils understand, as much as possible, death and the process of bereavement. There are also case studies from some of our Church of England schools sharing their experiences following the death of a member of their school community.

This version of our Bereavement Pack has been updated and expanded in 2020, the year that the Coronavirus pandemic cast a shadow over our world. Everyone has been affected by Coronavirus in some way, for many people, this has meant sadly having to face bereavement of loved ones.

We hope and pray that the pupils, staff and wider community of our diocesan Church of England schools will all be strengthened by the distinctive Christian vision that each school lives by, along with being helped and cared for by this bereavement pack, including through the specific support offered for dealing with death and bereavement because of the unprecedented COVID-19 crisis.



Jesus Wept

by Hanna Cheriyan Varghese.
2007

“At the sight of her tears, and those of the Jews who followed her, Jesus said in great distress, with a sigh that came straight from the heart, ‘Where have you put him?’ They said, ‘Lord, come and see.’ Jesus wept.”

John 11:33-36

Model Bereavement Policy for Schools.

A Practical Guide of What To Do If a Member of the School Community Dies.

This guidance is based on the policy developed by East Riding of Yorkshire Council, available on the 'A Child of Mine' website, (see Websites in Resources about Death and Bereavement for Children and Adults.)

Contents

- Introduction.
- Information Sharing Pathways:
 - following the death of the head teacher;
 - following the death of a staff member;
 - following the death of a pupil;
 - following the death of a pupil in school;
 - following the death of a close family member of a school pupil;
 - following major incidents.
- Letter Templates:
 - informing parents of the death of a member of staff;
 - informing parents of the death of a pupil;
 - for schools following a death due to Coronavirus.
- Guidelines for breaking the news about a death to staff and governors.
- Guidelines for breaking news of the death to the children / young people.
- Things to consider in the days following the news of the death.

Introduction.

The purpose of this Bereavement Policy is to help everyone involved at a time when there may be shock, upset and confusion, ensuring that there is as little disruption as possible, effective communication takes place and that each member of the school community is supported to help them through a very difficult time.

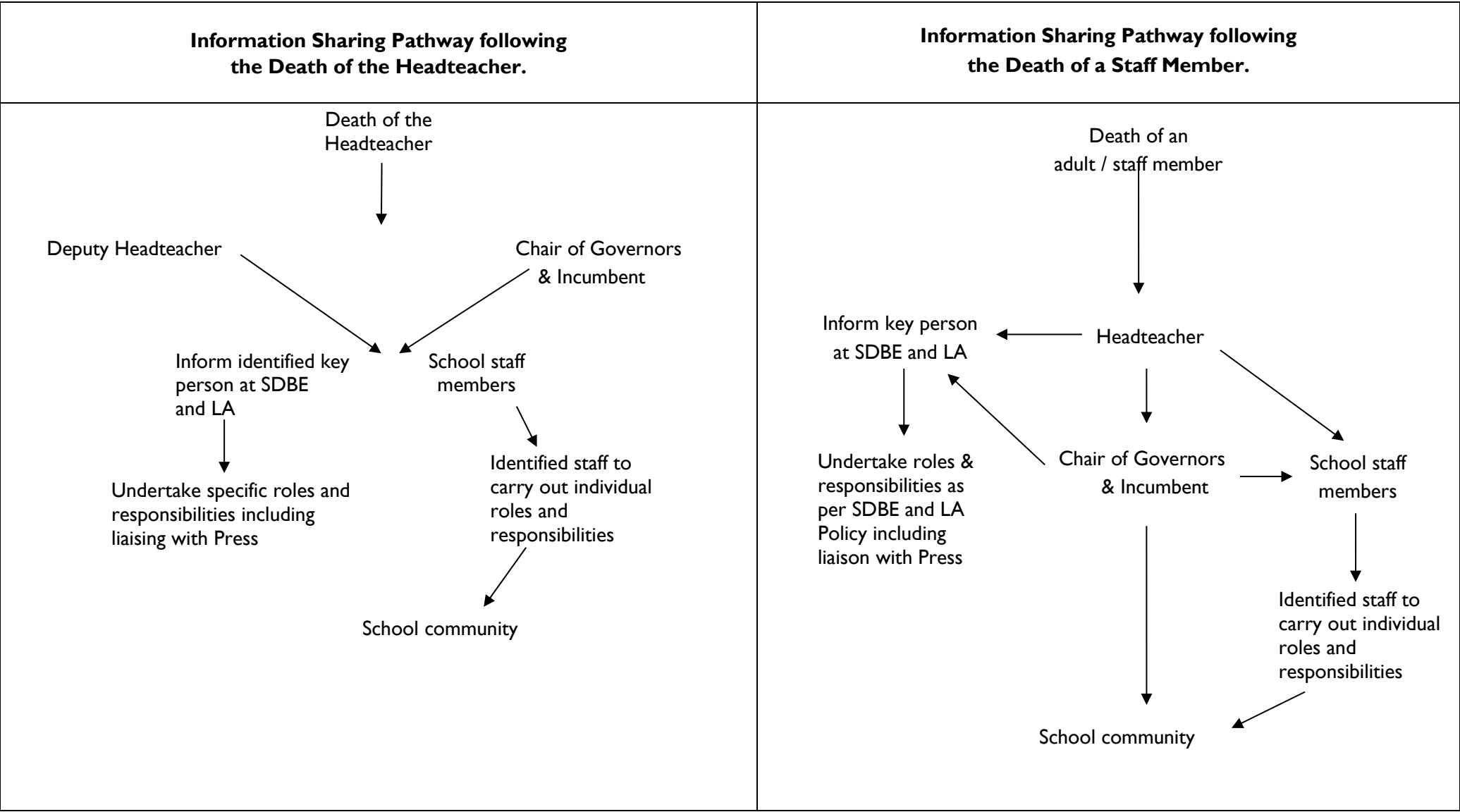
Every year 20,000 children under the age of 16 years will be bereaved of a parent and many more will experience the death of someone else special in their life. In addition to these individual pupils, schools may also experience the death of a child at the school or a staff member.

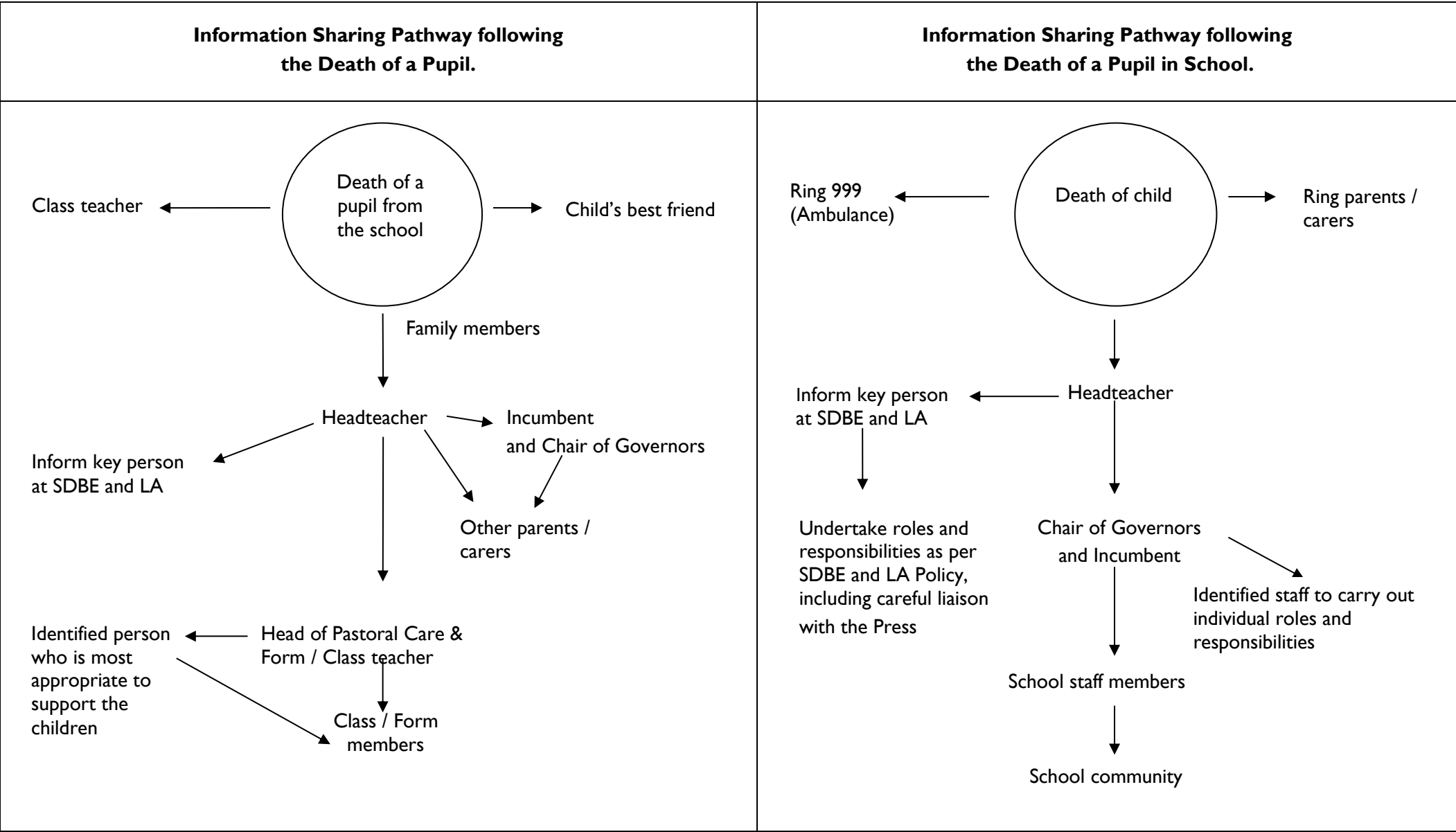
It is almost inevitable, therefore, that at some time all schools will have to deal with a death that affects the school community and certainly will have pupils and staff who they need to personally support in bereavement.

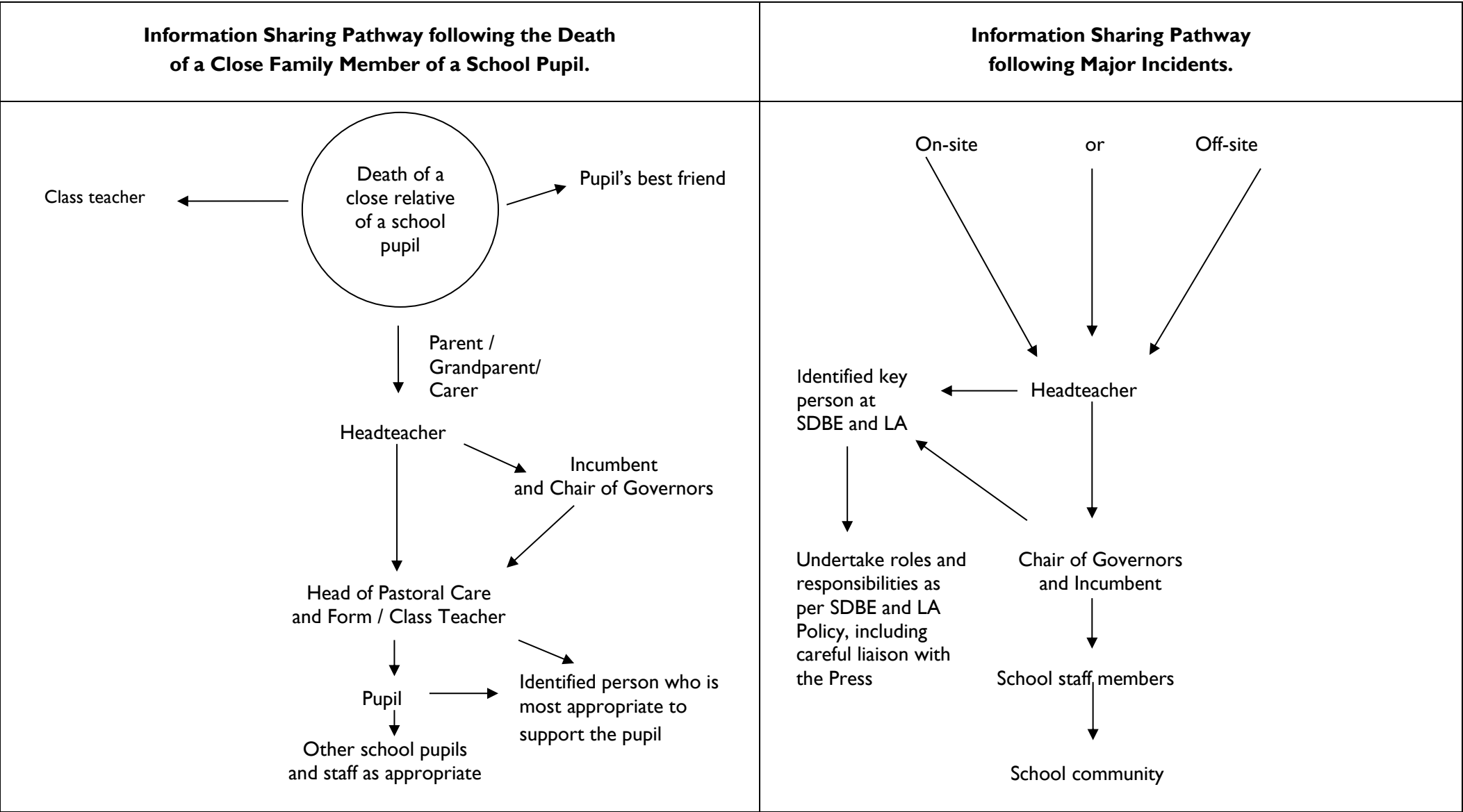
As children spend the vast majority of their time at school, teachers and staff members are the primary source of care and support after parents / carers. Bereaved children will see school as a safe haven away from the turmoil of emotions at home and will look to trusted staff members for help.

Death is something that most people choose not to think about, so when faced with it, we often find ourselves ill-prepared. Faith may provide strength, a way of living hopefully and finding the things which give life a new sense.

During the process of bereavement, faith can help to acknowledge the reality of the loss experienced and to reconstruct life, valuing the things of the past and reaching out for new meaning in the future. Belief in the after-life and in eventual reunion with those who have gone before can bring comfort and the view that death has a purpose and is not a random, meaningless event can be reassuring.







Template of a Letter Informing Parents / Carers of the Death of a Member of Staff.

<Address>

<Date>

Dear Parents / Carers,

Your child's class teacher / form tutor / head of year had the sad task today of informing the children of the tragic death of <Name> who has been a teacher at this school for a number of years.

Our thoughts and prayers are with <Name>'s family at this time and in an effort to try to respond to his / her death in a positive way, all the children / pupils have been informed.

When someone dies, it is normal for family and friends to experience many different feelings like sadness, anger and confusion and children / pupils are likely to ask questions about the death which need to be answered honestly and factually in terms that they will understand.

The children / pupils have been told that their teachers and other school staff are willing to try and answer their questions at school, but if there is anything else you or your child needs to know, please do not hesitate to contact us.

<Clergy Name> has been in school and will continue to offer spiritual support to children / pupils, families and staff. We remember <Name> and all the bereaved in our thoughts and prayers.

Yours sincerely

<Name>
Headteacher

Template of a Letter Informing Parents / Carers of the Death of a Pupil.

Before sending a letter home to parents / carers about the death of a pupil, permission must be gained from that pupil's parents / carers.

The contents of the letter and the distribution list need to be agreed by the parents / carers and school.

<Address>

<Date>

Dear Parents / Carers,

Your child's class teacher / form tutor / had the sad task today of informing the children / pupils of the death of <Name>, a pupil in <Year>.

<Name> died from an illness called <name of illness>. As you may be aware, many children / pupils who have <name of illness> get better, but sadly <Name> had been ill for a long time and died peacefully at home yesterday.

He / She was a very popular member of the class and will be missed by everyone who knew him / her.

When someone dies, it is normal for their friends and family to experience lots of different feelings like sadness, anger and confusion. The children / pupils have been told that their teachers and other school staff are willing to try to answer their questions at school but if there is anything more that you or your child needs to know, please do not hesitate to contact us.

We will be arranging a memorial service in the school in the next few months as a means of celebrating <Name...>'s life.

<Clergy Name> has been in school and will continue to offer spiritual support to children / pupils, families and staff. We remember <Name> and all the bereaved in our thoughts and prayers.

Yours sincerely

<Name>
Headteacher

Template of a Letter for Schools Following a Death Due To Coronavirus.

<On School Headed notepaper.>

Date.

Dear Parents / Carers,

It is with great sadness and a heavy heart that I share the sad news that *<name>*, a pupil / member of staff in *<details of their place / role in school>*, has died due to COVID-19. Today we have shared this sad news with the children / pupils in school.

We know that this is very upsetting news for everyone in our school community and particularly, of course, for the family and friends of *<name>*. Our thoughts and prayers are with their family and friends at this difficult time.

<Name> was a special member of our school family who we will always remember for *<add some special qualities of the person who has died.>*

When someone dies, it is normal for children / pupils and, indeed for all of us, to feel sad and confused. Any death may make children / pupils anxious, as they become more aware of their own mortality and that of those around them. This is also true in the current times when we are all hearing constantly about the terrible statistics of deaths caused by Coronavirus.

We know that children / pupils hearing about a death benefit from being included, having their feelings acknowledged and normalised, listened to, having their questions answered honestly, (sticking to known facts rather than rumour,) and also maintaining normal routines.

Please be assured that we are supporting the school community in this way at this time and through the coming days. *<Name of incumbent>*, our incumbent / vicar, is regularly in school with us and is available to support all of us as well.

We do not yet know when the funeral will take place, but unfortunately, apart from immediate family, it will not be possible to physically attend this due to the current Coronavirus restrictions.

We have held a short Collective Worship in school today and, in time, we will organise a Memorial Collective Worship and also consider a suitable memorial to remember *<name>*.

In the meantime you may find helpful information about supporting children / pupils through Coronavirus on this very useful and deeply thoughtful website from Winston's Wish, the childhood bereavement charity that is "giving hope to grieving children:"

<https://www.winstonswish.org/coronavirus/>

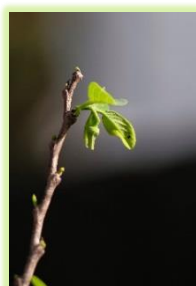
Please do not hesitate to contact us if you have any questions or concerns or need any additional support for yourself or your child.

Yours Sincerely

HeadTeacher.

Guidelines for Breaking the News about a Death to Staff and Governors.

- ✓ Arrange a staff meeting, which should take place as soon as possible.
- ✓ Discuss this with the clergy and invite them to be present when the news is broken.
- ✓ Choose a prayer to say together, – see *Prayers About Death and Bereavement*.
- ✓ Impart factual information. Never make assumptions or repeat what has been said by rumour.
- ✓ Give news sensitively and empathetically, being aware that people may react in different ways.
- ✓ Be cognisant of the relationships that staff may have had with the person who has died.
- ✓ Ensure that there is someone responsible for telling people who are unable to attend the staff meeting, e.g. part time staff, peripatetic staff and Lunch Time Supervisors. Consider the best way of imparting the information to those absent i.e. preferably by making a home visit or by telephone, otherwise e-mail or text message, if appropriate, etc.
- ✓ Identify individual members of staff who feel able to:
 - ✎ support other members of staff;
 - ✎ support groups of pupils.The most appropriate person to support the pupils should be well-known to them and trusted.
- ✓ Identify a member of staff who will liaise with the individual's family, to deal with staff condolences and any funeral arrangements, (if necessary).
- ✓ Identify an appropriate member of staff who will take telephone calls and / or direct them as appropriate. Try to establish a 'protected' telephone line to ensure free flow of accurate information.
- ✓ Telephone line providers may provide an additional line if the situation requires one.
- ✓ Identify a member of staff who will provide a letter for parents / carers, which should be sent the same day - see *examples of templates of letters*.
- ✓ Arrange a staff meeting at the end of the day to ensure all staff are coping with the situation.
- ✓ Identify any unresolved problems or on-going issues.
- ✓ Ensure that those staff who live alone have contact telephone numbers of friends / colleagues in case of need.
- ✓ Identify sources of advice and support to access for help in coming to terms with the bereavement, - see *Resources about Death and Bereavement for Children and Adults*.



Guidelines for Breaking News of the Death to the Pupils.

- ✓ Inform the pupils as soon as possible about the death.
- ✓ Discuss this with the clergy and invite them to be present when the news is broken.
- ✓ Where possible, the pupils should be informed in small groups e.g. class or tutor groups.
 - Identify those pupils who had a long term and / or close relationship with the person who has died, so they can be told separately.
- ✓ Those pupils who have had more involvement with the person who has died should be given the opportunity to share their feelings and experiences either within the group or in a one-to-one situation.
- ✓ Allow the pupils to verbalise their feelings.
- ✓ Allow the pupils to ask questions and answer them honestly and factually in terms that they will understand.
- ✓ Allow the pupils to discuss the situation and share their experiences of death.
- ✓ Be honest about your own feelings and talk about your relationship with the person.
- ✓ Avoid using euphemisms.
- ✓ Ensure the pupils understand that the death is nothing to do with anything they have said or done. It is in **no** way their fault.
- ✓ Reassure them that not all people who are ill or have had an accident will die from it and that many people get better.
- ✓ Conclude the discussion with a prayer or special poem to remember the person who has died and their family.
- ✓ Put an appropriate time limit sensitively on the discussion. It is better to resume normal school activities as soon as possible, thus ensuring minimal disruption within the school, as appropriate.
- ✓ If appropriate, a special Collective Worship could be held at a later time in the day to remember the person who has died.
- ✓ Be available for any pupil who needs additional help and support.



Things to Consider In the Days Following the News of the Death.

- ✓ Within the Church of England school it is important to deal sensitively with those who have a strong religious faith and those who have very little. The needs of the school and the community need to be handled with considerable sensitivity and tact.
- ✓ Ensure that all parties i.e. school and clergy / church are working together to help support the family and those who grieve. Some kind of 'Action Plan' outlining who has been allocated responsibilities needs to be created and shared as soon as possible.
- ✓ Consult the incumbent or local clergy to consider how the church, clergy and shared rituals can support the school / family in coming to terms and dealing with their loss.
 - ✠ The clergy are trained to try and understand the feelings that bereaved people experience. Ask what advice and support they can give.
 - ✠ Faith can provide spiritual guidance. There are usually services for all ages and at a time of sadness, many find a warm, loving Church community a great strength in recovering from the death of a loved one. In the congregation there will be others who are bereaved, quietly supporting and helping one another.
 - ✠ There may be a pastoral care group in the parish with people who have also experienced bereavement – people who can support children / pupils and families.
- ✓ Identify an allocated quiet place where children, young people and staff can go if necessary. It is better for there to be minimum disruption to the timetable, but some flexibility may be required.
- ✓ Try to engender an awareness of when people need help and support, particularly those who worked closely with the person who has died and School Administrative Officers /other administrative staff who are taking telephone calls, dealing with parents, etc.
- ✓ Ensure that nominated staff with responsibilities for supporting staff and children are available to do so. It may be necessary, temporarily, to provide staff cover for their normal work activities.
- ✓ Through the nominated staff member responsible for liaising with the bereaved family, ascertain their wishes about the school's involvement in the funeral, if any.
- ✓ Consider practical issues such as:
 - Putting an obituary in the paper (if appropriate,) sending flowers to the home or to the funeral, arranging a collection, etc.;
 - Who will attend the funeral?
 - Cover for any staff that may be going to the funeral;
 - Transport to and from the funeral;
 - Possible closure of the school.

This needs to be done in consultation with the LA, SDBE and Chair of Governors.

If this is the case, remember to tell the Lunchtime Supervisors, Premises Officer, etc. in advance.

General Advice.

- ✓ Have age appropriate books about death in all classes as a matter of course, not just after a death and during bereavement, so that pupils begin to know and understand the vocabulary of death, e.g. 'Badger's Parting Gifts.' – See *Resources about Death and Bereavement for Children and Adults*.
- These help pupils articulate their fears and distress when the time comes.
- ✓ Learning about dying and death should be an ordinary part of the curriculum (e.g. in Religious Education, particularly at Easter.) Having in the classroom pots of plants that live and die is a way of beginning to talk about the life cycle.

Schools may need information and advice on the various death traditions and customs of different faiths. Inadvertent insensitivity or ignorance can cause great offence and add to a family's grief. Some Standing Advisory Councils on Religious Education (SACRE)s have issued valuable advice and the SDBE can advise on this.



Working In Partnership with Your Incumbent and Other Clergy / School Chaplain To Support Bereavement.

Your school's incumbent and other clergy / school chaplain will already be a close friend to the school and hopefully have a valued working, pastoral and spiritual relationship with the school community.

They may already personally know the pupil(s) and family / families involved if they are members of the parish church congregation.

At times of sadness caused by death and bereavement within the school community, they can be a much-needed and continual source of support, encouragement and source of wisdom, not least because they are trained and likely to have dealt with many situations of death and grief during their ordained ministry.

So draw upon this valuable resource and call upon them to work alongside the school in supporting bereavement and in particular pastorally caring for those involved.

Some ways in which the school's incumbent and other clergy / school chaplain can help:

- ✚ A companion travelling alongside school leaders to support them as they lead the school through a bereavement;
- ✚ Support with appropriate words when having to deliver the sad news of a death to different members of the school community;
- ✚ Being present when the sad news of a death is given to different members of the school community, as appropriate;
- ✚ Pastoral support for the bereaved family / families;
- ✚ Pastoral support for school leaders, staff, parents / carers and pupils;
- ✚ Prayerful and spiritual support for everyone;
- ✚ Support in arranging responsive Collective Worship / a Memorial Collective Worship in school / church;
- ✚ Provide a continual space and place for those who want to talk, question, challenge, cry, grieve, remember or whatever;
- ✚ Be available for the school community at the immediate time and also as time moves on.

There may be other members of the parish church community who can also support different people involved, as appropriate.



CORONAVIRUS (COVID-19): INFORMATION FOR GOVERNING BOARDS

SUPPORTING SCHOOLS TO DEAL WITH BEREAVEMENT

Introduction

The impact of the COVID-19 pandemic on our daily lives will continue to be felt for some time after the virus has been contained and lockdown has been lifted. Sadly, it may have resulted in the loss of someone at the school, someone known to the school, or a bereavement being suffered by a pupil, member of staff or governor/trustee.

As well as taking care of themselves and those closest to them, those governing will want to demonstrate their school's caring ethos by recognising how bereavement has affected pupils and staff, and by providing the support needed to cope. Whilst bereavement is not an easy subject to cover, it's important to recognise that the school simply having an idea of what to do can make a difference to a grieving child or member of staff and therefore to their families.

Encourage your school to develop its approach

Whilst there is no definitive approach that equips schools to deal with bereavement, there are important steps towards putting support and care in place. School leaders may take the initiative to raise this issue with their governing boards but, if not, governing boards should encourage their headteacher/CEO to give thought to it.

Discuss how the following steps are taken in your context:

The sensitive investigation of what has happened – begins when the school communicates to the wider community that it wants to know about any bereavement that has taken place. This includes non COVID-19 related deaths as it is likely that all deaths during this period will have been more poignant given that the usual funeral arrangements and mourning rituals are not taking place. The governing board will want to be assured that the school has in place systems that will ensure that the right person makes personal contact with those affected, asking them to let them know about the bereavement, and how it has affected them. The information collected will inform the initial response, for example sending an appropriate message of condolence, and the beginning of the journey of support and care. It should also act as the trigger for support to others, particularly peer and friendship groups.

Equipping staff to give the support and care that is needed – governing boards and school leaders will want to discuss how their school's pastoral policies cover bereavement support, and promote and prioritise relevant CPD throughout the school. It is likely that there will be time and resource implications which should be taken into consideration.

A list of additional resources to support bereavement in schools provided by [Starfish mental health training in education](#) is included as an appendix to this briefing.

Moving on as a school and a community – it's important to recognise that grief does not take a specific form, neither is there a timescale for grieving. Governing boards should feel assured by their headteacher/CEO that the school is sensitive to issues such as delayed grief, how different people, different cultures and different communities deal with bereavement, and especially the impact COVID-19 has had on funeral arrangements. Governing boards should ask their headteacher/CEO about the way the school intends to reach out to its community, plan commemorative events or

gestures as appropriate and demonstrate its commitment to providing pastoral support for as long as it is needed.

A curriculum that brings resilience – the school's curriculum is shaped by first principles, its values and ethos: what we want our children to know and be. Governing boards should seek assurance from their headteacher/CEO that the COVID-19 pandemic will be incorporated appropriately into the school's curriculum, building pupils' understanding of all its implications. The experience of COVID-19 will almost certainly cause school leaders and governing boards to think about the ways in which their school's curriculum helps children to cope with, and support others to cope, with bereavement.

Recognising the importance of faith, prayer and worship – the school's approach to dealing with bereavement should recognise the importance of faith to many and the role of faith, prayer and worship in the life of the school and the community it serves. Governing boards should encourage their schools to collaborate with faith-based community networks and pastoral contacts and utilise their support.

Consider the wellbeing of staff, especially school leaders

Whilst it is our role as governors and trustees to support and challenge our school leaders and their staff to do the right thing, we should never underestimate the huge amount of work they do on behalf of others and, with this pandemic, the difficult decisions they are having to make almost on a daily basis, for which there have been no rehearsals. It is important that governing boards enquire regularly after staff health and wellbeing, and in particular that of their headteacher(s) and chief executives, and if necessary, ensure that the right support is provided.

NGA wishes to thank Pat Sowa for her advice and help in compiling this information briefing.

COVID-19: Previous information briefings for governing boards

The following information briefings along with guidance on business continuity and holding virtual meetings are available on the [COVID-19 resources page](#) of the NGA website.

- Information briefing 1: 12.3.2020 – Your school's response to COVID-19
- Information briefing 2: 18.3.2020 – School closures due to COVID-19
- Information briefing 3: 19.3.2020 – Immediate priorities for governing boards
- Information briefing 4: 2.4.2020 – Safeguarding information for governing boards

NGA has made its [GOLDline advice service](#), provided to GOLD governing board members, available to all governing boards that have questions relating to governing during the COVID-19 period. You can contact GOLDline by emailing gold@nga.org.uk or by calling 0121 237 3782. NGA GOLD members are asked to make a request through the usual route.

Lessons on Grief.

(Inspired by Ian Gilbert, Luke Johnson, Rebecca Swansbury and The Revd. Colin Smith.)

- 🕯 Grief is a very personal journey. It is unique to each individual. People will grieve in different ways and at different times.
- 🕯 Adults may describe their grief like a river, it just pours out of them as they are fully immersed in the torrent of sadness and loss. This is likely to continue for some time.
- 🕯 Children tend to grieve in puddles, they tend to jump in and out of grief like a child jumping in puddles. Sometimes they are fine, sometimes they are overcome with sadness and grief.
<http://www.childhoodbereavementnetwork.org.uk/help-around-a-death/about-bereavement.aspx>
- 🕯 Grief may look like anger, sorrow, crying, silence, confusion, frustration, laughter, disbelief, pacing, sleeping, disconnection with the world or busyness. The journey of grief is unique to each person.
- 🕯 Grief is an incredibly tiring process, especially in the early weeks and months. Those who are grieving will be exhausted as their body clocks and routines will be out of sync.
- 🕯 Grief can totally overwhelm the person, making day to day decisions seemingly impossible and irrelevant. They may struggle with any extra demands on their emotions, time or energy.
- 🕯 Grief changes your world, it will never be the same again. This may leave the person with lots of questions that challenge their very core, including beliefs about life, death and faith.
- 🕯 Grief does not go away. Once the initial few weeks have passed, don't forget that the person is still grieving. The world has to keep on turning, but grief will present itself in different ways at different times, long into the future. Grief will always be a part of their life, as will the person who has died.
- 🕯 Grief is not a problem to be solved or fixed, but rather a story to be shared and acknowledged. People who are grieving may well want to be listened to, but this is not time for them to listen to your grief story.
- 🕯 Grief can be like a pebble you carry. Sometime it is comforting and you want to stroke it and remember. At other times, it is heavy, it gets in the way and hurts when it digs in to you.
- 🕯 Bereavement is like a wound on your arm. When you first cut your arm, it is very painful. Gradually it heals and there is a scar, but your arm is less painful. In time the scar fades, but it never goes away, it is always a part of you but becomes easier to live with. Sometimes you might knock your arm and it might feel painful, but that is short-lived and then you carry on.

Grief initially is very painful, but gradually it becomes easier to live with. Over time the immense pain heals somewhat, although the hurt is always inside you. Your senses and memories may, on occasions, bring that hurt to the surface, but you find the strength to carry on living your life. The grief and memories are a precious part of who you are and who you become, with the loved one who has died always close to you in mind.

With grateful thanks to The Diocese of Canterbury from whose document 'Journeying with and alongside those who are grieving?' many of these lessons are based.)



An Act of Collective Worship:

A Celebration of Someone's Life – Remembering Those Who Are No Longer With Us.

Opening Sentence	The Lord be with you And also with you
Opening Prayer	Father God, as we come together today open our hearts to listening to you, open our minds to thinking about everyone around us, shape our thoughts at this time, give us strength to do your will. Amen
Introduction	<p>Coming together as a school today is very important. We are probably all thinking different things at the moment and have mixed emotions. Today we are going to remember and think about (name) who died (date) of (circumstance). Our emotions run deep at this time. You may be feeling very sad, tearful, even angry that this person has been taken from us, calm knowing they are now at rest, upset at what has happened. You may also be thinking 'I wish I'd said this to them..., I'm glad I knew them well'. Amongst all these emotions there are probably lots of fond memories, happy times, times of laughter and times of joy. Coming together today isn't easy for any of us, but it is important that we mark and celebrate (name)'s life.</p> <p>The writer of the book of Ecclesiastes reminds us of the overall pattern of life.</p>
Reading	A Time for Everything. There is a time for everything, and a season for every activity under heaven: A time to be born and a time to die A time to plant and a time to uproot A time to kill and a time to heal A time to tear down and a time to build A time to weep and a time to laugh A time to mourn and a time to dance
Song or Hymn	A song of thanks to God for the richness of life
Remembering	<p>This section of the worship falls into two parts: The leader should give a brief synopsis of the person's life, putting them in context of their role in school, but also referring to their life beyond school.</p> <p>Next, memories of the person may be read out by friends, relatives, pupils and members of staff. It may be appropriate to have some written memories displayed on a screen. This section may also be an open invitation for those assembled to share some of their memories or thoughts.</p>
Time To Reflect	Allow those assembled, time to think and have their own thoughts. It may be appropriate to light a candle, have some quiet background music playing and even use photographs.
Hymn	Make me a Channel of Your Peace

Poem

In The Other Room.

Death is nothing at all
I have only slipped away into the next room
I am I and you are you
Whatever we were to each other
That we are still
Call me by my old familiar name
Speak to me in the easy way you always used
Put no difference into your tone
Wear no forced air of solemnity or sorrow
Laugh as we always laughed
At the little jokes we always enjoyed together
Play, smile, think of me, pray for me
Let my name be ever the household word that it always was
Let it be spoken without effort
Without the ghost of a shadow in it
Life means all that it ever meant
It is the same as it ever was
There is absolute unbroken continuity
What is death but a negligible accident?
Why should I be out of mind
Because I am out of sight?
I am waiting for you for an interval
Somewhere very near
Just around the corner
All is well.
Nothing is past; nothing is lost
One brief moment and all will be as it was before
How we shall laugh at the trouble of parting when we meet again!

Canon Henry Scott-Holland, 1847-1918, Canon of St Paul's Cathedral

Prayers

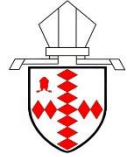
Dear Loving God,
Please comfort us in the sadness that we feel
because has died.
We miss them very much.
Help us to be able to share our grief with one another.
We ask you to be especially close to’s family.
They must be finding this loss so very hard.
Please console them during this time
and give them strength to cope.
Thank you for the wonderful memories that we have. **Amen**

Let us say together The Lord’s Prayer:

**Our Father in heaven, hallowed be your name,
your kingdom come, your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins,
as we forgive those who sin against us.
Lead us not into temptation, but deliver us from evil.
For the kingdom, the power and the glory are yours,
now and forever. **Amen****

Song or Hymn	A song or hymn which the deceased enjoyed or one chosen by relatives or friends
Readings	<p>St Matthew in his Gospel writes: “Blessed are those who mourn, for they shall be comforted.” St Teresa of Avila writes “Let nothing trouble you, let nothing frighten you. All things are passing; God never changes.”</p>
Conclusion	<p>Thank you for your support and thoughts as we have come together today. Thank you for singing, for joining in prayer, for listening to readings. Thank you to those of you who have shared your thoughts with us. In the next few days, express your grief, give yourself time to reflect, harness fond memories and above all talk about the life of</p> <p><i>(Reread the reading from the book of Ecclesiastes, if appropriate.)</i></p>
Final Prayer	<p>The Grace</p> <p>The Grace of our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit Be with us all evermore.</p> <p style="text-align: right;">Amen.</p>





Words about Death and Bereavement.

“The Lord has sent me to comfort all who mourn.”

Isaiah 61:1-2

‘The Lord is my shepherd, I lack nothing.
He makes me lie down in green pastures,
He leads me beside quiet waters,
He refreshes my soul.
He guides me along the right paths
for his name’s sake.
Even though I walk
through the darkest valley,
I will fear no evil,
for You are with me;
Your rod and your staff,
they comfort me.’

Psalms 23:1-5

“I go to prepare a place for you.”

John 14:2

“Jesus says, ‘Set your troubled heart at rest, trust in God always, trust also in me.
There are many dwelling places in my Father’s home, if it were not so I would have told you.’”

John 14:1

“The gift of God is eternal life in Christ Jesus our Lord.”

Romans 6:23

“There is nothing love cannot face. There is no limit to its faith, its hopes, its endurance.
Love will never come to an end.”

1 Corinthians 13:7 and 8

“Leave all your worries with him, because he cares for you.”

1 Peter 5:7

“He heals the broken-hearted and bandages their wounds.”

Psalms 147:3

'When Jesus looked at Mary and saw her weeping at his feet, and all her friends who were with her grieving, he shuddered with emotion and was deeply moved with tenderness and compassion. He said to them, "Where did you bury him?"

"Lord, come with us and we'll show you," they replied.

Then tears streamed down Jesus' face.

Seeing Jesus weep caused many of the mourners to say, "Look how much he loved Lazarus."

John 11: 33-36. (The Passion Translation.)

'On each side of the river stood the tree of life, bearing twelve crops of fruit, yielding its fruit every month. And the leaves of the tree are for the healing of the nations.'

Revelation 22:2

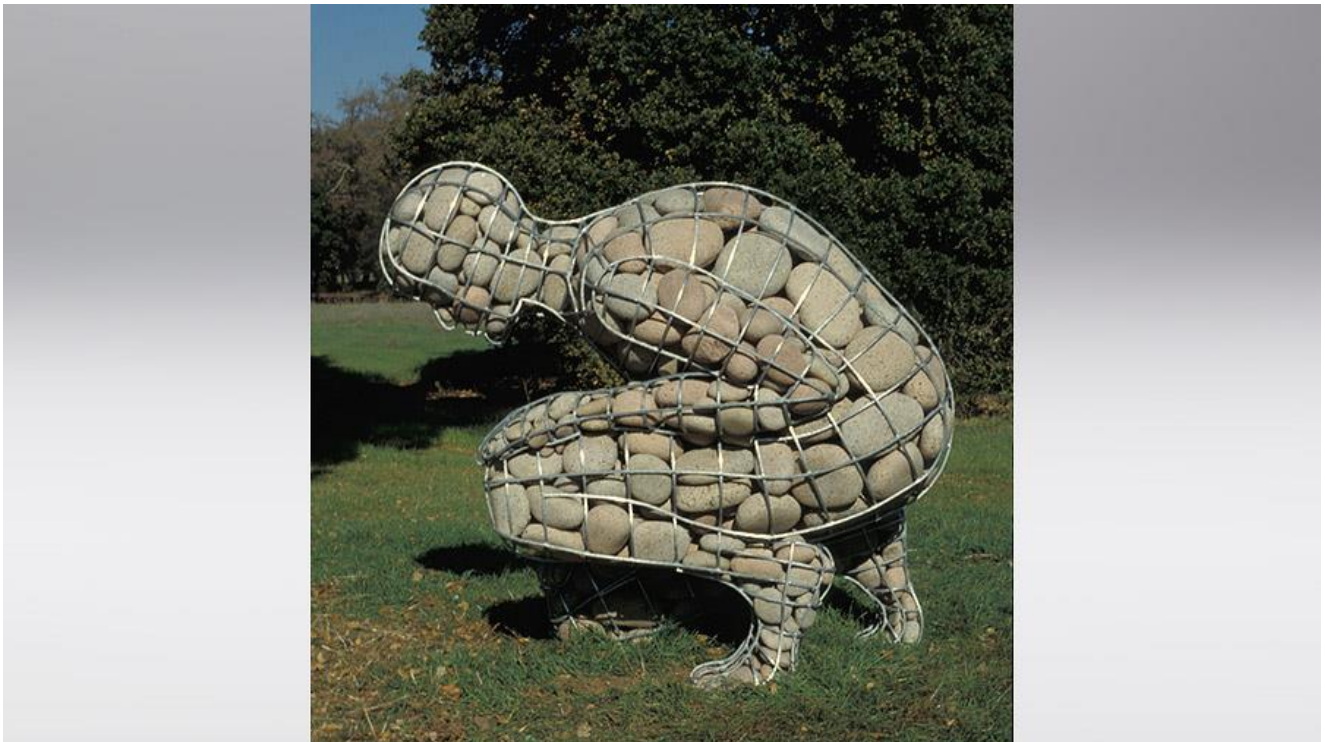
Grief is not forever – but love is.

Anon

For the Christian, death is not the end, but the beginning.

It is the entrance of the soul into the presence of our loving God.

James Montgomery Boice



The Weight of Grief

By Celeste Roberge.



Poetry about Death and Bereavement.

Death Is Nothing At All.

"Death is nothing at all.
I have only slipped away into the next room.
Nothing has happened. Everything remains exactly as it was.
I am I and you are you,
And the old life that we lived so fondly together is untouched, unchanged.
Whatever we were to each other, that we are still.
Call me by my old familiar name; speak to me in the easy way which you always used.
Put no difference in your tone; wear no forced air of solemnity or sorrow.
Laugh as we always laughed at the little jokes that we enjoyed together.
Play, smile, think of me, pray for me.
Let my name be ever the household word that it always was,
Let it be spoken without effort, without the trace of a shadow upon it.
Life means all that it ever meant.
It is the same as it ever was; there is absolute and unbroken continuity.
Why should I be out of mind because I am out of sight?
I am waiting for you, for an interval,
Somewhere very near, just round the corner.
All is well.
Nothing is hurt; nothing is lost.
One brief moment and all will be as it was before"

*Henry Scott Holland
1847-1918
Canon of St. Paul's Cathedral*

What Is Dying?

A ship sails and I stand watching till *s/he* fades on the horizon and someone at my side says, "*S/he* is gone."
Gone where?
Gone from my sight, that is all; *s/he* is just as large as when I saw *her/him*.
The diminished size and total loss of sight is in me, not in *her/him* and just at the moment when someone at my side says, "*S/he* is gone,"
There are others who are watching *her/him* coming and other voices take up a glad shout, "There *s/he* comes!"
And that is dying.

Bishop Brent

Do Not Stand At My Grave and Weep.

“Do not stand at my grave and weep,
I am not there, I do not sleep.
I am a thousand winds that blow,
I am the diamond glints on snow.
I am the sunlight on ripened grain,
I am the gentle Autumn rain.
When you awaken in the morning’s hush,
I am the swift uplifting rush
Of quiet birds in circled flight.
I am the soft stars that shine at night.
Do not stand at my grave and cry,
I am not there; I did not die.”

Stephen Cummins

Everlasting Life.

When death walks by with quiet tread
To touch a loved one who’s then led
Away from sleep, away from pain,
To wake in joy to live again.

You’ll hear *him/her* on a whispered breeze,
A calling bird; in swaying trees.
Do not weep long, but lift your eyes,
You’ll see *his/her* glory in God’s skies.

He/she’ll be there in a swallow’s flight,
His/her eyes in stars on a velvet night.
His/her courage strong in every tree,
His/her name carved well for eternity.

Hide not your love within your heart,
For *he/she* will always be a part
Of you and everything you do,
For death is nought, when love is true.

Lynn New

When a Loved One's Gone.

Those we love remain with us,
For love itself lives on.
And cherished memories never fade because a loved one's gone.
Those we love can never be more than a thought apart.
For as long as there is memory they'll live on in the heart.

Anon

Death hides, but it cannot divide.
Thou art but on Christ's other side.
Thou with Christ and Christ with me
And so together still are we.

Anon

Somewhere a journey begins at the end of the worldly existence we know,
Somewhere a path stretches over the stars and rivers of memories flow,
Somewhere a silence is heard far away and the brightness of day fills the night,
Where the trials of life are resolved into peace when a soul finds its way to the light.

Anon

Perhaps if we could see
The beauty of the land
To which our loved are called from you and me
We'd understand.

Perhaps if we could hear
The welcome they receive
From old familiar voices – all so dear
We would not grieve.

Perhaps if we could know
The reason why they went
We'd smile – and wipe away the tears that flow
And wait content.

Anon

Sometimes I feel sad.

I feel like there's a cold, rainy day inside me.

I miss <name>.

Sometimes I feel angry.

I feel like there's a thunderstorm inside me.

I wish <name> was still here.

Sometimes I feel scared.

I feel like there's a dark path in front of me.

I want everything to be alright.

Sometimes I feel happy.

I feel like sunshine is making me warm again.

Sometimes the sadness creeps in like a rainy Winter's day.

Sometimes I'm raging in anger like an unstoppable storm.

Sometimes I'm scared of what's ahead, because the future is too dark to see.

Sometimes I'm just sick of life; and sometimes I feel nothing.



Grief.

Grief cannot be shared, for it is mine alone.
Grief is a dying within me,
a great emptiness,
a frightening void.
It is loneliness,
a sickening sorrow at night,
on awakening a terrible dread.
Another's words do not help.
A reasoned argument explains little
for having tried too much.
Silence is the best response to another's grief.
Not the silence that is a pause in speech,
awkward and unwanted,
but one that unites heart to heart.
Love, speaking in silence, is the way into
the void of another's grief.
The best of all love comes silently,
and slowly too, to soften the pain of grief,
and begin to dispel the sadness.
It is the love of God, warm and true,
which will touch the grieving heart and heal it.
He looks at the grieving person and has pity,
for grief is a great pain.
He came among us to learn about grief,
and much else too, this Man of Sorrows.
He knows, He understands.
Grief will yield to peace – in time.

Cardinal Basil Hume





Prayers about Death and Bereavement.

(Especially appropriate for use with Early Years Foundation Stage and Key Stage 1 children.)

Personal Grief.

God, I'm thinking about <name> today, even though they're not here anymore.

Sometimes I feel sad.

I feel like there's a cold, rainy day inside me.

I miss <name>.

Sometimes I feel angry.

I feel like there's a thunderstorm inside me.

I wish <name> was still here.

Sometimes I feel scared.

I feel like there's a dark path in front of me.

I want everything to be alright.

Sometimes I feel happy.

I feel like sunshine is making me warm again.

I say 'Thank you for <name> and for the fun we had.

God, you're the best at loving people.

Help me to remember that you are looking after <name> and you are looking after me.

Amen.

Accompanying Others.

God, I'm thinking about <name> today because someone they love isn't there anymore.

Maybe they feel cold or rainy or stormy on the inside today.

Help them feel safe even though they feel sad.

Help them know it's ok to feel angry.

Help them talk to you when they feel scared.

Help them know that you love them and that you're looking after the person they miss.

Please make it sunny for them again.

God, sometimes it's hard to be with people who are really sad.

I don't know what to say and it makes me feel sad too.

You're the best at being a friend, so please help me to be a good friend to <name>.

Amen.

Loving God, help me as I feel sad and let me know your love. It's hard that I won't see <friends / family / name> again but thank you that you will look after them. Thank you for all the happy memories I have of them.

Keep me in your loving care, in Jesus' name. Amen.

(Especially appropriate for use with Key Stage 2 children.)

Personal Grief.

God, I'm thinking about <name> today and how I feel about them not being around anymore.

Sometimes I'm sad. It's heavy and grey in me, like a freezing rainy day.

I miss <name> and I can't stand the thought of not seeing them again.

Loving God, please help me feel warm again.

Sometimes I'm angry. It's like a raging storm in me. I feel like I might explode.

I don't understand why I had to lose <name> and I'm not ok with it.

Storm-calming God, please help me feel peaceful again.

Sometimes I feel scared. The path ahead looks so dark and I'm worried about the future.

I don't know what life will be like without <name> and that frightens me.

Rock-solid God, please help me feel safe again.

Then sometimes I feel happy – like the sun has just come out. It's great, but it confuses me.

I want to be happy, but I don't want to forget <name>.

Gift-giving God, help me remember all the good times we had and help me be thankful.

Even though <name> and I are not travelling together on the same path anymore, help me remember that you are always with me.

Help me trust you, because you love and care for <name> and you love and care for me.

Amen.

Accompanying Others.

God, I'm thinking about <name> today because someone they love isn't around anymore.

Thank you that you know what they're feeling and you can give them everything they need.

Help them feel safe with you, right in the middle of their sadness.

Help them feel your peace, right in the middle of the storms of anger and confusion.

Help them talk to you, right in the middle of worry and fear.

Loving God, help them know that you never let go of us or the ones we care about.

God, I'm thinking about me today, because I want to help <name:>

It's so hard to know the right words to say or the right thing to do.

Help me be a good friend: help us travel together towards the sunshine.

Amen.

Creator God, all of life comes from you. Help me at this confusing time to know you love me. Draw close to <name> and me as we are sad because of <name's> death. Give us hope and help us to recall with joy all <name> brought to our lives. Comfort us all and enable us to be a comfort to each other. Be near us Lord Jesus and keep us in your care. Amen.

(Especially appropriate for use with Key Stage 3 and Key Stage 4 pupils.)

Almighty God, help us to understand you in these confusing times. Enable us to look to you where we do not understand. In our sadness, bring us comfort and hope. Use us as a comfort to our family and friends and enable us to look back with thankfulness for all that <name> brought to the life of our community. As we look to the future, strengthen our trust in each other and especially in you, knowing that your love is the same yesterday, today and forever. In Jesus' name. Amen.

(Especially appropriate for use with teenagers.)

Personal Grief.

God, I'm thinking about <name> today and the fact that they've gone.

Sometimes the sadness creeps in like a rainy Winter's day.

Sometimes I'm raging in anger like an unstoppable storm.

Sometimes I'm scared of what's ahead, because the future is too dark to see.

Sometimes I'm just sick of life; sometimes I feel nothing.

Thank you that you're with me, no matter what I'm feeling.

Layer your love around me when the cold of sadness creeps in.

Speak your words of peace when the storms of anger rage in my soul.

Keep me safe when fear makes the darkness even darker.

Help me keep travelling till the sunshine of hope breaks through.

Thank you for <name:> for the good times and the happy memories.

Help me remember that you hold us both in your love, even if we're not travelling the same path anymore.

Amen.

Accompanying Others.

God, I'm thinking about <name> today because they've lost someone they love.

Thank you that you travel with them on the grief path, no matter how they're feeling.

In their sadness, be close to them with your comfort.

In their anger and confusion, calm the storm with your peace.

In their fear and worry, be their strong, safe place.

In their blankness and numbness, help them rest in your care.

Help me too, God, because I want to support them through this tough time.

Help me know when to speak and when to say nothing:

When to do something helpful and when to just be there with them.

As we travel together, help me be the friend they need.

Amen.

(Especially appropriate for use with adults.)

Personal Grief.

Loving God, you travel with us through all of life's landscapes;

When the skies are dark with pain and sorrow,

When the path ahead seems impossible and we're frightened of the future,

When storms of anger rage in us because of life's injustices,

And when the sun breaks through with sudden, joyful warmth.

As we grieve for those we've lost, help us know your nearness today:

Comfort us in our sadness;

Reassure us in our uncertainty;

Keep us company in our anger;

And lead us into healing and hope.

Amen.

Accompanying Others.

God of all compassion and healing,

We pray today for those who have lost loved ones:

May they know your loving presence as they travel through the varied landscapes of grief.

In their pain and sadness, surround them with your comfort;

In their anger and bewilderment, speak words of peace;

In their anxiety and fear, help them feel safe again.

We give you thanks that you hold all of us in your love, wherever we are on our journey through life.

In these difficult days, help us travel together in friendship,

Trusting that you will lead us to the sunshine of new hope.

Amen.

Prayer for Staff.

Father God,

Thank you for the community you have called us to be and to worship / live / work in.

As we travel through these dark days, may we see the light of your presence as a very real source of hope for the future.

We give thanks for all that *(name)* brought to the life of this community and pray you will bring comfort and hope to their family *<and class>* and to us.

Rebuild us as we move forward into a community that is stronger than before,

as we look up to you in faith and out to each other in love,

in Jesus' name,

Amen.

These age-appropriate prayers are based on prayers by Lyndall Bywater, Changing Lives Prayer Network Coordinator and Hilary Hills, Assistant Chaplain at the Living Well.

Death of a Child.

O Merciful God, your Son Jesus Christ took children in his arms and blessed them.

We commit this child *(name)* to your care.

We ask you to surround *his / her* parents and family with your love so that they are not overwhelmed by grief, but, supported by their family and friends, they might in due course rediscover meaning and hope.

Amen.

Marcus Braybrooke



Heavenly Father, at present we can only feel the loss of *(name.)*

We want to be strong and we want to understand why *s/he* is no longer with us.

We pray that *(name)* is safe in your arms, in your heavenly kingdom. Help us to remember what *s/he* meant to us and what *s/he* left behind – the laugh, the smile, the favourite comment, the things *s/he* struggled with.

Bring us happy memories in the tears.

Bring *(name)* the peace only you can give, Lord of love and mercy.

We ask this in Jesus' Name.

Amen.

Rupert Bristow

Heavenly Father,

We give thanks for the life of ; for the smiles, the fun and the friendships *s/he* brought to our lives.

Through our tears we ask, Lord, that as *s/he* is welcomed into your loving arms *s/he* also stays in our hearts.

S/he will always be special to *school* and to *Church*.

Help us all, family, friends and community, to say farewell to ; but never to forget *him/her*.

We ask this in Jesus' Name.

Amen.

Rupert Bristow

Death of a Headteacher / Teacher.

Almighty God, you know that it will be difficult for us at *(name)* school without *(name.)*

Bring us the strength and hope to carry on, as *s/he* would have wished.

We thank you, Lord, for the special gifts *s/he* brought to this school and shared with us.

May the church and the wider community give thanks for *his/her* contribution to the life of *(name village / town)* and may we redouble our own efforts to serve each other, in honour of *his/her* memory.

We ask this through Jesus Christ, our Lord.

Amen.

Rupert Bristow



Almighty God, as we remember all that *(name)* has meant to us at *(name)* school, we pray that *s/he* is now at peace with you in your eternal kingdom.

Only you know why *s/he* was taken from us at this time, but we give thanks for *his/her* special place in our hearts at our school.

We pray for *his/her* family and friends at this difficult time.

Show your love for them and for us, as we struggle to cope with the loss.

May your church be a comfort and strength to us all.

We ask this through Jesus Christ, our Lord.

Amen.

Rupert Bristow

Prayer For A Loved One Departed.

You shared life with us

God give eternal life to you.

You gave your love to us

God give his deep love to you.

You gave your time to us

God give his eternity to you.

You gave your light to us

God give everlasting light to you.

Go upon your journey dear soul

To love, light and life eternal.

Amen.

David Adam

Dear God,

May we look

Backward with gratitude,

Forward with courage,

Upwards with confidence.

Amen.

Anon

Lord Jesus Christ, you said to your disciples,
'I am with you always.'
Be with me today, as I offer myself to you,
Hear my prayers for others and for myself
and keep me in your care.

Christ be with me, Christ within me,
Christ behind me, Christ before me,
Christ beside me, Christ to win me,
Christ to comfort and restore me.
Christ beneath me, Christ above me,
Christ in quiet, Christ in danger,
Christ in hearts of all that love me,
Christ in mouth of friend and stranger.

Amen.

God, our friend and companion,
we thank you that you travel with us through dark times.
We bring you our feelings trusting that you accept us just as we are.
We bring you our thoughts and questions, asking you to help us find peace of mind.
We bring you our hurts and pains, knowing that you are a God who can heal.
Give us the strength to keep travelling forward until we step out into the sunlight again.
Amen.

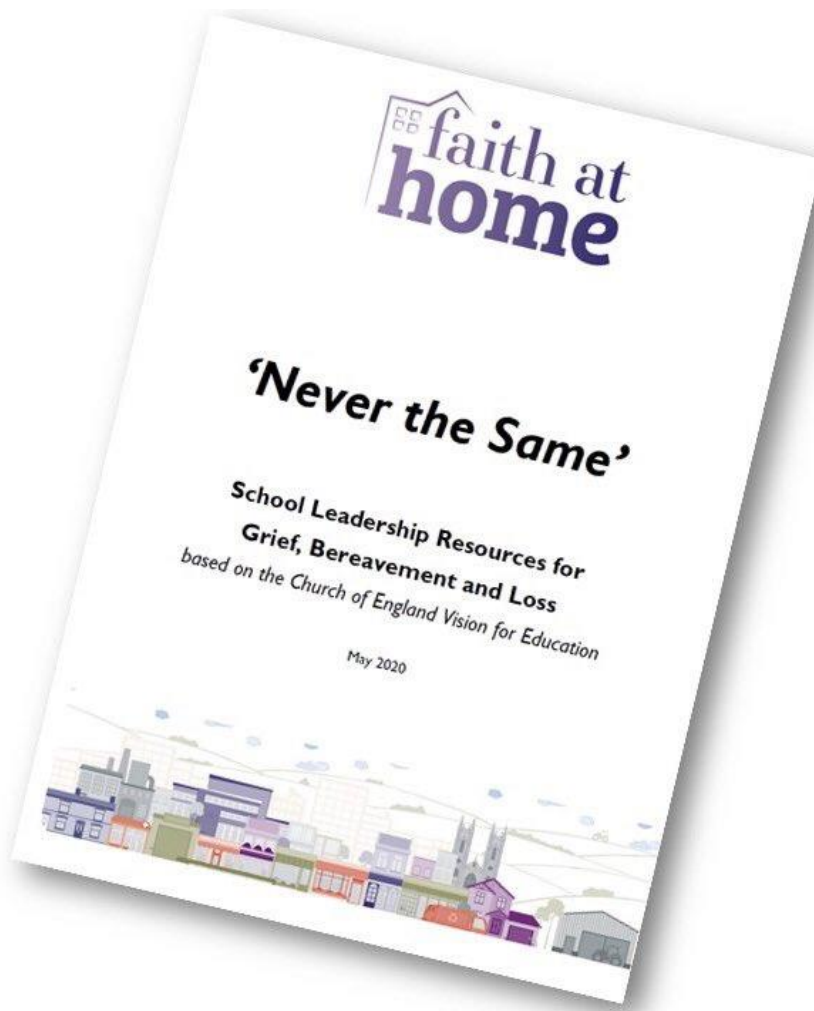
“And in a similar way, the Holy Spirit takes hold of us in our human frailty to empower us in our weakness. For example, at times we don’t even know how to pray, or know the best things to ask for. But the Holy Spirit rises up within us to super-intercede on our behalf, pleading to God with emotional sighs and groans too deep for words.”

Romans 8:26 (The Passion Translation.)





Resources about Death and Bereavement for Children and Adults.



A suite of resources for school leaders on grief, bereavement and loss – reflections, discussion questions and a range of practical activities for schools – for this season and beyond.

Part of 'Faith at home' from The Church of England.

Available at:

<https://www.churchofengland.org/our-faith/faith-home/i-am-school-leader/never-same-resources-school-leaders#na>

'Never The Same' can be downloaded at

<https://www.churchofengland.org/sites/default/files/2020-05/%27Never%20the%20Same%27%20-%20School%20Leadership%20Resources%20for%20Grief%2C%20Bereavement%20and%20Loss%20based%20on%20the%20CofE%20Vision%20for%20Education%20-%20May%202020.pdf>

or

tinyurl.com/y7g6hpbe

Books.

BADGER'S PARTING GIFTS (Susan Varley)

The tale of a dependable, reliable and helpful badger who realises that his old age will soon lead to death. His friends learn to come to terms with his death in an enchanting tale. With full colour illustrations throughout.

WATER BUGS AND DRAGONFLIES: Explaining Death to Young Children (Doris Stickney)

This book uses the analogy of the waterbugs' short life under water as humans' time on earth and their emergence as dragonflies into the bright sunlit world above the water as humans' life after death. It is designed to provide adults with the opportunity to talk about death as being part of the life cycle, which can be a reassuring way of explaining death to children.

www.belovedhearts.com/stories/Doris-WaterbugsandDragonflies-632617144169637500.aspx

http://www.seedsofhopechildrensgarden.co.uk/activity_pack/40-43.pdf

www.tes.co.uk/teaching-resource/Waterbugs-and-amp-Dragon-Flies-6094631/

THE FALL OF FREDDIE THE LEAF: A Story of Life for All Ages (Leo F Buscaglia)

How Freddie and his companion leaves change with the passing seasons, finally falling to the ground with a Winter's snow, is an inspiring allegory illustrating the delicate balance between life and death.

CHILDREN ALSO GRIEVE – Talking about death and healing (Linda Goldman)

An imaginative resource, fully illustrated with colour photographs that offers support and reassurance to children coming to terms with the loss of a close friend or relative.

I MISS YOU: A First Look at Death (Pat Thomas)

This bright and very colourful picture book very simply talks about life and death. It briefly covers a range of issues such as why people die, how you may feel when someone dies and what happens afterwards. It includes questions for the reader to answer about their own experiences and a section at the back for adults on how best to use the book. An excellent educational book, which could be used as a starting point for discussion.

SAD (Michael Rosen)

Very helpful.

This book has large illustrations and small snippets of text. It is wonderfully honest and will appeal to children and adults of all ages. We all have sad stuff, but what makes Michael Rosen most sad is thinking about his son who died. This book is a simple but emotive story. He talks about what sad is, how it affects him and what he does to cope with it. In true Michael Rosen style, this book manages to make you smile as well.

MUDDLES, PUDDLES AND SUNSHINE (Diana Crossley)

This book offers a structure and an outlet for the many difficult feelings which inevitably follow when someone dies. It aims to help children make sense of their experience by reflecting on the different aspects of their grief, whilst finding a balance between remembering and having fun. This book is a useful companion in the present and will become an invaluable keepsake in the years to come.

EMMA SAYS GOODBYE (Carolyn Nystrom)

Emma has a favourite aunt, her Aunt Sue. When Aunt Sue comes to stay with them, Emma believes it will be great. Only it's not. Aunt Sue has Cancer. This book follows Emma as she goes first through hope, then sadness as she comes to accept her Aunt Sue is dying. Through faith and love, Emma's family learn to accept the unacceptable - the loss of a loved one.

SOMEONE VERY IMPORTANT HAS JUST DIED: Immediate help for people caring for children of all ages at the time of a close bereavement (Mary Turner)

When a family member or close friend dies, it can be difficult to know how best to help the children and teenagers involved. 'Someone Very Important Has Just Died' is a practical book written for those caring for children and teenagers suffering a close bereavement. Intended for use immediately or soon after the death has occurred, this book gives practical and detailed guidance on what adults might say and do to help children. This much-needed resource tackles the sensitive issues of what to tell children, how far to include them in the events immediately after the death and how to tend to their physical and emotional needs. The material is suitable for anyone regardless of their background and beliefs and is supplemented with information on where to go to obtain longer term bereavement support. 'Someone Very Important Has Just Died' is an ideal resource for professionals in all areas of work relating to bereavement. It is designed to be given to adults with children in their care at the time of a death.

ARE YOU SAD LITTLE BEAR? Learning to say goodbye (Rachel Rivett)

Grandmother Bear has gone for ever, so it's no wonder that Little Bear is feeling sad. His mother wisely suggests that perhaps the Wildwood can help him understand his loss. Little Bear's day of exploring and asking questions brings him comfort and hope.

WHERE DID GRANDAD GO? (Catherine House & Honor Ayres)

"Where Did Grandad Go?" aims to help very young children to come to terms with the idea of death and missing somebody very much, remembering all the good things about them. Tackling a difficult question with sensitivity and compassion, this book aims to guide young children to an understanding of the special place that God has for those who love him when they die.

HEAVEN (Nicholas Allan)

Dill, the dog, knows his time is up, so he packs his case and tells Lily, his owner, that he's off "up there."

"Can I come too?" asks Lily.

"Er. . . not yet," replies Dill.

While he is waiting for the angels to collect him, Dill explains to Lily what he thinks Heaven is like: hundreds of lampposts to pee against, lots of whiffy things to smell and bones everywhere – with meat on them!

But, Lily completely disagrees; she thinks Heaven is quite different. Luckily, they agree to disagree just in time for a fond and very poignant last goodbye.

ROSIE - COMING TO TERMS WITH THE DEATH OF A SIBLING (Stephanie Jeffs and Jacquie Thomas)

Jenny's sister Rosie was not well. She didn't have a sore throat. She didn't have spots and she didn't feel sick. But Rosie was still unwell. This sensitive story shows a warm and caring family who learn to deal with Rosie's long-term illness. Through it, they understand that God hates pain and suffering too, but promises to take care of all of us and, when we die, makes a special place for us to live with Him in Heaven. It's a place where we will never hurt again and we will always be better.

JOSH - COMING TO TERMS WITH THE DEATH OF A FRIEND (Stephanie Jeffs and Jacquie Thomas)

Max was a painter and decorator. He lived near Josh and his big sister Jane. Last year, Mum had asked Max to decorate Josh's bedroom. When it was finished, it looked brilliant. Josh wanted to be just like Max when he grew up. Then, one day, Max was killed in a road accident. This sensitive story, taken from the child's perspective, moves through the pain and emptiness of grief and loss to the sadness and acceptance of death. It explains not only what happens to the body of a dead person, but also the safe place awaiting everyone who puts their faith in God.

WHEN SOMETHING TERRIBLE HAPPENS (Marge Eaton Heegaard)

A workbook to help children work out feelings about a traumatic event. Traumatic events in the lives of their families, friends or community leave children feeling confused, insecure and frightened. Recreating the event on paper reduces the child's terror and creates feelings of empowerment. Drawing puts the child in charge, providing the opportunity for exploring feelings. With the help of this book, nightmares and post-traumatic stress symptoms can be relieved.

SAYING GOODBYE TO GREG (Christine Chapman)

Saying Goodbye to Greg is a bereavement training resource set in story form, using a real-life situation involving children in a primary school. Its aim is to lead primary teachers through the bereavement process in the event of a tragic death of a pupil. The sensitive and professional handling of the subject gives inspiration to guide schools through difficult circumstances and help teachers prepare for the unthinkable. The material includes: examining children's attitudes, coping with the school day; exploring spiritual issues; explaining the funeral, cremation and the role of the funeral director; considering our own experiences and attitudes towards death; understanding the process of bereavement, complications and referral, questioning where God is in the situation and moving on.

WILL I LIVE FOREVER? (Carolyn Nystrom & Jo-Anne Shilliam)

A tiny bird falls to the ground. It sets a little girl thinking sad thoughts. Will the bird go to Heaven? Will I die some day? Where is Heaven? With carefully chosen words and bright, attractive illustrations, this simple, yet profound, book answers these important questions in a positive way. Very helpful for parents and teachers who want to guide children through bereavement issues.

ALWAYS AND FOREVER (Alan Durant)

Otter, Mole and Hare miss Fox when he falls ill and dies. They stay at home and don't want to talk about him because it makes them sadder. Then Squirrel visits and reminds them of all the fun times they had together. They all find a way to remember Fox and get on with their lives. Colourful, detailed pictures in this book emphasise the importance of holding on to memories.

TWO WEEKS WITH THE QUEEN (Morris Gleitzman)

Twelve year old Colin, an Australian boy, is sent to stay with relatives in England when his brother becomes ill with Cancer. He is determined to find a way of curing his brother, which leads him into all sorts of adventures, including trying to visit the Queen! Colin finds a friend in an older man named Ted who helps him express his feelings and understand what he has to do.

WHEN DINOSAURS DIE: A Guide to Understanding Death. (Laura Krasny)

This factual picture book uses cartoon dinosaurs to illustrate the text and comment on what is said. It is a bright and colourful book that explains death in a simple and unthreatening way. It covers many issues including "Why does someone die?" feelings about death and saying goodbye.

It would be an excellent resource for anyone caring for young children.

THE TENTH GOOD THING ABOUT BARNEY (Judith Viorst)

A young boy's cat dies and his parents suggest that he could think of ten good things about Barney to tell at the funeral. But he can only think of nine, until he talks to his Father about what happens to someone after they have died and he discovers the tenth.

A carefully written book with black and white pictures that sensitively deals with death and lets the reader make his or her own decisions about what happens after the funeral.

GRANPA (John Burningham)

Granpa nurses his granddaughter's dolls, mistakes her strawberry-flavoured pretend ice cream for chocolate, takes her tobogganing in the snow and falls in with her imaginary plans to captain a ship to Africa, like all good Granpas should.

It is a friendship that children who read this book will long remember.

THE GARDEN OF HOPE (Isabel Otter)

A little girl finds courage and purpose as she transforms an overgrown and neglected garden into a place of beauty, love...and ultimately hope.

THE MEMORY TREE (Britta Teckentrup)

A beautiful and heartfelt picture book to help children celebrate the memories left behind when a loved one dies.

Fox has lived a long and happy life in the forest, but now he is tired. He lies down in his favourite clearing and falls asleep for ever. Before long, Fox's friends begin to gather in the clearing. One by one, they tell stories of the special moments that they shared with Fox. As they share their memories, a tree begins to grow, becoming bigger and stronger with each memory, sheltering and protecting all the animals on the forest, just as Fox did when he was alive.

This gentle story about the loss of a loved one is perfect for sharing and will bring comfort to both children and parents / carers.

WHEN SOMEONE DIES (Bill Merrington)

A Child's Guide.

101 ways to help you cope.

Children are often the forgotten mourners when someone dies, but they grieve and need just as much support as adults.

This book is for children of all ages who are adjusting to the death of someone close to them. It can be read systematically or simply dipped into at will and contains art exercises throughout the book to enable children to express their own story.

Bill Merrington is an experienced Anglican priest and counsellor and here he offers useful, supportive and practical advice to young people. His approach is fresh, original, user-friendly and attractive.

WHEN SOMEONE VERY SPECIAL DIES: Children Can Learn To Cope With Grief (Marge Heegaard)

An excellent book.

It is very visual, has pictorial representations of change, grief and loss and spaces for children to draw, understand and express their feelings. On the inside cover there is resource material available for leading a children's grief support group.

HEALING ACTIVITIES FOR CHILDREN IN GRIEF (Gay McWhorter)

An activity book designed to help counsellors in a group setting help children following a death.

JOURNEYING THROUGH BEREAVEMENT IN SCHOOLS (Ian Terry)

Grove Education Series.

This short booklet sets out clear and helpful advice for dealing with bereavement in schools.

What to do when a pupil, parent, teacher or grandparent dies? Does everyone react in the same way to a death? What prayers could we use? What books could we refer to? What might the bereavement journey feel like?

This study explores these questions and much more. There is a wealth of resources contained here for helping schools provide appropriate support for those who are grieving.

LOSS - A LITTLE BOOK OF BEREAVEMENT FOR SCHOOLS (Ian Gilbert with William, Olivia and Phoebe Gilbert)

A very personal account of the way educational institutions tried and succeeded, tried and failed and sometimes didn't try at all to help his three children, William, Olivia and Phoebe come to terms with the death of their mother.

CHILDREN AND BEREAVEMENT (Wendy Duffy)

Children and Bereavement is essential reading for parents, teachers, clergy and others who may be involved in helping a child or teenager come to terms with a death. The lives of thousands of children are affected by bereavement every year. This sensitive guide examines the needs of bereaved children of different ages, their reactions to death and the stages of their grief. Written in non-jargon language, it provides clear, accessible information and stories of real situations. This second edition includes completely new sections on dealing with tragic events such as September 11th and Soham.

A CHILD'S GRIEF: Supporting a Child When Someone in Their Family Has Died (Julie Stokes)

A useful and informative introduction for any adult who is supporting a child through bereavement.

Covering a variety of issues that may affect a child when a person close to them dies, both immediately and in the longer term, the booklet also offers practical activities to do together and a section on further reading and support.

THEN, NOW AND ALWAYS (Julie Stokes)

This book has a chapter on enabling a school community to respond positively to a death. Good for those with pastoral care responsibilities.

BEYOND THE ROUGH ROCK: Supporting a Child Who Has Been Bereaved Through Suicide (Diana Crossley and Julie Stokes)

An information booklet offering practical advice for families where someone has died by suicide.

It aims to give parents and professionals the confidence to involve children in discussions about the nature of death by suicide. It also includes activities for children to do with the family to try and start making a sense of what has happened.

THE FORGOTTEN MOURNERS: Guidelines for Working with Bereaved Children (Susan C Smith)

Aimed at teachers and social workers, this book outlines children's grieving at different ages, discusses secondary losses and outlines some of the useful techniques which the adults around them can use in support.

GRIEF IN SCHOOL COMMUNITIES: EFFECTIVE SUPPORT STRATEGIES (Louise Rowling)

This book aims to help individuals and school communities to create environments in which grief, while a difficult experience, is seen as a normal life event. It demonstrates the components in a school that can be used to support grieving individuals in times of personal crisis and to support whole school communities when traumatic incidents occur.

CHILDHOOD BEREAVEMENT: Developing the Curriculum and Pastoral Support (Gill Frances and Nina Job)

Covering areas in the curriculum where death and bereavement can be introduced, this book also discusses ways of supporting bereaved pupils. It draws on good practice from a variety of schools, including a special school and gives a selection of lesson plans.

LOST FOR WORDS (Conceived and edited by Benjamin Brooks-Dutton.)

From Life Matters: The Task Force for Bereaved Families.

Advice for children about how to deal with grief – aims to help young people through grief.

<http://www.childhoodbereavementnetwork.org.uk/media/97729/Lost-For-Words-Benjamin-Brooks-Dutton.pdf>

THINKING OF HEAVEN (Sophie Piper & Hannah Firmin)

This collection of prayers is intended as a gift for the bereaved child and to provide the kind of comfort and hope that grown ups find hard to put into words. It can be dipped into or, if read in its entirety, will take the child on a journey of accepting the change and loss in nature (seasons, plants, creatures) through to a deeper understanding of loss and the Christian belief in life after death.

500 PRAYERS FOR YOUNG PEOPLE (Martin Saunders)

There are some prayers for grief and bereavement in this collection of prayers.

LIFE'S END (Hodder/Wayland)

Each text in this series looks at important ceremonies in people's lives and explores how they are celebrated within six different faiths.

EXPLORING THE JOURNEY OF LIFE AND DEATH (RE Today: Ed. Joyce Mackley)

Christian Education Publications for RE Today.

DEATH, GRIEF & HOPE (David Booker and Church Army)

Straight answers for young people during the COVID-19 pandemic.

Church Army has developed the contents and made them available free of charge to support young people grieving because of the COVID-19 pandemic.

This resource has been put together to help people who have been bereaved during the COVID-19 crisis. It offers practical steps and a thoughtful approach, all shaped by years of experience of helping people through grief.

(For Young People) <https://churcharmy.org/Publisher/File.aspx?ID=250716>

This material has been edited in partnership with Mike Reader to adapt it for adults. Church Army has developed the contents and made them available free of charge to support those grieving because of the COVID-19 pandemic.

(For adults) <https://churcharmy.org/Publisher/File.aspx?ID=253859>

THE BEREAVEMENT GUIDE (Dr. Tina Rae)

Supporting children and young people through grief and loss.

From NurtureUK.

The 2020 edition is edited by Kevin Kibble in response to the COVID-19 epidemic.

https://www.nurtureuk.org/sites/default/files/berereavement_box-booklet-cov19-edition-2020-web.pdf

FUNERALS A simple reflection at home on the day of a funeral you can't attend.

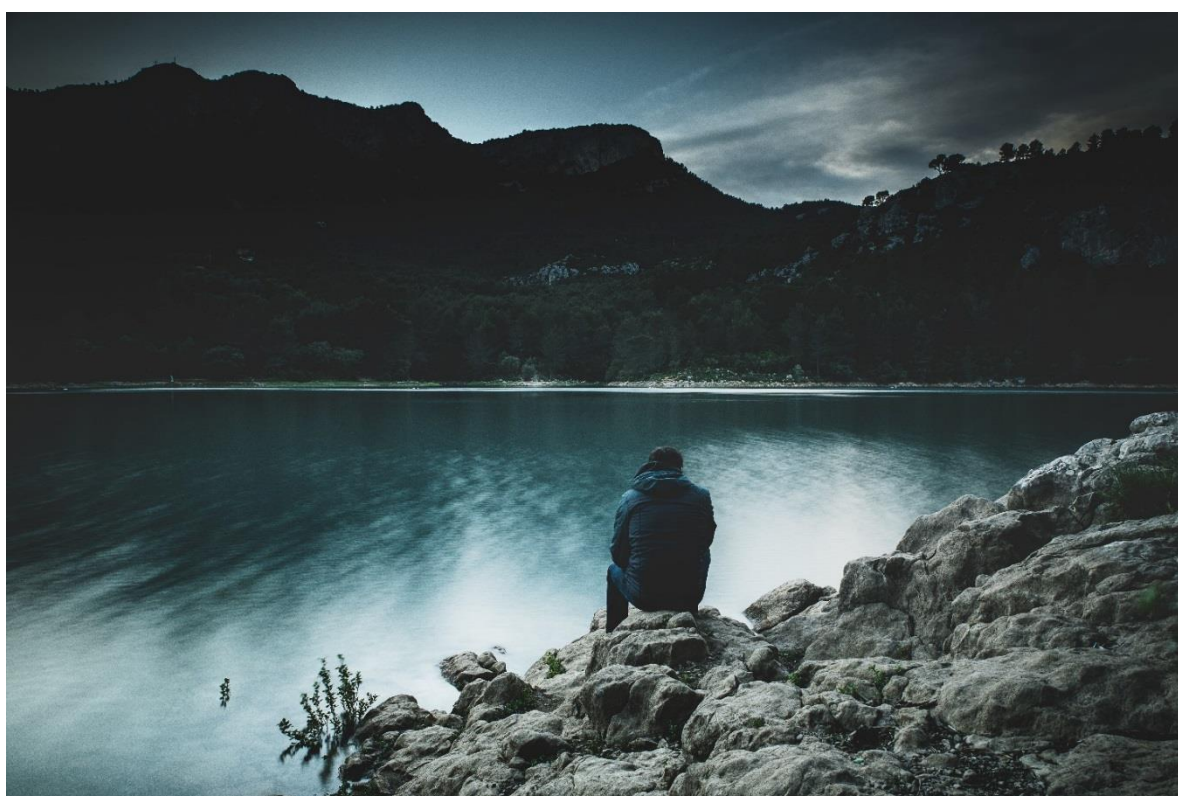
The Church of England have produced a simple reflection for those who can't attend a funeral due to COVID-19.

<https://www.churchofengland.org/sites/default/files/2020-03/Funerals%20liturgy%20at%20home%20public.pdf>

Further recommendations and reviews of a range of books to support children through bereavement and grief are at:

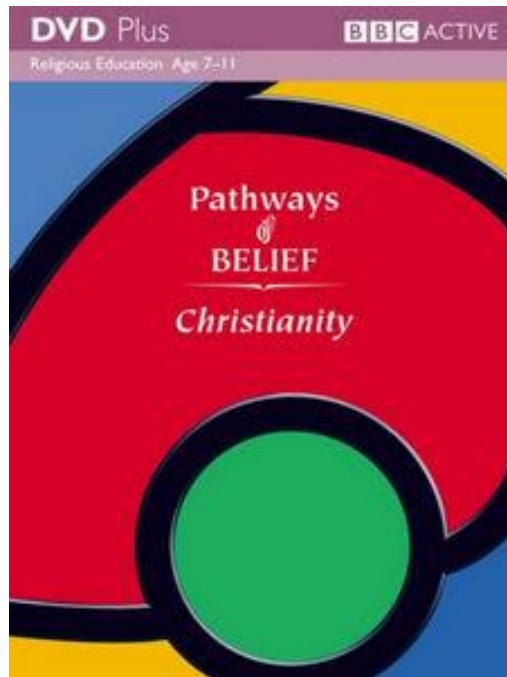
<https://www.mariecurie.org.uk/help/support/bereaved-family-friends/supporting-grieving-child/books-about-death>

<https://smithsmm.wordpress.com/2020/05/03/the-loss-picturebooksaboutloss/>

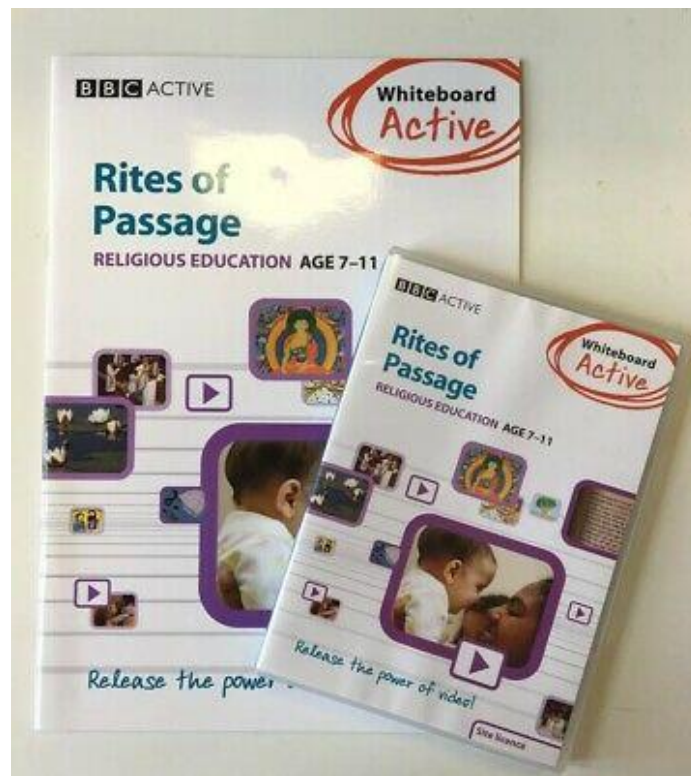


Videos / DVDs / CD-ROMs.

Pathways of Belief: Christianity – Easter (BBC Active)



Rites of Passage Religious Education (Whiteboard Active BBC Active)



Websites.

Candle Child Bereavement Service

St. Christopher's Hospice

<https://www.stchristophers.org.uk/candle>

- ✚ St. Christopher's Hospice has been providing bereavement counselling to patients' families for over 45 years.

Their Candle Child Bereavement Service extends this counselling and support to all children, young people and their families experiencing loss through death, in the South East London area.

The Candle Child Bereavement Service also offers training for staff, advice and consultancy services for local schools and other professional agencies working with children facing bereavement and an advice service for parents and carers.

Book list and information on coping with children and bereavement.

Winston's Wish

<https://www.winstonswish.org/>

<https://www.winstonswish.org/supporting-you/support-for-schools/>

<https://www.winstonswish.org/coronavirus/>

<http://www.winstonswish.org/coronavirus-supporting-bereaved-children-and-young-people/>

- ✚ "Giving hope to grieving children."

Childhood bereavement charity which supports bereaved children, young people, their families and the professionals who support them.

Information, advice and guidance on supporting bereaved children and young people during the Coronavirus outbreak.

Cruse Bereavement Care

<https://www.cruse.org.uk/>

<https://www.cruse.org.uk/get-help/for-schools>

<https://www.cruse.org.uk/get-help/coronavirus-bereavement-and-grief>

<https://www.cruse.org.uk/coronavirus/easy-read-factsheets>

- ✚ Grief is a natural process, but it can be devastating. Cruse Bereavement Care are here to offer support after the death of someone close. They also have a dedicated set of resources for schools.

Cruse Bereavement Care also offers a helpline: 0808 808 1677

Hope Again

<https://www.hopeagain.org.uk/>

- ✚ "Young people living after loss."

The specialist youth section for Cruse Bereavement Care.

Hope Again supports children and young people who have lost a parent.

Jigsaw (south east)

<https://www.jigsawsoutheast.org.uk/>

<https://www.jigsawsoutheast.org.uk/grief-support/helping-someone-bereaved-during-the-coronavirus-pandemic/>

- ✚ A bereavement charity in Surrey that deals with helping the bereaved family once the family member has died. Supporting children through the loss of a loved one.

Jigsaw (south east) supports families across Surrey, parts of west Sussex, Kent and surrounding areas.

NHS.

<https://www.nhs.uk/conditions/stress-anxiety-depression/children-and-bereavement/>

<https://www.nhs.uk/conditions/coronavirus-covid-19/social-distancing/bereavement-advice-and-support/>

- ✚ Advice about children and bereavement.

BBC

<https://www.bbc.co.uk/programmes/articles/4MmhHDSbdDmTpVJhBs2v4Py/information-and-support-bereavement>

✚ Information and Support – Bereavement.

If you, or someone you know, have been affected by bereavement, the organisations listed here may be able to help.

Child Bereavement UK

<http://www.childbereavementuk.org/>

<https://www.childbereavementuk.org/supporting-bereaved-children-and-young-people>

<https://www.childbereavementuk.org/education-sector>

<https://www.childbereavementuk.org/pages/category/coronavirus>

<https://www.childbereavementuk.org/coronavirus-supporting-children>

✚ “Rebuilding lives together.”

Supports families & professionals when a child is dying and when a child faces bereavement.

For schools – resources (books & DVDs) & staff training.

Confidential support, information and guidance can be provided to individuals, families and professionals throughout the United Kingdom.

Child Bereavement UK’s support team is available to respond to telephone calls and e-mails: -

(Monday – Friday, except for Bank Holidays, 9:00.a.m. – 5:00.p.m.)

Helpline: 0800 02 888 40 (Freephone.)

E-Mail for bereavement support: support@childbereavementuk.org

Childhood Bereavement Network

<http://www.childhoodbereavementnetwork.org.uk/>

<http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx>

<http://www.childhoodbereavementnetwork.org.uk/help-around-a-death/covid-19.aspx>

✚ The Childhood Bereavement Network is a national, multi-professional federation of organisations and individuals working with bereaved children and young people.

Staff Training and support.

SeeSaw

<https://www.seesaw.org.uk/>

✚ Grief support for children & young people

Very comprehensive information for schools on supporting bereaved pupils.

Bereavement Advice Centre

<http://www.bereavementadvice.org/>

✚ A free helpline and web-based information service with practical information, advice and signposting.

Grief Encounter

<http://www.griefencounter.org.uk/>

<https://www.griefencounter.org.uk/get-support/children-and-young-people/covid-19/>

✚ Supporting bereaved children and young people.

Bereavement service - Grief Relief Kit includes books, memory making materials, comforting toys and other items to facilitate children’s grieving.

A Child of Mine

<https://achildofmine.org.uk/>

✚ For bereaved parents

The Church of England

Help and support are available for the bereaved during this time and in the future.

<https://www.churchofengland.org/life-events/funerals>

- ✝ Details of how to contact your local church, find help in bereavement and remembering.

<https://www.churchofengland.org/topical-prayers?search=&page=0>

- ✝ Prayers for Personal Situations – Prayers for mourning and Prayers for Remembrance
- more suitable for adults than children.

<https://www.churchofengland.org/resources/coronavirus-covid-19-guidance-churches>

Edward's Trust

<http://www.edwardstrust.org.uk/>

- ✝ Set up by parents of 7 year old Edward Dent to try and help other families through their grief and loss
- ✝ Poems and reflections

Dying Matters

<https://www.dyingmatters.org/>

- ✝ Dying Matters is working to create an open culture that talks about death, dying and bereavement. Dying matters to all of us.

National Children's Bureau

www.ncb.org.uk

<https://www.ncb.org.uk/coronavirus-ncb-familys-response>

<https://www.ncb.org.uk/resources-publications>

- ✝ Putting children at the heart.
Too many children in the UK are not getting the support they need to grow up safe and happy. National Children's Bureau are here to put this right.

National Bereavement Partnership

<https://www.nationalbereavementpartnership.org/>

- ✝ The National Bereavement Partnership provides a support helpline, counselling referral and befriending service for all those suffering from anxiety, grief or mental health issues, particularly as a direct or indirect result of the COVID-19 pandemic.

The Compassionate Friends (UK)

<https://www.tcf.org.uk/>

<https://www.tcf.org.uk/content/loss-during-covid-19--pandemic/>

- ✝ Supporting bereaved parents and their families.

Marie Curie

<https://www.mariecurie.org.uk/>

<https://www.mariecurie.org.uk/help/support/coronavirus>

"Care and support through terminal illness."

Marie Curie is the UK's leading end of life charity. They provide frontline nursing and hospice care, a free support line and a wealth of information and support on all aspects of dying, death and bereavement.

Helen and Douglas House

<https://www.helenanddouglas.org.uk/>

- ✝ Hospice Care for Children and Young Adults

Seeds of Hope

<http://www.seedsofhopecchildrensgarden.co.uk/>

- ✝ Children's garden at Guildford Cathedral to explore feelings of loss with the support of their families, teachers, and carers

Young Minds

<https://youngminds.org.uk/find-help/feelings-and-symptoms/grief-and-loss/>

<https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/#i-have-lost-a-loved-one-due-to-coronavirus->

- ✚ Supporting young people cope with grief.

The Good Grief Trust.

<https://www.thegoodgrieftrust.org/>

<https://www.thegoodgrieftrust.org/need-know-info/coronavirus-bereavement-advice/>

- ✚ *“Help & hope in one place.”*

An informative and supportive website for those who have been bereaved.

Care For The Family

<https://www.careforthefamily.org.uk/family-life/bereavement-support>

<https://www.careforthefamily.org.uk/family-life/covid-19-support-for-your-family/bereavement-support>

- ✚ *“Because family life matters.”*

Bereavement support.

Sudden

<https://sudden.org/help-for-children/>

<https://sudden.org/help-for-professionals/>

- ✚ *“Our vision is that people bereaved suddenly get help at a time of darkness to move to a brighter day.”*

Sudden is a charitable service for people who have been bereaved by a death that happened suddenly or too-soon in someone's life.

This could be due to COVID-19 or another communicable disease or undiagnosed medical reason, suicide, a road crash, natural disaster, war or terrorism, or an accident such as drowning or in the workplace.

Sudden is also for people who are caring for suddenly-bereaved people.

Children's Society

www.childrenssociety.org.uk/coronavirus-information-and-support

<https://www.childrenssociety.org.uk/see-hear-respond>

- ✚ COVID-19 specific resources.

'See, Hear, Respond' is a partnership with other children's charities, including Barnardo's and Action for Children, responding quickly to the needs of young people and their families in the wake of Covid-19.

“At the end of it, everything's going to be alright.”

Belfast Health and Social Care Team.

<https://www.youtube.com/watch?v=SnIYObmeAZE>

- ✚ 'Saying Goodbye.'

Do you need to talk to a child about the death of a loved one in the context of COVID-19?

If you find yourself in this very sad and difficult position, it is hoped that this short animation and downloadable children's book will support you in having these conversations.

A hard copy of the 'Saying Goodbye book' is also readily available for a child to personalise and keep.

Please ring 028 9615 0934 or email PaedsPsychology@belfasttrust.hscni.net

to request a free copy.

Belfast Health and Social Care Team have also created a version which can be printed out:

<https://adobe.ly/3aphMF7>

Education Support

<https://www.educationsupport.org.uk/>

<https://www.educationsupport.org.uk/coronavirus-support/grieving>

- ✚ Education Support also offers a free confidential helpline for staff: 08000 562 561

CORONAVIRUS (COVID-19): INFORMATION FOR GOVERNING BOARDS

SUPPORTING SCHOOLS TO DEAL WITH BEREAVEMENT

Appendix: additional resources to support bereavement in schools

ORGANISATIONS OFFERING SUPPORT

Winston's Wish <https://www.winstonswish.org>

Support for children after the death of a parent or sibling. Includes materials for professionals and schools. Policy and strategy templates including focus areas such as SEND, Armed Forces, Suicide, Homicide

National Helpline offering guidance, information and support to anyone caring for a bereaved child, including professionals and family members

Childhood Bereavement Network <http://www.childhoodbereavementnetwork.org.uk>

A network of child bereavement services including some training resources

Not Too Young to Grieve is a film created with Childhood Bereavement Network and explores how very young people respond to loss

<https://www.leedsanimation.org.uk/films/15>

Cruse UK <https://www.cruse.org.uk>

A national network of support and helpline for those bereaved. Also has a wide range of resources for schools and a helpline for professionals and loved ones

Hopeagain <https://www.hopeagain.org.uk>

For Young People by Young People offering hope in grief and loss (part of Cruse UK)

Childbereavement UK <https://www.childbereavementuk.org>

Helpline for families who have lost a child. Also has a helpline and live chat via the website. There are some excellent reading list suggestions at this link:

<https://www.childbereavementuk.org/resources-for-adults-supporting-bereaved-children-and-young-people>

The Compassionate Friends <https://www.tcf.org.uk>

Support for families who have lost a child – parents, grandparents and siblings. Helpline, support groups and online resources. Good examples of what to say/not to say if supporting someone

Gingerbread <https://www.gingerbread.org.uk>

Specialist support for single parents including advice on bereavements, what to expect from your workplace and accessing benefits

Widowed and Young (WAY) <https://www.widowedandyoung.org.uk>

Support for those bereaved of a spouse at a young age

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Griefencounter <http://www.griefencounter.org.uk>

Online and helpline support for those bereaved

The Good Grief Trust <https://www.thegoodgrieftrust.org>

A hub with resources for those who are bereaved or those who want to help a friend but are not sure how to do it. Pop-up Grief Cafes are being supported online during the current lockdown

Sands <https://www.sands.org.uk>

0808 164 3332

Information and support for anyone affected by the death of a baby

Survivors of Bereavement by Suicide (SOBS) <https://uksobs.org>

0300 111 5065

Emotional and practical support and local groups for anyone bereaved or affected by suicide

ACAS <https://www.acas.org.uk>

Advice for employers on supporting bereaved employees

Finance/Support for family <https://www.citizensadvice.org.uk>

Links to advice on how to access government support and the practicalities of administration around a death

MENTAL HEALTH AND WELLBEING

Education Support <https://www.educationsupport.org.uk>

Free counselling service for those in the education sector

NHS <https://www.nhs.uk/conditions/coronavirus-covid-19>

Anna Freud Centre <https://www.annafreud.org/what-we-do/schools-in-mind>

Wide range of materials to support professionals working with young people

Heads Together <https://www.headstogether.org.uk/programmes/mentally-healthy-schools>

Good range of resources for schools to use from well-known charities

Place2Be <https://www.place2be.org.uk>

Good resources for supporting children who might be especially vulnerable during COVID-19

CORONAVIRUS (COVID-19): INFORMATION FOR GOVERNING BOARDS

SUPPORTING SCHOOLS TO DEAL WITH BEREAVEMENT

Appendix: additional resources to support bereavement in schools

Mind <https://www.mind.org.uk/information-support/guides-to-support-and-services/berereavement/about-berereavement/>

Samaritans <https://www.samaritans.org>

116 123

jo@samaritans.org

24-hour emotional support for anyone who needs to talk

Papyrus Prevention of Young Suicide <https://www.papyrus-uk.org>

HOPELINEUK 0800 068 4141

pat@papyrusuk.org

Support for anyone who is thinking of suicide or for professionals, friends and family who want advice about someone they are worried about

Educare <https://www.educare.co.uk>

Dealing with Bereavement and Loss

Mental Health First Aid for Adults and for Youth (Two Day First Aider, One Day Champion and Half day Awareness courses)

LOCAL RESOURCES (to source individually)

MIRT

Local safeguarding board

Social Services

Public Health England

Local hospice

Local bereavement counselling



Ways of Remembering.

- † Art work.
- † Drawing pictures of the loved one.
- † Writing a letter to the person who has died, (What I would like to say to . . .).
- † Writing a poem for the person who has died.
- † Make a Memory Box (Possibly using Winston Wish's resources).
- † Writing memories of the person who has died.
- † Create memories to send to the bereaved pupil / family, e.g. for a pupil whose father has died, the father might have been a keen cricketer and the other children could write messages on cricket balls for that pupil.
- † Having a place where people can respond both as individuals and collectively, e.g. a Book of Remembrance; space in the school (the chapel if there is one,) where people can come and light a candle.
- † Present every pupil with a Germini flower to treasure and to be a living memory of the person who has died, each time they see it.
- † Name a Cup after the person who has died and present it to the winners of a termly / annual competition of the person's favourite game.
- † Hold a 'Bank Holiday' to mark the birthday of the person who has died. On that day in school, instead of the normal school timetable, do the things that the person who has died particularly liked to do.
- † Have fundraising efforts / a collection in memory of the person who has died, e.g. for the hospital that cared for the person who has died / the charity that gave so much to the person who has died.
- † Writing prayers.
- † Circle Time and saying prayers.
- † Hold a Celebration / Service of Remembrance of the life of the person who has died.
This can include the pupils and staff being part of the readings, sharing their prayers and memories and choosing the favourite hymns of the person who has died.
- † Produce a Memory Booklet to support the Celebration Service / Service of Remembrance.
The booklet could be written in the favourite colours of the person who has died.
- † Framing some of the school's photographs of the life of the person who has died and displaying them around the school.
- † Create some form of visual memorial for the person who has died, e.g. a bench, sculpture, water fountain, pebbles of words display, etc.
- † Planting a tree for the person who has died.



Thoughts and Case Studies from Schools about Death and Bereavement.

Please do let us know any other ways in which you and your school community deal with death and bereavement, including any other resources that you find particularly useful, so that we may share your ideas in a future version of this pack and amongst our diocesan family of Church of England schools.

“First thought is that it is good to allow children to explore feelings about loss and grief as part of their ordinary PHSE and RE work. This gives them some context when they eventually and inevitably encounter these feelings through real life.”

St. Matthew's C of E Nursery and Primary School, Wimbledon

“We pioneered a programme whereby our Yr. 5 children each year in the Summer term make weekly visits to St Christopher's Hospice and pair up with patients. They work on arts projects and talk about life stories. They are prepared for the experience by a person from the hospice and know that their friend may die soon. The projects culminate with a big celebration at the hospice which is attended by the children's parents. The project has been running now for a number of years and a pack was developed which was on their website. There are similar projects running all over the world now as a result of our work. We are very passionate about it and it is part of the curriculum entitlement for our children.”

St. John C of E Baptist Primary School

“When children have to deal with the death of a grandparent or similar, I have always given them a copy of this tiny book ‘Waterbugs and Dragonflies’ by Doris Stickney to take home and keep. I keep a supply in my office.

(See Books in Resources about Death and Bereavement for Children and Adults.)

St John's and St Clement's C of E Primary School

My Experiences:

- 🕯 Children want a space to be them - children - and leave the feelings behind for a while. They need to know it's ok to smile, laugh and play. It doesn't mean they have forgotten or do not care anymore.
- 🕯 Let the child lead the pace of intervention – let them know you are aware that something has happened (it's ok to say ‘I know that your Grandad has died’ etc. and that they might have lots of feelings about it). Let them know that if they get upset or want to talk about it, they can come to you whenever they need to.
- 🕯 Check in gently whenever you see the child, ‘How you doing today?’
- 🕯 Give them a strategy to let you know how they feel – I use the numbers 1 to 10. 1 being “I'm good today” to 10 meaning “I'm really upset and need some help.”
That way you can have a private check-in. When you see them say “Hi xxx give me a number.” They need to know you are there for them.
- 🕯 I have used sand jars / drawing pictures of the loved one – this can help you be aware of their understanding of what has happened, especially younger ones / memory boxes / letters (What I would like to say to....) / Time for them to cry – by giving them a safe container to come to and be with their feelings.
- 🕯 Sometimes it helps to explain to the class that xxxx has had some sad news (but this depends on the cohort and the age of the class). Sometimes this elicits too much focus. It can be useful to just have one friend that knows and can support.

- 🕯 Talking and listening are the most vital – use play to interact with the child while giving a distraction from the main focus of the visit.
- 🕯 Keep in contact with the family - they may need support on how to manage the situation for that child.
- 🕯 Be prepared for the child to appear unaffected by events – patience will allow the process of grief to happen.”

Bishop John Robinson C of E Primary School

“A number of years ago a member of our school support staff died suddenly during the school week. The school staff understandably were in a state of shock when arriving to find out the news. The clergy were immediately informed before the start of the school day and came to the school to be present when the news was announced by the Headteacher before the beginning of the day. It was decided that the Headteacher and the Rector would hold an Assembly at the beginning of the day to tell the pupils, as many children worked with this member of staff on a one-to-one basis for reading as well as being a well-known member of the local community.

The Assistant Director of Southwark also came to the school to offer support for staff and pupils.

During the day teachers allowed the children to express their grief through writing prayers, art work or whatever way the children chose. All teachers held a circle time and special prayers were said.

A special Service of Remembrance was held the following week in the church where the children and staff were instrumental in being part of the readings, sharing their prayers and memories and choosing our colleague’s favourite hymns. The service was open to all parents and the local community.

The school closed for half a day on the day of the funeral so all staff were able to attend the funeral of a loved colleague. At this terrible time of grieving, it was when we felt such closeness with our church family and school to support everyone through such a difficult time.

Resources that have been useful, apart from humans, for dealing with bereavement for individuals has been ‘The Candle project.’

(‘The Candle Project’ is now called ‘Candle Child Bereavement Service.’

– See Resources about Death and Bereavement for Children and Adults.)

St. Peter’s C of E Primary School, Walworth.



“We had two bereavements, (both fathers of girls in KS2,) within months of each other a couple of years ago and we turned to the Winston's Wish website for guidance. I can't recommend it enough. The resources and case studies helped the staff to understand that we needed to talk rather than avoid the subject. I printed off their schools' guidance sheets and handed copies to all staff. It was important that everyone was informed, (dinner ladies, premises officer, office staff etc.) to avoid any awkwardness and to alert everyone to the possibility of unsettled behaviour. The guidance sheets gave clear advice about good things to do and stopped the staff having that “I don't know what to do” feeling. I bought a number of the resources such as Sticky Plaster Sayings and Memory Box Guidance, (you'll see what I mean if you go to the website,) and gave them to the mums.

We asked one of our clergy (*an effective one!*) to address the whole school in Collective Worship so that the whole school community knew as well.

Our parents rallied round brilliantly. They organised meal rotas and made sure that people dropped in on a regular basis. They also provided the liaison between the family and the school which included arranging for me, as the class teacher, to join a couple of them on a visit to the family. That was incredibly useful as it showed the school's concern and care for the family, but also made the dialogue about how we could support the child in school so much easier. The parents also provided regular feedback to me as class teacher about the family's wishes. We attended the funerals of both, but the appropriateness of this had been sounded out through other parents as we were aware that it might not be some parents' wishes.

As for the children's classes, we spoke to the children in the morning explaining what had happened and we spent time creating 'memories' for the children to send to their classmate. One father was a keen cricketer and the children wrote messages on cricket balls. We encouraged the children to write something that they remembered about the fathers, either based on when they had seen them in the playground or if they had better knowledge of them from when they were at each others' houses. For classmates that didn't know the parent at all, they just wrote “I'm sorry that this has happened” or “I'm thinking of you.”

These messages were really powerful apparently and we know that one of the little girls kept them very safe and read them quite a lot in the early days. We also talked with the classes about how they could welcome the girls back and simply say something like “I'm sorry” or “It's nice to see you again”.

It was particularly good for the boys to be given something to say as they weren't as close friends but still wanted to show some kind of support.

Once the girls were back in school, we gave them each a set of cards that they could hand to an adult at any time without having to speak or explain themselves. These were very useful, not necessarily used very often, but the girls valued the idea that they could.

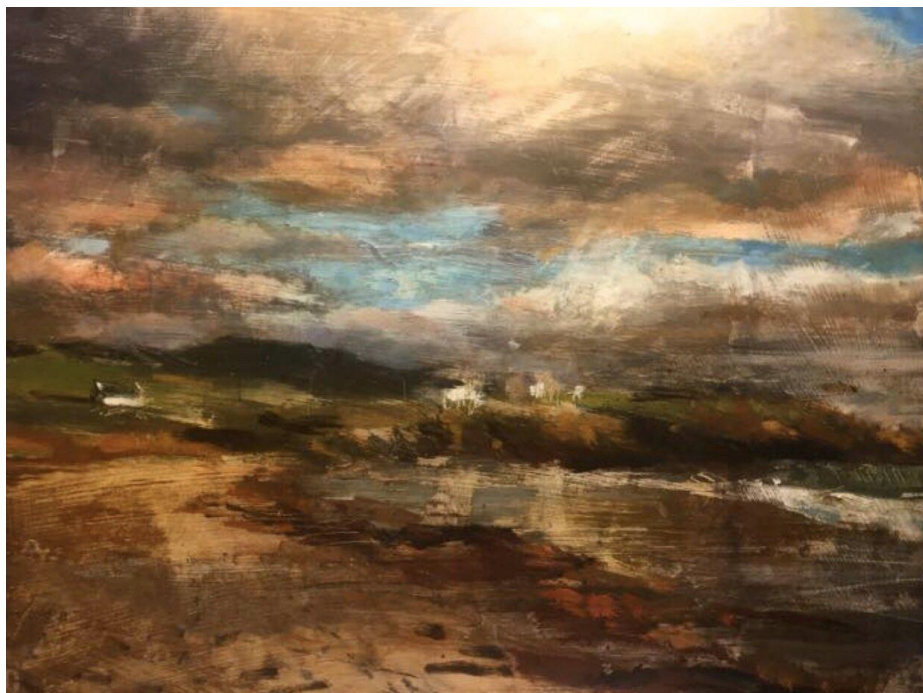
We had another little girl who joined us a year later whose mother had died a few months before and we (checking with both children first of course!) set up opportunities for them to chat with each other by themselves. There seemed to be a real relief? strength? something! in the knowledge that they weren't the only ones to whom this had happened.

Finally there was a lovely book 'Waterbugs and Dragonflies' which explains death in a rather lovely way. It was / is a big experience in the life of a school and it had quite an impact on us all. The Winston's Wish website was invaluable.”

Bereavement Cards

I'm feeling sad	I feel like crying	Please can I talk to someone?
I'm feeling angry	I'm feeling confused	Please can I sit in the book corner?
Please can I go to Mrs Divall's room?	Please can I sit inside at playtime?	Miss Samways says I can read inside with my friends this playtime.
Please can I leave the lesson to use the toilet?	Can I talk to you later?	Please can I talk to _____?

Macaulay C of E Primary School, Clapham



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