

Welcome

*from the East Renfrewshire
Bereavement, Loss & Grief Team*

Please make sure you have :

- Signed in at registration
- Completed your “*what I hope to get from today*” post-it-note.
- Got a tea/coffee!

East Renfrewshire
Bereavement, Loss and
Grief Team Present:

Thursday 6th June 2024
Eastwood House
Rouken Glen Road
G46 6UG
9:00-15:15

Loss Matters Conference

Learning about Bereavement, Exploring Change,
and Growing Around Grief



Schedule

9:00: Tea, Coffee & Registration

9:15 **Dr David Duncan, Mearns Primary School**

Facilitating a creative pedagogical space to engage children with the topic of death and dying.

10:00 **Katherine Fraser, Educational Psychology Service**

Theory of grief and children's understanding of death and loss.

10:45 **Coffee Break and Stall Browsing**

11:15 **Donna Hastings, St. Columba's Hospice Care**

The Bereavement Charter for Adults and Children in Scotland.

12:00 **Lunch and Stall Browsing**

13:00 **Karen Wynne, St Joseph's Primary School.**

Embedding the East Renfrewshire BLG Curricular Resource

14:00 **Bereavement, Loss and Grief Team.**

Practical Supports for children, young people and their families

15:00 **Plenary**

15:15 **Close**

Stall Holders

Child Bereavement Uk
Compassionate Friends
St. Joseph's Primary Pupils
Prince and Princess of Wales Hospice
Richmond's Hope
SANDS
Cruse

East Renfrewshire

Bereavement, Loss & Grief Team

Housekeeping :

- No planned fire alarms
- Break/stall browsing 10:45-11:15am
- Lunch/stall browsing 12-1pm

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East Renfrewshire

Bereavement, Loss & Grief Team

- ❑ David Duncan (Primary)
- ❑ Katherine Fraser (Educational Psychology Service)
- ❑ Spencer Gooch (Secondary)
- ❑ Janette McGarvey (PPWH)
- ❑ Ainsley McGoldrick (Educational Psychology Service)
- ❑ Karen Wynne (Primary)

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Bereavement, Loss & Grief Team

- Today's agenda
- Consider: What do I hope to get from today?"

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Dr David Duncan



Mearns Primary School

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University of Strathclyde

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Facilitating a creative pedagogical space to engage children with the topic of death and dying

“I painted one side blue for the sadness and painted yellow on the other side because you can’t be sad all the time.” C., aged 6. His dad died suddenly in a sports accident.

“He’s gone but he’s not gone because I think of him everyday.” Hannah, aged ten, whose father died by suicide.



Project Team:

Dr Anna Robinson - Lecturer, Chartered Psychologist, Person-Centred Experiential Therapist and a Member of the British Association of Counselling & Psychotherapy.

Dr Sally Paul - Lecturer, Social Worker and Expert researcher in death, dying & bereavement.

Professor Kate Wall - Innovative pedagogies to facilitate effective talk about learning (metacognition), Practitioner Enquiry

Professor Helen Lomax - Professor of Childhood Studies, Research which values children as expertise, visual sociology, participatory creative research

Death...

- YOUR EXPERIENCE
- THE PROFESSIONAL EXPERIENCE
- CHILDREN'S EXPERIENCE

Google

All Images News

Dictionary

Definitions from Oxford Language

death
/dɛθ/

noun

the action or fact of dying or being killed; the end of the life of a person or organism.
"he had been depressed since the death of his father"

Similar: demise dying end passing passing away passing on loss of life

- the state of being dead.
"even in death, she was beautiful"
- the permanent ending of vital processes in a cell or tissue.

Feedback



More images

Scottish Context

In Scotland, there are no prevalence studies but a recent survey of 185 children aged 11–17 estimated that 72% had experienced a bereavement.

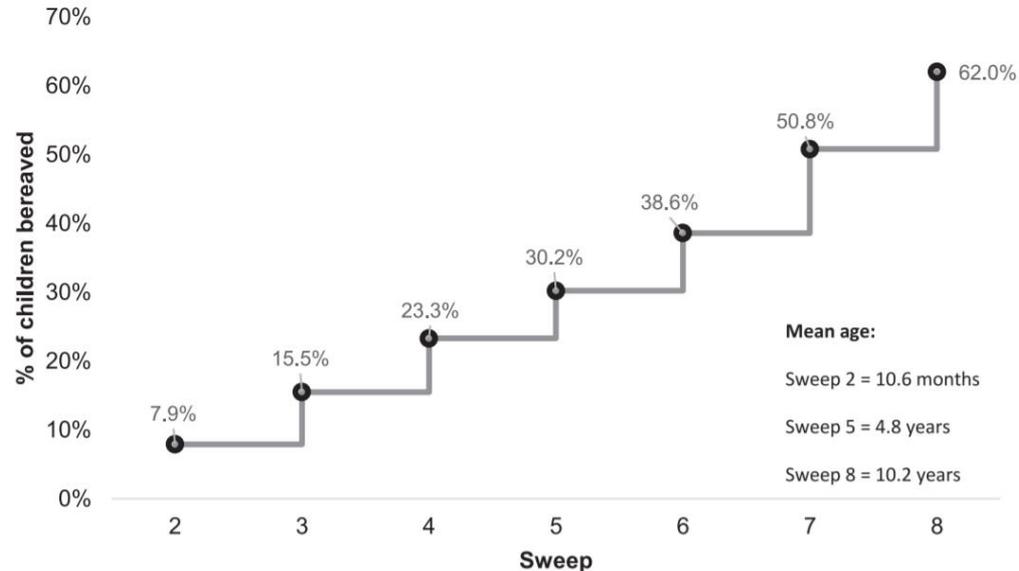


Figure 1. Proportion of children bereaved at each sweep ($n = 2815$).

Practitioner Enquiry

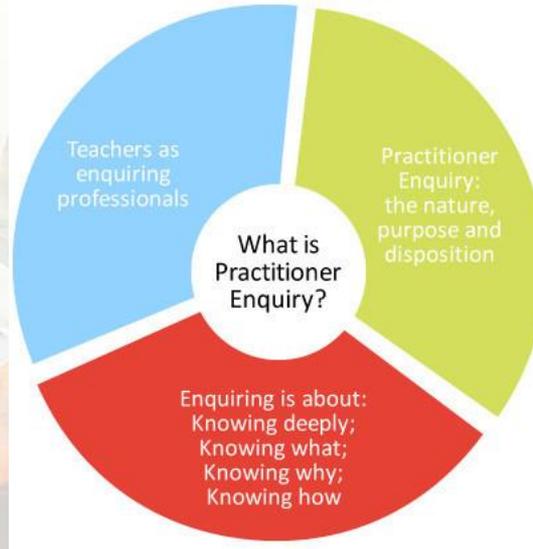
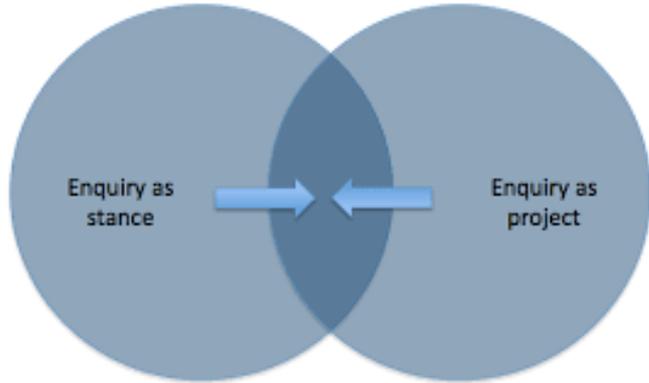


Figure 1.1 'A Pair of Shoes' (Gogh, 1886)

Systematic Review

Review of Education



Research Synthesis

Death and dying: A systematic review into approaches used to support bereaved children

David A. Duncan

First published: 17 February 2020 | <https://doi.org/10.1002/rev3.3193> | Citations: 5

[Read the full text >](#)



- Freedom of expression
- Layers of hidden grief
- Emotional turmoil
- Mental wellbeing
- Building relationships and maintaining connections
- Responses and needs of schools

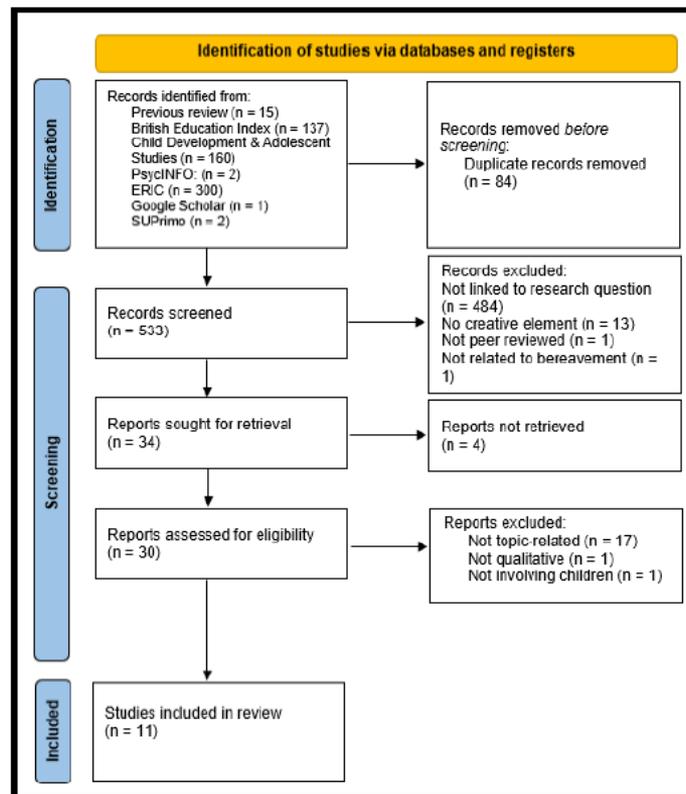
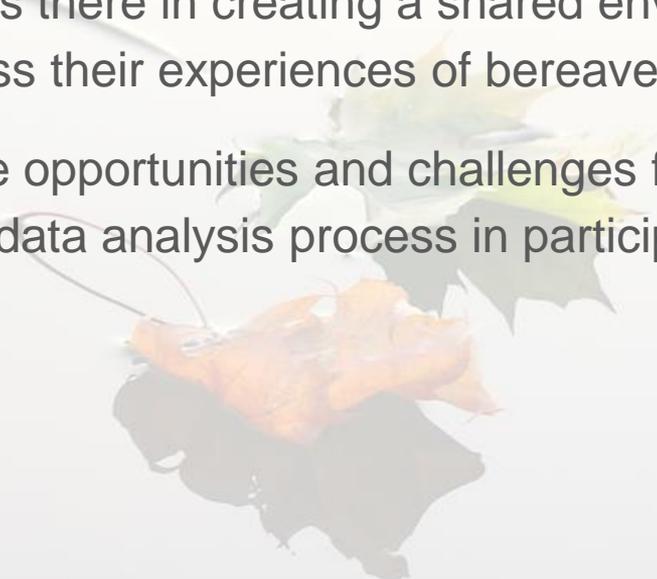


Figure 2.1 PRISMA diagram showing number of included articles

Research Aims and Questions

1. How can practitioners facilitate the use of creative methods to increase children's engagement with the topic of death and dying?
 2. What value is there in creating a shared environment with children and their peers to express their experiences of bereavement?
 3. What are the opportunities and challenges for using creative methods to involve children in the data analysis process in participatory research?
- 

Research Design and Methodology

Participation or Involvement?

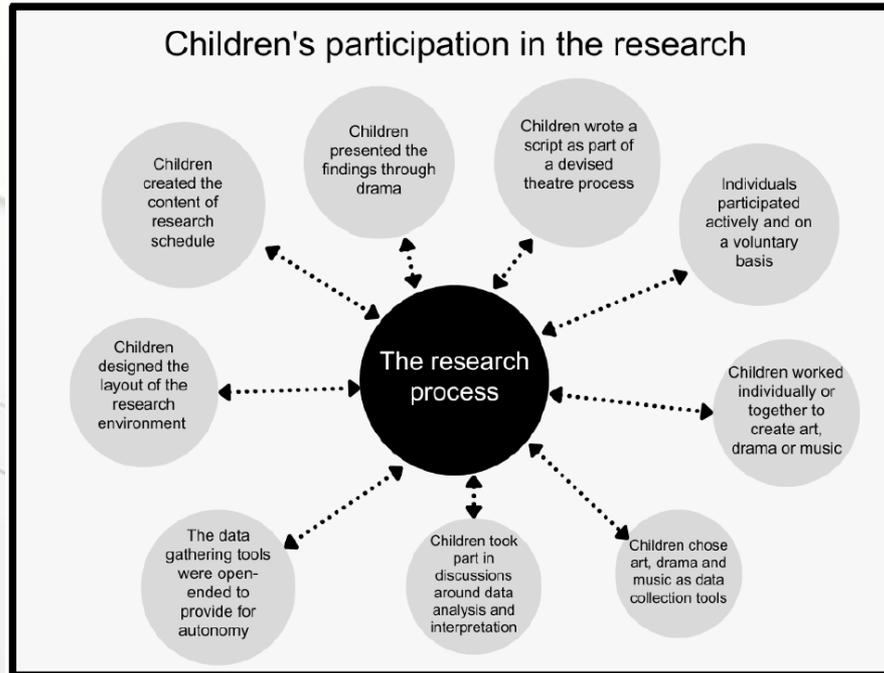


Figure 3.3 Children's participation in the research

Participants

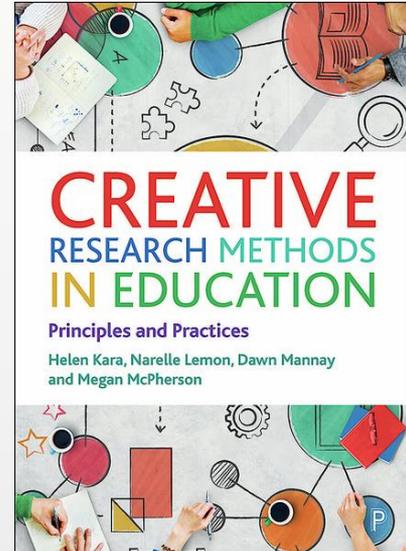
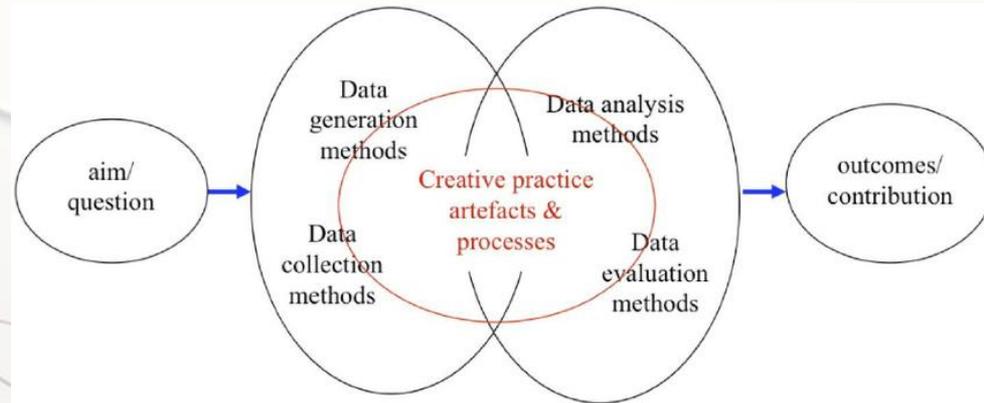
Table 3.2 Information about participants

Pseudonym	Age	Gender	Bereavement	Chosen Method	Involved in data analysis?
Adam	10	M	No	Drama	N
Aliha	10	F	Grandparent	Art	N
Anna	10	F	Uncle	Art	Y
Ben	10	M	Gran	Music	Y

Participants

Cara	10	F	Gran	Drama	N
Charlotte	10	F	Gran	Art	N
Dylan	9	M	Dad	Art	N
Edward	10	M	Sister	Drama	Y
Emma	10	F	Gran	Drama	N
Evan	10	M	Gran	Drama	N
Finlay	10	M	No	Music	N
Fraser	10	M	Grandparent	Music	N
Freddie	10	M	No	Drama	N
Hafsa	10	F	No	Drama	N
Heather	10	F	Brother	Art	N
Isla	10	F	Great Grandparent	Art	Y
James	10	M	Mum	Music	N
Johnny	10	M	Grandpa	Art	N
Katie	9	F	Gran	Art	N
Leah	10	F	Uncle	Drama	Y
Lily	10	F	Gran	Art	N
Max	10	M	Papa	Drama	Y
Michael	10	M	Pet	Art	N
Olivia	10	F	Gran	Art	N
Orla	10	F	No	Drama	Y
Ruby	9	F	Gran	Art	N
Sam	10	M	Uncle	Art	N
Sebastian	10	M	Dad	Art	N
Sophie	9	F	Gran	Drama	Y

Creative Methods



Data Collection Tools

Creative data collection methods are non-traditional approaches to gathering data that can be used to gain a deeper understanding of a topic or issue.

We use these when traditional qualitative methods for collecting data aren't suitable for gathering the data needed for evaluation.

Arts-based data collection methods include

visual (**drawing**, film-making, photography, **painting**, collage, **model-making** etc)

story-telling (writing a story or **poem**)

performance (**theatre**, songs, or role play).

Analysis

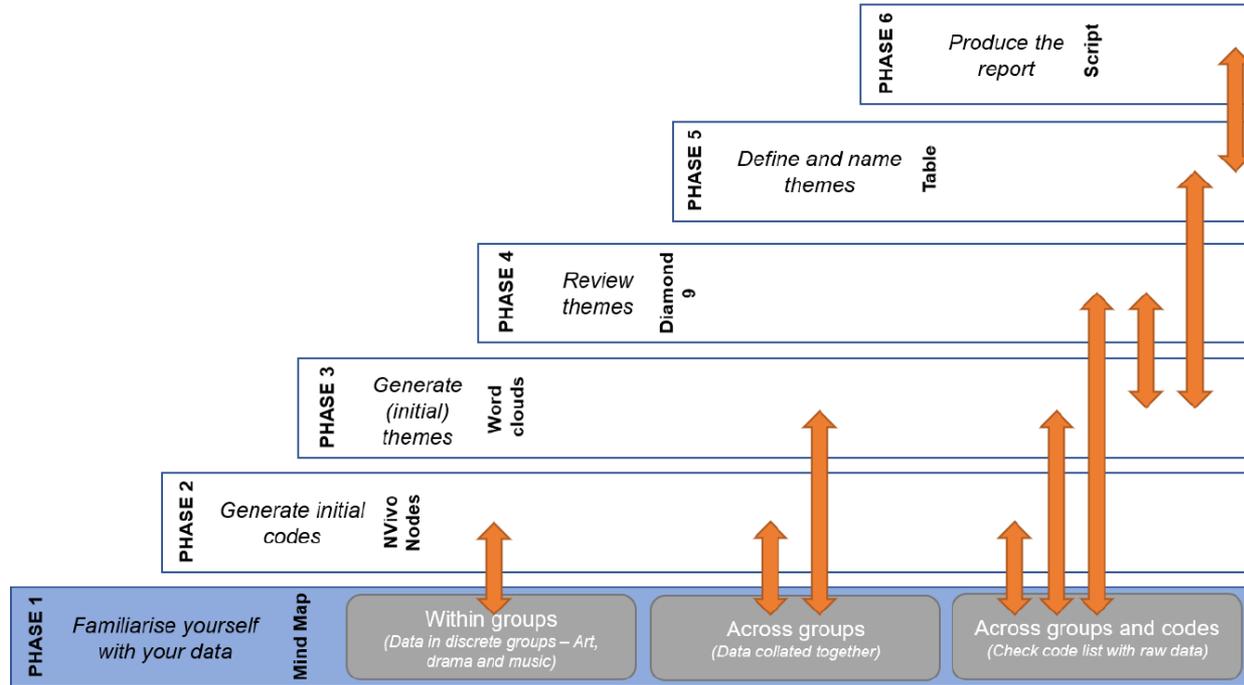
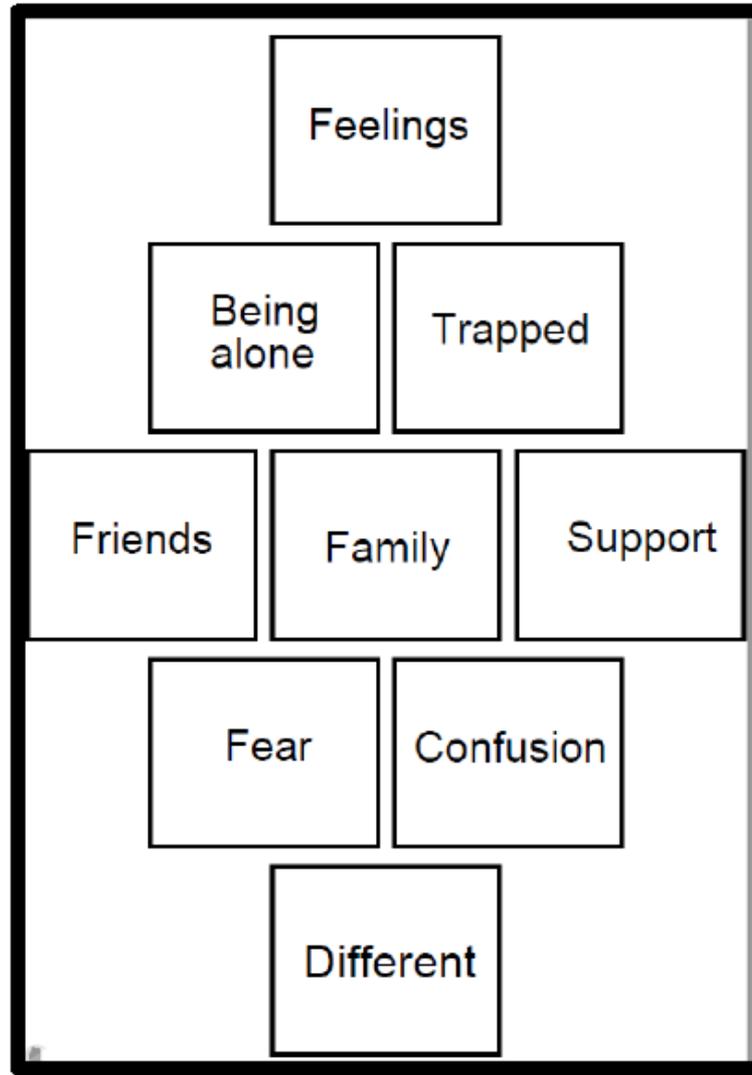


Figure 3.7 Data Analysis Process

Analysis



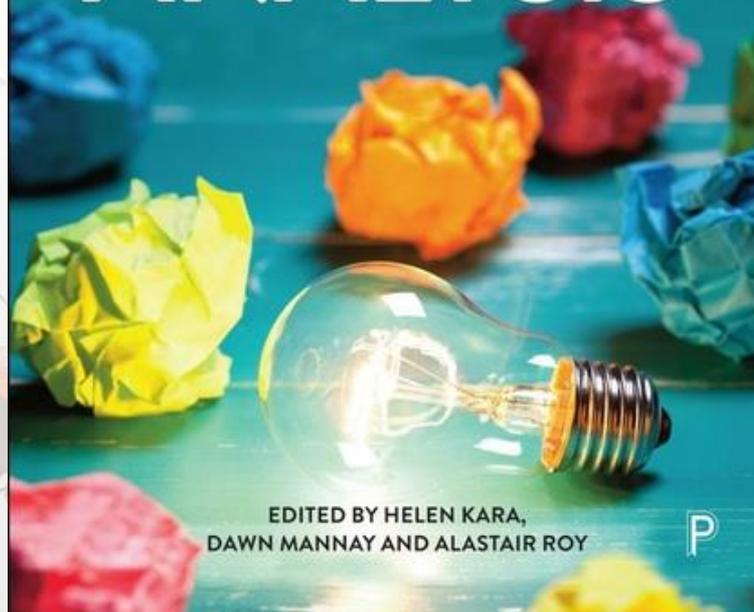
Analysis

Table 3.6 List of participants with theatre role

Pseudonym	Age	Gender	Bereavement	Chosen Method	Involved in data analysis?	Additional Role
Anna	10	F	Uncle	Art	Y	Script Supervisor
Ben	10	M	Gran	Music	Y	Props
Edward	10	M	Sister	Drama	Y	Writer
Isla	10	F	Great Grandparent	Art	Y	Scenery
Leah	10	F	Uncle	Drama	Y	Costume
Max	10	M	Papa	Drama	Y	Stage Manager
Orla	10	F	No	Drama	Y	Director
Sophie	9	F	Gran	Drama	Y	Producer

Analysis

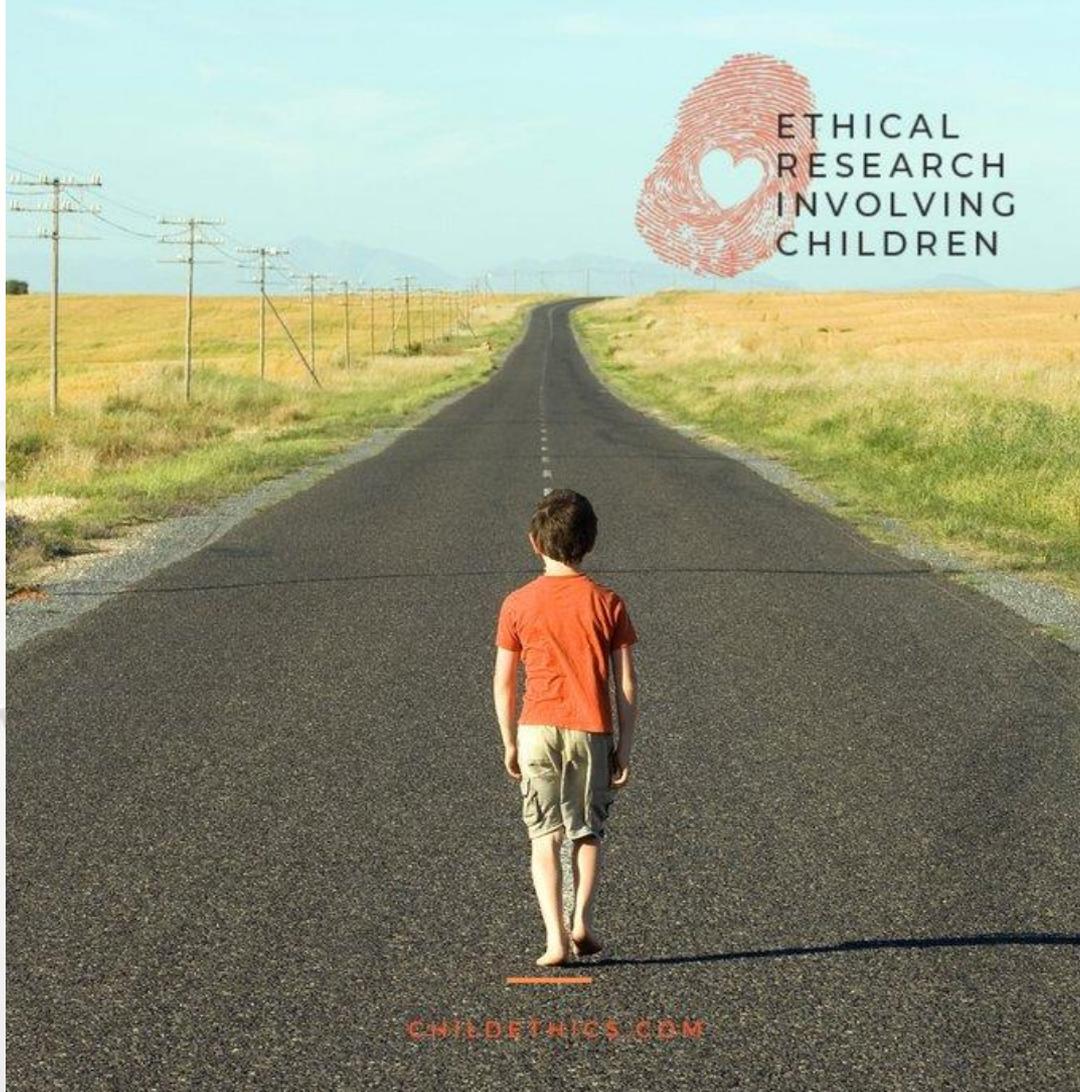
THE HANDBOOK OF CREATIVE DATA ANALYSIS



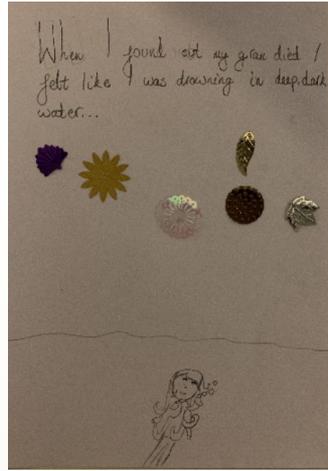
EDITED BY HELEN KARA,
DAWN MANNAY AND ALASTAIR ROY

P

Ethics



Data, data and data



Granda
Papa
great uncle
hospitable
Worried
anxious
Sadness
Covid 19
lonely

What the children say...

- You feel trapped with your emotions like you can't trust people. Your emotions build up inside you and you get anxiety and depression.
- I think adults should tell kids right away if someone had died and support kids when someone died.
- I felt trapped and feared.
- I think schools should talk about this stuff so kids can tell people privately about this stuff to make them feel better. When I found out other people's family had died I didn't feel lonely.
- Should you talk about it? Will people be nice about it?
- I feel scared because it is going to happen to me.
- Why me?
- I felt lonely and I didn't know what to do.
- I felt confused because I didn't understand.
- What does it mean to people when I support them?
- Do you know why grieving happens?
- Teachers should be more open and asking people if they seem sad if they're ok.
- One of my favourite memories with my Papa was playing hide and seek I'd always play it with my papa and brother. I would always hide under the piano. It was funny he'd always pretend he didn't see me. I had fun.
- Why did this have to happen to me?
- So my friend's brother died of cancer and his mother died of cancer. I did not know what to really say I knew what happened but she thought I didn't so she said she was going to the toilet but she just cried.

Findings

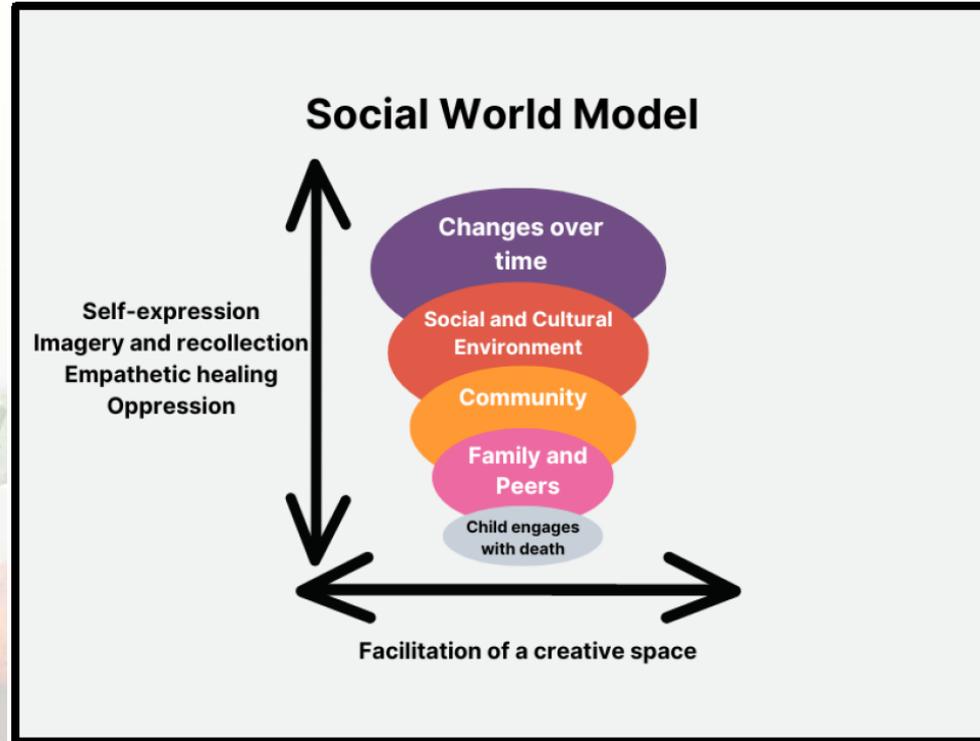
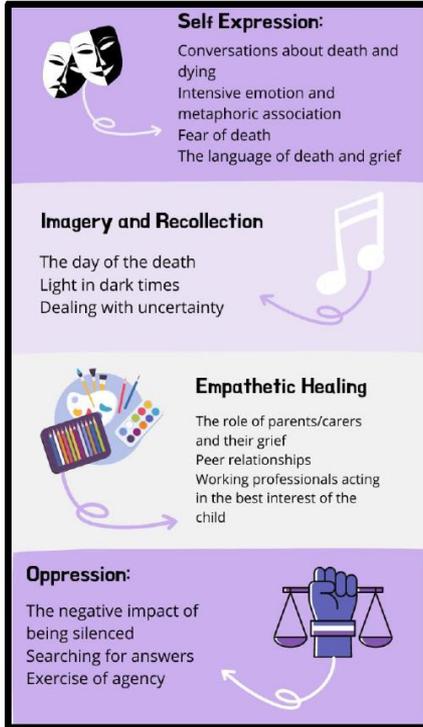
Table 4.1 Themes and subthemes from data generated in the creative workshop

Theme	Subtheme	Illustration
Self-expression	Conversations about death and dying	<i>'Death is something you can't mention.'</i> (Jack)
	Intensive emotion and metaphoric association	Johnny felt <i>'stuck in a sad place'</i> .
	Fear of death	<i>'I feel scared because it is going to happen to me.'</i> (Finlay)
	The language of death and grief	<i>'It's like stairs, going up and down.'</i> (Sam)
Imagery and	The day of the death	<i>'I thought the vet was going</i>
Recollection		<i>to help him but surprisingly he died in my mum's arms.'</i> (Michael)
	Light in dark times	<i>'There can be some happiness even when things are bad.'</i> (Sebastian)
	Dealing with uncertainty	<i>'I couldn't do anything other than thinking about it.'</i> (Lily)

Findings

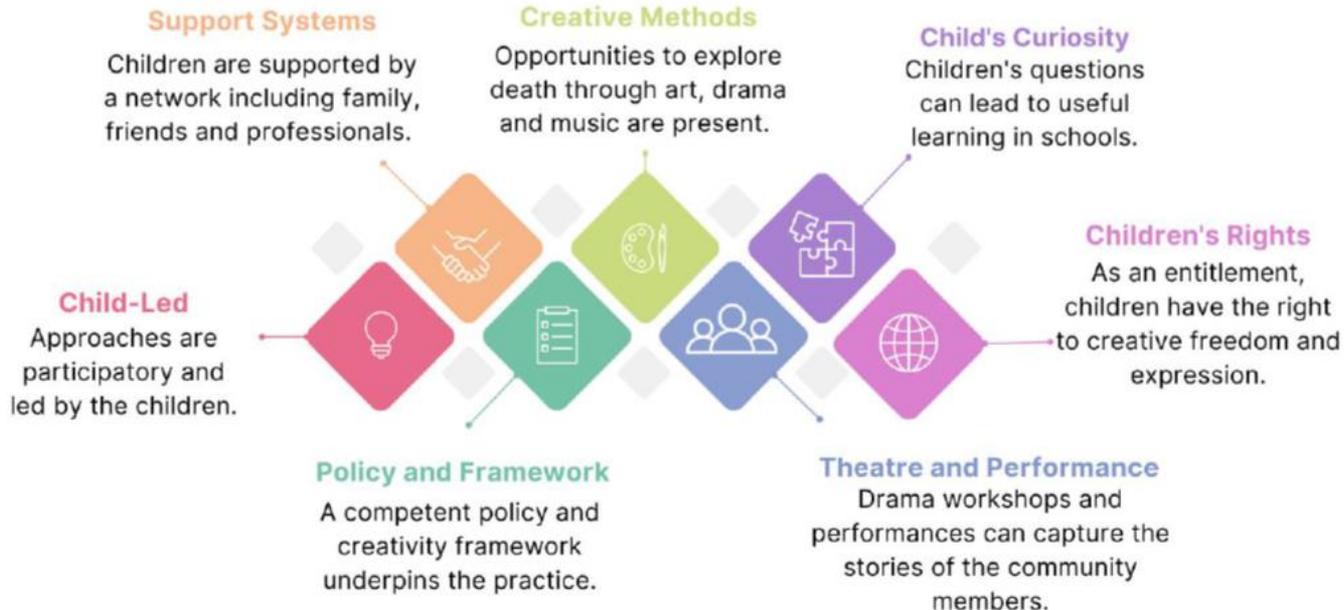
Empathetic Healing	The role of parents/carers and their grief	<i>'My mum and dad were struggling too.'</i> (Evan)
	Peer relationships	<i>'You should always have respect for others, you don't know what they are going through.'</i> (Freddie)
	Working professionals acting in the best interest of the child	<i>'I needed someone to talk to and I wish my teacher asked me about it.'</i> (Max)
Oppression	The negative impact of being silenced by adults	<i>'I feel ignored.'</i> (Emma)
	Searching for answers	<i>'Do you know why grieving happens?'</i> (Hafsa)
	Exercise of agency	<i>'I think teachers should do a bit more.'</i> (Anna)

Discussion



Implications

The Creative Space: 7 Point Model



Creating a shared environment to engage children with the topic of death and dying through creative methods

Participation + Expression + Value + Choice = Empowerment



Closing Statement

During the final stages of writing my thesis, my gran sadly died in July 2023. I hoped she would see me at the finishing line; she always said I would achieve my doctorate "with flying colours".

My thesis was submitted in August 2023.

Any questions?

Email - duncand@mearns.e-renfrew.sch.uk

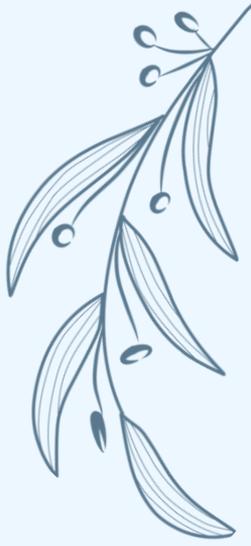
Email - david.duncan@strath.ac.uk

“He’s gone but he’s not gone because I think of him everyday.” Hannah, aged ten, whose father died by suicide.



“I painted one side blue for the sadness and painted yellow on the other side because you can’t be sad all the time.” C., aged 6. His dad died suddenly in a sports accident.

“I just wish I could wind the clock back to when I was little and my granddad was still here.” K., aged 14.



Theories of grief and children's understanding of death and loss.

Katherine Fraser (Educational Psychologist)



Child Bereavement in the UK



It is estimated that:

- ✦ Every 20 minutes, a parent dies: Between 2019-2021, approximately 26,900 parents died each year, leaving around 46,300 dependent children.
- ✦ 127 children per day are bereaved of a parent.
- ✦ 78% of 11-16 year olds reported experiencing the death of a close relative or friend.

Impact?

- Reduced self esteem
- Poor physical health
- Anxieties regarding safety
- Impact on academic achievement
- Increased experience of bullying
- Poorer mental health



Key Theories

1) Dual Process Model (Stroebe and Schutt, 1990s)

2) Worden's Tasks of Grieving

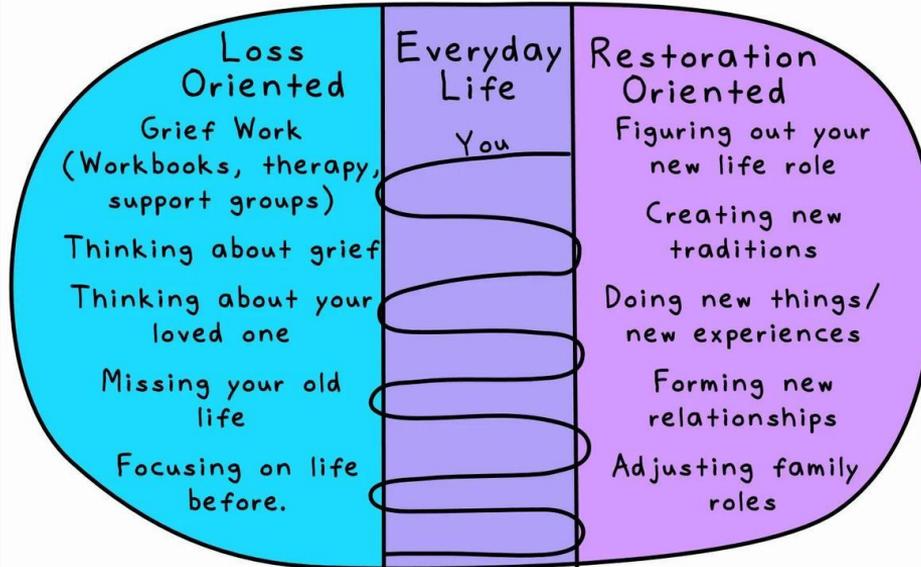
3) Tonkin's Model of Grief

1

Stroebe and Schutt (1990s)

Dual Process Grief

Dual Process Grief demonstrates how we bounce between loss-oriented coping (things that focus on grief) and restoration oriented coping (things that focus on rebuilding your life).



SelfLoveRainbow

How does this influence the resources?

Remember this oscillation or 'puddle jumping' is a normal and healthy part of grieving

Provide opportunities for the child to express their grief (loss-orientation) and to engage in normal, everyday activities (restoration-orientation)

Follow the child's lead – this may mean listening to them, cuddling them, being silly with them or reassuring them that it's ok to not be sad all the time

2 Worden's Tasks of Grieving

Task 1

To accept the reality of the loss

Task 2

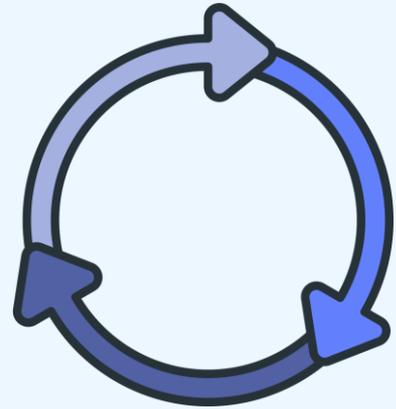
To experience and work through the pain and emotions related to the grief

Task 3

To adjust to a new environment without the deceased

Task 4

To find an enduring connection with the deceased



How does this influence the resources?

Use your knowledge of how children experience and understand death at different stages to communicate openly and honestly with them using clear language

Provide opportunities for the child to share their feelings

Encourage the child to find ways to remember the deceased

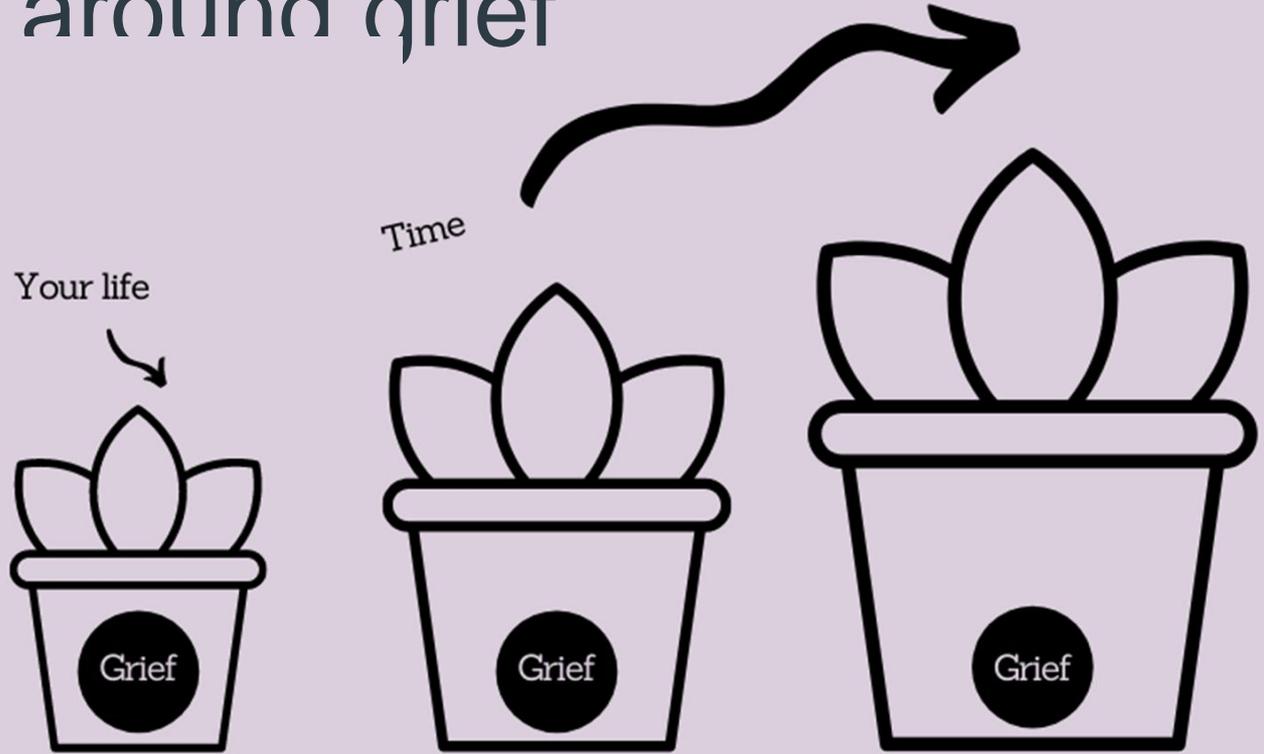
Remind the child it is ok to play and do everyday activities and to not always think about the person

Be aware of the likelihood of transitions and anniversaries triggering strong emotions

3

Tonkin's Model of Grief

Growing around grief



How does this influence the resources?

Reassure children and young people that they won't always feel this way

Encourage children to do the things that they enjoy and make them feel happy

Help children to understand that they will enjoy life again and that doesn't mean they don't care about the person that died – there will always be a place in their life and memories for that person

Use a creative activities to help them understand this process

Grief in Children and Young People



Children's understanding of, and response to, death is
determined by their
developmental stage



Birth to 2 years old



- No understanding of death
- Are aware of separation and will grieve the absence of a parent or carer.
- May respond with increased crying, decreased responsiveness, and changes in eating or sleeping.
- May keep looking or asking for a missing parent or carer and wait for them to return.
- Are most affected by the sadness of the surviving family member



What they need?



- Stable routine and basic needs to be met.
- Non-verbal care (e.g. hugs, rocking).



2-5 years old



- Curious about death and believe death is temporary or reversible.
- Naturally egocentric and see themselves as the cause of events around them so may feel responsible for the death.
- May think that they can make the deceased come back if they are good enough.
- Will worry about who will take care of them and about being abandoned



2-5 years old



- Are still greatly affected by the sadness of surviving family members.
- Cannot express loss verbally so may display behaviours.
- Such as irritability, aggression, physical symptoms, difficulty sleeping, bed-wetting or thumb-sucking



What they need?



- Stable daily routine and structure.
- Honesty- use words like 'dead' and 'died'.
- Answer questions honestly but simply.
- Love and reassurance.
- To be and feel heard.



6-9 years old



- Understand that death is final, but see it as something that happens only to other people.
- May think of the deceased as a spirit, ghost, angel, skeleton and claim to see them.
- Are often interested in the specific details of death and what happens to the body after death.



6-10 years old



- Continue to have difficulty expressing their feelings and may react through behaviours such as school phobia, poor performance in school, aggression, physical symptoms, withdrawal from friends, and regression to younger behaviours.
- Still worry about who will take care of them and will likely experience insecurity, clinginess, and fear of abandonment
- May still worry that they are to blame



What they need?



- Ways to express their feelings (e.g. art, writing, dance).
- Concrete answers to questions.
- Validations of feelings and love.
- Reassurance they aren't to blame.
- To feel and be heard.



Adolescents and Adults



- Increasingly adult understanding of the concept of death, but do not have the experiences, coping skills or behaviour of an adult.
- The reality of death contradicts a teenager's view of himself as invincible, leading to confusion or questioning their understanding of the world.
- Issues of independence and separation from parents can interfere with the ability to receive support from adult family members.



Adolescents and Adults



- Coping strategies may create tension with family members, as adolescents may cope by spending more time with friends or by withdrawing from the family to be alone.
- Social media can become an important platform for teenagers to process the death and seek support.
- Boys, particularly in teenage years, are likely to experience academic difficulties in the early months following parental death



What they need?



- Permission and outlets to express their feelings.
- Validation of feelings.
- Offers of support and assistance, and to know who can help them.
- Lots of listening!
- A trusted adult or peer for support.
- Openness from parents/adults to share feelings.
- Support to manage big feelings.
- Encouragement of efforts towards their independence.



Additional Support Needs



- Consider developmental age not chronological age
- May become very anxious by any changes to routine or daily life.
- May have a very literal understanding of the world and language around death can be confusing e.g. 'gone to sleep'.

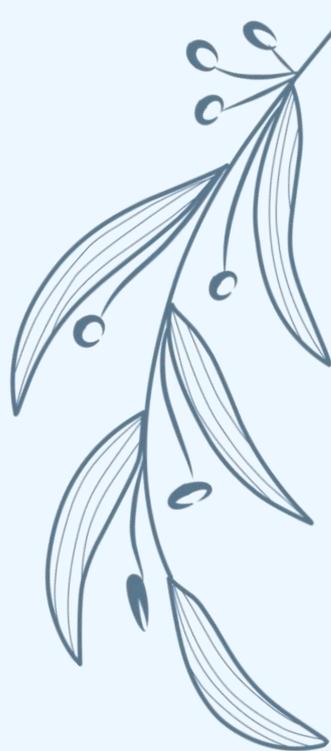


Additional Support Needs



- May not understand the concept of death and instead will require the personal impact to be explicitly stated e.g. “you will not see Grandma again”.
- May not respond at all to a death or have a very delayed response.
- May focus on very practical issues such as who will make their dinner or take them to swimming lessons.





Puddle Jumping

Puddle jump with them!

Be
patient



Be
persistent

Give them
hope

Cry
with them

Supporting Children with Grief and Loss

Acknowledge the loss

Use clear language and avoid euphemisms

Stick to familiar routines where possible

Answer questions honestly

Tolerate silences

Reassure about the normality of grief reactions

Encourage the expression of emotion in a way that suits the child



Remember grief won't disappear, but our lives can grow around it



Thank
You



Coffee Break and Stall browsing

The Bereavement Charter for Children, Young people and Adults in Scotland



#becausegriefmatters

#becausegriefmatters

- 
- Scotland's first Bereavement Charter for Children and Adults was launched in April 2020.
 - The Charter, together with Guidance notes, was developed by a coalition of individuals and organisations, of which St Columba's Hospice Care has been a part.
 - It contains 13 statements which describe what the best bereavement care and support should look like.
 - It was developed to support individuals and communities who struggle with the death of someone they know or someone in their community.
- 



A Bereavement Charter for Children and Adults in Scotland

This Charter provides a set of statements which describe how in Scotland we can support a person or a group of people experiencing bereavement. Good bereavement care is a human right. This Charter is underpinned by a desire to make sure that in Scotland, we can do all that we can to support people who might be experiencing difficulties following the death of someone they know or somebody in their community. It is the responsibility of everyone within Scotland to ensure that this is achieved. These are our statements:

IN SCOTLAND, PEOPLE WHO HAVE BEEN BEREAVED SHOULD:

- be treated with compassion, empathy and kindness
- have their wishes, choices and beliefs listened to, considered and respected by all

SCOTLAND SHOULD BE A PLACE WHERE:

- grief, bereavement and death are recognised as a natural part of life
- there is an open culture which is supportive of people having the opportunity to grieve
- accessing support (including emotional, practical, financial, social, and spiritual) is seen as a right
- efforts are made to ensure that adequate bereavement support is accessible for everyone
- people have space and time to grieve
- it is recognised that bereavement might affect all aspects of a person's life (e.g. relationships, school, workplace)

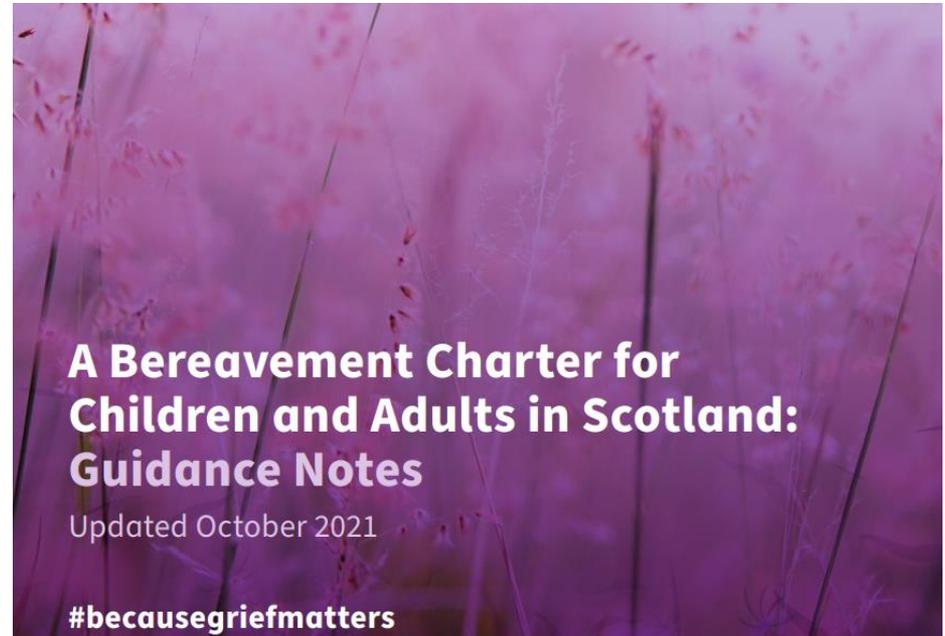
IN SCOTLAND, PEOPLE ARE SUPPORTIVE OF FRIENDS, FAMILY AND COMMUNITY MEMBERS WHO HAVE BEEN BEREAVED, WHICH MEANS THAT:

- people's needs and grief reactions are recognised and acknowledged as being different at different times
- grief and bereavement can begin before death and can be lifelong
- people who have been bereaved should feel supported to talk about the person who has died if they wish to
- bereavement and grieving can be experienced by the whole community and not just by individuals
- there is help to know where to refer or signpost people to for additional support

The Charter and additional information can be found at
www.scottishcare.org/bereavement

- Pregnancy and baby loss
- Children and young people
- Children and young people with learning disabilities or with profound and multiple learning difficulties (PMLD)
- Children and young people in contact with the justice system
- Grief involving children and adults with learning disabilities, and other long term, life-limiting or degenerative conditions
- Adults with profound and multiple learning difficulties (PMLD)
- Grief involving dementia and other degenerative conditions in adults
- Bereavement following suicide
- Postvention: Supporting the wider community after a suicide
- Sudden and traumatic death
- Bereavement following substance use
- Supporting care workers
- Remote and rural considerations in bereavement

- New sections being added
- Anticipatory Grief – 3 sections
- Covid-19



- [Bereavement Charter for Children & Adults in Scotland: What does it mean for health and social care professionals? on Vimeo](#)



bereavement charter mark

what is the bereavement charter mark?

By displaying the Bereavement Charter Mark on your website or within your buildings, you can demonstrate that your organisation endorses the statements within the [Bereavement Charter for Scotland](#).

Having the charter mark on your website demonstrates that you are working to make your community a place where people who are bereaved feel supported by the people around them.

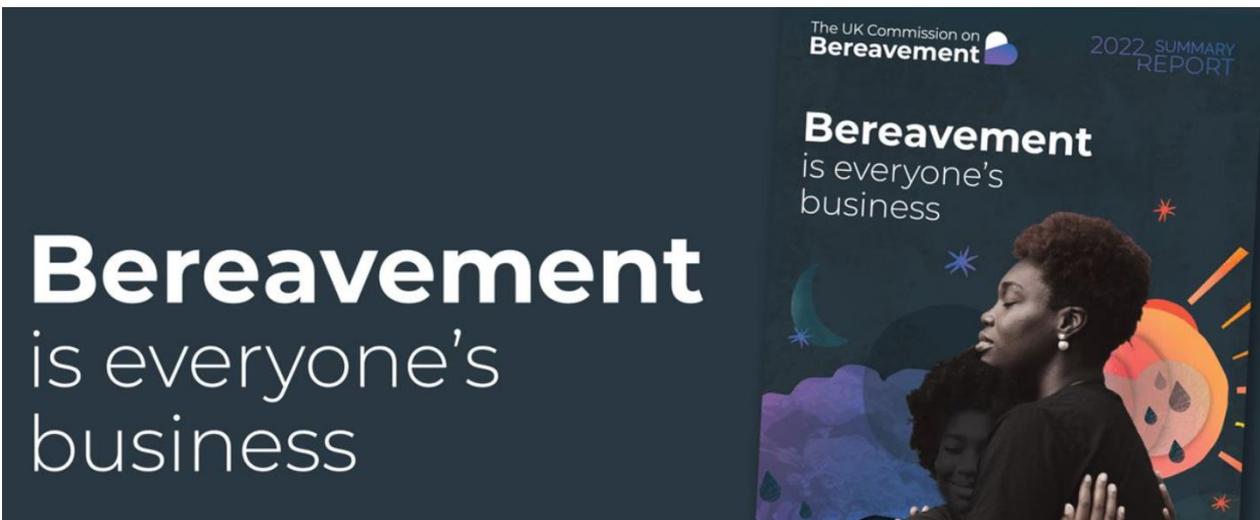
The Charter Mark is currently available to:

- Employers

We are working to develop resources to enable other communities and organisations to apply for the Bereavement Charter Mark, including:

- Community Groups
- Schools
- Care Homes
- Faith communities





Commission Principle

...I can easily find and access the right emotional bereavement support that recognises my needs and circumstances

Scottish Government recommendation

The National Bereavement Charter must be independently funded for mainstreaming of its work

Commission Principle

... the professionals I am in contact with at all stages through my bereavement are compassionate and helpful

Employers' recommendation

All employers in Scotland must work towards the National Bereavement Charter Mark

Total UK employees (2019)

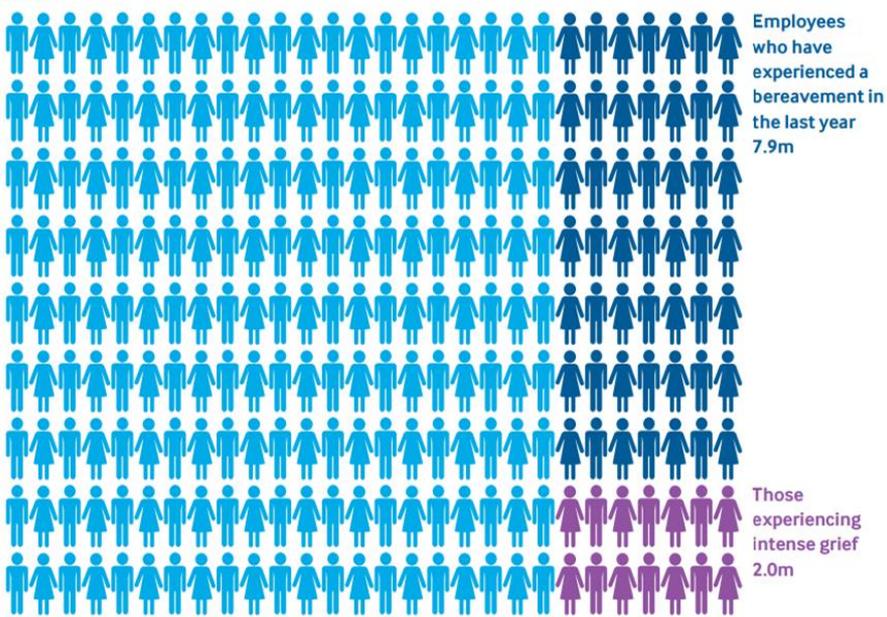


Figure 1: Share of UK employees who have experienced a bereavement and those who are

Understanding grief at work

Employees most commonly experience the impact of grief through the death of someone close to them. However, other significant losses such as separation, divorce or illness can also give rise to grief reactions.

Grief is a normal, though difficult, part of life. Work is also a normal part of life and the workplace along with family, friends etc. has an important role in helping employees to adjust to the losses that they encounter in their working lives.

How grief affects employees

Grief reactions

Grief is not an illness and it does not need 'to be fixed'. It is a process of adjustment which the grieving employee has to negotiate.

Grief affects people in a number of ways including physically, emotionally, psychologically and spiritually.

Some of what we know to be normal reactions for any person who may be grieving include:

- Only 30% of those in employment say managers or leadership have shared the organisation's bereavement policy in the last year.

Psychological

Grief can affect us when we least expect it. Thoughts about the person who has died suddenly come in to our minds or a smell or song might trigger memories. Grief is out of our control. Psychological reactions that may occur when grieving include:

- Difficulty concentrating
- Disbelief
- Confusion
- Preoccupation with the person who has died
- Dreaming of the deceased person

Spiritual

Death can bring up important questions of meaning for people. Why did this happen? What is the meaning of my life now without this person? Why me? This type of questioning is common when grieving. Spiritual grief reactions include:

- Trying to make sense of what has happened
- Hostility towards God
- Searching for meaning
- Questioning

Emotional

Emotionally grief can be like waves washing on a beach. It ebbs and flows. Sometimes the waves are small and manageable and at other times the grieving person can feel overwhelmed by them. Emotions to be expected when grieving include:

- Sadness
- Anger
- Guilt and self-reproach
- Relief
- Anxiety
- Loneliness
- Helplessness

Physical

We may feel grief in our bodies through pains, aches and fatigue. These reactions can persist for a long time after the death. Other physical aspects of grief include:

- Tiredness
- Sleep disturbances
- Appetite disturbances
- Crying
- Weakness in muscles
- Feeling flat and lacking enthusiasm
- Breathlessness

Grieving takes time

Grief takes longer than we may think. Two years⁶ is a good rule of thumb for someone to come to terms with the major aspects of the death of someone close to them.

While it is important to support people around the immediate time of the loss, it can often be some time later (6 – 24 months) before the full impact of the loss begins to sink in and some of what we know to be normal feelings, behaviours and reactions come to the surface.

Key point

The grieving process takes longer than we may think. It may take some time before the full impact of the loss is felt by the employee.

The role of the organisation

Although managers have a key role in proactively managing employee bereavement, they must be supported at an organisational level both in terms of policy and culture. This means there must be buy-in throughout the organisation.

How organisations can support bereaved employees

Short-term

1. Ensure an open and proactive approach to employee bereavement amongst all staff, especially senior managers.
2. Acknowledge the employee's loss and facilitate staff to attend funeral rituals.
3. Support managers in adopting a flexible and sensitive approach to employee bereavement situations.

Long-term

1. Develop an organisational bereavement policy with the help of employees, and make sure it is known and accessible to all staff.
2. Train staff in understanding the grieving process and develop bereavement resource person(s) within the organisation.
3. Work proactively at creating an organisational culture that is supportive of employee bereavement through training and events (e.g. providing input on managing grief as part of induction training).

Not only
professionally
but personal
grief too

Not just a
tick
box/policy
we have



scottish bereavement friendly workplaces toolkit

All workplaces can be bereavement friendly workplaces - ones where employees feel supported by colleagues, managers and institutional procedures when they experience the death of someone important to them.

That support can be vital in helping people to cope with a bereavement and in helping them to adjust to live without the person who has died.

This Bereavement-Friendly Workplaces Toolkit contains resources to help both employers and employees to cope with bereavement.



Bereavement Friendly Workplace

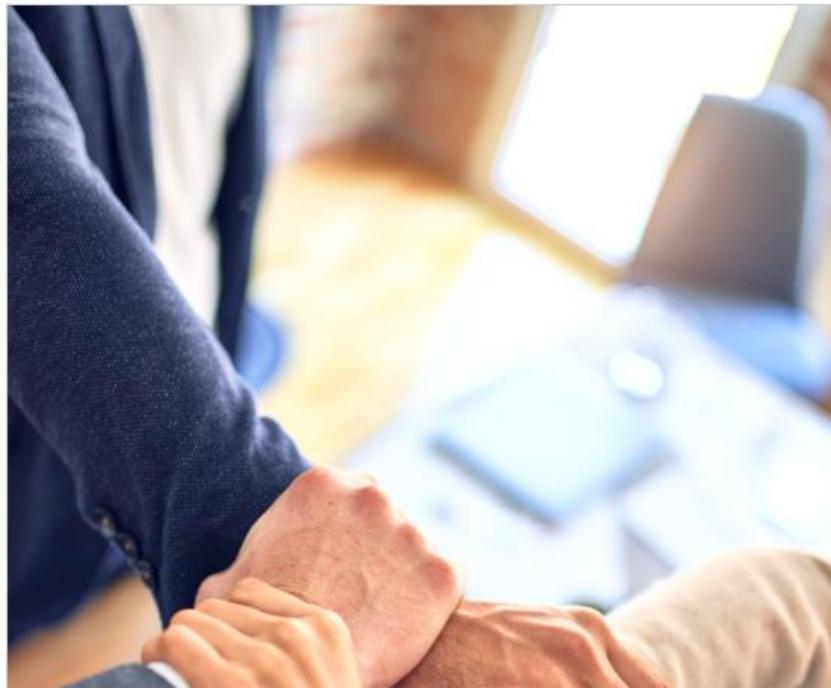
why is workplace support important?

For all of us, there will be times when death intrudes on our lives and expectations. No-one should have to deal with these distressing times alone, and workplaces can play an important role providing:

- flexibility to allow an individual to adjust to their new circumstances
- information on financial, legal and other practical issues
- understanding and social support

Providing a supportive workplace can also have benefits for the organisation. Research suggests compassion in the workplace:

- reduces anxiety
- helps people feel valued
- helps people resume a sense of normality
- increases bonds between co-workers
- generates higher levels of shared positive emotion
- builds a collective capacity for healing



How would a Bereavement Aware School Checklist look?

What would we need to consider?

BEREAVEMENT-FRIENDLY WORKPLACE CHECKLIST

Policy

- Does your workplace have a clear, specific bereavement policy?
- Is it easily accessed and clearly identified in the staff handbook/website?
- Does it specify what the organisation believes is a reasonable amount of bereavement leave?
- Does it allow for discretionary additional leave?
- Does it offer additional support such as flexible working or staged return to work?
- Is it clear who it applies to?
- Has consideration been given to all categories of staff, including casual and contract workers?

Communication

- Do colleagues know who to speak to in the event of a bereavement?
- Is there someone colleagues can talk to instead of a line manager if they feel the need to?

Procedure

- Is there a discreet and sensitive procedure in place for how colleagues can report a bereavement?
- Have managers been fully briefed or trained in handling a bereavement?
- Do you have a procedure for informing team members when someone has been bereaved?
- Do you have a procedure for managing the person's return to work, including extra support if they need it?

Office culture

- Have staff been trained/briefed on how to deal with a colleague's bereavement and the importance of a supportive working environment?
- Is there quiet space to escape to if needed?
- Are staff able to take reasonable time away from their desks or workstations if needed?
- Is there capacity to help a bereaved person with their workload?

More information about becoming a bereavement friendly workplace at: https://www.goodlifedeathgrief.org.uk/content/workplace_home/



•Schools/places of education have a key role to play in providing a supportive environment for children, young people and staff who have been bereaved. How a bereaved CYP is supported at school will make a huge difference to their ability to cope both now and in the future.



Adopting the Bereavement Charter Mark for Schools can help your school to become a more supportive place for children and staff who are bereaved.

It is also a good way to create opportunities for your school community to learn more about bereavement and how to show understanding and provide support.

Your school will be awarded the Bereavement Charter mark if it can meet at least **four** of the following criteria:

Con-
Dra-

Why is it important that schools are 'bereavement-friendly'?

Bereavement is more common than you might think

Research suggests that by the age of eight most children have experienced a bereavement of either a parent, sibling, grandparent or other close relative.

Bereavement has short and long-term negative effects on children

Experiences of caregiving and loss often have a negative impact on a child's social, emotional and physical health, educational outcomes and future functioning. For example, they have been found to place children at increased risk of anxiety or depression, social isolation, school absences, bullying and academic under-achievement.

Schools can help children to cope with bereavement

Support from family, friends and school is a key protective factor for children. Not everyone will need specialist counselling, but everyone can benefit from understanding and support from their teachers, classmates and other school staff.

Learning about death is part of life

Children see, read or hear about the impact of illness and dying in relation to people in their wider community, as well as in books, films, video games, history and science lessons, and in the media. It is therefore important that these experiences are consistently acknowledged and recognised as a common part of a child's life by adults and in their education. This is significant given that the importance of informing, including and promoting self-efficacy when someone is ill or dies has been found to support children's coping.

Schools can model positive behaviours that a child will carry with them

Attitudes and behaviours developed during childhood can follow into adulthood.

Experiencing supportive environments relating to bereavement can help children to understand how to look after themselves and others in the future.

Schools are workplaces

Everyone will experience a bereavement at some stage in their life, and a supportive workplace can play an important role providing flexibility, information and social support to help someone adapt to their new circumstances.



- **Places of Education must meet 4 of the criteria**

1. All staff and parents are informed that the school is applying for the Bereavement Charter Mark and provided with access to information about bereavement support, both for adults and for children.

1. All members of the management team have read the "Supporting Managers' section of the Scottish Bereavement Friendly Workplaces Toolkit.

1. Senior Management has developed/adopted a Bereavement Policy and/or bereavement guidance for the school, covering best practice for both staff and student bereavement.

1. All classes will read and discuss at least one book that explores themes relating to death and bereavement.

1. Staff and students will work together to develop and display a Nursery/School/College/University Bereavement Charter.

6. Staff will receive training in bereavement support.

Every three years the school should review its ability to meet the above criteria, and re-apply for the charter mark.

apply for the charter mark

If you are interested in taking part in the pilot of the Bereavement Charter Mark for Primary Schools, please get in touch with Donna Hastings:

dhastings@stcolumbaspice.org.uk

To apply for the bereavement charter mark you will need to:

- a) complete at least four of the criteria above
- b) complete this [application form](#) and email it to dhastings@stcolumbaspice.org.uk
- c) complete [this survey](#) telling us your thoughts and reflections on the charter mark and accompanying resources so that we can use your experiences to inform the future development of the charter mark for schools.



[Good Life, Good Death, Good Grief :: bereavement charter mark for primary schools \(goodlifedeathgrief.org.uk\)](http://goodlifedeathgrief.org.uk)



Our School Bereavement Charter

In our School:

Everyone will be treated with kindness and thoughtfulness

Everyone will have their wishes, choices and beliefs listened to, considered and respected

Grief, bereavement and death are a natural part of our lives and we can talk openly about this if we want to, but we will remember to think about others who may not want to

If we need extra support we will be helped to access this

Our grief might change over time and this is understood and supported

Everyone can be helped to find ways to express all their feelings and thoughts to do with their grief - such as sadness, worry, feeling mixed up, anger and guilt.

We know who we can talk to if we are feeling sad, upset or are having a tough day with our grief

home about demystifying death week get support projects resources communities toolkit

a bereavement charter for children and adults in scotland

resources for schools

Below are some resources to help schools work towards achieving the Bereavement Charter Mark. It is not expected that schools will use all of these - a selection of potentially useful resources is provided below.

This guide provides an overview of the Bereavement Charter Mark for Primary Schools: [The Bereavement Charter for Children, Young People and Adults in Scotland - a Guide for Primary Schools](#)

Criteria 1: All staff and parents are informed that the school is applying for the Bereavement Charter Mark and provided with access to information about bereavement support, both for adults and for children.



Resources for staff and parents under each criteria section

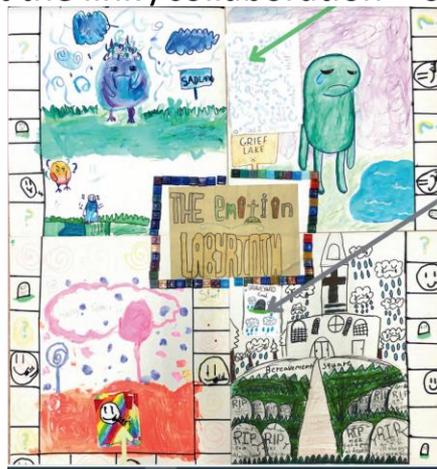
Ideas for school projects – can support the link /collaboration – or can stand alone

Labyrinth Board Game

Walk a mile in mine

Songwriting for Grief, Change and Loss

When Words are Not Enough



Songwriting for change, loss and grief



An international project for hospice patients and school children in Scotland and Greece

This event marks the completion of an exciting international songwriting project promoting death and dying awareness.

Following the award-winning work of St Columba's Hospice Care and Fischy Music, the project brings school communities together with hospice patients to explore change, loss, and grief.

Hospice patients from St Columba's Hospice Care in Edinburgh and from the Galilee palliative care unit in Greece came together with children from George Heriot's School and from Elliniki Paideia respectively. The group named themselves GRIECO Agape. They met over a number of weeks and wrote songs exploring, expressing and sharing experiences of change, loss and grief in life.

In this event, you will get the opportunity to hear more about the project and people's experiences of it. We will perform the songs written and share audio-visual examples from the process of the project.

*Everyone is welcome,
Please join us!*

This is a free event.
To book your place, please email:



Final words from the artists

A / F(14) - "I didn't really want to make my box personal so I had this idea that I would use a lock that would symbolise a person (me) and the key represented a memory or a smell or something that reminds you of someone that you've lost. When the key goes into the lock it is like you remembering a feeling or a memory and the wings (which have words written on them) are all the feelings you get from the memories."



E / F(16) - "I didn't manage to finish my box the way I wanted... My box is all about my dad. It struck me that in life you don't always get to finish and my dad's life was like that – he finished before he was meant to. The twig is from a Rowan tree it's a kind of memorial"

S / M(12) - "This is my past and my fears. I can tell people about my past but not my fears... I keep these inside."

Pieces of Soul

Grief
is like glitter.

You can throw a handful of it in the air,
but when you try to clean it up,
you will never get it all.
Even long after the event, you will still
find glitter tucked in the corners.
It will always be there...somewhere.



**Bereavement
Charter**
FOR SCOTLAND

A Bereavement Charter for Children and Adults in Scotland

This Charter provides a set of statements which describe how in Scotland we can support a person or a group of people experiencing bereavement. Good bereavement care is a human right. This Charter is underpinned by a desire to make sure that in Scotland, we can do all that we can to support people who might be experiencing difficulties following the death of someone they know or somebody in their community. It is the responsibility of everyone within Scotland to ensure that this is achieved. These are our statements:

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The Charter and additional information can be found at
www.scottishcare.org/bereavement

"Compassion for
others begins with
kindness to
ourselves." – Pema
Chodron

Lunch Break and Stall browsing



St. Joseph's Primary

Karen Wynne DHT



Fynn
Martha



Embedding the East Renfrewshire
Bereavement, Loss & Grief
Curricular Resource



St. Joseph's Primary



CONTEXT

- ❑ Response from Psychological Service – meeting a demand
- ❑ Partnership with PPWH 2015 (approx)
- ❑ Establishment of ERC Strategy Group

- Spencer Gooch
Carol Graham
Siobhan Drummond
- Janette McGarvey
- Ainsley McGoldrick
Caroline McGrory
Jane Miller
- Karen Wynne

PT Pupil Support, Mearns Castle High School
Family Support Services Manager, PPWH
Educational Psychologist, East Renfrewshire Council
Young Person's Development Worker, PPWH
Senior Educational Psychologist, East Renfrewshire Council
Child Development Office, Glenwood Family Centre
Education facilitator and clinical nurse specialist, PPWH
Depute Head Teacher, St. Joseph's Primary School





St. Joseph's Primary



Where to begin?



The work of
the
BLG Group



0

5

I am unaware
of the material

I have accessed
and used
the material



St. Joseph's Primary



Where to begin?

RAISE
AWARE
NESS



The work of
the
BLG Group

The work of the BLG Group:

East Renfrewshire Council

Staff Section

infoLinks

ERC Digihub

Curriculum, Learning, Teaching and Assessment

STEM in ERC

ERC Numeracy and Mathematics

ERC EAL and Support

ERC Equality and Social Justice

ERC Family Centred Approaches

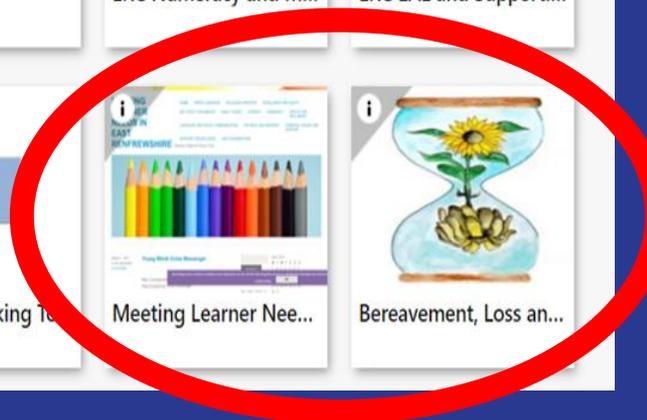
ERC LinguaLab

ERC Literacy Locker

BGE Benchmarking Tool

Meeting Learner Needs

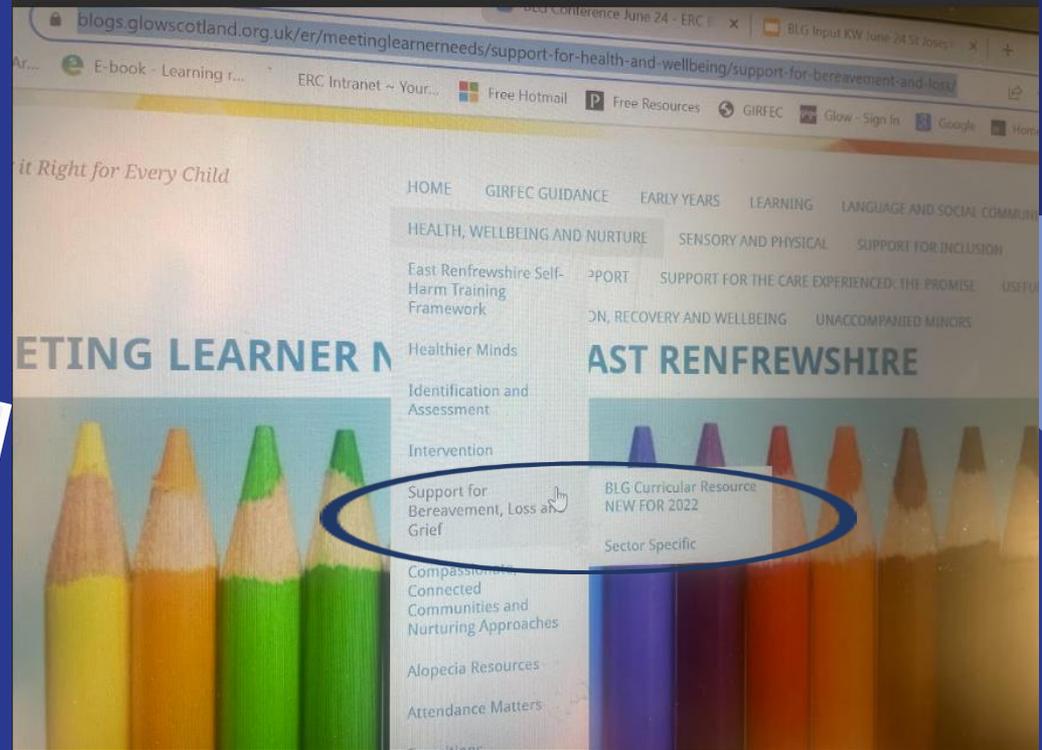
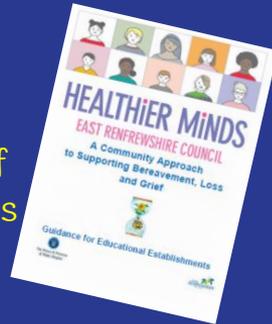
Bereavement, Loss and Grief



The work of the BLG Group

Meeting Learner Needs Site

- ❑ BLG Policy Documentation
- ❑ BLG Curricular Resource
- ❑ BLG Leaflets: Parent/Child/Staff
- ❑ BLG Bereavement letter templates
- ❑ BLG Posters
- ❑ BLG Home-school diary inserts
- ❑ BLG Supporting CYP Through anticipatory Grief
- ❑ BLG Supporting when a suicide happens
- ❑ Bereavement and Additional Support Needs
- ❑ Support resource links
- ❑ Coping strategies & Practical ideas for those supporting
- ❑ Information documents for parents, carers, staff and visitors
- ❑ Supporting organisations
- ❑ Case studies



[Support for Bereavement, Loss and Grief |](#)





St. Joseph's Primary



Where to begin?

RAISE
AWARE
NESS



- SLT Meetings
- Inclusion in SIP – Resource drive
- Hard copy of policy for every staff member
- Staff meetings (brief tasks)
- In service – start of new session
- DMs / assemblies
- Emails with links/BLG logo
- Posters in staffroom
- Leaflets accessible
- Flag up to staff (when used)
- Drop ins
- Sign post to CLPL



St. Joseph's Primary

Why the need for a Community Approach
to Supporting
Bereavement, Loss and Grief?





St. Joseph's Primary Rationale



HEALTHIER MINDS

EAST RENFREWSHIRE COUNCIL

Learning about Bereavement, Loss and Grief

PSHE Lessons

For many people, talking about loss and death continues to be an extremely difficult subject. This is despite loss and death being something that everyone will experience at some point in their lives. We now know that even young children experience grief but yet there continues to be a reluctance to talk about it. Allowing children and young people the opportunity to understand and learn about bereavement can enhance their resilience, their coping skills and support them, now and in the future, when faced with this particular life event.

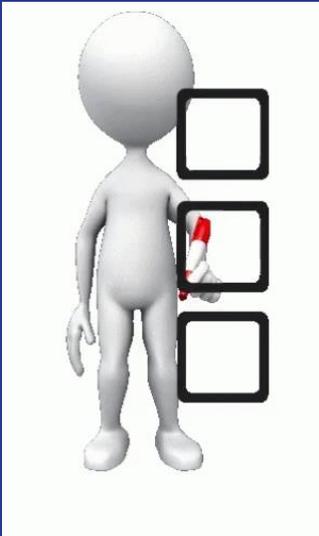




St. Joseph's Primary



Progress check



- All staff understood rationale
- able to locate materials online
- Knew where to access leaflets
- Hard copies in every class
- Staff feedback – anecdotal experience with families/pupils of using the materials, positive “testimonials”





St. Joseph's Primary Bereavement, Loss & Grief Curricular Resource

Karen Wynne
In-service



October 2022



In-Service day 2

October 2022

St. Joseph's Primary

Supporting our Pupils Supporting our Staff

- Today's focus is on the development of the support resource for staff and the new curricular resource
- No personal questions will be asked
- No reflection on personal experiences
- Time will be given to review new material specific to your stage





St. Joseph's Primary



Where to begin?

RAISE
AWARE
NESS



The work of
the
BLG Group

The work of the BLG Group:

East Renfrewshire Council

Staff Section

infoLinks

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STEM in ERC

ERC Numeracy and Mathematics

ERC EAL and Support

ERC Equality and Social Justice

ERC Family Centred Approaches

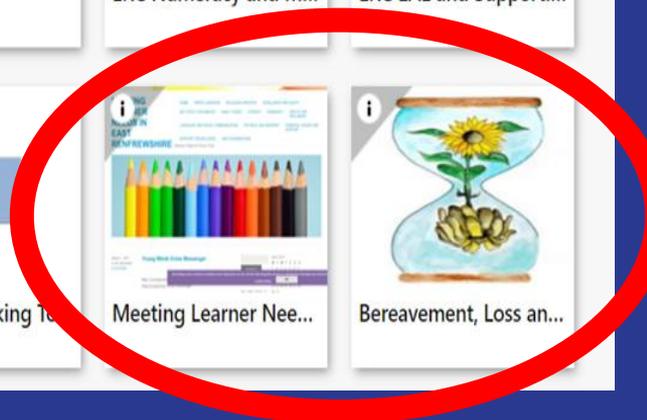
ERC LinguaLab

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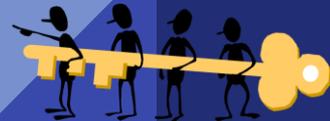
Meeting Learner Needs

Bereavement, Loss and Grief





St. Joseph's Primary Supporting our Pupils



Bereavement, Loss and Grief Curricular Resources > Bereavement Loss and Grief Curricular Resource Accompanying Documents

 Name ▾	Modified ▾	Modified By ▾
 Bereavement, Loss and Grief Curricular Resource Information for Parents and Carers.pdf ✕	6 June, 2022	s. erenfrew
 Bereavement, Loss and Grief Curricular Resource Links to CfE.pdf ✕	6 June, 2022	s. erenfrew
 Bereavement, Loss and Grief Curricular Resource Practitioner Guidance.pdf ✕	6 June, 2022	s. erenfrew
 Bereavement, Loss and Grief Curricular Resource Sketchnote.pdf ✕	6 June, 2022	s. erenfrew
 Pupil Questionnaire P1-P5.docx ✕	6 June, 2022	s. erenfrew
 Pupil Questionnaire P6+.docx ✕	6 June, 2022	s. erenfrew

<https://glowscotland.sharepoint.com/sites/EastRenfrewshireCouncil/StaffSection/Bereavement%20Loss%20and%20Grief%20Curricular%20Resources/Forms/AllItems.aspx>





St. Joseph's Primary Supporting our Pupils



Bereavement, Loss and Grief Curricular Resources 

 Name ▾

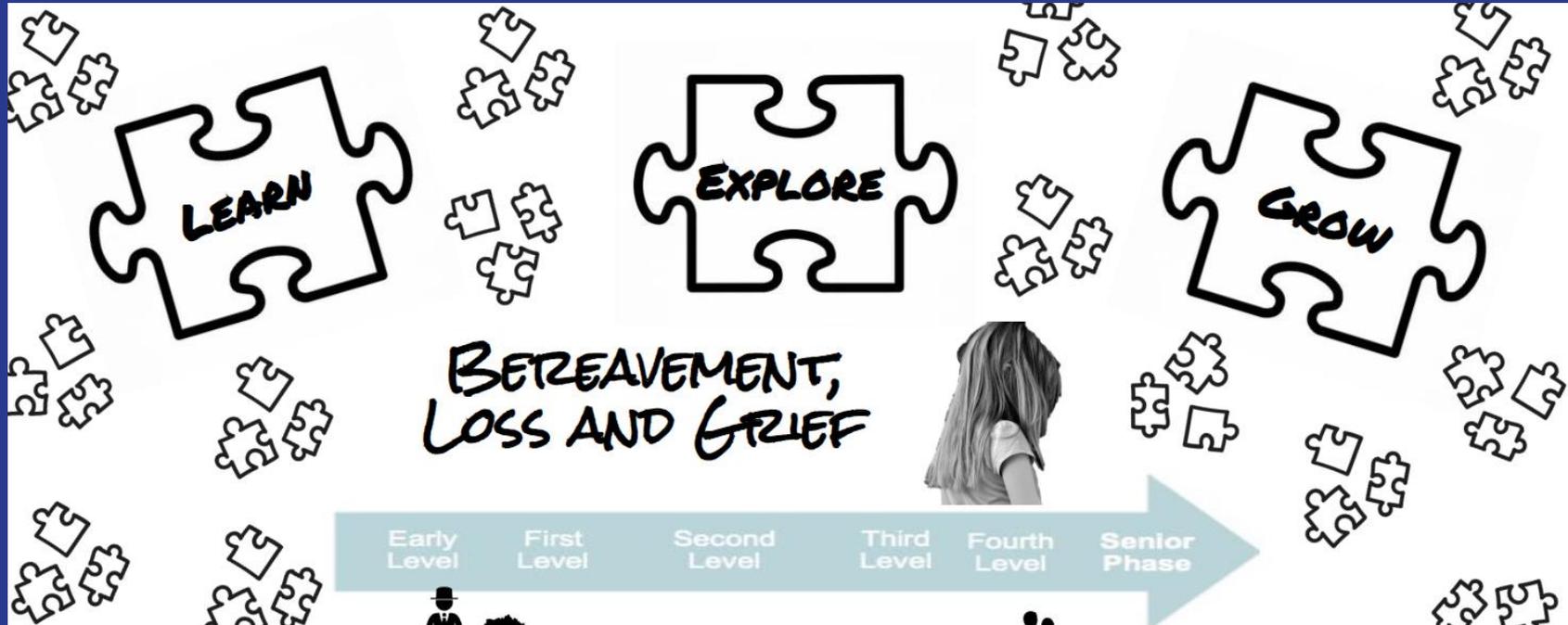
-  Bereavement Loss and Grief Curricular Resource Accompanying Docum...
-  P1
-  P2
-  P3
-  P4
-  P5
-  P6
-  P7
-  S1
-  S2
-  S3
-  S4
-  S5

<https://glowscotland.sharepoint.com/sites/EastRenfrewshireCouncil/StaffSection/Bereavement%20Loss%20and%20Grief%20Curricular%20Resources/Forms/AllItems.aspx>



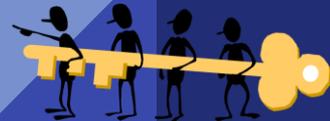


St. Joseph's Primary Supporting our Pupils





St. Joseph's Primary Supporting our Pupils



Bereavement, Loss and Grief |

> P1 > Learning about Bereavement, Loss and Grief in P1

 Name ▾

 Learning about Bereavement, Loss and Grief in P1.ppt

 P1 Lesson Plan 1 Learn.docx

 P1 Lesson Plan 2 Explore.docx

 P1 Lesson Plan 3 Grow.docx

Every stage has 3 lessons and an accompanying powerpoint.

Every stage follows the same structure:

- LEARN
- EXPLORE
- GROW

<https://glowscotland.sharepoint.com/sites/EastRenfrewshireCouncil/StaffSection/Bereavement%20Loss%20and%20Grief%20Curricular%20Resources/Forms/AllItems.aspx>





St. Joseph's Primary Supporting our Pupils



1 hour

Work with your stage partner(s) to:

- Download the resources for your own stage to drive
- Review 3 lesson plans
- Review lesson powerpoint
- Review related videos
- Return for feedback and discussion

The screenshot shows a OneDrive interface for a folder named 'MENTAL HEALTH & EM... > BEREAVEMENT, LOSS & ...'. It displays a grid of folders labeled 'P1 BLG' through 'P7 BLG'. Below the folders, there is a 'Files' section containing several PDF documents titled 'Bereavement, Loss and Grievance'. One of the PDF thumbnails is clearly visible, featuring the 'HEALTHIER MINDS' logo and the text 'EAST KENFRESHIRE COUNCIL Learning about Bereavement, Loss and Grief PSHE Lessons Information for Parents and Carers'.

Line managers circulated in departments to discuss/support



St. Joseph's Primary Supporting our Pupils



What happens now?

- BLG Pupil questionnaires will be printed off and distributed by office
- BLG Parent info leaflet being emailed home 31st Oct with Mass info
- 3 BLG lessons delivered in November (annually)



St. Joseph's Primary Supporting our Pupils



Why November?

- Children's Grief Awareness Week
- Remembrance Sunday
- Natural RE link - denominational context

*“The Catholic Church invites us during the entire month of November, the Month of the Holy Souls, to pray for the departed. On **1 November**, the church begins the Month of the Holy Souls by celebrating the Solemnity of All Saints — a celebration of our common vocation to holiness, and a recognition of that holiness in the deceased who have already entered into the communion of saints.”*

*“On **2 November**, All Souls Day, and throughout the month of November, the church asks us to pray for those who have died and ask God to welcome them into his embrace.”*



St. Joseph's Primary Supporting our Pupils



What happened next?.....



St. Joseph's Primary Supporting our Pupils



 Bereavement Loss and Grief Curricular Resource Information for Parents and Carers.pdf
539 KB



Dear Parents/ Carers

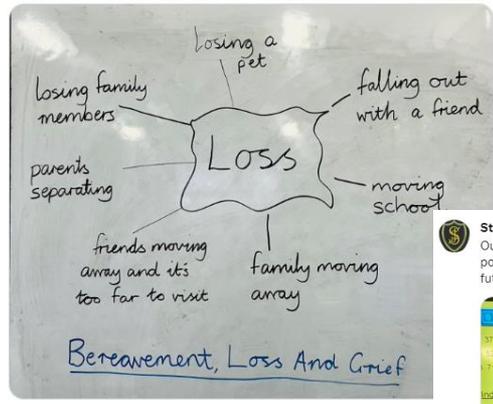
A reminder that tomorrow (01 Nov) is a Holy Day of Obligation: the Feast of All Saints. All pupils will attend Mass: P5-7 in St Joseph's Church / P1-4 in school.

In the Catholic Church, November is a month in which we have a focus on remembering those who have died and our Religious Education and PSHE lessons during this month link to this theme.

Please see the attachment for further information from the ERC Bereavement, Loss and Grief Team, of which Mrs Wynne (DHT) is a member.

November

St Joseph's Primary @StJosephsERC · Nov 3, 2023
Lots of mature discussion in P7b this morning during the first of our lessons on Bereavement, Loss and Grief. ⭐



Bereavement, Loss And Grief

St Joseph's Primary @StJosephsERC · Nov 1, 2023
Our November 2023 Newsletter

sway.cloud.microsoft
St Joseph's Primary Newsletter November 2023
In St Joseph's we have the mental and emotional wellbeing of our children at the heart of everything.

St Joseph's Primary reposted
stjosephsclarkston @stjosephsclarkston · Oct 30, 2023

All Saints Day

HOLY DAY OF OBLIGATION
Wednesday 1st November is the Solemnity of All Saints.
Vigil Mass Tuesday 31st October at 7pm
Wednesday 1st November, Masses at 9.30am and 7pm.

St Joseph's Primary @StJosephsERC · Nov 9, 2023
Our House Captains and Mentor are going round the classes selling popples as a symbol for both Remembrance and hope for a peaceful future.



Bereavement, Loss and Grief PSHE Lessons
Information for Parents and Carers



St Joseph's Primary @StJosephsERC · Nov 11, 2023
P7b have created 'Our November List' to remember and pay tribute to friends who have died.



St Joseph's Primary @StJosephsERC · Nov 28, 2023
P7a demonstrated how to be successful learners during their Bereavement, Loss & Grief presentations. We worked together in groups & decided on the most appropriate way to present our information. We had short films, posters, comic strips, PPTs, Canva posters & stop motion films!



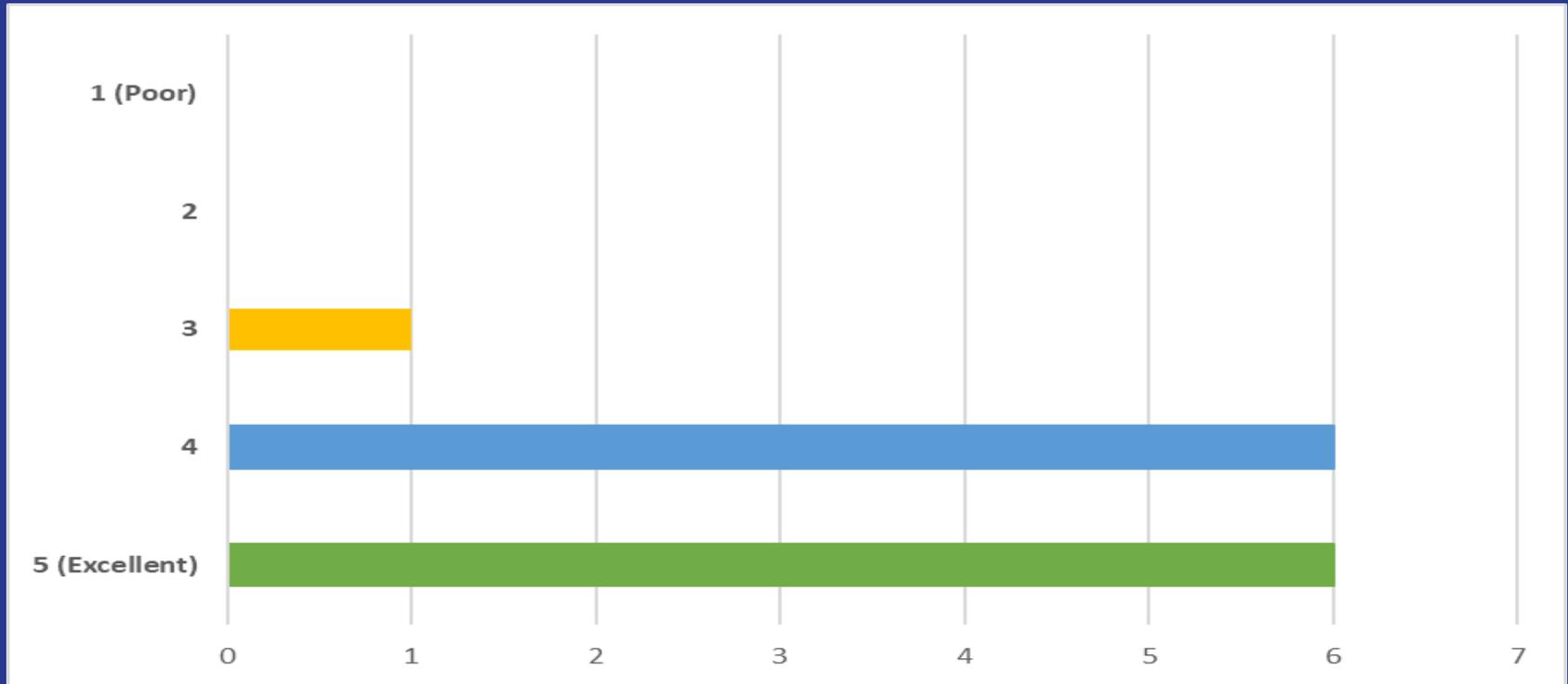
St Joseph's Primary @StJosephsERC · Nov 18, 2023
Children's Grief Awareness Week #CGAW23

Winston's Wish @winstonswish · Nov 16, 2023
What is death and grief? These can be difficult concepts for children to understand. For Children's Grief Awareness Week (which starts today), we've made this video to help explain death and grief in a way primary school children may understand. #CGAW23

When someone dies, it means that their body has stopped working.

Dec 23

Teachers' overall rating of the lessons





St. Joseph's Primary

Staff Questionnaire Dec 23



General Themes

- Responses were very positive, and highlighted a range of strengths with the content of the lessons and their supporting resources.
- The suggestions were that some younger children may have found the materials challenging, and that some of the activities (though enjoyable) did not link as closely to the theme of the lesson compared to other activities.
- Teachers felt the lessons were age and stage appropriate; that they felt confident delivering the lessons; and that the lessons dealt with the topic of loss sensitively.
- Whilst children were not included in the survey, feedback indicates that the majority were engaged in the lessons and benefited from exploring the topic of death/loss in a safe and supportive environment.



St. Joseph's Primary



Staff Questionnaire Dec 23

- All children could relate to the topics and were able to discuss/share personal experiences when appropriate. They felt confident enough to volunteer personal experiences and were encouraged when others agreed or had experienced something similar.
- The lessons allowed difficult topics to be discussed and created a safe environment for open conversations with children.
- A very positive message reinforcing that everyone deals with grief in different ways.
- Using short clips from animated films to help children understand death and loss was a useful starting point. It helped children to think and open up about their own experiences.
- Resources were well pitched.
- Child friendly - grief was explained in a very accessible way
- Created opportunities to have mature class discussions, children were a support to one another, learners realised grief is a process, the group project in P7 allowed children to conduct their own research and make sense of the grief journey themselves.





St. Joseph's Primary

Staff Questionnaire Dec 23



Detailed lesson plans were helpful

- Having the lesson plans so detailed helped to deliver the lessons efficiently, correctly and gave me more confidence in my ability to talk to the children about such a sensitive subject.
- Good to have clear guidance on areas covered at the stage and see how it would progress next year.
- Good structure which was consistent throughout the set of lessons





St Joseph's BLG film





What now?.....





The Bereavement Charter for Children, Young people and Adults in Scotland

#becausegriefmatters



#becausegriefmatters



Embedding the East Renfrewshire
Bereavement, Loss & Grief
Curricular Resource



Karen Wynne DHT
Wynnekm@st-josephs.e-renfrew.sch.uk

Fynn
Martha



Practical strategies to support children and their families

The BLG Team

Staged Model of Support

1. Learning about Death and Loss
2. Preparation for a bereavement
3. Returning to school- what could we do?
4. Activities to help remember someone.
5. Targeted intervention



Learning about Death and Loss

Learning about Bereavement, Loss and Grief

Lesson resource for P1
Learn

East Renfrewshire Bereavement, Loss and Grief Team
With thanks to Winston's Wish



**WINSTON'S
WISH WW**
Giving hope to grieving children

Preparation for a bereavement

• Understand that anticipatory grief is normal, as are the confusing feelings that accompany it.

- Support them to express feelings (e.g. talking, art, writing).
- Stay connected with them.
- Connect with local services (e.g. young carers).



Returning to school - what could we do?

- Explain to the class/peer group about the bereavement (as appropriate and with consent).
- Key person to meet the child on their return, acknowledge the death.
- Establish as normal routines as possible.
- Plan additional supports with the child and family (where appropriate):
 - Break cards
 - Quiet space
 - Regular check ins
 - Transition objects
 - Social stories
 - Adapted timetable
 - Modified expectations of work/focus



Has someone important to you died?

Ideas to help you in your grief

People cope in all sorts of ways when someone dies. It can be hard to know what to do to get through this time, especially while we have to be apart from family and friends. Here are some suggestions from other bereaved young people about things you could do. Tick the ones you think would help at the moment, and keep it as a reminder.

Tell people what helps me feel better and keeps me feeling safe

Remind myself that, like the seasons, things will change

Ask if I can keep something that belonged to them

Look after myself and allow time for sleeping, eating resting, thinking and relaxing

Start a memory box or book to help remember them

Ask questions about what happened even if people get upset. I need the facts to understand, and talking about it will help me

Share with others if I start to think I am to blame

Remind myself I'm not going crazy. My sleeping, eating, thinking, memory, concentrating & motivation will be up and down

Laugh and have fun without feeling bad about it

Talk to the person who died in my imagination or write them a letter. This may help me say things I never got the chance to say, and to stay feeling connected to them

Ask for help and support whenever I need it

Stay connected with friends and family even though we have to be apart

Find ways of expressing my feelings by writing, drawing, music or exercise

Ask for any extra help I might need with school work, especially while schools are closed

I'm going to try
.....
.....
.....

DO

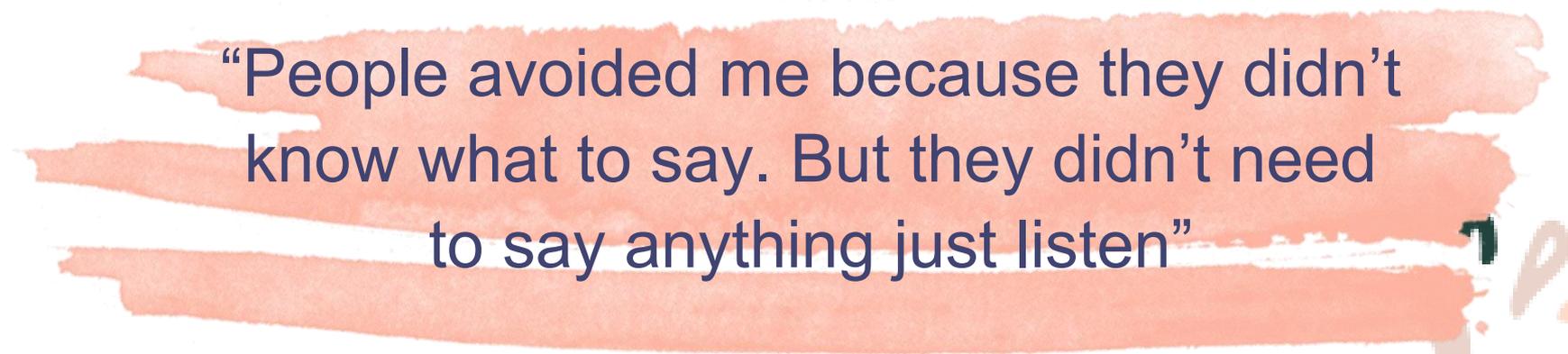
- Find a private space to talk
- Use open body language
- Listen with acceptance
- Echo and reflect back what is said
- Tolerate silences
- Offer reassurance about the normality of grief
- Encourage parents/carers to talk to their children about the death.





AVOID:

- Offering advice/solutions unless asked for.
- Comments like “I know how you’re feeling”



“People avoided me because they didn’t know what to say. But they didn’t need to say anything just listen”

(P7 pupil)



Activities to help remember someone



Memory box



Plant tree/flowers



Be creative- song, photography, craft, poetry etc.



Diary

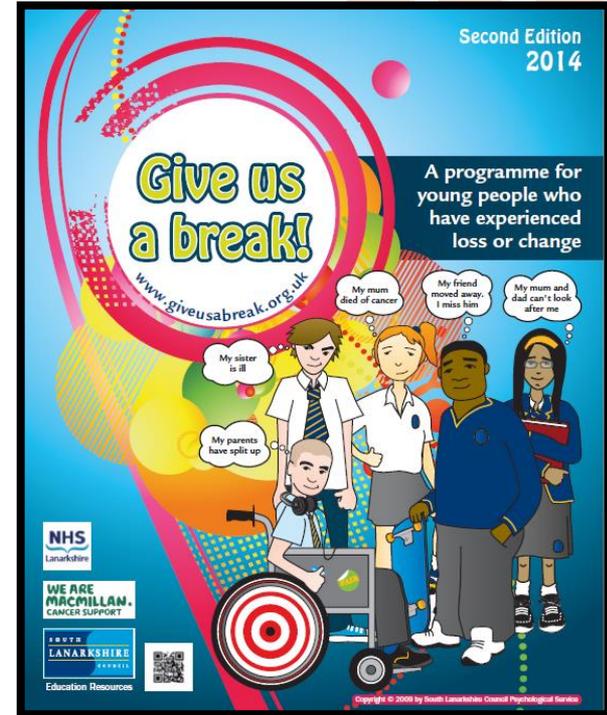


Online memorial

Targeted interventions



Seasons for Growth



Give us a Break

Give us a break!

- 8 week programme for young people aged 10-14 years old.
- Developed by South Lanarkshire EPS and NHS.
- Bereavement loss and change programme (at least 6 months after).
- Solution focussed theoretical framework- strengths and goal setting



Give us a break!

Give us a break! Resource sheet 3
Strength card

Give us a break! Resource sheet 6
My life journey

I was born on _____

I was named _____

Today

Give us a break! Resource sheet 7
Feelings wordsearch

Can you find all the feelings below hidden in the wordsearch?

Relieved	Angry	Excited	Brave
Confused	Sad	Nervous	Happy
Guiltily	Amazing	Glad	Scared
Relaxed	Anxious	Calm	Hurt

N H J I O P R T Y Q W X C T R
A P W I U Y T R W E A M V U E
V N S Z A M A Z I N G H G P L
G A K G N Y F C D A W E L L A
T N F U H T R E I M N B A Q X
H X Z I W E X C I T E D D W E
J I I L H G R I J T W Q A E D
K O H T N J U Y K L A E M R M
A U G Y C D F O I U Y C N C N
S S W Q V B N M N H M R A V B
X G S C A R E D P A S U E L A
C H R O C V G H J P R F B M
Y T T S D G N M K P L O S E W
B Y X D F R T Y H Y U I C R K
N A N G R Y E R T Y U P O D P
M I Z X C V B H J K L O N X O
N E L K J U H H M Z Q P F A I
E R Q W T E R J U K I O U D U
R Q G S A D Y L K R U Y S G B
V W O P T R B N M C T J E J R
O D I U Y H G T F X C M D K A
U F G Y U I Q W E R L P D L V
S H T R E L I E V E D L B E

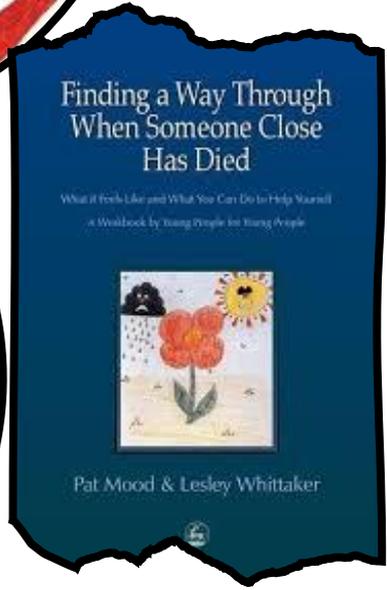
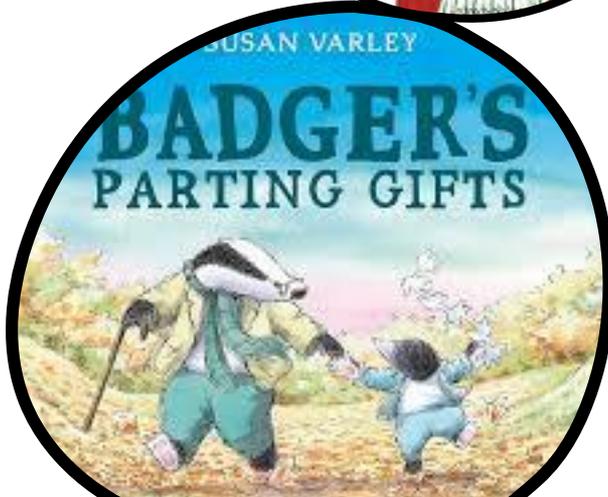
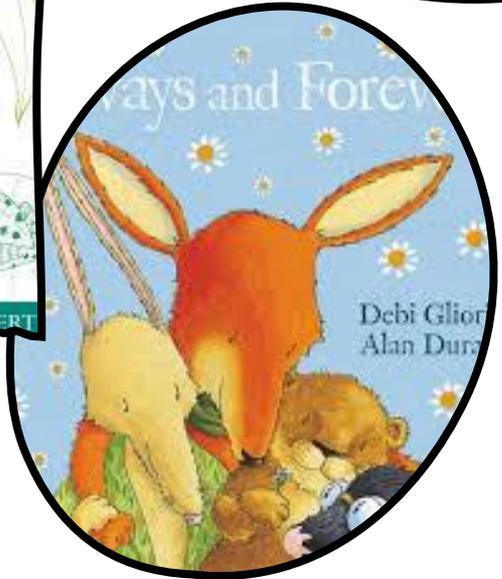
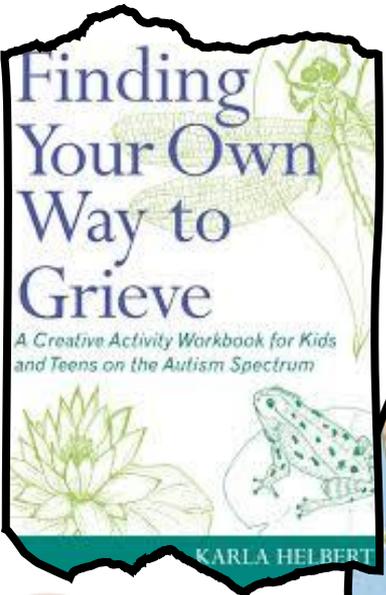
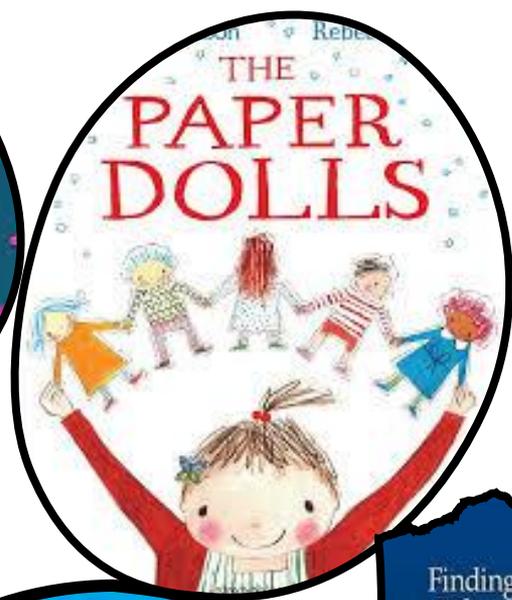
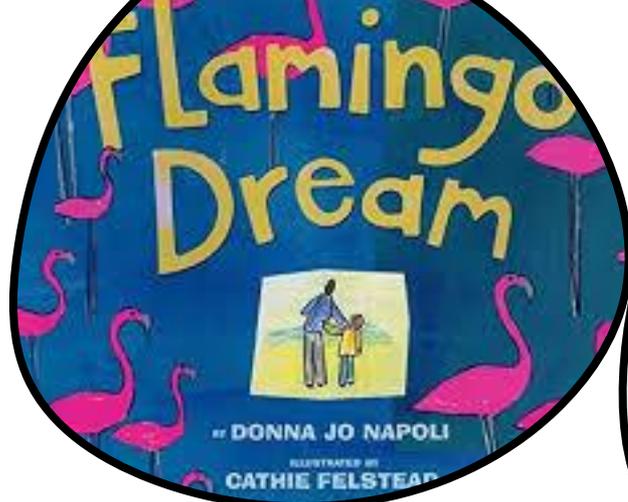
Give us a break! Plus
Summary of Phases

1. Getting to know you
2. Understanding feelings
3. Loss and change
4. Coping strategies
5. Celebration and consolidation

SLOW MOTION
CALM DOWN
SENSORY BOTTLE

— simply amazing —

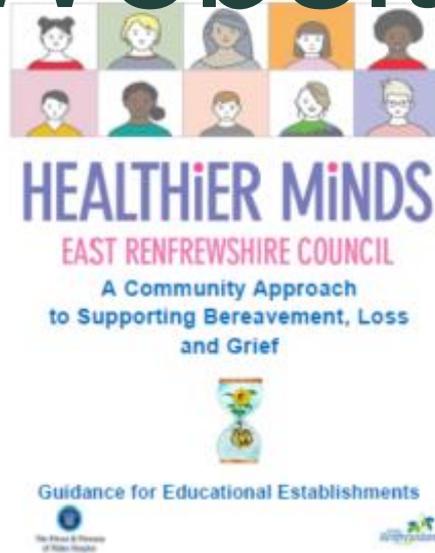
Books



Universal signposting



Healthier Minds Website



<https://blogs.glowscotland.org.uk/er/healthierminds/bereavement-loss-and-grief/>

Evaluation

Loss Matters Conference



A large, circular watercolor splash in shades of orange and light brown serves as the background for the text. The splash has a soft, textured appearance with varying tones of orange and light brown.

Thank
you!



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katherine.fraser@eastrenfrewshire.gov.uk