



# INFORMATION GUIDE FOR SECONDARY SCHOOLS

**Supporting a child facing the death of a loved one**

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## What does it mean for a young person when someone they love is dying?

It is always difficult for young people to cope when they have to deal with a parent who has a life limiting illness- it is a time of uncertainty and there is fear of the unknown as they deal with one of life's 'unplanned transitions'.

Young people in this situation need the support of their family, their faith, their school and the wider community to help them with the current situation and prepare for what may potentially be the most traumatic experience they have ever faced.

The anticipatory death of someone important may cause a child or young person to feel some or all of the following:

**Confusion** trying to make sense of their family situation which can make it difficult for them to describe or connect to any feelings.

**Anxiety** about the safety and well-being of the rest of the family, especially their parent(s). This can be expressed by a child or young person not wanting to leave a parent to go into school, exhibiting separation anxiety or school refusal.

**Loss of control** family life is changing, roles and responsibilities within the family may be changing. This can be unsettling and frightening and may create a need to have control over other things that are within their reach.

**Risk taking behaviour** young people may engage in substance misuse, self-harm, staying out of the family home and engaging in activities and with others outside of their norm.

**Blame, guilt or shame** for things said or unsaid, done or undone.

**Sadness** that may be expressed in a variety of ways (crying, anger, withdrawal, anxiety)

**Physical and psychosomatic symptoms** this could present as headaches, stomach aches or perhaps symptoms which reflect a worry that they may have the same illness.

**Loneliness** not knowing who to talk to, feeling different and alone.

**Distracted** they may have to become more responsible for instance, to be the 'man of the house' or to mother younger siblings, to be a young carer or generally to be 'no trouble and be very good'.

**Disengaged** difficulty or inability to consistently engage in schoolwork, activities, after school clubs, friendships.

**Anger** and even rage, at what is happening.

**Grieving for what is being lost** how family life has already changed and the loss of future plans or hopes, picking up on parents own grief and thus beginning their own grief process.

## Ages and stages in understanding grief

The table below maps the development of young people's understanding of death and how this is likely to impact upon their reactions to the anticipated death of someone close to them:

For further information on how teenagers may respond to anticipatory grief see also:

<https://www.childbereavementuk.org/information-understanding-grieving-teenagers>

Age	Thoughts	Feelings	Actions	Interventions
0–3 years			<ul style="list-style-type: none"> <li>■ Cry</li> <li>■ Cling</li> <li>■ Exhibit regressive behavior</li> </ul>	<ul style="list-style-type: none"> <li>■ Hold the child</li> <li>■ Reassure calmly</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>■ Loved one will return; loved one is just away</li> </ul>	<ul style="list-style-type: none"> <li>■ Confused</li> <li>■ Anxious</li> <li>■ Fearful</li> <li>■ Separation anxiety</li> <li>■ Sad</li> <li>■ Angry</li> </ul>	<ul style="list-style-type: none"> <li>■ Cry</li> <li>■ Temper tantrum</li> <li>■ Nightmares</li> <li>■ Regress</li> <li>■ Cling</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide extra attention</li> <li>■ Reassure calmly</li> </ul>
6–9 years	<ul style="list-style-type: none"> <li>■ Wonder if loved one can return</li> <li>■ Believe deceased can still function</li> <li>■ Believe their actions or words caused the death</li> </ul>	<ul style="list-style-type: none"> <li>■ Confused</li> <li>■ Anxious</li> <li>■ Fearful</li> <li>■ Separation anxiety</li> <li>■ Sad or angry</li> <li>■ Fearful they might die too</li> </ul>	<ul style="list-style-type: none"> <li>■ Cry</li> <li>■ Temper tantrum</li> <li>■ Nightmares</li> <li>■ Regress</li> <li>■ Cling</li> <li>■ Difficulty in concentrating</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide extra attention</li> <li>■ Tell the truth appropriately</li> <li>■ Reassure (not responsible for death)</li> <li>■ Encourage physical or artistic expression of grief</li> </ul>
9–12 years	<ul style="list-style-type: none"> <li>■ Understand finality and irreversibility of death</li> <li>■ Believe their actions or words caused the death</li> </ul>	<ul style="list-style-type: none"> <li>■ Sad</li> <li>■ Confused</li> <li>■ Anxious</li> <li>■ Withdrawn</li> <li>■ Lonely</li> <li>■ Guilty</li> </ul>	<ul style="list-style-type: none"> <li>■ Exhibit aggressive or impulsive behavior</li> <li>■ Engage in risky or dangerous behavior</li> <li>■ Obtain worse grades at school</li> <li>■ Have difficulty concentrating</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide extra attention</li> <li>■ Tell the truth appropriately</li> <li>■ Reassure (not responsible for death)</li> <li>■ Encourage physical or artistic expression of grief</li> <li>■ Maintain structure, limits, and rules</li> </ul>
12–18 years	<ul style="list-style-type: none"> <li>■ Understand finality, irreversibility, nonfunctionality of death</li> <li>■ Believe their actions or words caused the death</li> </ul>	<ul style="list-style-type: none"> <li>■ Sad</li> <li>■ Confused</li> <li>■ Anxious</li> <li>■ Withdrawn</li> <li>■ Lonely</li> <li>■ Guilty</li> </ul>	<ul style="list-style-type: none"> <li>■ Exhibit aggressive or impulsive behavior</li> <li>■ Engage in risky or dangerous behavior</li> <li>■ Obtain worse grades at school</li> <li>■ Have difficulty concentrating</li> </ul>	<ul style="list-style-type: none"> <li>■ Seek community and school support</li> <li>■ Maintain structure, limits, and rules</li> <li>■ Encourage physical or artistic expressions of grief</li> </ul>

Source: Reder.<sup>50</sup>

## How to support a young person in the school setting

### Contact with family

Try to build a rapport with the family and have a contact for you to keep in touch with. Check in with this person and find out what information they have given and how much they have told the young person; what words, phrases and imagery have they used. It is important for the young person to have consistency with their information.

It is good to encourage the family to keep to normal routines. Often school is the safe, consistent place for the young person although the family may be struggling to get them there—check this out with the family, do they need support with transport? The young person may have taken on a caring role, either to the sick loved one or for younger siblings - how is this impacting on their schooling.

### Talking with the young person

Don't be afraid to discuss the topic of death with the young person. Always allow the young person to choose whether they want to talk. There is no wrong or right way for the young person to be.

Use age-appropriate language: always summarise and check the young person's understanding of your conversations or when they have received new information—what have they heard and understood? Leave space for their questions.

Always answer honestly and simply. Be honest if there is no answer or you just don't know, let them know you will try to find out and get back to them.

Allocate one member of staff to the young person so they know who they can speak to and how to access them. Let them be involved in deciding who this is and emphasise to the young person that it is their choice whether they want to talk about it or not.

Young people may experience guilt, anger, low self-esteem, desire for attention amongst other things. Having a safe space to talk about these feelings can help; consider referring to the school counsellor/ELSA.

Young people can often feel isolated from their peers and find it difficult to tell them what is happening or may not want others to know. Ask them if they would like support in telling them, suggesting some peer support may be helpful.

### In the classroom

In accordance with the young person's wishes, it is often helpful for all teachers and staff working with the young person to understand the situation that they are in and important that they are then sensitive to that young person's needs at this time.

Learning may be affected - it can become hard to process information, they may often feel tired, withdrawn, anxious, emotional and overwhelmed.

They may be worried about what might be happening at home to their loved one and these feelings may increase on arriving at school or towards home time.

Using strategies such as transitional objects like magnetic stones may help the young person feel they remain connected to home or a specific person.

Try to be as flexible as you can with the young person, their concentration and behaviour may change from day to day. Accept that some things can't be made 'better' in a short space of time – be patient, be consistent, be available.

Offer the young person a 'time-out' card. It can be helpful for young people to come out of class if they feel overwhelmed. Let them know where they can go when they feel like this.

Recognise that very powerful difficult feelings may underlie behaviour. Avoid phrases such as "What would your Dad say? Is this the way in which he would want you to behave?" as these add unnecessary pressure and could add to false guilt and shame.

It is important to maintain consistent boundaries but with understanding.

It might help to talk through some ways of easing the pressure around homework and grades, letting them know there are no expectations at this time. Remembering that the support at home around homework may not be there at this time, nor the space or time available at home to do it. It may be that space and time can be found within school for some homework to be done.

Changes in circumstances in the school (new teachers, timetables etc) and transitions into new classes or schools can be hard for young people who are having to cope with many unwanted changes at home.

It is important to be aware of anniversaries and days which might make this time more difficult for the young person. For example, it would not be appropriate to give a reprimand for missing deadlines if family circumstances have changed suddenly such as a parent being admitted to hospital or hospice.

Think about the topics being covered in different classes as certain subjects could provoke emotions. It is better to prepare the young person for this session in advance or think about the way this is approached.

## Look after yourself

Just do what you can when you can. Any attempt to offer your support or help will be appreciated by a family facing the loss of a loved one as well as those grieving.

Talking about death and supporting distressed young people can be very emotionally demanding. Self-care and supervision are very important. Seek advice if you are unsure of something. Always reach out to your school's support systems or to organisations who can provide you with support to process some of these feelings and experiences if needed.

## Developing a support plan

We know that facing the loss of a loved one can be a traumatic experience for a young person. It is therefore important to develop a support plan so that it is clear what support the school is providing, should the young person need it. Involve the young person in this process as much as possible, by asking what would be helpful and giving choices where possible.

### What to consider in a support plan

#### Family

Communicate with the family to clarify what has been shared with the young person about their loved one's illness and prognosis and what language has been used, all within the context of the family's cultural and religious beliefs.

#### Key person

Identify someone the young person feels comfortable with. Someone who can be comfortable around the topic of dying and death. Someone the young person has a positive relationship with.

#### Time out

This allows the young person permission to leave class for a short time when they begin to feel out of control or just to get some "personal space" when upset. This could be agreed with the young person/teacher to see what would work best for the individual young person. For example - they could carry a "card" in their pocket or have an object on their desk and the young person may leave the room without having to ask. It is important to let staff know about the procedure to avoid embarrassing scenes for either the young person or the teacher. The young person must know of a designated place and person to go to in these times, as they will not be allowed to wander the school.

#### Workload

There may be some days when the young person may find it hard to think about anything other than the person who is dying, and they may find it difficult to focus on schoolwork. On these days, young people may complete less work, and teachers may need to reduce their curriculum demands accordingly.

#### Attachment

Tangible items can be a real comfort for young people facing the loss of a loved one. Carrying something small in their pocket is a discrete way to feel close to someone important (either the person who is ill or has died, or someone from home) to help manage separation anxiety. This could be a soft piece of fabric, a note, a pebble or gemstone.

### 1:1 support work

Offer support work to the young person where needed. If this is not possible, please contact the support worker from Jigsaw South East. Where there is an identified support worker in the school (ELSA, HSLW, Therapist) resources and information can be shared from Jigsaw South East.

## Working individually with a young person

Death and dying are not easy subjects for anyone and you may feel upset – do not be afraid to admit it as it can model the fact that difficult feelings are ok, and totally normal.

Many young people tell us that they really appreciate and respect adults who are honest about their experiences and feelings. Every reaction will be unique.

The way in which a young person reacts to loss is dependent on their relationship with the person who is dying, the young person's development stage, the nature of the death/illness, the young person's understanding of loss, their support network and what they have been told.

Acknowledge the illness/death. You could say "I was really sorry to hear that your Dad is ill/ died last week, how are you feeling?"

When talking to a young person, use clear language. Avoid using phrases such as "your loss", "gone to sleep" or "gone to a better place" as this can frustrate or confuse young people.

Death and dying often throws up many questions for us all. If there are questions that you are unable to answer, acknowledge the question and reassure them that you will look into providing an answer at a later point. It's ok to not know.

Ask the young person how they feel and acknowledge those feelings.

Be prepared for young people to move in and out of grief (puddle-jumping).

Although young people can appear to be getting on with things outwardly and seem to be unaffected, this does not mean they don't need access to ongoing support.

Try to normalise the feelings that the young person shares with you. They may be worried that they are the only person who has ever felt this way. Reassure them that feelings of anger, fatigue, fear, worry, stress, sadness, exhaustion, guilt, anxiety, frustration, loneliness, lack of focus etc are all ok to express.

A non-directive approach will allow the young person to choose whether they want to talk about it or not. Respect the young person's process as there is more than one way to grieve. Every interaction is an intervention.



## Following a bereavement

- Activate your Bereavement Policy
- Child Bereavement UK have created a suggested framework for developing a Bereavement Policy : [Link](#)
- Here is an example of a school bereavement policy (with permission): [St Thomas' School Bereavement Policy](#)
- Communicate with the family and the young person to see how/if/when they would like information to be shared and with whom.
- A sample letter that you could use to communicate news of a bereavement can be found in the resources at the end of this document

## Support around funerals

If the family you are supporting need advice or guidance around the funeral, these are some issues to consider:

- Talk to the family and get as much information as you can about the day and how they are planning for it to run.
- Establish the family's views and the young person's wishes on whether they will be attending this funeral.
- Find out what the young person knows about a funeral and if they have ever attended one before.
- See what their understanding is of key aspects: the coffin, cremation, burial, ashes, hearse etc. Work out beforehand how you are going to explain these things using language that is age appropriate and you and the family are comfortable with.
- Go through the running order; what will happen that day using details for example letting them know that the coffin will be carried in and will be placed at the front of the church whilst the service happens.
- Play them the music that they will hear in the service (or suggest this to the family).
- Can the young person play a part? Help choose the music, flowers, write a poem, read a story, choose a photograph. They may want to put something in the coffin with the person such as a drawing, letter, photo etc but it is important that they know they will not get this back and it will be put in before the funeral happens.
- It is important that they feel part of it regardless of whether they are attending. Be mindful that young people may change their mind, repeatedly, and may need reassurance.
- Suggest that there is a close friend of the family that can be seated by the door and if the young person feels they need to leave they can take them, this way the family does not need to leave the funeral, but the young person knows there is a plan in case they need to. Talk this through with them.

- Talk about the emotions they may feel or see other people expressing on the day and how they can cope with this. For example, a young person seeing a close family member in distress/sobbing can be overwhelming for a young person so preparing them for unfamiliar displays of emotion can be helpful.
- Allow the young person time to think these things through and come back with questions if they have any. Give them time to think about what they might like to do.
- For some young people, it may be useful to visit the church or crematorium, so they are not going to an unknown place. Funeral directors and ministers are usually very happy for this to happen.
- For some, viewing the body helps them realise their loved one has really died. Encourage the family to talk about this and prepare the young person for what it may be like.
- Link to an information page from CBUK on explaining funerals, burials and cremation to young people: [\*Explaining funerals, burials and cremations\*](#)

## Resources

### Communicating news of a bereavement (example letter)

*Dear Parents and Carers,*

*I am writing to you today with some incredibly sad news and I am looking for the support of all families who are part of the school community.*

*Recently ( \* ) was taken ill and her health rapidly declined with the illness that had been identified. Since this initial diagnosis ( \* ) spent time in the hospital with medical staff trying to ascertain the best course of action to move forward. In the past month \* was admitted to the Hospice to continue her care. It is with great sadness that ( \* ) died on ??/??/??.*

*Like me your thoughts will be focussed on her children (\*\*) and her family. I know you will join with all of us at the school in sending your condolences and best wishes to the family and recognise that they are seeking support from the sources they need at this very difficult time.*

*The family are taking each day as it comes, with ( \* , \* ) best interests at the heart of these decisions. It is important to know that both ( \* ) and ( \* ) could return to school tomorrow. With this in mind, today I have spoken to the Year 3 and Year 6 children about what has happened and how they can best care for their friends when they come back to school. At this time the children know the very small amount of detail required to understand the seriousness of this life changing event for their friends, but I am sure you will want to listen to their thoughts and questions too.*

*I have asked the Year 3 and 6 children to think about the needs of ( \* ) and ( \* ) at this time and they have been given clear strategies to help them make sure school is a supportive place that helps everyone come to terms with what has happened whilst respecting the privacy of the family.*

*I would like to thank you all for taking the time to read this letter and for making time to discuss this sad news with your children. I am sure they will have lots of questions.*

*Thank you also for making sure your children understand how important it is to let ( \* ) and ( \* ) make their own decisions about how they communicate their thoughts and feelings to the people around them.*

*For now, no matter who we are, which faith we follow or how well we knew them our thoughts, prayers and best wishes go the children and their family*

*Kind regards*

*Head Teacher*

*(Kindly shared by Mr Tow – Broadfield Primary Academy, Crawley)*

## Suggested reading and useful websites

### Key Stage 3 (11-14) and above

**Tell me again what happens** - Fiona Mitchell and Mark MacKenzie-Smith 1997

For children who have a parent with a terminal illness.

**As Big As It Gets** - Julie A. Stokes 2007 Winston's Wish

offers practical guidance for families and professionals when someone is seriously ill and may die, it covers talking with children about what is happening and what will happen and offers an overview of some of the feelings and thoughts people may have. The book also includes practical guidance, ideas for activities, helpful resources and where to find further support.

**The Lost Boys' Appreciation Society** - Alan Gibbons (2004) Orion Children's Books

When Gary and John's mother dies suddenly, the boys and their father are thrown into turmoil. John feels responsible for Gary who starts hanging out with the wrong crowd.

**Straight talk about death for teenagers** - Earl Grollman (1993) Beacon Press

Reassuring the reader that grief is normal, this book covers a range of feelings and reactions in response to different deaths.

**Vicky Angel** - Jacqueline Wilson (2001) Corgi Children's Books

After Vicky was run over and died, her best friend Jade is confused to find that Vicky is an even more distracting presence than, when she was alive. Covers the power of friendship and the overwhelming feelings around a sudden death.

**The Charlie Barber Treatment** - Carole Lloyd (1997) Walker Books Ltd

When Simon's mother dies suddenly from a brain haemorrhage, he clams up. But his new friend Charlie helps him to talk again to his family and friends, and to find ways of enjoying life.

**Someone close to you has died** - Candle Project (2001) St Christopher's Hospice

Describes feelings experienced by bereaved teenagers and issues including not being understood, wondering if normality can be possible again, changes and unfinished business.

**Facing Grief: Bereavement and the young adult** - Susan Wallbank (1991) Lutterworth Press

Deals with the particular experience of losing a parent, sibling, partner or friend between the ages of around 18 and 25.

**Helping children cope with, separation and loss**-Claudia Jewett Jarrett (1994) Harvard Common Press

Discussing the need to help children regain self-esteem and self control after a bereavement, this book covers breaking bad news to children, separation reactions and seeking meaning.

**A Child's Grief**-Diana Crossley and Julie Stokes (2001) Winston's Wish

This information booklet for adults supporting children through bereavement covers a variety of issues which may affect a child and offers practical suggestions and activities.

**You Just Don't Understand: supporting Bereaved Teenagers** (2014) Winston's Wish

offers practical advice for families and professionals supporting bereaved teenagers. It aims to help you understand what is normal adolescent development, and to recognise the additional problems teenagers may face if someone important dies during these years. Includes information and guidance to help you to consider how to respond to the individual needs of a bereaved teenager, plus activities to engage them, help them cope and look forward.

**A teenage guide to coping with bereavement** - Author: Sarah Darwen (Booklet)

Contains practical advice and guidance for a young person managing confusing emotions when someone important in their life dies. Written by a young person whose father died.

**After someone dies: a leaflet about death, bereavement and grief for young people** (Leaflet)

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

## Schools and other settings

**Grief in School Communities: effective support strategies**

Louise Rowling (2003) Open University Press

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.

**Then, now and Always - Julie A Stokes (2004) Winston's Wish**

Firmly based on theory, research and practice, this book presents the accumulated experience and wisdom of a community bereavement service for children who are faced with the consequences of a family death. It presents creative ideas about how to facilitate the grieving process, cope with difficult feelings, preserve important memories and share experiences with other bereaved families.

**Intervention with bereaved children**

Susan C. Smith and Sister Margaret Pennells (1995) Jessica Kingsley Publishers

Effective strategies for managing bereavement and loss take a whole school approach. There is a clear policy context for promoting the well being of bereaved children and young people. This is an empowering book sharing effective ways of supporting and helping them in their loss. Case studies are sensitively given, and there are moving accounts of individual, family and group work.

**Childhood Bereavement: developing the curriculum and pastoral support**

Gill Frances and Nina Job (2004) National Children's Bureau

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.

**The Forgotten Mourners: Guidelines for working with bereaved children**

Susan C Smith (1999) Jessica Kingsley Publishers

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.

**About childhood bereavement Children and Grief: when a parent dies**

William Worden (2001) Guilford Press

The volume presents major findings from the Harvard Child Bereavement Study and places them in the context of previous research, covering the wide range of normal variation in children's experience of grief and the factors that put bereaved children at risk. The book compares parentally bereaved children with those bereaved of a sibling or who have,

experienced divorce, exploring similarities and differences between these losses. A concluding section explores the clinical implications of the findings and includes review of intervention models and activities, as well as a screening instrument designed to help identify high-risk bereaved children.

**Inside I'm Hurting-** Louise Michelle Bomber (2008) Worth Publishing

This book provides teachers and teaching assistants with new perspectives, practical tools and the confidence for supporting children with attachment difficulties within the school environment.

**What Can You Say or Do to Help Someone Who Is Suffering Bereavement?**

[http://www.crusebereavementcare.org.uk/what\\_can\\_help.html](http://www.crusebereavementcare.org.uk/what_can_help.html)

## Workbooks

**Talking with children and young people about death and dying**

Mary Turner (1998) Jessica Kingsley Publishers

Covers concepts of death, dying and aspects of bereavement including anger, fear, dreams and ways of remembering. Can be used as a basis for opening discussions between a bereaved child and an adult.

**Good Grief 2: exploring feelings, loss: and death with over 11s and adults (1996)**

Barbara Ward (1995-1996) Jessica Kingsley Publishing

With 20 educators contributing ideas plotted with children of different abilities and backgrounds in their care; this text has been designed to explore and demystify the experience of loss - in different contexts within the framework of the National Curriculum.

**Grief Encounter Workbook** - Shelley Gilbert (2003) Grief Encounter Project

A workbook to encourage conversations about death and bereavement between bereaved children and adults.

**When someone very special dies** - Marge Heegard (1991) Fairview Press

For children and adults to use together to talk about general concepts of death and loss, as well as around a particular bereavement.

### **Finding a way through when someone close has died: what it feels like and what you can do to help yourself**

Pat Mood and Lesley Whittaker (2001) Jesssica Kinsgley Publisher

Written and illustrated by children and young people who discuss their own feelings after a bereavement and make practical suggestions of what helped them to cope.

### **Lost for Words-** John Holland, Ruth Dance, Nic MacManus & Carole Stitt (2005) JKP

Lost for Words is an innovative 'loss awareness' training package designed for teachers and carers supporting children who are experiencing bereavement, be it through death or any other kind of loss. Photocopiable, for teachers, carers and social workers, modular structure, activities, templates and handouts

### **When Something Terrible Happens-** Marge Heegaard (1991) Woodland Press

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.

## **Parents and carers**

### **Cancer-** Kirsten Lamb (2003) Hodder Wayland

Aims at giving a realistic look at cancer and explains how cancer occurs. Advice on reducing your risk of cancer.

### **Healing Children's Grief: Surviving a parent's death from cancer**

Grace Christ (2000) Oxford University Press Inc, USA

Using qualitative analytic methods, this book identifies five developmentally derived age groups that clarify important differences in children's grief and mourning processes, in their understanding of events, their interactions with families, and their varying needs for help and support. The author gives numerous examples of the ways parents and extended family interacted with the children, and also the ways professionals, friends, and many others help families deal with this experience.

### **Helping children cope with grief -** Rosemary Wells, Sheldon Press 1995



Practical help and advice for all those caring for children who are coping with a death in the family.

### **Grief and bereavement: understanding children**

Helps adults understand the ways children respond to bereavement.

<http://www.childbereavement.org.uk/For/ForProfessionals/SupportingFamilies/UnderstandingBereavedChildren/ChildrensResponsestoBereavement>

### **Useful websites**

**Child Bereavement UK** <http://www.childbereavement.org.uk/>

**Child Line** <http://www.childline.org.uk/Pages/Home.aspx>

**Childhood Bereavement Network** [www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)

**Macmillan Cancer Support** <http://www.macmillan.org.uk>

**Mind** <http://www.mind.org.uk/>

**Winston's Wish** [www.winstonswish.org](http://www.winstonswish.org)

2021 Created by Caroline Duckworth, Janice Poplett and Philomena Lydon of the Preparing for Loss service, Jigsaw (South East)