

## PSHE: Loss and Bereavement KS1 Lesson Plans – Lesson 1

### Lesson 1 Overview

Activity	Brief description and purpose of activity	Timings
1. Ground rules	Establish positive learning attitudes and ground rules to ensure a safe learning environment.	5 minutes
2. Baseline assessment	A brief activity designed to capture pupils' current understanding and ability to identify in their friends the feeling of sad and their knowledge of who they can get help and support from.	5 minutes
3. Thinking warm up	Discuss with talk partner which pet they have or would like to have. This activity gets pupils thinking about pets and this list is then used in Lesson 2.	5 minutes
4. Listen to core text and share first responses	Introduce and read the core text, <i>Goodbye Mousie</i> by Robie H Harris. This core text helps develop understanding of death, the feelings that can go with it, how to offer comfort and how to say goodbye. Pupils share their first responses to the text and invited to ask questions.	10 minutes
5. Concept activity: alive and dead	Photo cards (and growing and dead flowers) are used to teach or revisit the concepts alive and dead.	10 minutes
6. Explore and understand the story and feelings in it	Pupils are asked to link key words to the story. The purpose of this is to reinforce understanding and to further develop skills in talking about feelings.	10 minutes
7. Endpoint assessment	Pupils reflect on their learning by answering key questions and completing sentences to show their understanding.	5 minutes
8. Signpost to support	Ask the pupils who the character in the story got help from. Remind pupils where, when and from whom they can get support if they need it or have a question triggered by the lesson.	5 minutes
9. Relaxation activity	Learn and practice a breathing activity to close the lesson calmly and build skills for managing strong and difficult feelings.	5 minutes
		60 minutes

**Lesson 1 detailed lesson plan**

	<b>Key Stage 1</b>
<b>Lesson title</b>	<b>Lesson 1: Saying goodbye to a pet</b>
Lesson length	60 minutes
Introduction	<p>This is the first in a series of two lessons for Year 1 or 2 (Key Stage One) about loss, grief and bereavement and should be taught as part of a planned programme of PSHE. This lesson explores a child's feelings about the death of a loved pet. These lessons could be taught over two or more lessons.</p> <p>This lesson uses a story to introduce this sensitive subject. The lesson includes the key concepts of alive and dead. These are concepts covered in Year 2 National Curriculum Science. These messages may be helpful when talking about death with this age group:</p> <ul style="list-style-type: none"> <li>• Nothing that is alive goes on living for ever</li> <li>• Sometimes something that is alive gets ill and gets better</li> <li>• Sometimes something that is alive gets ill and dies</li> <li>• Sometimes something that was alive dies because it has become old</li> <li>• Different animals and plants have different lifetimes</li> <li>• It is normal to feel sad when someone or a pet dies</li> <li>• It is good to be able to talk about strong and difficult feelings and experiences.</li> </ul>
Safe learning environment	<p>To support a safe learning environment for this lesson:</p> <ul style="list-style-type: none"> <li>• Read the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i> that accompanies these lessons</li> <li>• It is recommended that teachers delivering these lessons have received some training – see Section 2.7 of the <i>Guide to Teaching and Learning</i></li> <li>• Ensure you are aware which pupils may need extra support in this lesson e.g. pupils who have been bereaved of a family member</li> <li>• In order to keep everyone feeling safe during the baseline activity ask pupils where they would get help for sad feelings, rather than exploring what these sad feelings might be about.</li> <li>• Use a question or thought box or an 'Ask It Basket' for pupils to reflect on the lesson or to ask questions. Introduce this and tell pupils who will see their questions and when they will be responded to.</li> <li>• Be sensitive to pupils who don't have pets and make sure they are equally included using the ideas in the lesson plan.</li> </ul>

Resources required	<ul style="list-style-type: none"> <li>• <i>Goodbye Mousie</i> by Robie H Harris or similar text* dealing with the death of a pet or animal. You may also find these books read online and this could be shared as an alternative to reading the story in class. (* If an alternative book is chosen, PowerPoint Slides 7-13 and the wording in some of the following activities will need to be amended)</li> <li>• PowerPoint slides <b>KS1 Lesson1 Bereavement</b> to support lesson delivery</li> <li>• Feelings fans or feelings photo cards (These are resources which match facial expressions shown through an emoji or a photo to a feeling and can be helpful for pupils in understanding feelings words. Examples of these can be found online and then sets made up in school)</li> <li>• <b>Alive and dead photo cards</b> for sorting <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS1-L1-A5-Dead-and-alive-cards.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS1-L1-A5-Dead-and-alive-cards.pdf</a></li> <li>• Alive/growing and dead plants and flowers (ideally growing flowers, i.e. a pot plant rather than cut flowers)</li> </ul>
This lesson contributes to the following objectives in the PSHE Association Programme of Study	<p>H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H14. how to recognise what others might be feeling  H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>
Learning objective	Pupils will learn about feelings related to loss
Learning outcomes	<p>I can recognise and name some feelings  I can describe how others might feel  I can explain what is meant by alive and dead  I can tell you who I would ask for help if I needed it</p>
Key Words	Alive, dead, loss, goodbye, sad, cross, angry, upset
Differentiation	<p>Activity 5 - use a pot of growing plants and some dead flowers to support understanding of the core concepts of alive and dead by making it very visual  Activity 5 – questions offered to extend learning  Activity 6 – use feelings fans or feelings photographs to support pupils to explore and label feelings in the story  Activity 7 – sentence starters.</p>

<p><b>Activity 1</b> Introduction to the lesson and ground rules</p>	<p>Explain to pupils that the lesson is going to be about strong feelings and that we need to use our ground rules to keep everyone feeling safe and able to learn.</p> <p>Establish positive learning attitudes or usual class conduct by using or adapting <b>PowerPoint Slide 2</b>. Establish specific ground rules for this lesson using or adapting the ones shown on <b>PowerPoint Slide 3</b>, to ensure a safe learning environment. Ensure the limits of adult confidentiality have been explained and pupils are aware that in this lesson they will not be asked about their personal experiences.</p>
<p><b>Activity 2</b> Baseline assessment</p>	<p>This is a brief activity designed to capture pupils' current understanding and ability to identify when a friend might be feeling sad and their knowledge of who they or a friend could turn to if they were feeling sad. (<b>PowerPoint Slides 4 and 5</b>). This will build on previous learning related to emotional literacy. Explain that we are going to hear a story about a child who feels sad and happy. We will start with feeling happy and what makes us happy at school.</p> <p>Divide a flip chart page into four and draw a happy face in one column, a sad face in one column and the outline of a hand (to signify people who can help) on the third. Leave the other column blank for the next lesson.</p> <p>Ask pupils to tell their talk-partner about how they would know when their friend was feeling happy or sad. (<b>PowerPoint Slide 5</b>). Ask volunteers to share their ideas (e.g. when they are smiling or crying, their face looks miserable, they tell you they are sad, they are quiet, they are noisy, they are cross.) Class teacher to scribe examples under the happy or sad faces. Finally, ask the pupils to explain who they would talk to if they felt sad or who they would suggest a friend talk to if they felt sad. Class teacher to scribe examples under the helping hand. This can be added to as the lesson progresses.</p> <p><b>Note:</b> This is a gentle start into this topic, but allows the teacher to assess how good pupil understanding of sad as an emotion is at the beginning of the lesson and their knowledge of who can help with strong and difficult emotions. This lesson will build understanding of feelings including sadness in relation to the death of a pet.</p>
<p><b>Activity 3</b> Warm-up thinking</p>	<p>Ask the pupils to tell their talk-partners about a pet that they have or would like to have. This is a brief activity to introduce the story in the book. Share examples and class teacher can scribe a list and keep for the activity in lesson 2. (<b>PowerPoint Slide 6</b>).</p>
<p><b>Activity 4</b> Read and reflect on core text - <i>Goodbye Mousie</i></p>	<p>Introduce and then read <i>Goodbye Mousie</i> by Robie H Harris or a similar age appropriate story about the death of a pet (e.g. <i>Sunshine Cat</i>) (or watch and listen to the story online). (<b>PowerPoint Slide 7</b>). (N.B. If a different story is used, PowerPoint Slides 7 – 13 will need amending)</p> <p>Prepare pupils for the content of the story by explaining that the story is about a child who has a pet mouse who dies; the child has happy and sad feelings. Explain that these happy and sad feelings are normal and natural.</p>

Explain that when we read books we can feel strong feelings and this is OK too. Remind pupils that if they want to talk about their feelings or ask questions they can do. (Including reminding about the question box if relevant to the year group).

Pair pupils with their talk partner and ask pupils for their first responses to the text, including what they liked and didn't like about it. (**PowerPoint Slide 8**). This provides opportunities for the teacher to check understanding of the story by listening to the talk partners. It is also an opportunity for pupils to develop the skills of expressing an opinion and talking about feelings.

Returning to working as a whole class, the teacher can invite some pupils to give their opinions. The pupils are then invited to ask any questions they have about the book.

Pupils may ask some questions about death and dying and or some pupils might make links to their loss of pets or friends and relatives.

Questions might include

'Why did Mousie die?'

'Why did the boy bury his toys with Mouse?'

'Why was he angry that his pet died?'

'Will my pet die?'

Use the *Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons* to support you in preparing responses to these questions prior to the lesson. Remember that some questions will be answered through the lessons and so, for some questions, the teacher can respond 'We will discuss that more later.'

Responses might include... '*My friend's pet died but their dad wouldn't let them bury it.*' '*My friend's grandad died and they couldn't go to the funeral.*' Answer responses such as these by acknowledging a general principle such as 'families deal with deaths in different ways' and remind pupils of who they can talk to further if they want to. Follow-up with the pupil outside of the lesson, if needed, including discussing with the safeguarding lead.

<p><b>Activity 5</b> Concept activity - Alive, once alive, dead activity</p> <p>(including optional extension task)</p>	<p>This activity aims to ensure that all the class understand the concepts of dead and alive. The teacher refers to the text and reminds the pupils that the child learns in the story that the pet mouse was alive and is now dead. <b>(PowerPoint Slide 9)</b>. Ask the pupils why they think the mouse died and remind them of how this is explained in the story. These messages may also be important at this stage:</p> <ul style="list-style-type: none"><li>• Nothing that is alive goes on living for ever</li><li>• Sometimes something that is alive gets ill and gets better</li><li>• Sometimes something that is alive gets ill and dies</li><li>• Sometimes something that was alive dies because it has become old</li><li>• Different animals and plants have different lifetimes</li><li>• It is normal to feel sad when someone or a pet dies</li><li>• It is good to be able to talk about strong and difficult feelings and experiences.</li></ul> <p>This initial discussion will give the teacher some insight into the pupils' understanding of the concept of lifetimes and death. Dead and growing/alive flowers can be used to illustrate this point further.</p> <p>Dead and alive (and how death is permanent) can be explained to pupils in the following ways: "Things that are alive react to their surroundings, grow, reproduce, feed and get rid of waste. They need air too." "Dead is when something is no longer growing, feeding and using the air." "Once something is dead it won't come back to life."</p> <p>This understanding is then developed through the use of the <b>dead and alive photo cards</b>. Pupils are put into mixed ability groups and each group given a set of photo cards on the table face down. <b>(PowerPoint Slide 10)</b>. Ask pupils to look at each picture one at a time and having discussed the picture place each picture in one of two piles - either dead or alive.</p> <p>For extra challenge, explore with groups or the whole class the following questions.</p> <ul style="list-style-type: none"><li>• How does someone know if something is dead or alive?</li><li>• What are the similarities between the things that are dead/alive?</li></ul> <p>Some possible answers are shown above. You could also refer to the characteristics of living things (all living things: move; respire (breathe); sense; grow, reproduce; excrete; need nutrition.)</p> <p>In the photo cards, the donkey or the cat can move, breathe, eat, make noises etc. but the fossil skeleton of a dinosaur can do none of those things.</p>
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<p><b>Activity 6</b> Exploring the text and identifying and explaining feelings</p>	<p>Next, using the story, explore feelings related to the death of a pet. The teacher may want to re-read the sections of the story which talk about the early feelings the child has on discovering Mousie is dead.</p> <p>With pupils still in mixed ability groups, give out feelings fans or feelings photos showing a range of emotions and, using these to help identify emotions, ask pupils to pick out and name the feelings the child had in the story: 'sad, upset, angry' for example. (<b>PowerPoint Slide 11</b>). Why do you think the child is cross and angry? Who is the child cross with? Why do you think he feels sad?</p> <p>Groups feedback the words and reflect that we can have a mix of feelings when someone dies.</p> <p>The pupils are then asked to link their understanding of dead and alive to feelings.</p> <p>Ask pupils to look at the <b>PowerPoint Slide 12</b> and ask for a volunteer or volunteers to read the list of words from could be used to describe the story message: Angry, Love, Missing, Upset, Alive, Dead, Happy and Sad.</p> <p>Ask the groups to work together to use a word or words to devise a sentence that describes part of 'Goodbye Mousie'. For example: In 'Goodbye Mousie the child is angry because his mouse has died and he loved his mouse' or 'The child is sad because his pet is dead'. The teacher can move between groups asking prompt extension questions such as:</p> <ul style="list-style-type: none"> <li>• Why do you think the child is cross and angry?</li> <li>• Who is the child cross with?</li> <li>• Why do you think he feels sad?</li> </ul> <p>Each group feeds back their sentence enabling the teacher to check their understanding of the story and the feelings described in it.</p>
<p><b>Activity 7</b> Assessment of learning</p>	<p>Ask the pupils to discuss the following questions and share ways to finish the sentence starts with their talk-partners or, if pupils are able to write independently, give each pupil one of the sentences above to complete on their own for individual assessment. These could be differentiated for each pupil. Alternatively, pupils could be asked to draw something they have learned in the lesson. If using talk-partners, the teacher should listen to the responses in order to assess learning and address any misconceptions.</p> <p>What did the child find out about the mouse? <i>The child found out ...</i></p> <p>The mouse was alive but now...</p> <p>How did the child feel about the death of his mouse? <i>The child felt...</i></p> <p>Was it OK for the child to feel like that?</p>

<p><b>Activity 8</b> Signposting to help</p>	<p>Teacher to model for the class that at the end of the lesson they could be feeling a range of feelings. For example, happy, because we have talked about the love that pets bring, sad because we have talked about a pet dying or a range of feelings.</p> <p>Who helped the child? (<b>PowerPoint Slide 14</b>).</p> <p>Reflect on how the child in the story had his mum and dad to support him when Mousie died. Remind the pupils who they can talk to if this lesson has made them feel sad or if they have a question, and importantly when they can do this.</p> <p>The people who they could talk to could be added to the helping hand from the baseline assessment. You may wish to add a slide with suggestions of who they could talk to in school (e.g. class teacher, T.A., SENCO).</p>
<p><b>Activity 9</b> Relaxation activity</p>	<p>Teach the pupils a breathing activity, for example triangle breathing (<b>PowerPoint Slide 15</b>) to end the lesson calmly. Or use a well-established classroom routine for this purpose. This will also build skills for managing difficult feelings.</p>
<p>Embedding and extending learning</p>	<p>'<i>Lifetimes: A beautiful way to explain death to children</i>' by Bryan Mellonie and Robert Ingpen is a good book to support this lesson.</p> <p>Use the Science curriculum and any teachable moments, for example living or dead insects in the classroom, to revise the language of alive and dead.</p> <p>This BBC Bitesize adds language of 'never alive' to support learning in science: <a href="https://www.bbc.co.uk/bitesize/clips/zq7s39q">https://www.bbc.co.uk/bitesize/clips/zq7s39q</a></p>