

## PSHE: Loss and Bereavement KS2 Lesson Plans – Lesson 1

### Lesson 1 Overview

| Activity  | Brief description and purpose of activity   | Timings    |
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| 0. Ground rules   | Establish ground rules for creating a safe learning environment. Remind pupils to think carefully what they share and to use phrases like, 'someone I know', or 'a friend of mine'.   | 5 minutes  |
| 1. Baseline assessment  | A brief individual activity designed to capture pupils' current understanding of sadness and how to support a friend. This is the baseline assessment for both lessons. The first page of Michael Rosen's 'Sad Book' is used as stimulus material.  | 5 minutes  |
| 2. Understanding loss   | A card activity and small group discussion is used to support pupils to explore the feeling of loss in relation to losing objects.  | 5 minutes  |
| 3. Deepening understanding of loss                                  | In talk partners pupils discuss sentences with the word 'lost' in it to reveal the different ways this word is used. Match key words (loss, grief, bereavement) to their definitions.   | 5 minutes  |
| 4. Listen to core text and identify feelings                        | Introduce and prepare pupils to listen to the core text, ' <i>The Heart and the Bottle</i> ' by Oliver Jeffers. This is the story of a child who experiences bereavement and locks her heart away to avoid pain. Her curiosity helps her to cope with her pain.   | 3 minutes  |
| 5. Reflect and explore the story and record feelings from the book. | Pupils are encouraged to share their first responses to the text and describe what happened in the story for the teacher to check understanding. There is also an opportunity for pupils to ask questions about the story. Pupils individually record feelings associated with loss in the Bottle template. | 10 minutes |
| 6. Dealing with feelings continuum                                  | Using a continuum, pupils explore together the different ways to deal with sad feelings.  | 10 minutes |
| 7. Heart and a bottle posters                                       | Pupils return to their bottle posters and add around the outside of the bottle all the things that they are curious about.  | 5 minutes  |
| 8. Endpoint assessment  | Pupils reflect on their learning by answering key questions and completing sentences to show their understanding of the concept of loss some ways of coping with it. Make a connection to the next lesson.  | 5 minutes  |
| 9. Signpost to support  | Remind pupils where, when and from whom they can get support if they need it or have a question triggered by the lesson.  | 4 minutes  |
| 10. Relaxation activity   | Learn and practice a breathing activity to close the lesson calmly.   | 3 minutes  |
|   |   | 60 minutes |

**Lesson 1 detailed lesson plan**

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|                           | <b>Key Stage 2</b>   |
| <b>Lesson title</b>       | <b>Lesson 1: Feelings and Loss</b>   |
| Lesson length             | 60 minutes   |
| Introduction              | <p>This is the first in a series of two lessons for Year 4, 5 or 6 (Key Stage 2) about loss, grief and bereavement. This lesson explores a child's experience and feelings about the death of a loved family member. The lesson uses a story to introduce this sensitive subject of death. This lesson uses a philosophy for children approach and the lesson should be taught as part of a planned programme of PSHE.</p> <p>The following messages can be used to support the lesson:</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 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>• Consider using a question or thought box for pupils to safely reflect on the lesson or ask questions. Set this up at the beginning of the lesson and explain who will see the questions and how they will be responded to.</li> </ul>  |
| Resources required        | <ul style="list-style-type: none"> <li>• Books: <i>Sad Book</i> by Michael Rosen and <i>The Heart and the Bottle</i> by Oliver Jeffers or similar texts. Versions of these may also be available read online.</li> <li>• <b>Things we sometimes lose cards</b> <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L1-A2-Things-we-sometimes-lose.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L1-A2-Things-we-sometimes-lose.pdf</a></li> <li>• <b>Bottle Poster template</b> <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L1-A5-Bottle-poster-template.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L1-A5-Bottle-poster-template.pdf</a></li> <li>• A3 paper</li> <li>• Coloured crayons or pens</li> <li>• KS2 Lesson 1 <b>PowerPoint slides</b> to support lesson delivery</li> </ul>   |

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| <p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p> | <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health<br/> H17. to recognise that feelings can change over time and range in intensity<br/> H18. about everyday things that affect feelings and the importance of expressing feelings<br/> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways<br/> H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations<br/> H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> |
| <p>Learning objective</p>   | <p>Pupils will learn what is meant by 'loss' and will learn about some of the feelings associated with grief after someone dies.</p>  |
| <p>Learning outcomes</p>  | <p>I can recognise and name feelings associated with sadness and loss<br/> I can explain what is meant by the word loss<br/> I can respectfully discuss difficult issues<br/> I can identify who I can ask for support with difficult feelings</p>  |
| <p>Key Words</p>  | <p>Alive, dead, loss, goodbye, sad, cross, angry, upset, hide, lock away, curious</p>   |
| <p>Differentiation</p>  | <p>Activity 1 – example sentence stems for some pupils<br/> Activity 6 – support pupils with sentence stems to support discussions i.e. I agree because...I disagree because...</p>   |

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| <p><b>Introduction</b> to the lesson and the ground rules</p>  | <p>Introduce and display the learning question ‘How could loss and bereavement affect someone’s feelings?’ (<b>PowerPoint Slide 2</b>) and explain that the lesson will be developing understanding of loss and bereavement and that this may feel like quite a difficult subject to talk about. Explain that ‘bereavement’ is the term to describe the experience of having someone important die. Acknowledge that there will be pupils in the class who have experienced the death of a pet or family member. Explain to the class that we won’t be talking about our personal experiences but learning about the topic of loss and death more generally.</p> <p>With the class, develop some ground rules or remind pupils of ground rules used in previous lessons. (Example ground rules are on the <b>PowerPoint Slides 3 and 4.</b>)</p> <p>Introduce the question or thought box, inviting pupils to post their thoughts, reflections and questions. Explain when you will review these and respond. Remind pupils to write their name on the paper if they want a personal response.</p>   |
| <p><b>Activity 1</b><br/>Responding to feelings<br/><br/>(including baseline assessments for lesson 1 and 2)</p> | <p>The purpose of this activity is to find out about pupils’ understanding of sadness and strategies that could be used to support a friend if they were feeling sad. This will provide baseline information. This understanding may already be quite strong if emotional literacy is a strong part of your PSHE programme, however these lessons extend this to supporting a friend who has been bereaved.</p> <p>The pupil responses can be kept, used to inform planning for lesson 2, and can be used to assess pupil progress by the end of lesson 2.</p> <p>Show pupils the picture of Michael Rosen on the first page of the <i>Sad Book</i> (<b>PowerPoint Slide 5</b>) and ask the class how they think he is feeling. Pupils are likely to say he is feeling happy. Explain to the class that actually Michael is feeling sad and in our next lesson we will find out why.</p> <p>Ask pupils to individually respond to these questions in their books or on an individual sheet of paper with their name on:</p> <ul style="list-style-type: none"> <li>• If Michael was your friend and was feeling sad what could you do to help?</li> <li>• If Michael was your friend and was feeling sad what could he do to help himself feel better?</li> <li>• Can you think of any reasons why Michael is feeling sad, but looking happy?</li> </ul> <p>Please write down your ideas.</p> <p>Some pupils may need support in responding to these questions, particularly the third question. Giving some pupils sentence stems and discussing with them verbally may be helpful:</p> <ul style="list-style-type: none"> <li>• If my friend was feeling sad I would...</li> <li>• If Michael is feeling sad he could do...</li> <li>• Michael is looking happy when he is feeling sad because...</li> </ul> |

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|   | <p>These responses can be kept, used to inform planning for lesson 2 and can be used to assess pupil progress by the end of lesson 2.</p>  |
| <p><b>Activity 2</b><br/>Understanding loss</p>                       | <p>This activity is designed to support pupils to discuss and understand loss, beginning with losing objects to 'losing' people or pets due to death and the similarities and differences between these. (<b>PowerPoint Slide 6</b>).</p> <p>Put pupils into groups and give each group a set of the '<b>Things we sometimes lose</b>' cards face down on the table. Ask pupils to take it in turns to turn the cards over one at a time and explore the following two questions (<b>PowerPoint Slide 7</b>):</p> <p>Q. How do you think someone would feel if they lost the item in the picture?<br/><i>Pupils might say: upset, sad, angry, annoyed</i></p> <p>Q. What could they do to cope with this loss?<br/><i>Pupils might say: by crying/letting out their feelings, by trying to forget about it and moving on, by doing something else e.g. quickly replacing a lost object</i></p> <p>Ask pupils to rank them in order of what they think would be the most difficult thing to lose and why. Groups can feed back which they think the most difficult loss would be and why.</p> <p>The teacher can then highlight that losing objects can be upsetting and annoying and this can give us a glimpse into the painful and upsetting feelings linked to the loss or death of pets and people. (<b>PowerPoint Slide 8</b>). The teacher can then explain that similar language is also used when talking about losing something and someone dying (i.e. loss of keys and loss of a person) but the difference is the depth of the feeling and its impact on a person when loss is used to talk about death.</p> |
| <p><b>Activity 3</b><br/>Exploring the different meanings of loss</p> | <p>This activity provides further baseline information by enabling the teacher to gauge understanding of loss and death and pupils' ability to discuss it at the beginning of the lesson. It also clarifies some key terms: loss, bereavement and grief.</p> <p>Show pupils these sentences which all have the word lost in them. (<b>PowerPoint Slide 9</b>).</p> <ul style="list-style-type: none"> <li>• The child has lost their teddy.</li> <li>• Tadek lost his dog.</li> <li>• We lost four months of school during COVID-19.</li> <li>• Ahmed lost his grandfather.</li> <li>• Paulina got lost in the supermarket.</li> <li>• Sam was feeling a bit lost with his maths homework.</li> <li>• Daniel lost his front teeth after an accident.</li> </ul> <p>Put pupils in pairs or talk partners and ask them to discuss what each of these sentences mean. In the feedback elicit the difference between losing something and finding it again (or not finding it again) and losing someone, meaning they have died. Also discuss the possible two meanings for the sentences 'Tadek lost his dog' and 'Ahmed lost his grandfather'.</p>   |

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|  | <p>In talk partners, ask pupils to come up with additional information for these sentences that would clarify the meaning of these two sentences and feedback.</p> <p>Explore with the class why people might say someone has lost someone rather than someone has died. Pupils might respond with ideas that talking about death and dying is difficult and perhaps using 'lost' makes it sound less final. Explain that learning about this topic in our PSHE education lessons can help us to talk about death as part of life and we can use words like 'death', 'dying' and 'dead'.</p> <p>Finally, to secure understanding of key terms, ask pupils to match the terms to the definitions and explain the terms bereavement, loss and grief, as shown on <b>PowerPoint Slide 10</b>.</p> <p>Reveal answers on <b>PowerPoint Slide 11</b>.</p>   |
| <p><b>Activity 4</b><br/>Read <i>The Heart and the Bottle</i></p>              | <p>Introduce the book by explaining that you will be reading a story about the death of a relative, the sad feelings connected with these experiences and that there is a hopeful ending. (<b>PowerPoint Slide 12</b>). Acknowledge that some of us may have had a similar experience to the child in the book that we may feel strong feelings while listening and we can talk to a trusted adult about this if we need to.</p> <p>Read '<i>The Heart and the Bottle</i>' by Oliver Jeffers.</p>   |
| <p><b>Activity 5</b><br/>Reflection on text including identifying feelings</p> | <p>Ask pupils for their first responses to the text, including what they liked and didn't like. (<b>PowerPoint Slide 13</b>). Check understanding of the story by asking:</p> <ul style="list-style-type: none"> <li>• Can you explain what happened in the story?</li> <li>• Can you describe the feelings in the book?</li> <li>• Can you identify the message in the story?</li> <li>• Do you have any questions about the story?</li> </ul> <p>The teacher may need to be prepared to retell the story briefly in clear words for those who find it confusing.</p> <p>Remind pupils of the ground rules, particularly not sharing personal stories or stories about friends and family. Teachers should be prepared for potential sensitive questions by having read the Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons, prior to the start of the lesson.</p> <p>Give the <b>Bottle poster templates (PowerPoint Slide 14)</b> out to individual pupils and ask them to draw and write <u>inside</u> the bottle about the feelings connected to loss and grief they have learnt about from the story and any other feelings they think might be associated with someone dying.</p> <p>Words could include sad, numb, heavy, angry, scared. Explain that these will be displayed and encourage pupils to be creative and use colours in their drawing and writing. Pupils will need to put their name on them as the final box ('What have we learned') will be completed in lesson 2.</p> |

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|  | <p>This activity supports the building of a feelings vocabulary. Encourage pupils to do this quietly and thoughtfully. Keep an eye out for pupils who may find this difficult and upsetting and offer support.</p>   |
| <p><b>Activity 6</b><br/>Think more deeply:<br/>continuum activity</p> | <p>This activity (<b>PowerPoint Slide 15</b>) begins to explore how to deal with feelings associated with bereavement. Set up a continuum in the classroom with 'Agree' at one end and 'Disagree' at the other. Read each statement and invite the pupils to reflect on each statement individually and then move to where they want to stand on the continuum. With a large class you might invite a third of the class onto the continuum at a time.</p> <p>Pupils can then be encouraged to discuss what they think with the person next to them before everyone discussing as a class. Encourage pupils to build on each other's ideas and agree and disagree respectfully. For each discussion encourage listening and seeing all sides and acknowledge that dealing with difficult feelings can be really hard.</p> <p>Finally invite pupils to move on the continuum if they have changed their minds.</p> <ul style="list-style-type: none"> <li>• If you hide your sad feelings away, you won't feel upset anymore.</li> </ul> <p>Teacher message: This may be a helpful coping strategy to use sometimes, but if we hide our feelings all the time they often come out in other ways. For example, our sadness might come out as anger or feeling unwell.</p> <ul style="list-style-type: none"> <li>• It is OK to be sad, and it can help to cry, and share feelings</li> </ul> <p>Teacher message: Yes, any feeling is OK after a bereavement and someone may experience lots of different ones. It is OK for boys and girls to cry and sharing our feelings can help. There may be other things people like to do when they are feeling sad. It is also OK to just sit and feel sad. All feelings pass and change.</p> <ul style="list-style-type: none"> <li>• It is OK to be happy sometimes when someone you loved has died</li> </ul> <p>Teacher message: Yes, any feeling is OK after a bereavement including feeling happy. When someone dies we might feel lots of different feelings. What is important is to talk about them and remember that feelings do pass and change.</p> <p>This is an opportunity to revisit the core theme in the book (about locking feelings away) and build pupil understanding of dealing with strong feelings.</p> |
| <p><b>Activity 7</b><br/><i>Heart and the Bottle</i> posters</p>       | <p>Discuss with pupils the part of story when the young girl unlocks her heart from the bottle and re-discovers her joy and curiosity in the world. Use the pictures in the story book to encourage pupils to identify some of the things she was curious about. Reflect with the pupils how the girl in the story was sad for some time, but then found that remembering things she was curious about helped her with this sadness.</p> <p>Ask pupils to return to their Bottle templates. Ask pupils to record around the outside of the bottle, words and drawings that show all of the things that they are curious about in the world. (<b>PowerPoint Slide 16</b>).</p>  |

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|   | <p>Share and celebrate the 'Heart and the Bottle' posters: have a silent gallery (pupils silently visit and look at each creation) and display. Then encourage pupils to make positive comments about each other's creations (and not to comment on the feelings words).</p> <p>Display and save for use in Lesson Two.</p>   |
| <p><b>Activity 8</b><br/>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: (<b>PowerPoint Slide 17</b>).</p> <ul style="list-style-type: none"> <li>• What have you found out about loss and how a bereavement can affect someone's feelings?</li> <li>• <i>I have found out that loss can make someone feel ...</i></li> <li>• What have you found out about what helps with sad feelings?</li> <li>• <i>I have found out that...</i></li> </ul> <p>Pupils can then feedback some of their learning.</p> <p>Explain that in the next lesson we will explore some strategies for coping and managing feelings linked to loss and grief</p> |
| <p><b>Activity 9</b><br/>Signpost to support</p>    | <p>Remind the pupils that if this lesson has made them feel sad or if they have a question, who they can talk to, and, importantly, when they can do this. These trusted people could include their teachers, their parents and carers or other adults in their life. Explain that sometimes it's helpful to talk with people outside of our family, friends or school and signpost to ChildLine and Winston's Wish. (<b>PowerPoint Slide 18</b>).</p> <p>Make a link to protective behaviour message: <i>We can talk with someone about anything, even if it feels awful or small</i></p>  |
| <p><b>Activity 10</b><br/>Relaxation activity</p>   | <p>Teach the pupils a breathing activity, for example, triangle breathing (<b>PowerPoint Slide 19</b>) to end the lesson calmly and to build skills in managing difficult feelings.</p>   |
| <p>Embedding and extending learning</p>             | <p>Read texts with similar themes across the week. Reading Lists can be found on the Winston's Wish website <a href="http://www.winstonswish.org/suggested-reading-list/">www.winstonswish.org/suggested-reading-list/</a>.</p>   |