



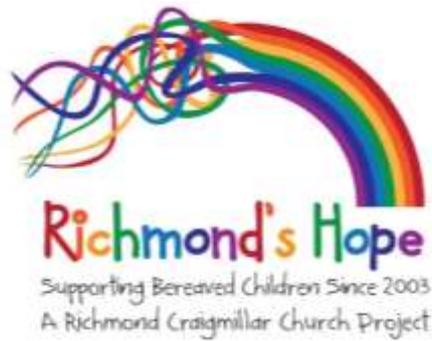
**Richmond's Hope**

Supporting Bereaved Children Since 2003  
A Richmond Craigmillar Church Project

## **When someone dies... Useful Information**

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## What is Richmond's Hope?

Richmond's Hope is a project for bereaved children/ young people and their families. The project was founded in 2003 after it was recognised that there was a number of children in the Craigmillar area who had been bereaved and were unable to access support. Since then Richmond's Hope has expanded its service provision which now covers the City of Edinburgh and Midlothian and have provided support to over 2700 children/young people and their families. Richmond's Hope is recognised as the lead in child bereavement provision in Scotland and works on a daily basis with children between the ages of 4 and 18 who have been bereaved. The project aims to provide a safe time and space for the children to explore their feelings and the impact of the death on their lives.

We believe that each child's grief is different. Sessions are tailored to meet their need. Children are usually offered around 12 1-2-1 sessions which use therapeutic play and creative activities to encourage children/young people to explore feelings and how their grief has impacted their lives. Activities are centred on memories, feelings and ways of looking after themselves. Children are encouraged to find their own ways of coping; preparing them for when they feel they do not need our support any longer.



## Helping Parents and Children Cope When Someone Dies

How best can you help your child or children when someone significant to them dies?

Dealing with your own grief

Do children grieve in the same way as adults?

What about very young children?

What is 'normal' grieving for a child?

What factors can affect a child when someone dies?

***These are some of the questions that this information pack will try to address.***

Even when they have not experienced a loss or bereavement, children will have lots of thoughts about death. This is part of their healthy curiosity about life – like thoughts about their body or birth. Adults may find it difficult to talk about death due to their own anxieties about their mortality or fear of upsetting others. It is important not to assume that children are not ready and willing to talk about their anxieties on the subject. Indeed, this can be the most useful way in which parents and other important adults in their lives can help children: by being prepared to listen to the child's thoughts, beliefs and fears and allowing them to ask questions.

### Breaking the News

You may want to protect your child or feel that it is better that they do not know the true circumstances about the death. However, children are intuitive and can tell very quickly when someone is missing from the family or family members are upset. Therefore, it is best to be honest with your child and explain all the details about the death and answer their questions in an age appropriate way. This will help to maintain trust between you and your child and therefore provides them with an adult that they can talk to about the death.

If the death is sudden it can be more difficult and like an adult a child will feel a range of emotions, from shock to anger. It would not be unusual for a child to pretend that it isn't happening; this can be a defence mechanism to protect them from the shock. A child may not cry or talk and if angry or feeling guilty they could react in an aggressive manner. As every child is unique it is impossible to know how your child will react. Be prepared for any eventuality and most of all to comfort them. Be prepared to answer repetitive questions as this is common for children.

As a parent or carer, one of the most helpful things that you can do for your child is be honest and supportive. Assure them that this did not happen because of anything they have said or done and make it clear to them that they will be looked after. This will reassure the child in a time which can seem very scary and confusing.

## How to tell a child when someone has died

Talking to a child about the death of a parent, sibling, close relative or friend can be very difficult and could be the hardest thing you ever have to do. These suggestions may be helpful:

- Use **straightforward words** like **dead** and **dying**.

With young children, try to link it with a known loss, such as the death of a pet (which may also cause more grief for the child than the parents anticipate) Children under the age of approximately four often think that sleeping and death are the same. Older children can sometimes think this too. The difference needs to be explained try to use concrete words when explaining like “dead or died” using everyday examples like ‘when you die you can’t eat or sleep or feel anything, you’re body stops working’.

- **Avoid phrases** like **‘He’s gone to sleep’**, or **‘She’s gone away’**, or **‘we lost Gran’**.

These phrases can be confused with everyday occurrences, and may lead to fears about going to sleep. Your child needs help to understand the body has not gone anywhere, other than perhaps the cemetery or the crematorium. Concrete explanations will lessen confusion.

- **Explain what ‘dead’ means.**

It is not unusual for children to assume that when someone dies they can come back. Make it clear to younger children that dead means that the **body** of the person who has died is **no longer working**, and that they don’t feel any pain. Go through this carefully as children may need to be clear about what happens to the body. Explain that when somebody dies they don’t feel anything, they can’t see or hear and they don’t breathe. A good way to explain this is to say that the person’s body no longer works, and this means that they have died.

- **The importance of truth.**

Although it may seem easier in some circumstances to try to protect your child from further upset by shielding them from painful facts, it is better that you try to be honest with your child in telling them what has happened. Children who know all the facts are able to process them and this will aid “normal” grieving. We have found that children who are not told the full facts about the death and later find out can display very angry behaviour and this can sometimes affect the relationship between a child and their parent/carer. Finding out later means that the children have to re-visit their grief and often they can feel lied to.

- **Repeating the story and questions.**

Be prepared to **repeat the story** on numerous occasions and answer repeated questions as your child may be really confused at times. Allow children and young people to ask questions because this can aid their understanding. Understandably some of these questions can be difficult to explain and you may feel as though your child is too young to hear some details especially if the death was a suicide or a murder. However, if a child is asking to know something it usually means that they will be able to cope with the information and this can help them in their grieving process. It can be helpful for adults to understand that a child's imagination can be worse than reality. Talking through the facts can help clear up any confusion.

- **Explaining the illness.**

If someone has died because of an illness it can help to explain the illness and how it made the person die. For example if someone has died from cancer you could say 'granny died because of an illness called cancer. You can't catch cancer it just develops in people's bodies and no-body knows why. Sometimes doctors can make people better but unfortunately the medicine didn't work for granny and her body stopped working and this is what caused her to die'. Be sure to reassure the child that this does not mean that they will die from the same thing.

- **Explain that it is not their fault.**

In some cases children can blame themselves for the death. Children between the ages of 4 and 7 can think that if they wish for someone to go away they could have made the person die. Reassure your child that nothing they said, did or thought made the person die.

- **The funeral**

It can be a meaningful and important experience for children to have the opportunity to attend the funeral and say goodbye. Providing children with the choice of attending the funeral can bring a sense of finality and this can help the grieving process. However, remember that children may also choose not to attend the funeral. Respect this decision and offer the child to think of a way that they would like to say goodbye e.g. letting a balloon go or writing a letter. If your child chooses to attend the funeral try to explain the funeral process, making sure they understand what a funeral is and what happens there. Try to explain what a coffin will look like and what happens at a burial/cremation. It can also be nice to include children in the planning of the funeral by letting them choose a song or the flowers or even saying a prayer or a reading. Discuss this with them and allow them to choose whether this is something they would like to do.

## ● Viewing the body

In some cultures, or families, children may see the body after death. Indeed it may be helpful to do so, however make sure time is taken to explain exactly what will happen when they go to view the body and what the person will look like.

Some choices can be more difficult to make than others. For example, many parents feel uncomfortable with the idea of a child viewing the body of the person who died, they feel that this may be too distressing and want to protect them from further hurt/pain. Children's imaginations can often be worse or more frightening than reality, and because children have a natural curiosity, viewing the body can help them understand that the person is dead.

It is important to use concrete words, like died or dead, as children can often become confused by other explanations. For example, a lot of people often use the term, "it looks just like they are asleep". Although this term seems kinder to use, children can often become confused and worried that when they, or someone else, go to sleep they too might not wake up.

Again, choice is important for a child. If a child decides they do not want to view the body, but everyone else in the family does, they should not be made to feel wrong. Children need permission to choose and reassurance that whatever they decide is okay. Again here is a list of facts that a child may find helpful to talk about before viewing the body.

### **The Body:**

- ✿ **Is in an open or partially open coffin**
- ✿ **Is in a cool temperature**
- ✿ **Doesn't move**
- ✿ **Can't talk and doesn't see you**
- ✿ **Won't come back to life**
- ✿ **May be puffed up**
- ✿ **May have markings, etc, from injury/illness**
- ✿ **May look and feel different than the person did before the death**
- ✿ **May have a different smell**

## How a child might grieve

There are no clear cut stages of grief, nor a correct order or 'right' amount of time to grieve. Therefore try not to think about it in terms of a "right way" to grieve. How Children respond to the death of a significant person in their lives can depend upon a number of factors including:

**Their age and stage of development – this will have an impact on the child/young persons understanding of death**

**The circumstances of the death – illness, accident, suicide, murder, may also have an affect on a grieving child**

**Their relationship to the person who has died**

**The reaction of other family members to the death**

**How the family unit reacts to life following the death**

**Culture and religion**

### **Grief reactions and ages**

A child's age and stage of development can affect the way in which a child grieves

#### **0-2 Years:**

**No Concept of Death**

**Experience of Loss is Separation.**

If a significant death occurs in the life of a child under the age of 2 years, they will not have much language to express their loss. Babies and toddlers react **physically** and **emotionally** to the disappearance of a significant person in their lives. Children of this age will pick up on parental feelings of grief and changes in routine and will perhaps fear separation from close family members.

Try to minimise disruptions and changes as in time, within a steady and loving environment, the loss can be repaired to some extent. It is important for the child and those caring for them to keep their memories of the person alive by talking and remembering. Additionally, it may be helpful to the child for a few belongings of the person to be kept for them until they are older.

#### **2-5 Years:**

**Death Viewed As Temporary and Reversible – Like Sleep**

**Dead People are Elsewhere**

**Dead People Have Feelings and Bodily Functions**

**Thoughts, Feelings and Wishes can have Causal Effects- Magic Years**

Children of this age can understand the concept of death, but do not yet realise the finality of it and so may expect the person to reappear, “when’s daddy coming back?” Children of this age think in concrete terms and so may become confused by terms such as “gone away” or “gone to sleep”. They may require the story of what has happened to be told over and over again. Children at this age can also believe that something they did or said caused the death to occur i.e. in a fairytale, if they wish for someone to go away or die then they can make this happen. It is important to say that nothing they said, thought or did caused the person to die.

### **5-9 Years:**

**60% of 5 year olds have an almost complete concept of death**

**7 year olds understand that death is irreversible and final and may begin to fear death**

**Most 8 year olds have a fully developed concept of death and understand external causes**

Children of this age now begin to understand the difference between people who are alive and people who are dead. By this age they are able to understand that a dead person cannot feel, speak, hear, see or smell and they do not need to eat or drink. By the age of seven, most children know that death is final and that it can happen to anyone. Although more able to express thoughts and feelings, they can also hide these feelings away more and may appear unaffected. Children of these ages need to be given the opportunity to ask questions and to be given as much information as possible to help them adjust. An important factor is their deepening realisation of the inevitability of death and an increasing awareness of their own mortality and the fear this can cause.

### **10 years- adolescence:**

**The concept of death becomes more abstract**

**There is an understanding of the long term consequences of loss**

**Personal implications of death are being appreciated**

**Justice, injustice and fate may be issues**

Struggling for independence and an increasing understanding of the impact of a death on their lives may cause some teenagers to challenge beliefs and explanations given to them by others. Many teenagers feel more comfortable talking to their peers rather than a close family member. It is not unusual for teenagers to seem more insecure and behaving more like younger children. In contrast you could see them pulling away from the family and withdrawing into a private existence. On the other hand they may become angry and display more aggression.

## **Circumstances of the death**

The circumstances of the death can have a big impact on the way in which a child grieves. A sudden or traumatic death can be very different from one which is anticipated. When a parent or sibling dies unexpectedly the immediate reaction can be one of complete shock and sometimes the inability to feel anything (see attached sheets for traumatic deaths).

Although an anticipated death from a long illness is expected children can still be shocked. Children may seem to dip in and out of grief. One minute they may seem very upset and the next may seem fine. Try to be open and honest with your child and allow them to ask questions if they need to.

## **Their relationship to the person who has died**

This can be a major factor in how your child may react. If the child has a close relationship to the person who has died their grieving may be more intense compared to a family member who they have only met once. Try to remember this when speaking to children as although you may be grieving and upset for a relative overseas a child may not be as upset as this has no direct impact on their lives. On the other hand a relative who has cared for them or they see on a daily basis could be a huge loss to them and they will need time and support to help them through their grief.

## **The reaction of other family members to the death**

If you are open and honest with your child about the death and you grieve openly then this allows your child to see it's alright to be sad, to cry and show their feelings, and gives them permission to grieve openly in front of you. Don't hide your tears, you are allowed to grieve!

## **How the family unit reacts to life following the death**

Often a death in the family can put extra strain on the family as a whole. It is important to talk about how you are feeling. Hiding feelings from one another and ignoring the death can mean that children feel as though they can't be upset and talk about how they are feeling. Sometimes this causes children to release how they are feeling through other ways such as aggressive behaviour. Sharing your grief will give permission to your child to let them know that how they are feeling and grieving is ok.

## **Culture and religion**

Families have different cultures and religions therefore it is important to discuss this with your child. Children may grieve depending on how their religion allows them. For example some religions do not believe that children should attend the funeral. Try to explain the reasons for this to your child and try to let them decide a way in which they can say goodbye e.g. letting a balloon go or planting a tree.

Children will revisit their grief at different times, as part of their development and it can be helpful for parents to be aware that children can slip in and out of grief. This can sometimes be upsetting and shocking to an adult who may also be grieving. The best way in which to deal with this is be prepared to comfort your child and answer any questions which may be bothering them. Remember it is ok for you to show your feelings to your child and for you to grieve together.

## How you can help your child

- Talk to your child honestly and explain what has happened in a way they can understand.
- Talk to them about the funeral and how they can be included. Give them the choice to attend
- Inform the school of what has happened and find out who they can talk to in the school if they are upset.
- Support them in going back to school and talk to them about what additional support they may need.
- Remind them that they are not to blame and that its not their fault and remember they may need to talk about this.
- Help them to keep their memories alive by talking and remembering especially at special times of the year.
- Let them keep something that belonged to the person who died
- Give them a cuddle.
- Remind them to have fun and laugh sometimes. This doesn't mean that they are 'over it', have 'forgotten' or 'couldn't care'.
- Give them space but talk to them if you are worried they are not eating properly, having sleep problems or any other problems, so that you could do something about it together.
- Arrange for them to get extra support if they appear to be struggling.

## Anniversaries and Holidays

Holidays and anniversaries can be difficult times for grieving families. Holidays can be filled with family get-togethers and festive events, many of which people are accustomed to sharing with the person who died, whilst anniversaries and birthdays can mark important events. At these times it can sometimes be difficult to "put on a happy face" when you're grieving inside.

For the newly bereaved, Christmas, & New Year may be especially difficult. You might see the perfect gift for a loved one, and then realise he or she is not here to enjoy it. Whether your grief is new or old, there are ways you *can* make the holidays more bearable and less tiring for you and your children. The anniversary of a person's death may also be a difficult day but it may be helpful to honour the memory of the person who died and to begin new meaningful traditions in the family. Here are some suggestions. Use what is helpful for you.

- **Accept your Limitations.** Grief can be all-consuming, no matter what time of year it is. Holidays place additional stresses and demands on our lives. You may not be able to do all the things you've always done. Lower your expectations and allow yourself time and space to grieve.
- **Plan Ahead.** Decide ahead of time what you can and cannot do comfortably and let your friends and family know. For example, can you handle making the family dinner or should someone else do it? You may want to make a list of all the things you usually do - greeting cards, baking, shopping, decorations, parties, dinners etc. - and decide what you most want to do. Talk with your kids about plans and allow them to be involved in deciding how the family spends the holiday. They will appreciate being included.
- **Ask for Help if You Need it.** There's a good chance that friends and family are looking for ways they can be helpful to you during the hard times. You may want to continue certain traditions, but feel you can't do it alone. Involve others. People enjoy supporting others in concrete ways, such as cleaning, cooking and baking. Sometimes it's hard to ask for help because we worry about burdening others. But more often than not, they are more than happy to contribute.
- **Allow for Rest.** The holidays can be physically and emotionally draining for us all. Grieving is tiring too. Naps, walks, quiet times and other forms of relaxation - even for a short stretch of time - can be revitalising. Encourage children to have times of rest and quiet play as well.
- **Eliminate Unnecessary Stress.** Of course we can't entirely remove stress from the holidays. But we *can* set limits! For example, we all know how exhausting shopping can be, especially as we get closer to the holidays. If you plan to buy gifts, consider shopping early or buying from catalogues.

- **Acknowledge the Life of the person who died.** There are many creative ways to honour a person's memory. You may wish to do so by carrying on your family traditions or by creating new ones. Here are some ideas:
  - Buy or make a memorial candle to light during the evening
  - Observe a moment of silence or prayer before a meal (or at another appropriate time) in honour of the person who died`
  - Make a special toast or share memories of the person who died
  - Buy a gift or ornament in honour of your loved one
  - Make a donation to a charity in the name of your loved one or help a family in need by making a meal for them or sending presents to their children.

Remember there is no right or wrong way to “handle” holidays and anniversaries. You can only do what is right for you and your family.

## Working with Schools

Up to 70% of schools have a bereaved pupil on their school role at any given time. With the right support, most of these children will not need professional help, what they need is the understanding of familiar and trusted adults. Schools are well placed to support bereaved children and young people, offering them a safe and routine environment. Below is some advice on how you can work with a school to ensure your child is being supported.

- Phone or arrange a meeting with the school, either with the head teacher, class teacher or guidance teacher. This will allow you to tell the school what has happened so they are familiar with the circumstances of the death.
- Agree with the school what words/phrases to use, it is important that all adults who are in contact with a child should be saying the same. It is important the school does not contradict the family wishes.
- Ask the school to notify all staff who works with the child or young person about the bereavement. This is important as it will help ensure all staff are aware of the situation and this will help in their approach to supporting the child/young person.
- Allow the child or young person to decide if they wish to tell their class and if so, how they would like it to be done.
- Arrange a plan for if the child or young person needs to leave class for a time out. Remember their school work may deteriorate for a time due to lack of concentration and to allow for this, so perhaps mention this to the school.
- Have a designated person who the child knows they can talk to. This can be any trusted adult that they feel they would like to talk to.
- Keep in touch with the school; they will be in a position where they will notice any changes in behaviour or school work.

## What can school do to help a bereaved child or young person?

- Communicate clearly with the family and make sure that what you say to the pupil does not conflict with the family's wishes.
- Acknowledge the bereavement, don't be afraid to use the word dead. For example "I was very sorry to hear about the death of your..."
- Honesty; children and young people need honesty. Answer questions honestly, if you do not know the answer explain to the child that you are not sure, but can try to find out.
- Be prepared to listen, over and over again.
- Allow them time and space to express emotions
- Share any stories about the dead person, and talk about them with the child if they wish.
- Reassure them that they are not to blame, that it is not their fault that the person died.
- Grieving is tiring; it may be months until a child or young person is able to manage all of school and its work load.
- Have a designated person for a child to talk to if they need to.
- Have a plan for a time out, a safe, quiet place a child can use if they become upset.
- Keep in contact with the family.
- Understand that children will revisit their grief throughout the course of their lives; a death which occurred years ago can still affect a child or young person as their understanding may have changed with their development.
- Try not to judge or make assumptions. Every child and young person is different and they will grieve in their own way.

## When a Death Affects the Whole School

When a pupil or member of staff in a school dies, it can have huge impact on the running and ethos of the school. It is important that the school work with the family of the person who has died to ensure they are considered in the process, this is especially important if there are siblings or family members of the deceased in the school.

### **Guidelines for breaking sad news:**

- Whoever is giving the news should prepare what they are going to say.
- Don't be afraid to show emotion, it just shows that you are human; be careful though, it can be difficult if you weren't expecting it.
- Start by acknowledging you have sad news to give.
- Be honest, use straight simple facts use words like dead/died.
- If known, explain the basic circumstances of the death. If not known, say so, and explain you will try to find out.
- If there are rumours about the death, clear them up and state which ones are definitely not correct.
- Talk briefly about the person who has died, without eulogising them.
- Inform every one of any arrangements that have already been made.
- Close by acknowledging that not everyone will be feeling sad and that's ok.

### **Saying goodbye**

Schools can feel like it would benefit the school community to hold a special assembly or remembrance service. This can help put back a sense of normality into what may have been a very unsettled time. It can bring the school together to acknowledge what has happened. It will allow them to reflect and remember the person who has died. It will normalise grief, and allow pupils to see that it is OK to be sad, but also OK to be unaffected.

### **Suggestions for an Assembly (every school will be different):**

- Invite pupils, staff, any family members that may wish to come. If someone wishes not to attend then that is OK.
- Allow the pupils to be involved in planning the service; this will give them a sense of involvement.
- You could; light a candle, have songs which the deceased liked, have staff and pupils read stories about the person.
- Place some photographs of the person who has died, but remember that a big image may be too much for a grieving family.
- To close, you could give a memorial box/book to the family, or blow out a remembrance candle, or allow pupils to write a private farewell message

which can be placed in a box at the end, or play reflective yet uplifting music or go outside and anyone who wishes can release a balloon.

- You may want to hold the assembly before a break to allow everyone to compose themselves to return to normal timetable or at the end of the day so everyone can return home.

**For more information on how schools can develop a school policy on how to manage bereavement see this link below:**

<http://www.childbereavement.org.uk/Support/Schools/Schoolpolicy>

## How to Refer

Children between the ages of 4 and 18 can be referred to the project.

For children and young people who live in Edinburgh, referrals can be made directly over the telephone by parents/carers, teachers, clergy, social work or anyone who has input with the child, as long as they have the permission of the parent/carer and the young person knows the truth about the death.

For an Edinburgh referral please call 0131 661 6818

To make a referral for a child or young person in Midlothian, please contact your local team

East Locality – Heather Ritchie 0131 271 3813

West Locality – Lorraine Chapman 01968 664 134

We also have a satellite base in Carrick Knowe Parish Church – to make a referral for this please contact our main office on 0131 661 6818

[info@richmondshope.org.uk](mailto:info@richmondshope.org.uk)

[www.richmondshope.ork.uk](http://www.richmondshope.ork.uk)

## Can you help support a bereaved child?

Richmond's Hope is a registered charity in Scotland who support bereaved children and young people in Edinburgh and the Lothian's. As a small charity we rely solely on grants and donations to enable to continue this much needed support. We support around 200 children each financial year (April to March). It costs £1100 to support one child. By giving a donation, however small, can make a big difference to bereaved children and young people.

### Ways in which you can help

- Make a regular monthly donation by:
  - By setting up a monthly standing order with your bank.
  - Make a monthly donation from your salary. Enquire whether your payroll department would be prepared to set this up for you.
- Make a donation online at [www.justgiving.com/richmondshope/donate](http://www.justgiving.com/richmondshope/donate)
- Make a donation by cheque and send it to the address below
- Use our online shop, every purchase you make from the shops listed with BUYAT will earn commission for the Project. You can access the BUYAT site by logging on at [www.buy.at/richmondshope](http://www.buy.at/richmondshope) or visit our website at [www.richmondshope.org.uk](http://www.richmondshope.org.uk) and click on the BUYAT icon.
- Organise a fundraiser or sponsored event in aid of Richmond's Hope
- Donate unwanted or broken gold which we can then send to a buyer in exchange for cash.

## Book List

**Lucy Has a Tumour.** Sargent Cancer care for children. (Age 4+) Barton, V.

**Joe Has Leukaemia.** Sargent Cancer care for children. (Age 4+) Barton, V

**Words of Comfort for you in your time of loss.** Blue Mountain Press: Colorado. ISBN 0-88396-625-5 – Blue Mountain Arts Collection. A book of poems

**Muddles Puddles and Sunshine.** Winston's Wish: Cheltenham. Crossley, D. (2000)  
Muddles, Puddles and Sunshine is a workbook that offers children the opportunity to look at their lives and explore the death of a loved one

**I feel Frightened.** Wayland: Hove. ISBN 0-7502-1404. (Age 4+) Moses, B. (1994)

**Sad Isn't Bad:** A good-grief guidebook for kids when someone dies. Abbey Press: USA. ISBN 0-87029-321-4. (Age 4+), Mundy, M (1998).

**Water Bugs and Dragonflies:** Explaining Death to Young Children. The Pilgrim Press: USA. ISBN 0-8298-1180. (Ages 6+) Stickney, D. (1970)

**The Secret C. Winston's Wish:** Gloucester. ISBN 0-9539123-0-2. (Age 6+), Stokes, J. (2000)

**Then, Now and Always:** Supporting children as they journey through grief: a guide for Practitioners. Winston's Wish: Cheltenham. ISBN 0-9539123-5-3. Stokes, J. (2004)

**I Miss You:** A first look at death. Baron's: USA. ISBN 0-7641-1764-5. (Age 6+), Thomas, P. (2000)

**Can anyone be as gloomy as me?** Hodder Wayland: London ISBN 0-7502-2793-1. (Ages 6+), Toczek, N. (2000)

**Badgers Parting Gifts.** Collins Picture Books: UK. ISBN 0-00-664317-5. (Age 6+), Varley, S. (2002)

When old Badger dies his friends think they will be sad forever. But gradually they are able to remember Badger with joy and to treasure the gifts he left behind for every one of his friends. This sensitive book can help children come to terms with the death of those they love.

**When Uncle Bob Died.** Happy Cat Books: Essex ISBN 1-903285-08-9. (age 6+) 2001). Wimperis, S

**Somewhere Over the Rainbow:** Maureen Hitcham Sargent Cancer Care For Children. Video.

**Silent Grief, Living in the wake of suicide:** Christopher Lucas and Henry M Seidem

Silent Grief is a book for and about 'suicide survivors' – those who have been left behind by the suicide of a friend or loved one.

**Loss & learning Disability** – Noelle Blackman (2003) – Worth Publishing (London)  
ISBN 1-9032690-24

**Talking with children and young people about death and dying:** A workbook  
Mary Turner: (1998) London. Jessica Kingsley Publishers.

**Just my Reflection: Helping parents do things their way when their child dies.**  
Sister Frances Dominica: London (1997) ISBN: 0-232-52211-1

**Life after life:** Raymond A Moody (1975) Rider (London)  
ISBN 0-7126-0273-9  
Study of more than 100 people who have experienced clinical death and survived.

**When children grieve:** John W. James, Russell Friedman. Quill: New York (2002).  
ISBN: 0-06-019613-0.  
A book to help adults to help children deal with death, divorce, pet loss, moving and other losses.

**When dad died:** Sheila Hollins & Lester Sireling. Gaskell: London (1989) ISBN 1-904671-04-7  
Helpful to adults and children with learning disabilities. The pictures tell the story of a father's death.

**When Mum died:** Sheila Hollins & Lester Sireling. Gaskell: London (1989) ISBN 1-904671-04-7  
Helpful to adults and children with learning disabilities. The pictures tell the story of a mother's death.

**A volcano in my Tummy:** Elaine Whitehouse & Warwick Pudney. New Society Publishers: Canada (1994). ISBN 978-0-86571-349-9.  
Books with helpful exercises in helping children control their anger.

**What on Earth do you do when someone dies:** Trevor Romain: Free Spirit Publishing: Minneapolis (1999) ISBN: 1-57542-055-4.  
Answers some questions children might have about death in an easy, understandable manner. (6+)

**Granddad's Ashes:** Walter Smith. Kingsley Publishers: Philadelphia (2007). ISBN: 978-1-84310-517-6.  
Tells the story of children trying to find granddad's special place to put his ashes.

**On death and dying:** Elizabeth Kubler-Ross. Schribner: New York (2003) ISBN 0-684-83938-5.  
Explores the five stages of death through sample interviews and conversations.

**After the darkest Hour the sun will shine again:** A Parent's guide to coping with the loss of a child: Elizabeth Mehren. Fireside: New York. (1997). ISBN 0-684-81170-7. The author tells her own story of losing her daughter.

**Milly's Bug-Nut:** Jill Janey. Winston's Wish: UK. (2002) ISBN 0-9539123-4-5. Story of a family finding their way through bereavement.

**The Grief Game:** Kingsley Publishers.

A therapeutic board game devised to facilitate the understanding and disclosure of the complex feelings experienced by children and adolescence when they are confronted with bereavement.

**When Someone Very Special Dies:** A practical format for allowing children to understand the concepts of death and develop coping skills for life. With the supervision of an adult, children are invited to illustrate and personalise their loss through art. "When Someone Very Special Dies" encourages the child to identify support systems and personal strengths. Marge Heegaard

**Fall Of Freddy The Leaf** Ref: BER3575

A Story of Life for All Ages

This story is about how a leaf called Freddy and his companion leaves change with the passing seasons, finally falling to the ground with the winter's snow. It is an inspiring allegory illustrating the delicate balance between life and death.

**When Someone Has A Very Serious Illness** Ref: SIL5500

Marge Heegaard

When someone in the family has a serious illness everyone in the family is affected. Whilst the family focus is on a long term illness, children may develop unhealthy defences and roles. This book invites children to illustrate the text and encourages them to talk about their misconceptions, fears and worries. In addition they also learn about concepts of illness and ways of coping with another person's illness.

**Someone came before you:** Pat Schwiebert :Grief Watch – Portland Oregon (2007): ISBN# 0-9724241-5-6

A story to explain to a child about a sibling's death before they were born.

**Toby's Tiny Tot:** Jaqueline Savage: Sands: London (2006)

ISBN#: 0-9546932-4-8

A story about a young boy awaiting the arrival of a baby brother or sister, when the baby dies.

**No new baby:** Marilyn Gryte: Centering Corporation (1999)ISBN#: 1-56123-041-3 A story about a young boy awaiting the arrival of a baby brother or sister, when the baby dies.

**My book about our baby who died:** Lynda Weiss: The Child Bereavement Charity (1996)

ISBN# 0-9523328-33

A work book for a child when a baby dies.

**The Huge Bag of Worries:** Ironside, V (2011) ISBN: 9780340903179

**Red Chocolate Elephants:** Sands, D (2010) ISBN 9780646542379.

This is a workbook designed to support children bereaved by suicide.

**Chocolate Chipped: A smelly book about grief.** Gilbert, S (2011) ISBN 9780954843496

**Bereavement, Loss and Learning Disability: a guide for professionals and carers.**

Grey, R. (2010) ISBN 9781849050203

**Never too Young to Know; death in children's lives.** Silverman, P. (2000) ISBN 095109546

**Continuing Bonds, New understandings of Grief.** Klass, D. (1996) ISBN 1560323396

**As big as it Gets; supporting a child when a parent is seriously ill.** Winston's Wish ISBN 0953912396

**Suicidal Behaviours: a comprehensive guide.** Alderidge, D and Barrero, S. (2012) ISBN 9781849050258

**Is Daddy coming back in a minute?** Barber, E and barber, A. (2012) ISBN 9780957474505

Explaining sudden death to pre-school children in words they can understand.

**Helping Children Cope with the Loss of a loved one; a guide for grown ups.** Kroen, W.C. ISBN 1575420007

**Frog's Breathtaking Speech;** how children can use their breathing to deal with anxiety, anger and tension. Chissck, M and Peacock, S. ISBN 978184810917

**Remembering.** Leutner, D. A Child Bereavement UK workbook or children to remember their loved one. ISBN 9780952166184

**The Forgotten Mourners.** Smith, C. (1999) ISBN 1853027588

Guidelines for working with bereaved children.

**A volcano in my Tummy; helping children to handle anger.** Whitehouse, E and Pudney, W (2008) ISBN 9780865713499

**After the Darkest Hour the sun will Shine Again.** A parents guide to coping with the loss of a child. Mehren, E. (1997) ISBN 0684811707

## Useful Agency Information

**Richmond's Hope** – A Bereavement Project for Children ages 4 – 18 -  
227/229 Niddrie Mains Road, Edinburgh, EH16 4PA, 0131 661 6818,  
[www.richmondshope.org.uk](http://www.richmondshope.org.uk) Email:richmonds.hope@tiscali.co.uk

**Child Bereavement UK**- Information, training, support and activity material to assist those helping bereaved families- Aston House, High Street, West Wycombe, High Wycombe, Bucks, HP14 3AG, 01494 446648- [www.childbereavement.org.uk](http://www.childbereavement.org.uk)

**Crocus** - Group Work for Children – Raigmore Hospital, Inverness, IV2 3UJ  
01463 70400- [www.crocusgroup.org.uk/](http://www.crocusgroup.org.uk/).

**Cruse Bereavement Care** – Counselling for Adults and Children, 3 Rutland Square,  
Edinburgh, EH1 2AS, 0131 229 6275- [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

**Notre Dame Child Guidance Centre** – Helps bereaved Children, 20 Athole Gardens, Glasgow,  
G12, 0141 339 2366- [www.notredamecentre.org.uk](http://www.notredamecentre.org.uk)

**Rollercoaster** – group work and individual work for children, Dryburgh Resource Centre,  
Napier Drive, Dundee, DD2 2TF, 01382 436621-  
[www.chooselife.net/xLCLP/DundeeCity/DC\\_Activities](http://www.chooselife.net/xLCLP/DundeeCity/DC_Activities)

**Bereaved Parents Network** – Information for those who have suffered bereavement  
Dalkieth, Midlothian, EH22 9AB, 01368 864070- [www.careforthefamily.org.uk/bpn/](http://www.careforthefamily.org.uk/bpn/).

**Winston's Wish** – Advice and Guidance for families of bereaved children- 0845 2030405 –  
[www.winstonswish.org.uk](http://www.winstonswish.org.uk)

**Yorkhill Family Bereavement Service**- Groups and Individual work for children, Yorkhill NHS  
Trust, Yorkhill, Glasgow, G3 8SJ, 0141 201 9257 – [YFBS@yorkhill.scot.nhs.uk](mailto:YFBS@yorkhill.scot.nhs.uk)

**The compassionate Friends**- A society of bereaved parents who offer individual and group  
support- TCF National Office, 53 North Street, Bristol, BS3 1EN. 0117 966 5202.

**Sargent Cancer Care**- Sargent Cancer Care, 5 Beaufort Road, Edinburgh, EH9 1AG-  
[www.clicsargent.org.uk](http://www.clicsargent.org.uk).

**SIBBS** – Support when a sibling dies. PO BOX 295, York, YO2 5YP [info@sibbs.demon.co.uk](mailto:info@sibbs.demon.co.uk)

**SOBS** – for survivors of bereavement by suicide – Centre 88 Saner Street Hull HU3 2TR 0870  
241 3337

**Sargent Cancer Care** – support for families who have a family member with cancer – Sargent  
Cancer Care – 5 Beaufort Road, Edinburgh EH9 1AG