

‘The one thing guaranteed in life and yet they won’t teach you about it’: The case for mandatory grief education in UK schools

Lesel Dawson, Rachel Hare, Lucy E. Selman, Tracey Boseley & Alison Penny

Appendix 1

Appendix 1 features a selection of the many resources and training courses available to support UK schools with their grief education and bereavement policies. Inclusion in this appendix does not constitute a recommendation (and schools should make their own decisions about what resources are best for them); however, it demonstrates the extent and range of support available in this area and may be helpful as a starting point for schools.

Lesson plans and resources for teaching about grief, death and loss

This table only includes lesson plans and resources that are suitable for whole-class relationships and wellbeing lessons. We have not included programmes aimed specifically at bereaved children which can be run in schools. We have focused on free resources but have also included three that are available via subscription to teaching resource platforms (PSHE Association, Glow and Partnership for Children).

Provider	Resource name	Resource type	Link
CEDAR Education	Learning packs for schools	Death education learning packs for secondary schools, created with Life Lessons' Youth Advisory Team of bereaved young people	https://cedareducation.org.uk/learning-packs-for-schools
Child Bereavement UK	Elephant's Tea Party	Story- and creativity-based resource pack; suitable for learners aged 5–11; more advanced version for learners aged 11–14 available on request	https://www.childbereavementuk.org/elephants-tea-party-schools
Child Bereavement UK and Learning Grid for London	Having honest conversations about death and grief	Online compendium of resources including flexible lesson plans and ideas for primary and secondary schools	https://honestconversations.lgfl.org.uk
Council for the Curriculum, Examinations and Assessment (CCEA) (based in Northern Ireland)	InSync: Managing change, Year 9	Change component of personal development programme for young people aged 12–13 (including some specifically bereavement-related activities); anchored to the Northern Irish curriculum but accessible to all	https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Theme%20%20Teacher%20Notes%3A%20Managing%20Change%20%28Year%20%29.pdf

Provider	Resource name	Resource type	Link
Council for the Curriculum, Examinations and Assessment (CCEA) (based in Northern Ireland)	Living. Learning. Together. Difficult feelings, Year 4 and Thinking and feeling, Year 7	Emotional literacy components of personal development programme for primary schools (including some specifically bereavement-related activities); anchored to the Northern Irish curriculum but accessible to all (NB: Year numbers vary across the UK: please choose the plans which match your learners' age.)	Year 4 (for children aged 7–8): https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Unit%20%3A%20Difficult%20Feelings.pdf Year 7 (for children aged 10–11): https://ccea.org.uk/downloads/docs/ccea-asset/Resource/Unit%20%3A%20Thinking%20and%20Feeling.pdf
Council for the Curriculum, Examinations and Assessment (CCEA) (based in Northern Ireland)	Thematic unit: Nothing ever stays the same	Resources exploring change aimed at young people aged 11–14 with moderate learning difficulties (MLD). The 'loss' components focus on 'stages of loss' and teachers should explain that we do not usually experience these emotions as distinct and linear stages.	https://ccea.org.uk/learning-resources/thematic-unit-nothing-ever-stays-same
Thomas Dixon from the Queen Mary Centre for the History of the Emotions, with TKAT Multi-Academy Trust	Developing emotions	Programme of lesson plans designed to develop emotional literacy; currently available for learners aged 7–8, and 9–10	https://emotion-slab.org/schools/register
Glow: Digital Learning for Scotland	Bereavement, loss and grief curricular resource	Lesson plan and resources for each stage of primary and secondary education (from P1 to S5); only accessible to Glow members	https://sts.platform.rmunify.com/account/signin/glow
Partnership for Children	Free wellbeing activities	Downloadable activity sheets to help children process emotions and anxieties, communicate, and deal with change and loss (can be used in conjunction with a Skills for Life subscription)	https://www.partnershipforchildren.org.uk/what-we-do/wellbeing-activities.html

Provider	Resource name	Resource type	Link
Partnership for Children	Skills for Life: Zippy's friends (ages 5–7); Apple's friends (ages 7–9); Passport (ages 9–11); SPARK resilience (ages 10–12); Zippy's friends for pupils with special educational needs (SEND)	Learning programmes to help children of different ages develop emotional literacy, coping and social skills, including tools to manage change and loss. Available to schools who have completed the Skills for Life online training and purchased an annual subscription. Resources can be purchased as physical books.	https://www.partnershipforchildren.org.uk/what-we-do/programmes-for-schools.html
Project Eileen	Project Eileen	Flexible multimedia programme for young people aged 13–15; all UK schools can access the downloadable lesson packs, but the free facilitator-led workshops are currently only available in Southeast England	https://www.projecteileen.co.uk
PSHE Association (based in England)	Change, loss and grief (in mental health and emotional wellbeing packs)	Lesson plans for primary and secondary schools; available to PSHE Association members only	https://pshe-association.org.uk/search?queryTerm=mental%20health%20and%20emotional%20wellbeing%20pack
Strathcarron Hospice, Universities of Strathclyde and Edinburgh, and St Francis Xavier's RC Primary School, Falkirk	The resilience project: Educating and supporting children around death, dying and bereavement	Lesson plans for 9–12-year-olds exploring death in relation to health and wellbeing, RE, and science; originally designed for a Catholic school, but can be adapted/used by all	https://www.goodlifedeathgrief.org.uk/content/resources/The_Resilience_Project.pdf
Winston's Wish	Teaching about loss and bereavement in schools	Sets of lesson plans aimed at each age group; generally story- or scenario-based	https://www.winstonswish.org/pshe-lessons
Winston's Wish	Thunks on death	Question cards to open up thinking and discussion; can be used in different ways for learners of different ages	https://www.winstonswish.org/wp-content/uploads/2019/06/Winstons-Wish-thunks.pdf

Teacher training courses

This section contains courses that can help education professionals talk sensitively about death and grief in classes and elsewhere and support bereaved young people.

Provider	Resource name	Resource type	Link
Child Bereavement UK	Child Bereavement UK training	Various courses for educational professionals, mostly online	https://www.child-bereavementuk.org/training
Childhood Bereavement Network	Map of local services	Contact information for local services, many of which may be able to offer training/resources to schools in their area	https://childhood-bereavementnetwork.org.uk/if-you-need-help-around-death/finding-support-local-you
Cruse Bereavement Support	Working with children and young people	Online webinar to help schools support bereaved learners	https://www.cruse.org.uk/organisations/bereavement-training-working-with-children-young-people
Cruse Scotland	Bereavement training for schools	Various courses and eLearning modules for educational professionals	https://www.crusescotland.org.uk/training/bereavement-training-for-schools
EduCare	Dealing with bereavement and loss (produced in partnership with Winston's Wish)	Accredited bereavement training for educational professionals; can be studied flexibly in two hours	https://www.educare.co.uk/courses/dealing-with-bereavement-and-loss
Grief Encounter	Schools and educational settings	Training for educational professionals in supporting bereaved learners and managing classroom discussions through creative methods	https://www.griefencounter.org.uk/training/schools-and-educational-services
Helping Children Smile Again (with Play Therapist Amanda Seyderhelm)	Bereavement programme for schools	Online training programme for schools who want to build a therapeutic framework to help children manage grief and loss	https://helpingchildrensmileagain.com/training
The National College	Coping with bereavement: How to support your staff and pupils	Free 58-minute webinar for senior leaders, headteachers on how to support bereaved staff, learners and families, including guidance on creating empathetic grief aware schools	https://thenationalcollege.co.uk/webinars/coping-with-bereavement

Provider	Resource name	Resource type	Link
Partnership for Children	Online training for Skills for Life	Training to accompany Skills for Life programmes which teach children emotional literacy, coping and social skills, including tools to manage change and loss. Every member of staff who wishes to deliver the programme must complete the training.	https://www.partnershipforchildren.org.uk/what-we-do/programmes-for-schools/skills-for-life-online-training.html
Rainbows Bereavement Support Great Britain	Schools and professionals	In-person facilitator-led training and ongoing support for schools in Great Britain	https://rainbowsgb.org/schools-and-professionals
Seasons for Growth	Training for Companions	Training for teachers or other community members who would like to facilitate the Seasons for Growth programme for children, young people or adults who have experienced significant change or loss. The programme is sometimes run in schools.	https://www.seasonsforgrowth.org.uk/programmes/companion-training/ Training in England, Wales and Ireland: http://seasonsforgrowth.co.uk/upcoming-training/
SeeSaw	Online training	Online training available to all (and free for schools in Oxfordshire); in person training also available in Oxfordshire	https://www.see-saw.org.uk/online-training
Winston's Wish	Online bereavement training for schools	Various online courses for educational professionals, including a course specifically about working with learners with Special Education Needs or Disabilities (SEND)	https://www.winstonswish.org/bereavement-training-courses-schools
UK Trauma Council and Anna Freud National Centre for Children and Families	Traumatic bereavement: Supporting children and young people at school or college	Online course delivered over two half days; suitable for SENCOs and teachers involved in supporting learners' mental health	https://www.annafreud.org/training-and-conferences-overview/online-training-live-and-self-directed-courses/traumatic-bereavement-supporting-children-and-young-people-at-school-or-college

Further resources and advice for schools

This section offers further resources, including material that specifically focuses on bereavement support in schools and/or supporting teachers. We have only included resources that are freely

accessible online. There is also a wealth of books and resource packs which can support schools with grief education or bereavement support that are available for purchase or through a subscription.

Provider	Resource name	Resource type	Link
Anna Freud National Centre of Children and Families	Bereavement and grief (part of 'Mentally friendly schools')	Guidance for schools supporting bereaved learners and a summary of traumatic bereavement	https://mentally-healthyschools.org.uk/mental-health-needs/bereavement-and-grief
Cancer Fund for Children (Northern Ireland)	Bereavement support plan and BSP school staff resource	Support plan template for bereaved learners and guidance for schools produced by bereaved young people	https://cancerfundforchildren.com/resources
Child Bereavement UK	The education sector	Extensive information and resources for educational professionals, including guidance on creating school policies and dedicated advice for each stage of education and working with learners with Special Educational Needs and Disabilities (SEND)	https://www.child-bereavementuk.org/Listing/Category/schools-further-education Child Bereavement UK can also provide bespoke support through their helpline or live chat and offers school liaison support for specific children in specific areas
Child Bereavement UK	Managing bereavement: A guide for schools	Downloadable handbook for schools, which includes guidance on creating school policies and dedicated advice for each stage of education and working with learners with Special Educational Needs and Disabilities (SEND)	https://www.child-bereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb
Child Bereavement UK and Learning Grid for London	Having honest conversations about death and grief	Online compendium of resources including advice to support teachers teaching grief education through debriefs and peer support systems	https://honestconversations.lgfl.org.uk
Child Bereavement UK and Learning Grid for London	How can we teach about death, grief and bereavement in schools?	Online guidance on how to teach grief education sensitively	http://sabp.lgfl.org.uk/section_D1_a.html
Childhood Bereavement Network	For schools	Resources, guidance and links for schools	https://childhood-bereavementnetwork.org.uk/if-you-need-help-around-death/schools

Provider	Resource name	Resource type	Link
Childhood Bereavement Network	Growing in grief awareness	Downloadable toolkit to help schools assess and develop their curricula and bereavement support policies	https://childhood-bereavementnetwork.org.uk/if-you-need-help-around-death/schools/growing-grief-awareness
The Compassionate Friends	When a student dies	Suggestions for schools and colleges experiencing the death of a pupil, including ways to support siblings, classmates and families	https://www.tcf.org.uk/resources/LP06-When-a-student-dies-C14-R1507
Michael Coombes (bereavement counsellor and researcher at Cardiff University)	COVID-19 schools support pack	Guidance on available resources and ways to answer key questions with specific sections for children, staff and parents; aimed at primary schools, but also usable by other educational settings	Available by emailing: CoombesMI@Cardiff.ac.uk For information, see: https://www.bacp.co.uk/bacp-journals/bacp-children-young-people-and-families-journal/december-2020/coping-with-loss
Cruse Bereavement Support	Schools	Information for supporting bereaved pupils at school, including advice on creating a bereavement policy and how to manage specific kinds of deaths	https://www.cruse.org.uk/organisations/schools Cruse local support branches can provide bespoke advice on bereavement policies: https://www.cruse.org.uk/get-support/local-services
Cruse Scotland	Bereavement support for schools	Toolkit, information and bespoke support for supporting bereaved pupils	https://www.crusescotland.org.uk/how-can-we-help/bereavement-support-for-schools
Education Scotland	Supporting children with bereavement and loss wakelet	Wakelet to view or share ideas and resources about teaching grief education and supporting bereaved learners; Scotland-based, but most posts suitable for all	https://wakelet.com/wake/tGwHlv8ImLTZXoLzFLXda
Education Support with The Loss Foundation	Coping with bereavement	Video exploring ways grief affects educational professionals, information and a resource list	https://www.educationsupport.org.uk/resources/for-individuals/videos/coping-with-bereavement

Provider	Resource name	Resource type	Link
Education Support with MindEd	Acknowledging loss and bereavement in education settings	Information and advice for education staff experiencing a bereavement	https://www.educationsupport.org.uk/resources/for-individuals/guides/acknowledging-loss-and-bereavement-in-education-settings
Glasgow City HSCP (Health and Social Care Partnership)	A whole school approach to supporting loss and bereavement (2021 edition)	Downloadable booklet with guidance and resource lists	https://www.nhsggc.org.uk/media/270705/a-whole-school-approach-to-loss-and-bereavement-december-2021.pdf
MindEd	Loss and grief	A variety of eLearning sessions about grief and bereavement within wider programmes about child and adolescent mental health; many are aimed at educational professionals	https://www.minded.org.uk
PSHE Association (based in England)	Teacher guidance: Teaching about mental health and emotional wellbeing	Guidance for teaching about sensitive issues, including distancing the learning, setting ground rules in class and signposting to support; some specific references to teaching about bereavement	https://fs.hubspotusercontent00.net/hubfs/20248256/Guidance/Documents/Mental%20health%20and%20emotional%20wellbeing%20teacher%20guidance.pdf?hsCtaTracking=e50bb4b1-c2df-432f-94c7-87cca37fe5e2%7C4fa0699d-f824-4dff-88e8-58dd748e7756
Rhondda Cynon Taf and Merthyr Tydfil Educational Psychology Service, Eye to Eye Youth Counselling Service and The Exchange Counselling Service	A guide to dealing with bereavement in schools	Online guidance document for schools supporting a bereaved pupil, or have experienced a critical incident	https://www.merthyr.gov.uk/media/6624/guide-to-dealing-with-bereavement-2020-english.pdf
SeeSaw	SeeSaw schools pack	Online guidance document about bereavement in schools, including grief education	https://www.see-saw.org.uk/wp-content/uploads/2020/04/SCHOOLS-PACK-PDF-1.pdf
Sudden	Bereavement guidance and resources for schools	Guidance and resources for schools both preparing for and responding to sudden deaths	https://sudden.org/information-for-schools

Provider	Resource name	Resource type	Link
Support After Suicide Partnership	Talking to students	Advice for schools affected by a death by suicide	https://support-aftersuicide.org.uk/talking-to-students
Winston's Wish	A guide to supporting grieving children and young people in education	Downloadable handbook for schools	https://www.winstonswish.org/wp-content/uploads/2019/06/Guide-to-supporting-grieving-children-in-education.pdf
Winston's Wish	School support for bereaved pupils	Information and resources for educational professionals, including a bereavement policy template developed in partnership with NAHT Edge	https://www.winstonswish.org/supporting-you/support-for-schools/
UK Trauma Council	Traumatic bereavement: A guide for schools and colleges to help children and young people who are struggling	Guidance to help schools recognise and support bereaved children and young people who are experiencing traumatic bereavement (including communication with families and referrals to other services)	https://uktraumacouncil.link/documents/Traumatic-Bereavement-Schools-Guide-v02-UKTC.pdf

Appendix 2: Curriculum documents

Appendix 2 details the key curriculum documents that relate to the current provision of grief education in each country of the UK, cataloguing both specific references to grief, bereavement, death or loss and some of the other recommendations that could support or provide opportunities for grief education. It demonstrates that there is currently no legislated requirement to teach about grief and bereavement anywhere in the UK, but also that there are many ways that the topics could be integrated across teaching and learning to facilitate key curriculum aims. We have also provided short lists of documents which

describe the history or rationale of the current curricula after each country's table.

We are focusing on the required or recommended teaching for learners of mandatory school age (with some references to early years settings when they share the same curriculum documents). We also only consider the central national programmes of study for each country: some schools and areas will have additional pedagogical policies and those preparing young people for formal examinations will select texts and topics from the lists prescribed by their exam board.

ENGLAND

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
Relationships education, relationships and sex education (RSE) and health education (Department for Education) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf	Statutory from September 2020 Schools must 'have regard' to the guidance and only depart from it with good reason; parents and carers may withdraw their children from sex education until 3 terms before their 16th birthday, at which point the child can choose to participate; schools must have a written policy for relationships education and RSE which is created in consultation with parents and carers, reflects the needs of their community, and complies with the Equality Act 2010; schools must engage with families about their teaching; the guidance on health education applies to state schools, academies and free schools, but does not apply to independent schools (who must follow	No references to grief, bereavement, death or loss in the lists of teaching topics. The notes for secondary schools mention that bereaved young people may need extra support: Teachers should be aware of common adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils	By the end of primary school, learners should know, for example, <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. how to ask for advice or help for themselves or others, and to keep trying until they are heard. where to get advice e.g. family, school and/or other sources. that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness,

ENGLAND

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
	<p>meet the Independent School Standards as set out in the Education (Independent School Standards Regulations 2014).</p> <p>For the Independent School Standards, see: https://www.legislation.gov.uk/uksi/2014/3283/contents/made</p>	<p>who have experienced problems at home may depend more on schools for support.</p>	<p>sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>By the end of secondary school, learners should know for example,</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>Curriculum planning for relationships, sex and health education in primary schools as part of education recovery (Department for Education)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993714/RHE_and_MHiEAG-primary-v1.1.pdf</p>	<p>Non-statutory guidance released in 2020 to draw attention to some of the 'issues that [...] children and young people have been concerned about throughout the pandemic'</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Restates/builds upon some of the principles of the statutory guidance, for example,</p> <ul style="list-style-type: none"> • The love and security families provide can be particularly important when things change in our lives or we have problems or worries. Children themselves can also provide important love and support for other family members. • Many different factors can affect our moods. Big life events, like moving from primary school to secondary school, can have an impact. It's normal to have a range of feelings about big events, both positive and negative.
<p>Curriculum planning for relationships, sex and health education in secondary schools as part of education recovery (Department for Education)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993715/RSHE_and_MHiEAG-secondary-V1.1.pdf</p>	<p>Non-statutory guidance released in 2020 to draw attention to some of the 'issues that [...] children and young people have been concerned about throughout the pandemic'</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Restates/builds upon some of the principles in the statutory guidance, for example,</p> <ul style="list-style-type: none"> • There is a positive link between healthy connection to others and mental wellbeing. Healthy friendships make people feel happy, confident, safe, and positive about themselves. This applies to relationships in person and online. • In a positive and healthy friendship both people are kind, considerate and respectful to each other, are honest with each other, listen to each other, respect each others' personal space, privacy and boundaries and accept each other's differences. • In a respectful relationship we should be able to express our feelings and opinions without being made to feel stupid, scared, or embarrassed; listen to and genuinely value the other person's feelings and

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
			<p>opinions and be able to disagree without causing a fight or someone saying hurtful things.</p> <ul style="list-style-type: none"> • Everyone is entitled to be respected. As we live in a society, we are all obliged for everyone's benefit to show respect and tolerance. <p>Section on 'Friendship (transitions to new education settings)' links to the PHE Zone 'Dealing with change lesson plan pack' which 'explores expected and unexpected changes students might come across (eg exams, friendships, puberty) and the different ways of managing change', but does not consider death, grief and bereavement specifically.</p>
<p>Religious education in English schools (Department for Children, Schools and Families)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf</p>	<p>Non-statutory guidance released in 2010</p> <p>All maintained schools without a designated religious character must provide RE in accordance with the agreed syllabus which is set at local level by Agreed Syllabus Conventions (ASCs); schools must provide parents and carers with clear information about the curriculum and their right to withdraw their children from all or part of RE; young people aged 18 or over can withdraw themselves; teachers can choose not to teach RE (unless they have been specifically appointed as an RE teacher).</p>	<p>'Schools should encourage pupils to play a full part in their own learning in RE, for example: [...] as individuals, using their own experience and background to reflect on questions of truth and morality and deeper meanings of life and death'.</p>	<p>The guidance explores ways RE promotes 'community cohesion'. It notes that RE, among other contributions to learning:</p> <ul style="list-style-type: none"> • provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. • prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
<p>National curriculum in England: Science programmes of study</p>	<p>Mandatory for all local-authority-maintained schools</p> <p>Parents and carers cannot withdraw a child</p>	<p>Year 2 learners should be taught to:</p> <p>'explore and compare the differences between things that are living,</p>	<p>Guidance notes (non-statutory) add:</p> <p>pupils should be introduced to the idea that all living things have certain characteristics that are</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>(Department for Education)</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</p>	<p>from any element of the national curriculum.</p>	<p>dead, and things that have never been alive'.</p>	<p>essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p>
<p>National curriculum in England: English programmes of study (Department for Education)</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study</p>	<p>Mandatory for all local-authority-maintained schools</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>The purpose of study paragraph notes that:</p> <p>Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.</p> <p>Secondary-school learners read Shakespeare plays; prose, poetry and drama from different periods; and seminal world literature. It is likely that themes related to death or bereavement will appear in these texts, potentially enabling discussion.</p>
<p>National curriculum in England: History programmes of study (Department for Education)</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study</p>	<p>Mandatory for all local-authority-maintained schools</p>	<p>No references to grief, bereavement, death or loss as concepts.</p>	<p>Some of the non-statutory example topics suggested for each year group would involve death: e.g., 'Great Fire of London' (Key Stage 1, for learners aged 5–7); 'the Black Death and its social and economic impact' (Key Stage 3, for learners aged 11–14).</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study</p>			
<p>PSHE Association programme of study for PSHE education https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27</p>	<p>Non-statutory guidance provided by membership association and charity; the Department for Education provided grant funding to the PSHE Association to help schools develop the curricula and link to them on their PSHEe webpage.</p> <p>The PSHE Association programme of study is available to all, but only members can access the associated resources and 'programme builders'.</p>	<p>Key Stage 1 learners (aged 5–7) should learn 'about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better' (H20).</p> <p>Key Stage 2 learners (aged 7–11) should learn 'about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement' (H23).</p> <p>Key Stage 3 learners (aged 11–14) should learn about 'the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support' (R22).</p> <p>Key Stage 4 learners (aged 14–16) should learn about 'ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them' (R13).</p>	<p>Many of the learning opportunities for 'mental health' and 'relationships' would support grief education.</p>

Other documents:

Guidance on PSHEe legislation

Department for Education (England) (n.d. b) Personal, social, health and economic (PSHE) education. GOV.UK. Available at: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education> [accessed 26 August 2022].

Briefing papers on the national curriculum and PSHEe

Long R (2021) Personal, social, health and economic education in schools (England). Briefing

Paper 07303. House of Commons Library. Available at: <https://researchbriefings.files.parliament.uk/documents/CBP-7303/CBP-7303.pdf> [accessed 25 August 2022].

Roberts N (2021) The school curriculum in England. Briefing Paper 06798. House of Commons Library. Available at: <https://researchbriefings.files.parliament.uk/documents/SN06798/SN06798.pdf> [accessed 25 August 2022].

SCOTLAND

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>A refreshed narrative on Scotland's curriculum: How we do it (Education Scotland)</p> <p>https://scotlandscurriculum.scot</p>	<p>Expected starting points and aspirations for curriculum design in all schools; non-statutory</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>The Curriculum for Excellence centres on helping young people develop 'four capacities'. The expectation that young people should become 'confident individuals' includes that they should have 'a sense of physical, mental and emotional wellbeing' and be able to 'relate to others and manage themselves' and 'develop and communicate their own beliefs and view of the world'. Aspects of the other capacities could also support or be supported by grief education.</p>
<p>Experiences and Outcomes (Scottish Government, SQA and Education Scotland)</p> <p>https://education.gov.scot/Documents/All-experiencesand-outcomes18.pdf</p>	<p>National expectations for learning; non-statutory</p> <p>Parents and carers have a statutory right to withdraw their children from religious and moral education in non-denominational schools or religious education in Roman Catholic schools.</p> <p>https://www.gov.scot/publications/curriculum-for-excellence-religious-and-moral-education</p> <p>Schools should engage with families about the</p>	<p>Health and wellbeing: 'I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a' is listed in both the Health and wellbeing curriculum area and the Health and wellbeing skills that should be embedded 'across learning' as the responsibility of all staff. It applies for all</p>	<p>Relevant recommendations include:</p> <p>Health and wellbeing (both the curriculum area and 'across learning' for all levels)</p> <ul style="list-style-type: none"> I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
	<p>content of sexual education (taught as part of the health and wellbeing curriculum area). Parents and carers can withdraw their children from some or all of this provision; secondary-school learners can withdraw themselves.</p> <p>This document also includes the 'Principles and practice' for each curriculum area. They can be viewed separately here: https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/principles-and-practice</p> <p>The Experiences and Outcomes for each curriculum area are also available as separate documents: https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes</p> <p>NB The age ranges for the expectations are estimates as children in Scotland start school aged either 4 or 5 (usually depending on their birthday, although parents and carers can choose for children who are eligible to start</p>	<p>curriculum levels, from pre-school to S3 (when young people are around 14/15).</p> <p>Religious and moral education in non-denominational schools</p> <p>Third level learners (aged 11/12 to 14/15) are expected to understand and be able to debate the different beliefs that Christians, followers of world religions and other people hold about 'ultimate questions' 'relating to meaning, value and purpose and life' such as 'what happens after death?' (RME 3-01c, RME 3-04c, RME 3-09c).</p> <p>Roman Catholic schools have different expectations, but also consider life after death.</p>	<p>/ HWB 2-02a / HWB 3-02a / HWB 4-02a</p> <ul style="list-style-type: none"> I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a <p>Religious and moral education</p> <ul style="list-style-type: none"> Second level learners (aged 8/9

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
	<p>school aged 4 to defer until they are 5) and move through the levels at their own pace. Most learners cover both third and fourth level in their first three years of secondary school (S1–S3) aged 11/12 to 14/15, so the recommended ages for the levels are the same. Young people then embark on a 'senior phase' of study which builds on the 'four capacities' and the other principles of the broad general education (BGE) years, but also allows them to specialise and prepare for formal exams.</p> <p>For information about the senior phase, see https://education.gov.scot/education-scotland/scottish-education-system/senior-phase-and-beyond/senior-phase</p>		<p>to 11/12) should be able to be able to 'explain key features' of the ways Christians and followers of world religions 'mark major life events and times of the year' (RME 2–03b and RME 2–06b) which could include discussions of funeral customs.</p> <p>Sciences</p> <ul style="list-style-type: none"> • First level learners (aged 5/6 to 8/9) 'can distinguish between living and non living things' (SCN 1–01a). • Second level learners (aged 8/9 to 11/12) are 'investigating the lifecycles of plants and animals' and 'can recognise the different stages of their development' (SCN 2–14a). • Third level learners (aged 11/12 to 14/15) 'have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life' (SCN 3–12a). <p>Literacy across learning, Literacy and English, and Literacy and Gàidhlig (Scottish Gaelic)</p> <ul style="list-style-type: none"> • Learners develop skills in recognising themes and concerns and relating them to their own and others' experiences.
<p>Benchmarks: Health and wellbeing, personal and social education (Education Scotland)</p> <p>https://education.gov.scot/media/tbhpjdja/hwb-personal-social-education-benchmarks.pdf</p>	<p>Clear lines of progression to provide clarity on the national standards expected within each curriculum level; non-statutory</p> <p>The Benchmarks documents reproduce most of the Experiences and Outcomes for the curriculum area (discussed above), but this row of the appendix focuses on the benchmarks themselves.</p>	<p>The Experiences and Outcomes statement about loss (see page 16) does not appear in the Benchmarks document.</p>	<p>Relevant recommendations include:</p> <p>First level (learners aged 5/6 to 8/9):</p> <ul style="list-style-type: none"> • Explains ways in which families may differ and that there are a variety of people who may care for us. <p>Second level (learners aged 8/9 to 11/12)</p> <ul style="list-style-type: none"> • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
			<ul style="list-style-type: none"> • Explains the impact of positive relationships on emotional wellbeing. • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.
<p>Benchmarks: Religious and moral education (Education Scotland)</p> <p>https://education.gov.scot/nih/Documents/RMEBenchmark-sPDF.pdf</p> <p>The Benchmarks for sciences, languages, literacy, expressive arts and social studies breakdown the learning in the Experiences and Outcomes into clear steps. There are no more references to grief, bereavement, death or loss.</p>	<p>Clear lines of progression to provide clarity on the national standards expected within each curriculum level; non-statutory</p> <p>Roman Catholic schools have different Benchmarks.</p> <p>The Benchmarks documents reproduce most of the Experiences and Outcomes for the curriculum area, but this row of the appendix focuses on the Benchmarks themselves.</p>	<p>Second level (learners aged 8/9 to 11/12)</p> <ul style="list-style-type: none"> • Investigates, describes, explains and expresses an opinion on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion. • Discusses ways in which own beliefs can affect actions. <p>The guidance states that:</p> <p>A 'belief' might include, for example principles such as belief in a divine being/beings, belief in life after death, the usefulness of prayer etc. As learners progress across levels, progression may be facilitated through exploring beliefs in practice rather than in principle – for example, rather than exploring an individual's belief in life after death, this might be considered by exploring specific 'issues of belief' such as the origins of the universe, evidence for/against life after death etc.</p>	<p>Learners learn about 'beliefs' from early level (pre-school and the first year of primary), although the definition does not specifically reference 'life after death' until second level.</p> <p>First level learners (aged 5/6 to 8/9) can talk about 'the significance of at least one special ceremony, celebration and way of marking a major life event in Christianity, at least one World Religion, and at least one belief group independent of religion' which could include discussing funerals. They explore more ceremonies as they move through the levels.</p> <p>First level learners (aged 5/6 to 8/9) can share their 'views about the importance of values such as honesty, respect and compassion'; they develop these skills as they move through the levels.</p>

Other documents:

'Building the curriculum' document series

Scottish Executive Education Department (SEED) (2006) Building the curriculum 1: The contribution of the curriculum areas. Available at: <https://education.gov.scot/media/kxugralx/btc1.pdf> [accessed 23 August 2022].

Scottish Government (2008) Building the curriculum 3: A framework for teaching and learning. Available at: <https://education.gov.scot/media/0cvddrgh/btc3.pdf> [accessed 23 August 2022].

Scottish Government (2009) Building the curriculum 4: Skills for learning, skills for life and skills for work. Available at: <https://education.gov.scot/media/tcnk33qn/btc4.pdf> [accessed 23 August 2022].

Overview of the development of the Curriculum for Excellence

Kidner C (2010) SPICe (Scottish Parliament Information Centre) briefing: Curriculum for Excellence. Scottish Parliament. Available at: <https://archive2021.parliament.scot/Research%20briefings%20and%20fact%20sheets/SB10-10.pdf> [accessed 23 August 2022].

WALES

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>Personal and social education framework for 7 to 19-year-olds in Wales (Welsh Assembly Government)</p> <p>https://hwb.gov.wales/api/storage/35fae761-054b-4e9b-928c-03e86b3e207f/personal-and-social-education-framework.pdf</p>	<p>Compulsory for all schools from 2008–2022; primary schools have now transferred onto the new Curriculum for Wales; the updated requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>As no primary schools are now using this curriculum, these rows only feature the relevant requirements for secondary schools.</p>	<p>The notes on 'health and emotional well-being' assert that 'understanding and managing emotions improves mental health by increasing learners' ability to cope with conflict, stress, loss and change'.</p> <p>The notes on 'moral and spiritual development' assert that learners 'can be helped to extend their personal insights, and to reflect upon their experiences and upon some of life's deeper questions and Issues':</p> <p>Learners should be encouraged to reflect on their personal beliefs and values and apply them to their own experiences. They can also be inspired to express their inner feelings using imagination and creativity. This can be evoked by a sense of awe and wonder at the natural world, by the mysteries of life and</p>	<p>Key Stage 3 learners (aged 11–14) should understand:</p> <ul style="list-style-type: none"> • the range of emotions they experience and how to develop strategies for coping with negative feelings. • the benefits of accessing different sources of information, support and advice. <p>And should be given opportunities to:</p> <ul style="list-style-type: none"> • display a responsible attitude towards keeping the mind and body safe and healthy. • show sensitivity to the values of others. <p>Key Stage 4 learners (aged 14–16) should understand:</p> <ul style="list-style-type: none"> • the factors that affect mental health and the ways in which emotional well-being can be fostered. • the statutory and voluntary organisations which support health and emotional well-being. • how to access professional health advice and personal support with confidence. <p>And should be given opportunities to:</p> <ul style="list-style-type: none"> • consider questions and issues

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
		<p>death, by the limitations of human understanding or by a response to a divine being.</p> <p>The Key Stage 4 (for learners aged 14–16) learning outcomes include a requirement to 'understand' 'the features of effective parenthood and the effect of loss and change in relationships'.</p>	<p>involving the meaning and purpose of life.</p> <ul style="list-style-type: none"> develop respect for themselves and others.
<p>Sex and relationships education in schools (Welsh Assembly Government)</p> <p>https://hwb.gov.wales/api/storage/fb82a7b3-c88a-4473-a0b2-80fb2395b872/sex-and-relationships-education-in-schools.pdf</p>	<p>Statutory guidance; primary schools have now transferred onto the new Curriculum for Wales; the updated requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>During the period it applies, schools are expected to have regard to this guidance when designing their SRE curriculum and have a written sex education policy. Parents and carers can withdraw their children from all or part of sex education (until they reach the age of 19).</p>	<p>The guidance quotes part of the 'Personal and social education framework for 7 to 19-year-olds in Wales' (above), including the reference to 'loss' at Key Stage 4.</p> <p>Otherwise, there are no references to grief, bereavement, death or loss.</p>	<p>Secondary schools should:</p> <ul style="list-style-type: none"> provide meaningful opportunities for discussion about feelings, relationships and values.
<p>National exemplar framework for religious education for 3 to 19-year-olds in Wales (Welsh Assembly Government)</p> <p>https://hwb.gov.wales/api/storage/87</p>	<p>Statutory guidance; primary schools have now transferred onto the new Curriculum for Wales; the updated requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>'LEAs, as advised by their SACREs, must</p>	<p>Key Stage 3 learners (aged 11–14) should engage with the 'meaning and purpose of life – how and why religion is considered to provide insight into questions of truth, meaning, purpose and value, e.g. life/death/life after death; good/evil/suffering/hope, etc.'</p>	<p>The RE framework centres on 'spiritual, moral, cultural, mental and physical development'. Aspects which could support grief education include:</p> <ul style="list-style-type: none"> the quest for meaning, which goes beyond the physical and material aspects of life, and explores responses to God/Ultimate Reality and truth. the essence of what it means to be human, which explores shared values, identity, personal

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>d294a8-daf2-40d3-b87b-a9cea5104e79/national-exemplar-framework-for-religious-education-for-3-to-19-year-olds.pdf</p>	<p>adopt a locally agreed required syllabus for implementation in their maintained schools and review their locally agreed syllabus every five years'. SACREs were advised that they could 'adopt or adapt this exemplar framework when implementing their next review'.</p> <p>During the period this framework applies, parents and carers have a legal right to withdraw their children from RE.</p>	<p>Key Stage 4 learners (aged 14–16) should engage with the 'meaning and purpose of life – issues of truth, meaning, purpose and value in religion, such as good, evil, free will, fate, suffering, innocence, hope, life/death/life after death and issues arising from religious and non-religious interpretations of contemporary events and phenomena' and also the 'knowledge and experience of the non-material/spiritual – the impact of the non-material/religious/spiritual on individuals, communities and societies and the ways in which this impact is hindered/promoted by secular society, e.g. portrayal of near-death experiences/miracles in the media; politics; apathy/commitment/extremism'.</p> <p>For secondary school learners: 'Community cohesion and understanding in the work place can be enhanced through knowledge of essential religious, cultural and ethical beliefs and practices (e.g. dress codes, festivals, death rituals, etc.)'.</p>	<p>worth, creativity, imagination, love, faithfulness and goodness.</p> <ul style="list-style-type: none"> • the growth of an 'inner life', which focuses on the development of intellectual curiosity, open-mindedness, emotion, reflection, intuition and beliefs, including a relationship with God. • physical activities that are creative, responsive and help people relate to and deal with the challenges of life, for example ritual, religious dance and prayer. • physical activities that promote well-being and equilibrium, help clarify thought processes, and inspire, for example, meditation, stilling and yoga.
<p>Programme of study for English (Welsh Government)</p> <p>https://hwb.gov.wales/api/storage/71847d3</p>	<p>Mandatory for Key Stages 2–4 (learners aged 7–16) from 2015–2022; primary schools have now transferred onto the new Curriculum for Wales; the updated requirements will roll out through secondary</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Learners are required to read widely, including 'texts that have challenging subject matter, which broadens perspectives and extends thinking'; 'texts with a variety of social, historical and cultural contexts'; and 'texts that extend learners' intellectual, moral and emotional understanding'.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>a-5d5b-4103-9e1a-f6cc97b40f24/english-programme-of-study.pdf</p>	<p>schools each year to cover all years of mandatory education by 2026.</p>		<p>Secondary-school learners read Shakespeare and a variety of prose, poetry and drama. It is likely that themes related to death or bereavement will appear in these texts, potentially enabling discussion.</p>
<p>Programme of study for Welsh (Welsh Government) https://hwb.gov.wales/storage/959e1dcd-7b16-4df6-afb5-d7ff95b8772d/welsh-programme-of-study.pdf</p>	<p>Mandatory for Key Stages 2–4 (learners aged 7–16) from 2015–2022; primary schools have now transferred onto the new Curriculum for Wales; the updated requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Learners are required to read widely, including 'texts that have challenging subject matter, which broadens perspectives and extends thinking'; 'texts with a variety of social, historical and cultural contexts'; and 'texts that extend learners' intellectual, moral and emotional understanding'. Secondary-school learners read a variety of canonical literature. It is likely that themes related to death or bereavement will appear in these texts, potentially enabling discussion.</p>
<p>Curriculum design and the four purposes (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes</p>	<p>Mandatory starting points and aspirations for curriculum design in primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>The 'purpose' which is most relevant for grief education is 'healthy confident individuals' which supports learners to, among other qualities:</p> <ul style="list-style-type: none"> • build their mental and emotional well-being by developing confidence, resilience and empathy. • know how to find the information and support to keep safe and well • form positive relationships based upon trust and mutual respect. • face and overcome challenge. <p>Aspects of the other purposes could also support grief education.</p>
<p>Health and well-being: Statements of what matters (Welsh Government) https://hwb.gov.wales/health-and-well-being/statements-of-what-matters</p>	<p>Mandatory for primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>As part of 'how we process and respond to our experiences affects our mental health and emotional well-being', learners are encouraged to explore the connections between their experiences, mental health and emotional well-being. By</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>gov.wales/curriculum-for-wales/health-and-well-being/statements-of-what-matters</p>	<p>The statements of what matters for all areas of learning and experience can also be viewed in the 'Statements of what matters code': https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-statements-of-what-matters-code.pdf</p>		<p>being provided with opportunities to explore the complexities of these connections, learners can be enabled to recognise that feelings and emotions are neither fixed nor consistent.</p> <p>Having an awareness of our own feelings and emotions is the foundation upon which empathy can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting learners to develop strategies which help them to regulate their emotions can contribute towards good mental health and emotional well-being, enabling learners to recognise when and where to seek help and support; to develop awareness of mental health issues and are able to advocate on behalf of others.</p> <p>By learning how to communicate their feelings, learners will be better placed to create a culture where talking about mental health and emotional well-being is normalised.</p> <p>Aspects of the other statements, especially 'healthy relationships are fundamental to our well-being' could also support grief education.</p>
<p>Health and well-being: Principles of progression (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/principles-of-progression</p>	<p>Mandatory for primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>The principles for progression for all areas of learning and experience can also be viewed in the 'Progression code': https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-progression-code.pdf</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>The principles of progression encourage development across all statements of what matters. Quotations which may be relevant to grief education include:</p> <ul style="list-style-type: none"> • Increasing effectiveness also means increasing self-regulation: recognising their feelings and adopting strategies to respond to these in a healthy way. • Across the continuum of learning, a critical step for learners in health and well-being is transferring understanding from their own

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
	<p>lum-for-wales-progression-code.pdf</p>		<p>well-being to that of others; becoming more socially responsible. Progression means learners developing an appreciation and regard for the needs of others and the impact of decisions, actions and circumstances on them. The development of empathy, care and respect for others is critical to this. As learners become more socially responsible, they progress from primarily considering themselves, to considering others, both in their own relationships with others and in wider local, national and international contexts, developing the capacity of advocacy on behalf of themselves and of others.</p>
<p>Health and well-being: Descriptions of learning (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/descriptions-of-learning/</p>	<p>Guidance on how learners should progress through each statement of what matters in the new Curriculum for Wales</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>The descriptions of learning provide guidance on how learners should progress through each statement of what matters and thus, many of the recommendations could support grief education. Some of the descriptions of 'Progression step 5' are particularly relevant for understanding the ways the new Curriculum for Wales develops emotional literacy and relationship skills. For example:</p> <ul style="list-style-type: none"> • I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. • I can identify when to seek help based on a good understanding of my mental health and emotional well-being. • I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences. • I can empathise with others which helps me to be

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
			<p>compassionate and kind towards myself and others.</p> <ul style="list-style-type: none"> I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.
<p>Humanities: Statements of what matters (Welsh Government)</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters</p>	<p>Mandatory for primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>Parents and carers will no longer be able to withdraw their children from religious education in the new Curriculum for Wales. It will be taught as Religion, values and ethics (RVE) as part of the Humanities area of learning and experience.</p> <p>The statements of what matters for all areas of learning and experience can also be viewed in the 'Statements of what matters code':</p> <p>https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-statements-of-what-matters-code.pdf</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Learners will explore how we encounter and make sense of the world, including considering ultimate and philosophical questions about the meaning of life.</p> <p>Learners will come to understand that 'human societies are complex and diverse, and shaped by human actions and beliefs'.</p> <p>They will explore the diversity of societies and how they change, which will 'encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society'.</p> <p>These ideas are developed in the principles of progression:</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/principles-of-progression</p> <p>And descriptions of learning:</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/descriptions-of-learning</p>
<p>Humanities: Religion, values and ethics guidance (Welsh Government)</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/religious-values-and-ethics-guidance</p>	<p>Statutory guidance</p> <p>RVE is a locally determined subject. The Agreed Syllabus Conference must 'have regard to' the guidance and review their agreed syllabus every five years. A local authority can 'adopt or adapt this guidance as their agreed syllabus'. All maintained schools</p>	<p>RVE should 'provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and ultimate reality, which can enable learners to develop an understanding of personal and institutional beliefs about the nature of life</p>	<p>There are many principles of RVE which could facilitate grief education. For example, it should help learners to:</p> <ul style="list-style-type: none"> show empathy and consideration for others. develop compassion and help others. gain awareness of and respect for the beliefs, teachings and practices of others, as well as an ability to articulate their own.

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>curriculum/#religion,-values-and-ethics-guidance</p>	<p>(including those with a religious character) must 'have regard to' the agreed syllabus in their area.</p> <p>Parents and carers will no longer be able to withdraw their children from religious education in the new Curriculum for Wales.</p>	<p>and the world around them'</p> <p>Example learning journey 1: search for meaning and purpose starts with learners asking 'deeper questions about themselves and others, and about the natural world and living things around them (for example, "Who am I?" and "Why do things die?"), as well as listening to the opinions of others.</p>	<ul style="list-style-type: none"> • explore how religious and non-religious beliefs and practices impact on the lives of individuals, the local community and wider society. • make sense of their experience of the natural world and of human relationships. • ask, consider and reflect on ultimate questions (the 'big' questions about life). • discover meaning and purpose in their own lives. • experience that which is beyond the ordinary. • develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness, which can enable learners to gain a sense of self and develop spirituality. • reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of religion and belief. <p>'Example learning journey 7: The journey of life' does not mention the word death, but 'life stages and events' is likely to include it. Learners on this learning journey are also likely to explore death rituals:</p> <p>they can explore significant life events and rites of passage, and they can discuss the roles that these play in people's lives by drawing on religious and non-religious insights. Later, learners can analyse and critically discuss human ritual action in the marking of significant events and time. They can come to evaluate relevant philosophies of time from religious and non-religious perspectives and demonstrate how these may impact beliefs, practices and actions.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>Languages, literacy and communication: Statements of what matters (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/statements-of-what-matters</p>	<p>Mandatory for primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>The statements of what matters for all areas of learning and experience can also be viewed in the 'Statements of what matters code': https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-statements-of-what-matters-code.pdf</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Learners are expected to read widely:</p> <p>They should be encouraged to experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being.</p>
<p>Languages, literacy and communication: Designing your curriculum (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/designing-your-curriculum</p>	<p>Guidance on how to plan this area of learning and experience in the new Curriculum for Wales</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>When building their curriculum: Schools should choose literature which is sufficiently rich and substantial to engage learners intellectually and emotionally and which can encourage them to be inspired, moved and changed.</p>
<p>Science and technology: Statements of what matters (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/science-and-technology</p>	<p>Mandatory for primary schools from 2022; the new requirements will roll out through secondary schools each year to cover all years of mandatory education by 2026.</p> <p>The statements of what matters for all areas of learning and experience can also be viewed in</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Learners develop an understanding of what it means to be alive:</p> <p>The world around us is full of living things which depend on each other for survival:</p> <p>All living things require specific conditions and resources to survive and they may have to compete with other organisms to do so. [...] Developing an under-</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
chnology/statements-of-what-matters	the 'Statements of what matters code': https://gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-statements-of-what-matters-code.pdf		standing of the factors which affect the health and success of organisms allows us to make informed decisions about our physical health and how we impact the natural world, including about the prevention and treatments of diseases.
Science and technology: Descriptions of learning (Welsh Government) https://hwb.gov.wales/curriculum-for-wales/science-and-technology/descriptions-of-learning	Guidance on how learners should progress through each statement of what matters in the new Curriculum for Wales.	No references to grief, bereavement, death or loss.	Life cycles are referenced in Progression step 2 of the statement of what matters about living things (above).
Relationships and sexuality education code (Welsh Government) https://gov.wales/sites/default/files/publications/2022-01/curriculum-for-wales-relationships-sexuality-education-code.pdf	Mandatory component of the new Curriculum for Wales Schools should communicate regularly with parents and carers about the content of RSE.	No references to grief, bereavement, death or loss.	The requirements encourage learners to develop respectful and empathetic relationships, communication skills, awareness of the diversity of families and relationships and how these are shaped by social norms; an awareness of the ways relationships shape who we are and our happiness; an awareness of everyone's right to be respected and an ability to advocate for their own and others' rights; ways to be a good friend, seek support or offer support to others. They also learn about the human life cycle, particularly in relation to reproduction.

Other documents:

Documents about the shift to the new Curriculum for Wales

Donaldson G (2015) Successful futures: Independent review of curriculum and assessment arrangements in Wales. Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> [accessed 25 August 2022].

Education Wales (n.d.) Education is changing. Available at: <https://gov.wales/education-changing> [accessed 24 August 2022].

Summary of legislation

Welsh Government Hwb Team (n.d.) Summary of legislation. Available at: <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/> [accessed 25 August 2022].

NORTHERN IRELAND

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 (Department of Education)</p> <p>https://www.legislation.gov.uk/nisr/2007/46/contents/made</p> <p>Also available as a PDF: https://www.education-ni.gov.uk/sites/default/files/publications/de/minimum-content-order-2007.pdf</p>	<p>Mandatory</p> <p>The only amendment to this statute is 'The Education (Curriculum Minimum Content) Order (Northern Ireland) 2022': it requires that learners in the first few years of secondary school (Key Stage 3) are trained in cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) awareness.</p> <p>https://www.legislation.gov.uk/nisr/2022/45/made</p>	<p>No references to grief, bereavement, death or loss.</p>	<p>Foundation Stage learners (aged 4–6) gain an appreciation of what it means to be alive by asking questions like 'What else is living? And 'How do living things survive?' in 'The world around us'; they build on this in Key Stage 1 and 2 (for learners aged 6–11).</p> <p>Personal development and mutual understanding enables learners aged 4–11 to explore emotions (including ways to manage them), relationships and diversity, building on their learning in this area each year of primary school. At secondary school, personal development is part of learning for life and work, with Key Stage 3 learners (aged 11–14) required to 'develop coping strategies to deal with challenging relationship scenarios' and Key Stage 4 learners (aged 14–16) required to 'reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences'.</p> <p>At secondary school, the content is structured around the key objectives to develop learners 'as individuals', 'contributors to society' and 'contributors to the economy and the environment'. The requirements are connected to themes such as 'personal understanding', 'mutual understanding', 'citizenship' and 'cultural understanding'.</p>
<p>The Education (Other Skills) Order (Northern Ireland) 2007 (Department of Education)</p> <p>https://www.legislation.gov.uk/nisr/2007/46/contents/made</p>	<p>Guidance from a non-departmental public body (NDPB) funded by and responsible to the Department of Education</p> <p>This document reproduces the minimum content requirements discussed above and</p>	<p>In personal development and mutual understanding, Key Stage 1 learners (aged 6–8) should be 'beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss'.</p>	<p>The suggestions build on the themes in the minimum content. Key objectives include helping learners 'understand their own and others' feelings and emotions', 'develop the ability to talk about how they feel' and 'develop tolerance and mutual respect for others'.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>v.uk/nisr/2007/44/contents/made</p>	<p>then lists examples or 'suggestions from which teachers may wish to select'. This row of the appendix looks only at these additional ideas.</p>	<p>Key Stage 2 learners (aged 8–11) should be 'recognising that feelings and emotions change at times of change and loss'.</p>	<p>The personal development and mutual understanding sections are particularly relevant. Key Stage 1 learners (aged 6–8) are, for example:</p> <ul style="list-style-type: none"> • beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being. • recognising how responsibilities and relationships change as people grow and develop. • knowing what to do or from whom to seek help when feeling unsafe. • knowing how to be a good friend <p>Key Stage 2 learners (aged 8–11) build on these skills, and are also:</p> <ul style="list-style-type: none"> • examining and exploring their own and others' feelings and emotions. • recognising what shapes positive mental health. • knowing where, when and how to seek help. • recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups. • recognising the similarities and differences between cultures in Northern Ireland, for example, food, clothes, symbols and celebrations. • recognising that people have different beliefs which shape the way they live
<p>Personal development and mutual understanding for Key Stages 1&2 (Partnership Management Board)</p>	<p>Guidance from a non-departmental public body (NDPB) funded by and responsible to the Department of Education</p>	<p>Includes the recommendations in the primary curriculum document. No other references to grief, bereavement, death or loss.</p>	<p>This document describes the rationale for personal development and mutual understanding and suggests teaching strategies.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>https://ceea.org.uk/downloads/docs/ceea-asset/Resource/Personal%20Development%20and%20Mutual%20Understanding%20at%20Key%20Stages%201%20and%202.pdf</p>			
<p>Relationships and sexuality education guidance: An update for primary schools (Council for the Curriculum, Examinations and Assessment (CCEA))</p> <p>https://ceea.org.uk/downloads/docs/ceea-asset/Curriculum/Relationships%20and%20Sexuality%20Education%20Guidance%20An%20Update%20for%20Primary%20Schools.pdf</p>	<p>Guidance from a non-departmental public body</p> <p>'Parents or carers have the right to have their children educated in accordance with their wishes'. There is no legislative provision for parents and carers to withdraw their children from sex education, but schools should grant any requests on an individual basis. Schools must have a written policy on their RSE provision and should engage with families about the content of the curriculum.</p>	<p>Includes the recommendations in the primary curriculum document. No other references to grief, bereavement, death or loss.</p>	<p>Relationships and sexuality education in primary schools is part of personal development and mutual understanding. This document provides strategies for teaching, creating a policy and engaging with families, the wider community and external organisations.</p>
<p>Progression in personal development and mutual understanding</p>	<p>Guidance on non-departmental public body website</p>	<p>Connects the 'loss' learning intentions in the CCEA primary curriculum to activities, including memory boxes and other 'activities to</p>	<p>Suggests a variety of activities for developing emotional literacy and relationships skills.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>(PDMU) (representatives from CCEA and the Education and Library Boards BELB, NEELB, SELB and WELB)</p> <p>https://ceea.org.uk/downloads/docs/ceea-asset/Resource/PDMU%20Pro-gres-sion%20Grids%20for%20Fo-undation%2C%20Key%20S-tages%201%20and%202%20.pdf</p>		<p>remember a child, adult or event related to strong feelings associated with change, loss or bereavement'. Recommends resources including the British Heart Foundation's Small Creature animation.</p>	
<p>Exemplars of connected learning: Primary (Council for the Curriculum, Examinations and Assessment (CCEA))</p> <p>https://ceea.org.uk/downloads/docs/ceea-asset/Resource/Exemplars%20of%20Con-nected%20Le-arn-ing%20%28Pri-mary%29.pdf</p>	<p>Guidance on ways the curriculum can help learners reflect on the Covid-19 lockdowns</p>	<p>Suggests a resource 'to explore dealing with a range of feelings including loss which may have affected the children because of the Covid-19 pandemic'.</p>	<p>Many of the activities and ideas explore difficult emotions and ways to deal with personal challenges.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>The statutory curriculum at Key Stage 3: Rationale and detail (Council for the Curriculum, Examinations and Assessment (CCEA))</p> <p>https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/The%20Statutory%20Curriculum%20at%20Key%20Stage%203.pdf</p>	<p>Guidance from a non-departmental public body (NDPB) funded by and responsible to the Department of Education</p> <p>This document reproduces the minimum content requirements discussed above, but this row of the appendix focuses on the 'additional non-statutory guidance and suggestions'.</p>	<p>The guidance on spiritual awareness states:</p> <p>Teachers can assist the development of spiritual awareness by providing frequent opportunities, within and beyond the curriculum, for young people to reflect on aspects of their personal experience and its meaning to them beyond the material dimension, for example, the uniqueness of creation and of themselves as individuals; the aesthetic beauty of their surroundings; the diversity and creativity of humankind; the natural wonder of the earth and space; the experience of love; and their own inner strength in times of need.</p> <p>In particular young people need opportunities to reflect on current and future challenges, such as loss and bereavement and other forms of stress in order to develop strategies to survive and find resilience and meaning in the face of adversity.</p> <p>The learning suggestions for 'Learning for life and work: Personal development' connect the minimum requirement to 'develop coping strategies to deal with challenging relationship scenarios' with the examples 'sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.'</p>	<p>The suggestions build on the themes in the minimum content and many aspects could facilitate or support grief education.</p> <p>The rationale section of the document breaks down the key curriculum objectives and many are relevant to grief education.</p> <p>For example, 'personal understanding' involves learners learning to 'understand and manage their emotions'; 'mutual understanding' involves learners learning to 'respect and co-operate with others'; and 'spiritual awareness' involves learners learning to 'develop an inner appreciation of life purpose; and develop the personal strengths and resources to cope with adversity'.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>Personal development for Key Stage 4 (Council for the Curriculum, Examinations and Assessment (CCEA))</p> <p>https://ceea.org.uk/downloads/docs/ceea-asset/Resource/Personal%20Development%20Guidance%20for%20Key%20Stage%204.pdf</p>	<p>Guidance from a non-departmental public body (NDPB) funded by and responsible to the Department of Education</p> <p>This document reproduces the minimum content requirements discussed above, but this row of the appendix focuses on the non-statutory 'elaboration of the statements'.</p>	<p>The exploration of the 'reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences' minimum content recommendation suggests:</p> <p>The last part of this statement will require pupils to identify, explore and respond to a range of appropriate life changing circumstances such as relationship break-up, death of a relative/friend, leaving home etc. Pupils should make the link between thinking, feeling and their behaviour in their selected circumstances and understand how the three are inextricably linked. They should explore possible strategies that would help them respond effectively to changes in their life.</p>	<p>The guidance builds on the themes in the minimum content and several aspects related to emotions and relationships could facilitate or support grief education.</p>
<p>Relationships and sexuality education guidance: An update for post-primary schools (Council for the Curriculum, Examinations and Assessment (CCEA))</p> <p>https://ceea.org.uk/downloads/docs/ceea-asset/Curriculum/Relationships%20and%20Sexu-</p>	<p>Guidance from a non-departmental public body</p> <p>'Parents or carers have the right to have their children educated in accordance with their wishes'. There is no legislative provision for parents and carers to withdraw their children from sex education, but schools should grant any requests on an individual basis. Schools must have a written policy on their RSE provision and should engage with families about the content of the curriculum.</p>	<p>Includes the learning suggestion about 'loss' in the CCEA Key Stage 3 curriculum document and the learning suggestion which mentions 'death' in the CCEA Key Stage 4 personal development document.</p> <p>No other references to grief, bereavement, death or loss.</p>	<p>Relationships and sexuality education is part of the personal development and home economics statements of requirement for Key Stage 3 (learners aged 11–14) and the personal development strand of 'Learning for life and work' at Key Stage 4 (learners aged 14–16). This document provides strategies for teaching, creating a policy and engaging with families, the wider community and external organisations.</p>

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>ality%20Education%20Guidance%20An%20Update%20for%20Post-Primary%20Schools.pdf</p>			
<p>Religious education core syllabus (Department of Education) https://www.education-ni.gov.uk/sites/default/files/publications/de/religious-education-core-syllabus-english-version.pdf</p>	<p>Mandatory, but parents and carers have the right to withdraw their children from all or part of RE and collective worship</p>	<p>Key Stage 3 learners (aged 11–14) learn about 'ceremonies: birth to death' in world religions. All Key Stages look at Christian ceremonies and prayers associated with life events.</p> <p>Key Stage 4 learners (aged 14–16) learn about 'life after death' in the Bible.</p> <p>All Key Stages learn about the life, death and resurrection of Jesus.</p>	<p>All Key Stages learn about 'morality'; at primary school, this centres on learners developing respect for themselves, each other, God and the environment; Key Stage 3 learners (aged 11–14) examine 'issues of personal identity'; 'relationships, rights and responsibilities'; and 'choices'; and at Key Stage 4, they explore 'personal and family issues' and 'life and global issues'.</p>
<p>Religious education in primary schools: Non-statutory guidance materials (Religious Education Advisory Group and CCEA) https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Religious%20Education%20in%20the%20Primary%20School%20%E2%80%93%20Non-Statu-</p>	<p>Guidance Parents and carers have the right to withdraw their children from all or part of RE and collective worship.</p>	<p>The guidance on spiritual awareness explains: Teachers can assist the development of spiritual awareness by providing frequent opportunities, within and beyond the curriculum, for children to reflect on aspects of their personal experience and its meaning to them beyond the material dimension, for example the uniqueness of creation and of themselves as individuals; the aesthetic beauty of their surroundings; the diversity and creativity of humankind; the natural wonder of the earth and space; the experience of love; and their own inner strength in times of need. In particular children need</p>	<p>Guidelines explain how RE can help children to, for example:</p> <ul style="list-style-type: none"> • think about universal human questions • to develop an understanding of spirituality.

Name of document and link	Legislative status	Specific references to grief, bereavement, death or loss	Recommendations that could support or provide opportunities for grief education
<p>tory%20Guidance%20Materials.pdf</p>		<p>opportunities to reflect appropriately on current and future challenges, such as loss, bereavement, and other forms of stress in order to develop strategies to survive and find resilience and meaning in the face of adversity.</p> <p>One way to develop spiritual awareness is to 'discuss and reflect upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death'.</p> <p>Learners should have opportunities to be creative and 'experiment with ideas and questions, for example use guided material such as "Mysteries" to explore questions that have no single answer such as: "Is there life after death? Why do people suffer?"'</p> <p>Learners should have opportunities to 'consider some of the ways in which Christians respond to suffering and death, for example through offering support to the bereaved, or giving to charities such as Christian Aid, Trócaire or TEAR Fund'.</p> <p>The guidelines explain that RE can help children to 'be aware of how people mark important stages of life such as birth, growing up into adulthood and death'.</p>	

Other documents:

Curriculum overview documents

CCEA (Northern Ireland) (undated a) Key Stages 1 & 2 overview. Available at: <https://ccea.org.uk/key-stages-1-2/overview> [accessed 22 September 2022].

CCEA (Northern Ireland) (undated b) The big picture of the curriculum at Key Stage 3. Available at: <https://ccea.org.uk/learning-resources/big-picture-curriculum-key-stage-3> [accessed 22 September 2022].