

Coronavirus EP Reviewed Resources- Primary

Adults who are supporting children and young people with the impact of the coronavirus pandemic have a key role in promoting their understanding, supporting their anxiety and fear and enhancing their well-being. This may also be in a context where the adults themselves are struggling with the pandemic at differing levels.

As a group of South Gloucestershire Educational Psychologists we were aware of the sheer amount of information available to parents and professionals, and sought to review and organise this so that adults could access the information they need more readily and also be assured of our views on its quality.

We have provided a wide range of links below, with a short description of each above the link. Links are separated into age ranges (early years, primary and secondary) and within this we have provided subheadings as relevant.

Staff wellbeing

The British Psychological Society (BPS) have published an excellent 6-page [briefing](#) on supporting teacher resilience.

Managing anxiety and worries related to coronavirus using Acceptance and Commitment Therapy (ACT) by Dr Russ Harris, author of The Happiness Trap. A clear and concise framework that is accessible and practical. His approach is called FACE COVID and is [free to download](#). There is a helpful [video](#) to go alongside this.

An excellent [blog post](#) from Educational Psychologist Chris Moore about managing stress and self-care during the coronavirus crisis.

Talking to children and young people about coronavirus

The British Psychological Society (BPS) has produced a [range of ideas](#) for both schools and parents. Written by Educational Psychologists.

The British Psychological Society (BPS) offers an excellent, concise [guide](#) on talking to children of different ages about illness, written by Clinical Psychologists. It includes a description of what children understand, what they may say or do, and what adults can do to help, according to different developmental ages from pre-school all the way up to 13+.

The charity Young Minds offers [guidance](#) for parents “Talking to your child about coronavirus”. It covers a range of issues a parent might be dealing with in relation to their child’s and their own concerns but is to the point with 10 top tips and doesn’t get bogged down in too much detail. A helpful resource for signposting parents to.

The NSPCC has produced a very useful [resource](#) for parents, covering: feelings and worries, keeping in touch, structure and routine, sense of control. Most sections have links to other NSPCC resources. Easy to navigate and sound advice.

The Children’s Commissioner has created this 19 page [document](#) for children explaining coronavirus and strategies to stay safe. Contains some useful explanations, and good for starting discussions.

Stories, resources and videos to help children understand and cope

Coronavirus: A book for children. An excellent, well-researched [book](#) for primary age children with illustrations by Axel Scheffler, illustrator of Gruffalo. Free to download. By Elizabeth Jenner, Kate Wilson & Nia Roberts. Consultant: Professor Graham Medley.

This is a well-illustrated, positively framed story from the ELSA-support [website](#) which would be a good introduction. It covers information about the coronavirus itself, what we know and don’t know, good practice for staying safe and the importance of talking to adults about any worries or feelings of anxiety. It was written pre-lockdown but still useful for primary age children.

Child Bereavement UK have produce a helpful 2-page [guide](#) on how to talk to a child when they can’t visit someone because they’re ill.

A helpful YouTube [video](#) using Playmobil figures to explain the corona virus in a child-friendly way, including why it is important to stay at home. Aimed at a KS1 audience.

Don’t worry little Bear, a free to download [picture book](#) which helps explain the coronavirus and puts words to children’s worries. Aimed at a KS1 audience.

Dave the Dog is worried about coronavirus: a nurse Dotty book. A simple [storybook](#) covering the key worries and questions children may have. Aimed at a KS1 audience and free to download.

Mark Rober, Popular science YouTuber, [explains](#) the coronavirus and the steps people should take, reminding children not to panic. Aimed at a KS2 audience.

Support and resources for Parents / Carers

The British Psychological Society (BPS) has produced a [range of ideas](#) for both schools and parents. Written by Educational Psychologists.

The British Psychological Society (BPS) offers an excellent, concise [guide](#) on talking to children of different ages about illness, written by Clinical Psychologists. It includes a description of what children understand, what they may say or do, and what adults can do to help, according to different developmental ages from pre-school all the way up to 13+

Charity Young Minds has a [page](#) with guidance for parents “Talking to your child about coronavirus”. The page covers a range of issues a parent might be dealing with in relation to their child’s and their own concerns but is to the point with 10 top tips and doesn’t get bogged down in too much detail. A helpful resource for sign posting parents to.

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Surrey County Council have created this [advice sheet](#) for foster carers, kinship carers and adopters. It is underpinned by an attachment-based approach to support children who are vulnerable.

SEND

GENERAL SEND RESOURCES

The Council for Disabled Children [website](#) links to current government guidelines on coping with coronavirus with a CYP with SEND needs, as well as offering age appropriate resources.

The Contact for Families with Disabled Children [website](#) also offers up-to-date government guidelines on the coronavirus regulations as well as having a helpful section on coping at Home.

Bristol children’s services have produced a range of practical [resources](#) for supporting children while they’re away from school.

AUTISM

The National Autistic Society [website](#) offers social stories, sensory-related ideas and more on their website.

Clinical Psychologists, Dr Ann Ozsivadjian and Dr Marianna Murin [discuss issues](#) for Autistic children including the disruption of closing schools, anxiety and obsessive behaviours. Offering practical tips on how to help and explain the situation to young people.

SENSORY PROCESSING DIFFERENCES

Hand washing [tips](#) for those with sensory issues. Includes links to video clips for children.

The National Autistic Society [website](#) offers social stories, sensory-related ideas and more on their website.

OCD

Brief [article](#) from charity OCD UK for those who have OCD on tips to manage during coronavirus.

Resources and support for children and young people

Mental Health charity MIND have produced [coronavirus and your wellbeing – for young people](#). It is clear, concise and addresses FAQs about coronavirus and how to cope with changes to their lives.

ChildLine have lots of different [resources](#) for a range of ages on how to support their mental health. The website is pitched in a child friendly way.

Managing anxiety and worries related to coronavirus, using Acceptance and Commitment Therapy (ACT) by Dr Russ Harris, author of The Happiness Trap. This is a [YouTube animation](#) of his FACE COVID approach.

FACE COVID free to download [eBook](#).

[Transitions](#): Specifically for Year 6 children, who may be worried about not saying goodbye to friends and teachers, and how to prepare for secondary school. Produced by Darlington Educational Psychology Service.

Mindfulness and relaxation

The Owl and the Guard Dog | Cosmic Kids Zen Den – [YouTube video](#).

A fun explanation of one of the key principles in mindfulness and happiness. Jaime tells a story from a childhood math lesson, to illustrate how the amygdala (our 'guard dog') can be so good at protecting us - a little TOO good - that it stops the thinking part of our brain (our 'owl' - the pre-frontal cortex) from doing its work! Designed to help kids aged 5+ start to understand mindfulness.

YouTube Video - [Puppy mind](#). A story to help children manage their thoughts. This uses the analogy of an inquisitive puppy to explain how our mind gets drawn into thinking of unpleasant memories or future worries. A nicely illustrated and narrated book which stresses the importance of being kind to your puppy mind and helping it focus with mindful breathing.

YouTube Video - Be The Pond, a 5 minute mindfulness [video](#) from Cosmic Kids Zen Den which helps separate self from feelings. Fish are feelings and the pond is self. Fish like feelings come and go in the pond and we can watch them swim by without getting swept up by them. The key message: Be the Pond! Suitable for KS1 and early KS2.

I Am Peace (A Book Of Mindfulness) a [book](#) by Susan Verde and Peter Reynolds. A book aimed at 6-8-year-olds, but an excellent read for adults as well. It uses practical mindfulness tools to deal with worry and anxiety. Available from libraries and Amazon (£7.53 new hardcover).

Chill Panda is an app that helps children learn to relax and manage their worries. The app suggests simple tasks to suit your state of mind, such as breathing techniques and light exercise. It can be downloaded from the [App Store](#) for free or from [Google play](#).

Bereavement and grief

Penhaligon's Friends are a charity who support bereaved children and their families. This offers a comprehensive and informative [guide](#) for parents on how to support children with bereavement. It's quite wordy but does include a useful one-page illustrated step by step summary guide.

Child Bereavement UK have produced some excellent resources for parents and schools, including the following:

- [Guidance](#) for parents on how to support children through bereavement. Concise guidelines under following headings: talk, be honest, acknowledge concerns, create routines, and get support (for yourself). A good starting point, would need supplementing.
- A [video](#) which explains children's understanding of death at different ages. This would be helpful to use alongside other guidance on bereavement. The link is included in the above PDF.
- Managing grief - A [guide](#) for education professionals and parents supporting bereaved pupils. Well-organised ideas and information suggesting how schools can reach out and practical ideas on how to support children. Freephone telephone number / live chat info included.
- Remembering - Collaborative projects for the school community. [Guidance](#) for dealing with the aftermath of bereavement once schools are open again. Creative and inclusive ideas.

Books for Children and Adults to Read Together

- *The Day the Sea Went Out and Never Came Back* by Margot Sunderland and Nicky Armstrong. A therapeutic story for children who have lost someone they love
- *Someone Has Died Suddenly* by Mary Williams. Aims to help a child cope with the grief involved in sudden death
- *Muddles, Puddles and Sunshine* by Diana Crossley. An Activity book offering practical and sensitive support

Books for Younger Children (Nursery and KS1)

- *Goodbye Mousie* by Robie H. Harris. A Little boy recounts the death of his pet in a matter of fact tone, recounting reactions and emotions
- *When Uncle Bob Died* by Althea. A book offering a starting point for discussing death
- *Dear Grandma Bunny* by Dick Bruna. Simple illustrations and text portray death as a sad occasion but not a scary one
- *Badgers Parting Gifts* by Susan Varley. Helps the reader to remember the special things a person has left behind when they die
- *Always and Forever* by Debi Giliori and Alan Durant. Again, supports the reader in remembering how those who have died will live on in other ways
- *Are You Sad, Little Bear? A Book About Learning to Say Goodbye* by Rachel Rivett. Aims to reassure a child that saying goodbye does not mean the end of things

Books for KS1 and KS2

- *Flamingo Dream* by Donna Jo Napoli. A book about a child's father dying of cancer told through the eyes of the child and without the use of metaphor
- *Granpa* by John Burningham. The story of a little girl's relationship with her grandfather and his illness and eventual death, told mostly through illustration, giving wonderful opportunities for discussion
- *Why Mum?* Catherine Thornton. A picture book which explores 7 year old Matthew's experience of his mother's serious illness, dealing with his feelings and questions as they arise. It shows how life changes for him and his family and how they adapt.
- *When Dinosaurs Die: A Guide to Understanding Death* by Laurie Krasny. The book makes it very clear what death is and goes through a lot of ways people can die (which may be a bit much for anxious children). It also tackles people's responses to death, normalising these. It includes ways of dealing with these natural responses.
- *Saying Goodbye to Daddy* by Judith Vigna. The book deals with the topic of sudden death through the story of a young girl whose father dies in a car accident. She is helped through her loss by her mother and grandfather.

Books for KS2 and KS3

- *The Cat Mummy* by Jacqueline Wilson. The story of Verity whose mother died in childbirth. Mabel was her mother's cat and Verity talks to her about her mother as her father and grandparents weren't able to have the discussions she needed. When Mabel dies, Verity decides to mummify her and in the end this brings everything out into the open.
- *SAD BOOK* by Michael Rosen. Written and illustrated for children and adults, this book chronicles Michael's grief at the death of his son Eddie from meningitis at age 19. Moving in its sincerity and simplicity, it acknowledges that sadness is not always avoidable or reasonable and manages to make complicated feelings plain.
- *What on Earth Do You Do When Someone Dies?* by Trevor Romaine & Elizabeth Verdick (for ages 8-14). Suggests ways of coping with grief and offers answers to questions such as "Why do people have to die?" and "How can I say Goodbye?" Friendly, accessible text and illustrations
- *Ways to Live Forever* by Sally Nicholls. A book about Sam who is 11 years old and dying from leukaemia. It is about who he is (a collector of stories and fantastic facts) and his need for answers to his questions about dying.