

Unit Context



Change (physical, social and emotional) is a normal, positive and integral part of life for everyone, children and adults, from the moment we are born. Change can sometimes be welcome and sometimes challenging, and learning about it and developing the understanding and skills to manage it is an important element of an entitlement programme for Personal Development. There are changes that every child in the class will experience, such as changing class, changing teachers and changing schools. Many children will

experience difficult and sensitive family changes, such as family break up or the death of a grandparent. Research indicates that children want and need to talk through with a trusted adult the strong emotions involved in coping with loss and change. Often they will receive the support they need from home, and this unit will provide them with support to do so, or to find other adults who can help them if necessary. It is helpful for children to discuss and understand about managing change and the emotions involved before or away from something happening, not only when they are actually experiencing the change. Many children who have experienced challenging life changes also feel that it is helpful to be able to share experiences and to realise that others in their class may have similar or related experiences.

The document *Managing Bereavement in Cambridgeshire Schools*, published by the PSHE Service, provides schools with support and guidance for coping with the death of a member of the school community, and includes references to useful resources and sources of information and support. Some of these are also listed at the end of this unit. There will be links between this unit and the school's Critical Incident and Bereavement policies.

The unit links to the SEAL themes of Relationships and Changes.

Unit Description

In this unit, children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them, and those which just happen, and consider possible reasons for these changes. The children will discuss emotions which might be experienced when losing a special possession. They will consider a few major life changes which sometimes occur in families, in particular, welcoming a new sibling, parental separation and the death of a grandparent. They will talk about the difficult emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings they experience and how other people, including those in their Safety Circle, might be able to help too. They will also learn that change can be positive and talk about some life changes they might look forward to in the future. Throughout the unit, children will be developing strategies for coping with change, as well as being reminded about the importance of family and friends in helping us at these times.

Notes for Staff

Helping children to develop a range of ways of managing change is a crucial part of enabling them to develop healthy social and emotional skills for life. Many children will already have experienced several changes in their lives by Year 1/2 and may also be currently going through them. Staff need to be aware of children who have experienced bereavement and also those who have experienced other 'unseen' losses, such as adopted children, children in care and children whose sole parent has/had a life limiting illness. It is important that the class Ground Rules have been established and are reviewed here (see units BB 1/2 Beginning and Belonging or RR 1/2 Rights, Rules and Responsibilities) so that children feel safe and know that they only have to share what they want in class discussion. It is helpful to have in place strategies such as a classroom Worry Box (explained in the Teaching Guidance) so that children are able to express concerns anonymously if they need to.

Learning Expectations

At the end of this unit most pupils will:

- be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements
- know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't
- identify changes that they or other children might experience in their lives
- name some emotions they or others might feel at particular times of change
- suggest some strategies they might use to cope with times of change, including approaching others for help
- know that change can be positive and something to look forward to

Some pupils will not have made so much progress and will:

- with support, be able to identify changes in their own lives since they were babies
- understand the difference between changes we choose and those we don't
- be able to suggest an emotion they might feel if a particular change happened to them
- say something they could do to help themselves cope with a change
- identify an adult who might help them at a time of change

Some pupils will have progressed further and will:

- identify a range of ways in which they have changed over time as well as ways they might change in the future
- identify changes they can choose, those which others choose for them and those which just happen
- name several emotions they or others might feel before, during and after a change
- be able to suggest a range of strategies for coping with change to others
- describe positive and negative aspects of change

Remind the children of their Safety Circles (developed in units BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety) which may provide additional support for children if they are worried about change or experiencing other uncomfortable emotions. Be aware that some children may need further individual support at times of major change and that it is important to build on home-school links so that parents know what is being taught and are able to discuss any particular concerns about their child with the school. It is helpful to have a second adult, such as a teaching assistant, in class when teaching this unit, as they will be able to provide extra support for children who may need it. The SEAL programme provides a number of whole school strategies for helping children to identify and manage feelings such as the Emotional Barometer. This unit also has close links with work in unit ME 1/2 Managing Emotions.

It is important to recognise that staff may be experiencing their own life changes and therefore find aspects of this unit uncomfortable to deliver. There may be times when members of staff need additional support either within or beyond school. For staff working in Cambridgeshire a counselling service is available, and it is important to ensure that they are aware of how to access this when needed. It is also important to recognise that some children experiencing life changes may need professional support and expertise beyond that which the school can offer. Agencies and organisations that can offer such support, or signpost staff or families to it, are listed in Sources of Information and Support at the end of this unit.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activities 2.2 and 2.3 Use the post-it notes to assess whether children can suggest changes which might occur in people's lives and whether they are welcome or difficult and chosen by them or for them.

Activity 5.2 Use the children's messages in cards and choice of recipient for their card to assess whether they can suggest strategies for managing change.

Out of School Learning

Children could be encouraged to ask their parents/carers questions about changes since they were babies, *e.g. how old they were when they said their first word, first walked etc.* They could also share their strategies for managing change with their parents/carers at home, using ideas from activities in learning objective 4. They could find out about changes in their parents'/carers' lives using **SEAL Changes Family Activities (Gold Set)**, especially *My changes* and *My life journey*.

They could also *use When I was young* to find out about changes for grandparents or elderly friends since they were children. Use the **SEAL Relationships Family Activities (Gold Set)** activity *Special People* to encourage conversation at home about important people in their lives now and in the past. The activities *Old friends* and *Remembering* encourage families to talk about special people they no longer see, either because they have moved far away or because they have died.

Sensitive Issues

Sensitive issues to be aware of are marked in the **Points to Note** column with this symbol.



As in **Notes for Staff** above, be aware of and sensitive to the circumstances of individual children when planning and delivering this unit. If children are experiencing major change in their lives, they may need additional individual support both to help them cope with difficult emotions in and out of school, and also to help them feel safe as they access the learning in this unit. Be aware that children may have experienced major change before they were in your class or school. Communication with parents and carers about the content of this unit of work before, during and after delivering it is therefore crucial to ensure that you are sensitive to all children's needs. All children react in different ways to times of change and may exhibit a range of behaviours. It is important to help children find appropriate ways of expressing their emotions, as well as helping them learn to be tolerant and kind towards others who are experiencing difficult times of change.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.



Linked Units

BB 1/2 Beginning and Belonging

FF 1/2 Family and Friends

ME 1/2 My Emotions

SR 2 Sex and Relationships Education

WT 1/2 Working Together

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Section A - Recognising and Understanding Change


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>1. To recognise that they are growing and that their achievements, skills and responsibilities are changing.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say some things I can do now which I couldn't do when I was a baby say something I have achieved suggest what it might mean if someone says 'things are going to change' 	<p>1.1 In Circle Time, ask the children to complete the sentence stem, <i>When I was a baby I couldn't..., now I can.</i> As the children contribute, compile a class list of the things they can do. Ask the children to look over the list and offer explanations as to why they are now able to do these things, e.g. <i>I'm bigger; I have more skills with my hands; I have been to school to learn; I can talk now; I'm better at looking after myself.</i></p> <p>1.2 In Circle Time, ask the children to tell a partner the goals they have reached in a range of activities, e.g. <i>riding bikes, swimming, dancing, singing, reading, climbing, scoring etc.</i> Ask the partners to feed back the achievement of which their partner was most proud, e.g. <i>Sally's best achievement was when she jumped off the highest diving board in Spain; Reena's best physical achievement was when she danced in front of an audience.</i> Then ask the children to think of something they want to achieve when they are older. Emphasise that our bodies, minds and skills are always changing and this helps us to do the things we want to do.</p> <p>1.3 Ask the children to imagine what they think it might mean if their parent or carer said 'things are going to change round here.' Ask the children to draw and write about what might change at home and what they would think and feel about these changes. Read Changes, and discuss the real and imagined changes. What advice would the children give to Joe before he knows what the change is and once the baby sister has arrived?</p>	<ul style="list-style-type: none"> This links with work on growing up and personal responsibilities in unit SR 2 Sex and Relationships Education. Children could be invited to bring in photos of themselves as babies or toddlers, which could support discussion about how they have changed. This links with work on identity in unit DC 1/2 Diversity and Communities. Be sensitive to the needs of any child who may not  have photographs to bring. For Circle Time, see the Teaching Guidance. This links with work on developing skills and working towards personal goals in unit WT 1/2 Working Together.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say some things they have learned since starting school suggest why changes in friendships might happen suggest changes I or other people have experienced in life recognise that there are some changes I can choose and others which I can't know that change is a normal part of life 	<p>2.1 As a class, drawing on what they shared in activity 1.1, make a list on the whiteboard of things the children can do now that they could not do when they first started school. Ask them how they think they have learned those things, emphasising that they have had to play an active part in this – it didn't just happen. Ask the children for changes in their likes and dislikes (in food and clothes for example), and add these to the list.</p> <p>2.2 Talk about changes in friendships and the reasons why they sometimes happen (people moving house, changing classes, changes in things we enjoy doing etc.).</p> <p>Ask for any other examples of changes children have experienced in their lives (or know that other people have experienced). Using the idea of changing class, talk with the children about how some of the changes involved are welcome and wanted (they might be looking forward to being with the new teacher), some changes are wanted less and can be difficult (they might be worried about the work expected of them or about being with different friends). Emphasise the fact that change is normal, and that although we do not know all the changes that will happen, we do know that things don't stay the same for any of us, and that we will all experience a lot of different changes in our lives. A</p>	<ul style="list-style-type: none"> This links to work in SEAL Going for Goals Y1/2 (Blue) and unit WT 1/2 Working Together. <p>Children may choose to share here changes in their family situations, such as bereavement, separation or divorce, new babies etc. See Resources to support this unit for book suggestions on these themes. See Sources of Information and Support for organisations which can offer guidance and support on these issues. Activities in section 4 address some of these in more detail, including how children could cope with the difficult emotions they may experience.</p> 

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>2.3 Involve the children in categorising the changes they have listed (on post it notes) under the following headings: <i>Changes they can't do anything about</i>, <i>Changes they can choose</i>, and <i>Changes they can make happen</i>. This can be done through moving statements around on the whiteboard, putting the post it notes in three P.E. hoops or through the children moving around the classroom and standing in places designated for each heading. Tell the children that, later in this unit, you will be talking about how change feels and how we can help ourselves in times of change. A</p>	<ul style="list-style-type: none"> Further work on making changes in school and making choices about behaviour can be found in SEAL Changes Year 1-2 (Blue).

Section B - Coping with emotions in loss and change situations

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To be able to name some of the emotions that may be felt in situations involving the loss of special possessions.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say how it feels when I lose something special suggest what I might do if I lose something special know that sometimes we find lost things and sometimes we don't 	<p>3.1 In Circle Time, ask the children to complete the sentence stem: <i>Something I lost once was... It made me feel...</i></p> <p>3.2 Ask the children to close their eyes and think of something that is important or precious to them, then to imagine that one morning they go to look at it and it is gone. Ask the children to discuss in pairs how it feels and what action they might take. Each pair then decides on two 'feelings' words and two possible courses of action to share with the class.</p> <p>3.3 Read a story which describes someone losing a special possession. If possible, pause during the story, at the point where the character realises their special possession is missing. Ask the children what the character might be feeling and what advice they would give. Complete the story and ask the children to draw the character reunited with their possession. Round the edge of the drawing, ask them to write the 'feelings' words that now apply <i>e.g. relieved, thankful, angry with themselves for losing it at all, happy</i>. Talk to the children about what it feels like when we don't find something again. Ask them to suggest things we or other people could do, to help us feel better about the loss.</p>	<ul style="list-style-type: none"> If you have a Worry Box in class, this would be useful in enabling the children to express concerns about loss and the feelings they may be experiencing. You can then respond to these worries on an individual basis. See the Teaching Guidance for further information. Encourage children to use a broad range of words for emotions, <i>e.g. for 'I felt sad', use 'I felt upset/down in the dumps/like crying/low/gloomy/hurting/sorry'</i>. Further work on this can be found in unit ME 1/2 My Emotions. You could use one of the following books: Dogger Shirley Hughes; Tatty Ratty Helen Cooper or Where's my teddy? Jez Alborough Make sure the children know that feeling sad is sometimes uncomfortable but that it is normal and that if we lose something very precious, we might feel sad for a longer time.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To develop strategies for coping with difficult emotions.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> say some feelings I might have at times of change say what I might do to help myself cope with the feelings know that other people can help me when changes happen say some ways in which my likes and dislikes have changed or might change in the future 	<p>4.1 In Circle Time, use a puppet to tell a story of having a new baby brother or sister. Conduct a role play version of Circle of Feelings where you take the puppet around the circle or wear a hat or scarf to show that you are playing the role of the older child in the story. Once the children have suggested feelings for the character, ask them to say what Mum and/or Dad did to help them feel better about the new sibling. Ask them to suggest anything the older child could have done differently, <i>e.g. talk to their parents about how they were feeling; talk to another adult from their Safety Circle; spend some time doing something they like</i>. Then ask them what the parents/carers could have done differently, <i>e.g. make sure they spend time with the older child too; ask them how they are feeling; give a hug; cook their favourite dinner</i>.</p> <p>4.2 Read The Owl Who Was Afraid of the Dark. Ask the children how Plop's view of the dark changed (he went from saying 'Dark is Nasty' to 'Dark is Super' by the end). Ask them how the other people in the story helped him (his parents and those he visited). Ask them to think about ways that their likes and dislikes have changed since they were little. Talk with the children about how some things about us stay the same and others change. Ask the children to think ahead to when they are older and suggest how things might change, <i>e.g. they might like to drink tea or coffee; they might like watching different programmes on TV; they might like different kinds of music</i>. Emphasise that although change can sometimes be difficult, it can also be exciting and something to look forward to.</p>	<ul style="list-style-type: none"> Alternatively, you could use a book such as The Baby (But I'd have liked a hamster), Just Like You Did or I'm still important. This links with the SEAL Emotional Barometer and Feelings Detective. For Circle of Feelings, see the Teaching Guidance. It is important to recognise that there may be situations where children need support beyond the school and family. See Sources of Information and Support for organisations which offer further guidance. Safety Circles are developed in units BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety and are also used in other units. See the Teaching Guidance for further information. 



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3 Read a story such as The Grandad Tree which talks about the death of an elderly relative. Ask the children how they think the characters were feeling when the person died. Encourage them to use a range of vocabulary to describe the feelings. Ask them what sort of things helped the characters to cope with the loss of their special person.</p> <p>4.4 Use a book about family break up such as Mum and Dad Glue. Ask the children to brainstorm feelings the little boy might be experiencing in the early stages of the book, e.g. <i>sadness, worry, fear, anger</i>. Ask the children to explain what the lady in the glue shop said which helped him feel better. Ask them what sort of changes might happen to the little boy now that his mum and dad are separating, e.g. <i>he might have to move to a new house; he might not see one of his parents much; he might have to move school; he might have to go somewhere new at the weekends</i>. Ask the children what stayed the same for the little boy (e.g. <i>his parents both love him</i>). Ask the children to imagine they come to school one day and their friend is sad because his/her parents are separating. Ask the children what they might say or do to help the person, e.g. <i>sit with them; be with them at playtime; let them cry; share a snack with them; remind them that both parents still love them; tell them to talk to a teacher</i>.</p>	<ul style="list-style-type: none"> Alternatively you could use a book such as I Miss You which talks about what it might feel like and what you might expect when someone dies. If you have a child in your class who has recently experienced bereavement, you may wish to talk to them before carrying out these discussions. It is important not to avoid teaching about bereavement, as all children will need to understand this area and it may also reassure the child that they are not alone in their experiences. This activity may lead to children asking questions or expressing views about what happens to people when they die. It is important to be respectful of the views and religious beliefs of families. Help the children to understand that people who die do not come back and therefore using the words someone has “gone” or has “fallen asleep” may confuse children of this age. Be sensitive to any children who are currently experiencing parental separation or who already have two homes. There may also be children who have only one parent. Also help to reassure children that this does not happen in every family. You may like to refer back to work on different family patterns in FF 1/2 Family and Friends.



Section C - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>5. To understand what they have learned and be able to share it with others.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • say what I have learned • share my ideas with others 	<p>5.1 Return to the Changes book and ask the children what advice they would give Joe now, having completed this unit.</p> <p>5.2 Ask the children to think of animals which demonstrate change, <i>e.g. a caterpillar becoming a butterfly; a tadpole becoming a frog; a chameleon changing colour; a chick hatching out of an egg.</i> Then ask them to suggest some of the changes they have been talking about in this unit, <i>e.g. moving house, new baby, family change, friendship change, losing something, starting something new etc.</i> Ask them to think of someone they know who is facing a change at the moment and make a card for them, maybe adding a message they have learned during this unit. They could use the animals you have talked about to decorate the card. A</p> <p>5.3 Use a Carousel and ask the children to talk to their partner about a change which has happened to them or to someone they know. With a new partner, talk about what sort of things they might do to help themselves next time they face a change in their own lives.</p>	<p>• For information about using a Carousel, see the Teaching Guidance.</p>

Resources to Support this Unit

The following resources are included in the MC 1/2 Resource Pack linked to this unit:

These resources are directly referenced within this unit

Changes Anthony Browne

Dogger Shirley Hughes

Tatty Ratty Helen Cooper

Where's my teddy? Jez Alborough

The Baby (But I'd have liked a hamster) India Knight

Just Like You Did Marjorie Newman

I'm still important Jen Green

The Grandad Tree Trish Cooke

I Miss You Pat Thomas

Mum and Dad Glue Kes Gray

The Owl Who Was Afraid of the Dark Jill Tomlinson

These may also support work on this unit:

New baby:

Welcoming a New Baby Mary Auld

Loss/Bereavement:

Grandma's Purple Flowers Adjoa J Burrowes

A Place in my Heart Annette Aubrey

The Heart and the Bottle Oliver Jeffers

Jim's Dog, Muffins Miriam Cohen

Always and Forever Alan Durant

Goodbye Mog Judith Kerr

My Henry Judith Kerr

Family change/separation:

There For You Annette Aubrey

Was It the Chocolate Pudding? Sandra Levin

Two Homes Claire Masurel

Since Dad Left Caroline Binch

Two of Everything Babette Cole

Good-Bye Daddy! Brigitte Weninger

Other:

Daddy Will You Miss Me? Wendy McCormick

Jim's Lion Russell Hoban

SEAL Changes Year 1-2 (Blue)

Life Changes Tacade www.tacade.com

A toolkit for schools that provides a proactive whole school approach to teaching about loss and change in children's lives and to supporting children who are coping with loss and change situations.

Sources of Information and Support

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111.

Staff Counselling

For staff in Cambridgeshire schools, a free, confidential counselling scheme is available. Go to the Schools' portal site www.cceducation.net and search for 'counselling'.

For staff in all schools, telephone support is also available from the Teacher Support Network www.teachersupport.info

Cambridgeshire Bereavement Guidance - Managing Bereavement in Cambridgeshire Schools

Published by the Cambridgeshire PSHE service, in association with STARS, this document is designed for schools to use as a reference in the event of an expected or unanticipated death within the school community. There are points for consideration by the school prior to such an event, guidelines for policy writing and guidance for managing bereavement in the short, medium and long term.

STARS Children's Bereavement Services for Cambridgeshire

www.talktostars.org.uk

Stars offers support to children, and advice, training and guidance to families and professionals (including schools) in Cambridgeshire.

Similar voluntary organisations exist in many other areas of the country.

See www.childhoodbereavementnetwork.org.uk for a directory.

All the following organisations offer support and guidance (sometimes web based, sometimes in person) to families, professionals and bereaved children. Some also publish resources.

Child Bereavement Charity www.childbereavement.org.uk

Cruse www.crusebereavementcare.org.uk

Winston's Wish www.winstonswish.org.uk

Compassionate Friends www.tcf.org.uk

The Amy and Tom Project www.amyandtom.org

Provides support for suddenly bereaved families, including the resource 'Someone has Died Suddenly'. Amy and Tom is run by the Road Safety charity Brake (www.brake.org.uk)

Cambridge Family Mediation Service www.cambridgefms.co.uk (or your local family mediation service).

Provides support to families, parents and children who are experiencing family change (i.e. divorce or separation). CFMS offer mediation, parents' workshops and guidance, and individual and group counselling for children.

Relate www.relate.org.uk

Works to promote health, respect and justice in couple and family relationships, providing relationship support, counselling and guidance. The website includes guidance and resources for work with children and young people.

Kids in the Middle www.kidsinthemiddle.org.uk

The Kids in the Middle campaign aims to help children whose parents are fighting, and to help parents to avoid getting into this situation in the first place.

The website also includes guidance for parting parents and their children.

Action for Children www.itsnotyourfault.org

Guidance for children and young people on coping with family break up.

Divorce Aid www.divorceaid.co.uk

Guidance and resources for families, professionals and children and young people.

Divorce and Children www.divorceandchildren.com

An American website which includes the resource 'Lemons to Lemonade', which supports children aged 5 – 12 in coping when divorce happens in their family.

Resolution www.resolution.org.uk

A family law organisation providing guidance for parents involved in family break up. It has published a useful guidance document 'Separation and Divorce – Helping parents to help children'.

Incentive Plus www.incentiveplus.co.uk

Resources to support the development of social, emotional and behavioural skills.

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools contact the PSHE Service