

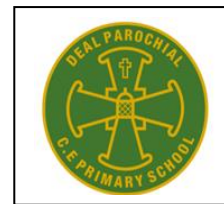
Kindness, Trust, Friendship, Respect, Courage, Forgiveness

Vision statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.



TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Bereavement Policy, April 2020

Governing Body Team: Ethos Team. Approval:

Review date: June 2022

Governor Responsible: Vicar Chris Spencer

Chair of Governors: Mary Heard

Designated staff:

- J Brown – Head teacher / LDSL / worship lead
- Katherine Porteous – Deputy Head teacher / worship lead
- Melanie Hogben – Inclusion Manager and Social, Emotional, mental Health Champion
- Emma Cotterill – THRIVE practitioner, lead for children nurture. DDSL
- Louise Friend – DDSL / EYFS

The purpose of the Bereavement Policy is to help everyone involved at a time when there may be shock, upset and confusion, ensuring that there is as little disruption as possible, effective communication takes place and each member of the school community is supported to help them through a very difficult time.

• Aims

Bereavement means to be deprived of someone by death. The death of someone you love is one of the greatest losses that can occur.

However, feelings of bereavement can also accompany other losses, such as the loss of your health or the health of someone you care about – of the end of an important relationship, through divorce, for example. Grief is a normal, healthy response to loss. Everyone feels grief in their own way, but there are certain stages to the process of mourning. It starts with recognising a loss and continues until a person eventually accepts that loss. People's responses to grief will vary depending upon the circumstances of the death.

The aim is to be supportive to both pupils and adults, and for staff to have greater confidence and be better equipped to cope when bereavement happens. Every death and the circumstances in which it occurs is different and this policy has been constructed to guide us on how to deal professionally, sensitively and compassionately with difficult matters in upsetting circumstances.

• Ethos

A death within the school environment can cause an unbalanced feeling within the school as a whole.

Deal Parochial is built upon the values of faith, hope and love; this will enable us to show that we are a strong 'family' bringing people together in their grief.

We believe that the Christian ethos of the school harnesses our actions. We are guided by this so that we offer a welcoming, respectful and inclusive community.

This policy will help us to lessen any disruption and show that the 'world' is still a safe place.

This policy relates to the death of a staff member, a child within the school or the death of a parent of a child in the school. The school will act in a planned and agreed manner.

We hope that through this policy, all staff will know what is expected of them and be consistent with the values that have been adopted.

- We understand that members of our school community face bereavement at different times and that when the loss is of a member of our school community – such as a child, parent or staff member, it can be particularly difficult.

Pupils need to be supported when they experience family bereavements and other significant losses in the course of their lives while they are at school.

This school is committed to the emotional health and well-being of its staff, pupils and parents when possible. We wish to provide an ethos, environment and curriculum that supports and prepares pupils for coping with separation or loss of a loved one, through either death or divorce.

The policy is based on practice that has been developed over time.

• Objectives

We will ensure that there are designated, named members of the school staff who will provide support to bereaved children and young people in the event of a death

We will establish how to inform pupils about a death

We will ensure that support will be offered to staff / students if they have been bereaved or affected by a death

We will have plans in place in the case of a crisis or disaster situation on school premises or on a school trip

We will make sure that members of staff are able to recognise common symptoms and behaviours associated with grief

We will have the contact details of local and national support agencies specialising in bereavement such as, Winston's Wish, Cruse Bereavement Care and access them when appropriate

The school will be able to deal with media interest surrounding a death and designating members of staff to act as media coordinators.

Following a Bereavement:

We believe that all children and adults alike have the right to:

- be given space and time to grieve.
- be given support from whichever source is deemed the most appropriate.
- encounter a caring environment in which they feel safe to demonstrate grief without fear of judgement.
- grief may not always be apparent to the onlooker, but its invisibility makes it no less real.
- differing religions/cultures view death and bereavement from different perspectives and all viewpoints will be taken into consideration and given equal value in the school environment.

One of our main concerns must be the immediate family of the deceased and as a school we state our commitment to any such family that may need practical, emotional and ongoing support.

Procedures

The bereavement policy has evolved to offer practical support and workable strategies within the context of a busy, complex school. A school bereavement group that includes a member of staff from each section of the school and admin staff will be formed (see Appendix 1).

This document outlines ways to:

- Ensure consistency and flexibility in response to bereavement across the school
- Provide the best bereavement support possible for staff and family
- Ensure effective communication within the school community
- Develop resources and events for remembrance
- Where appropriate, work in partnership with our local children's hospice.

Guidelines in the event of bereavement

- Members of our staff bereavement team to be allocated to oversee bereavement arrangements. These staff will liaise with parents re: funeral details, contact & wishes & letters.
- An extra member of staff is made available so that appropriate staff members can take breaks/make phone calls etc as needed.
- No expectation for staff to attend briefings/staff meetings in the immediate future in the event of a pupil's death.
- An area will be made available to make phone calls, meet with other staff/parents. This should be a private space as possible.
- Admin staff to be consulted over appropriate measures over dealing with letters and phonecalls about the death.
- Communication is discreetly made with all relevant members of staff to ensure sensitive interactions throughout the school.

- Details of the family affected are added to a confidential bereavement register and staff are made aware at times of transition etc.

General guidelines for breaking news

An effective and sensitively handled approach needs to be in place so it can be put into action as soon as possible.

If a member of staff has been affected personally by the bereavement, they should be consulted before news is shared.

The following are suggestions for how to best break the news:

- Arrange a staff meeting which should take place as soon as possible.
- Impart factual information. Never make assumptions or repeat what has been said by rumour.
- Give news sensitively and empathetically, being aware that people may react in different ways.
- Be cognisant of the relationships staff may have had with the person who has died.
- Remind staff who is in the bereavement team should they wish to share information or seek advice.
- Identify a member of staff who will liaise with the individual's family, to deal with staff condolences and any funeral arrangements (if necessary)
- Arrange a bereavement group meeting at the end of the day to ensure staff are coping with the situation. Identify any unresolved problems or ongoing issues. Attendance is optional.

Guidelines for breaking news of the death to children

- Inform the children/young people as soon as possible about the death.
- Where possible, the pupils should be informed in small groups i.e. class or tutor groups.
- Identify those children who had a long term and/or close relationship with the person who has died so that can be told separately.
- If appropriate, a special assembly could be held at a later time in the day to remember the person who has died.
- Allow the children to ask questions and answer them honestly and factually in terms that they will understand.
- Allow the children/young people to verbalise their feelings.
- Allow the children/young people to discuss the situation and share their experiences of death.
- Be honest about your own feelings and talk about your relationship with the person.
- Avoid using euphemisms.

- Those children/young people who have had more involvement with the person should be given the opportunity to share their feelings and experiences either within the group or on a one-to-one situation.
- Ensure the children/young people understand that the death is nothing to do with anything they have said or done. It is in **no** way their fault.
- Reassure them that not all people who are ill or have had an accident will die and that many people get better.
- Put an appropriate time limit on the discussion. It is preferable to resume normal school activities as soon as possible thus ensuring minimal disruption within the school.
- If appropriate, finish the discussion with a prayer/poem/song.
- Establish a support group for the children, and let them know who they can go to for help or advice.
- Be aware the physical symptoms can originate from emotional needs.
- Find out about and respect cultural beliefs/how the family has explained what has happened.
- Keep the conversation open with the children for as long as necessary. It could be included in PSHE, Science and RE.

Briefing meetings and letters

- Letters to inform parents should be written by the Head teacher or an agreed member of SLT in liaison with the appropriate class teams. Class teams should proof read the letter before it is sent. Teams will then liaise with parents to check the content of the letter with them and identify any other families outside school to be informed and agree a time to send it out.
- Briefing meetings should inform people of funeral details including flowers, time and place, any particular parent's wishes.
- Notification of death at briefing meetings will be done sensitively, at the beginning or end of the agenda (only important other issues to be added to the agenda for that meeting) and after key staff members have been informed.

Section 1 - The death of a pupil

• Roles, responsibilities and procedures

Senior management will usually be the first to be informed.

Firstly the Head teacher and will include the SEMH lead and Thrive practitioner. They will take the responsibility to disseminate the news to other members of staff.

A named member of staff will act as main contact for the family.

The school needs to ensure it does not add to the sorrow by leaving people feeling disregarded.

The following people should be considered:

- Current school staff not in school that day
- Previous school staff who worked closely with the child

- Social Work team if applicable. Any death of a child will result in a serious case review carried out by the Police and Kent Children's Safeguarding Multi agency Team. The Lead DSL

- Justine Brown is the named person to work and assist this in the process.

- Chair of Governors: Mary Heard

- The incumbent Church leader: Chris Spencer

- Other professionals who work with the child

- Other parents – if children have been informed the school needs to send a note to parents informing them of the loss. They will need to be able to support or comfort their own children if needed.

Some parents may need to be telephoned if their relationship is closer but who the family may not have informed.

The designated person within the school who has overall responsibility for support and liaison in event of a death or traumatic loss is the Head teacher.

In the event that this person is absent then another Senior Leader will take responsibility. Their responsibilities are:

- Policy development and review, involving pupils, staff, governors, parents/carers and relevant local agencies.

- Implementing the policy and reflecting on its effectiveness in practice.

- Using the expertise within the school and sharing the responsibilities.

- Establishing and co-ordinating links with external agencies.

- Cross-phase liaison with other primary or secondary school.

- Accessing and co-ordinating training and support for staff.

The nominated Governor with responsibility for bereavement is: Vicar Chris Spencer

Their responsibilities are:

- To contribute to generating and updating the policy.

- To support the Head Teacher in overseeing the way in which bereavement is managed.

- To support the Head Teacher in overseeing the way in which bereavement is tackled in the curriculum.

- To review practice.

- **The first few days**

Will be a very sensitive time for all staff, pupils and families. Patience, time, communication and support will be key.

Remember that people react to loss in different ways.

Encourage all people to talk about their feelings and emotions. Remind everyone that it is OK to feel sad, angry and scared and to cry. It is also OK to feel happy and enjoy things.

It may be appropriate to hold a memory assembly for the child. Staff need to be able to show pupils that it is perfectly normal to feel upset at the loss of a friend and that helpful rituals, prayers, and remembering can be shared in a manageable way together. Taking one day at a time.

Funeral Arrangements

- The school will accommodate any individual wishing to attend the funeral as far as the school's capacity to manage this will allow
- As soon as the funeral details are confirmed, staff should let their Manager know if they wish to attend and these people's names will be given directly to the Deputy or Head Teacher.
- There will be no expectation that staff come to work on the day of the funeral or return afterward unless they prefer to do so. The school recognises how traumatic attending a child's funeral can be. Staff preferring to come to work before or after the funeral should let the KS Leader of Learning know when requesting to attend.
- Flowers for funeral will be sent generally from school as well as staff contributions/private flowers.

Cover

- On the day of the funeral, the child's class may be closed out of respect. Alternatively an appropriate curriculum will be sensitively planned for the day to encompass their response to the bereavement. This could also apply to other classes strongly affected.
- Cover will be arranged for classes where individual members of staff are attending the funeral.

Equipment/Registers

- Class teams will decide whether they want to keep the child's equipment in class or remove it. Admin team member of school bereavement group will ask teachers about this within the first week and will inform the therapy team. Therapists will have access to these guidelines and will not approach class teams for equipment before seeing the admin team member of the bereavement group. Class teams will ensure that equipment labels are removed before equipment is returned.
- Class teams will decide whether they want a new register or not. Admin team member of school bereavement group will ask teachers about this within the first week following a death and will inform the school admin team.
- Class teachers will give files to Admin team member of school bereavement group when they feel ready to give them back.

Remembrance events for individuals

- Headteacher/class teams will liaise with families to ascertain their wishes about remembrance assemblies/events/celebrations for individuals.
- This school will refer for support and suggestions from Canterbury Education Diocese.
- There will be no set format or obligation for these and this decision will be the responsibility of the class teams in conjunction with the child's family.
- Technical support for any event should be made available via school ICT technician if required.
- Class teams should have time made available to set up and organise any event.

Remembrance Events

- A plant and/or engraved message may be added to our Celebration Garden in memory of those who have died and any relevant memories written in to the Memory Book.
- The Memory Book will be kept centrally where people can access a page for a child/adult and add decorations/photographs on that person's page or just turn to it when they want.
- An annual 'Forget Me Not' day can be held where parents/staff/friends/people in the community can remember children and staff and loved ones who have died.
- A dedicated Celebration Garden can be used throughout the year for personal and private reflection. It can be used by the school community as a collective celebratory space for reflection and learning.

• Support for pupils

In most cases, each child will have a favoured member of staff to approach.

The SEMH lead and Thrive practitioner will ensure that we have suitable books and other materials to help children discuss death and come to terms with loss.

Social Stories may be one way to help pupils to understand loss.

All staff will be resilient to the signs and symptoms of difficulty coping with grief; they should then raise their concerns with SEMH lead and the Thrive practitioner. They will then be able to access relevant support strategies, resources or make appropriate referrals when deemed necessary.

The Educational Psychology team can offer support to pupils who may need more help.

• Support for staff

Staff will be encouraged to share their concerns and grief; supervision time will be made available to all members of staff.

The opportunity to access relevant support will be made available to all staff at any time.

The Educational Psychology team offer counselling support and staff will be reminded about this service.

Availability of information about accessing bereavement support outside of school, e.g.:
CRUSE

Death of a member of staff

In addition to the above, the school will notify

Kent Education Officer – David Adams
DEALT CEO– Jo Hygate.

Where appropriate to the wishes of the staff member's family, the Head teacher will seek permission from the Chair of Governors to close the school so that all members of staff are able to attend the funeral.

Section 2 - Supporting a bereaved pupil

• Preparation for bereavement

The senior management, SEMH lead and Thrive Practitioner will agree a plan of support with the parent/parents/carers.

They will access the relevant support and work with the family to support.

The child/children may need the consistent routine of the school for a sense of normality.

The child will have named staff member they are happy to talk to, they will be able to access them during the school day when convenient.

The child will need time to process and time to grieve; they may have many questions some difficult.

All staff will need to be aware of the situation in a diplomatic, careful manner so that they can be mindful of any behaviour changes or difficulties for the child.

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=bb9053ac-6e5d-4351-8400-863896a9cc26>

• Different ages understanding of death

Children have different levels of understanding about death and this needs to be taken into consideration when attempting to support around bereavement.

• Supporting children with AEN through bereavement

Children with additional needs are no different but may need extra help with their understanding and ways to express feelings. Whilst we may not know exactly what a child or a young person with profound and multiple learning disabilities understands when someone significant dies, they will certainly be aware of that person's absence and of the changes in their own life.

• Supporting children with ASC through bereavement

Just like any other child, a child with autism spectrum condition (ASC) will need their grief to be recognised and understood and to be given opportunities to express how they feel. Because of the nature of their ASC, they may not respond to the death of someone close to

them in the same way as other children but this does not mean they are not grieving. They may need extra support to aid their processing.

- **Returning to school after a bereavement**

During this process, the work of the team should be reactive, sympathetic and supportive to meet the needs, feelings and emotions of both staff and pupils. In most situations, it is advisable, provided the bereaved or family of the bereaved agree, that everyone is aware of the situation before the pupil returns. A phased return may be most appropriate for the child to avoid feeling overwhelmed. Teachers will endeavour to foster an environment that is compassionate, yet disciplined. School, with its routines and rituals, often provides a respite at this traumatic time. Anniversaries or birthdays may often spark a revival of feelings of bereavement and it is important to be aware of such dates and to react with sensitivity and respect. Staff will need to be mindful of these times.

The school bereavement policy will be shared with all staff annually. The Religious Education scheme of work now recognises the importance of discussing and reflecting on bereavement. Each year group will have a designated resource for exploring the feelings around bereavement and should be visited in class at least once a year.

- **Support for staff - Self-care**

"The loss of a loved person is one of the most intensely painful experiences a human being can suffer and not only is it painful to experience but also painful to witness." – John Bowlby

Teachers also require support structures when dealing with grief. Never take on too much. If you are having difficulty dealing with your own or other's grief, talk to a colleague for professional advice and support or a partner, or friend.

Useful documents

Managing Bereavement – a guide for schools

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=4b13d694-2038-4918-90b3-13c06100aafb>

Supporting AEN

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=74e7be4a-022a-4400-a398-bd6922440292>

Supporting ASD

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=e99e1f53-01c0-4112-bfa4-e2a58dfb4e24>

<https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=6c118a29-2f1a-4024-ba9e-c44701b1ff3e>

Useful websites

<https://www.childbereavementuk.org/>

<https://www.cruse.org.uk/>

<http://holdingonlettinggo.org.uk/>

<https://www.winstonswish.org/>

Useful storybooks

School Resources: These are located in the THRIVE room.

Muddles, Puddles and Sunshine – Diana Crossley – An activity book

The Strom Whale – Benji Davies

Always and Forwever – Debi Gliori / Alan Durant

Goodbye Mog – Judith Kerr

Guess How Much I Love You – Sam McBratney

Under The Love Umbrella – Davina Bell

Michael Rosen's Sad Book – Micheal Rosen

The Huge Bag of Worries – Virginia Ironside

Badger's Parting Gifts – Susan Varley

The Goodbye Book – Todd Parr

Information booklets

Talking to Children and Teenagers when an Adult has Cancer - Macmillan Cancer Support

Preparing a Child For Loss – Macmillan Cancer Support

Pilgrims Hospices – Support pack and information.

Local Support

St Georges' Church. Hope House, 8a St George's Rd, Deal CT14 6BA

Phone: 01304 368355

Email: admin@stgdeal.org

Canterbury Diocesan Education

<https://canterburydiocese.org/childrenandyoungpeople/our-schools/religious-education/>

<https://canterburydiocese.org/childrenandyoungpeople/our-schools/grief-and-bereavement-resources/>

This is down loaded on the Staff Shared server and a printed copy available in the resource box

Holding On and Letting Go – Debbie Mc Swiney. 03445 611511

'Badger's Parting Gifts' by Susan Varley

'The Lonely Tree' by Nicholas Halliday

'Waterbugs and Dragonflies' by D Stickney

'Lifetimes' by Bryan Mellonie and Robert Ingpen

'When Dinosaurs Die: A Guide to Understanding Death' by Laurence Krasny Brown and Marc Brown

'What does dead mean?' By Caroline Jay and Jenni Thomas

'The Memory Tree' by Britta Teckentrup

'Always and Forever' by Alan Durrant

'Rabbityness' by Jo Empson

'No Matter What' by Debi Gliori

'The Copper Tree' by Hilary Robinson and Mandy Stanley

'The Invisible String' by Patrice Karst

'The Tenth Good Thing About Barney' by Judith Viorst

'Sad Book' by Michael Rosen

'What on Earth do You do When Someone Dies?' by Trevor Romain

'The Huge Bag of Worries' by Virginia Ironside

Appendix 1

Contact Arrangements

In order to ensure that everyone who has been involved with a child is informed of their death the bereavement group propose the following “phone tree” which will be amended or added to on a ongoing basis. Contact details should be ready prepared to admin member of bereavement group where possible.

If a phone call isn’t appropriate/possible an email or letter should be sent

Who needs to contacted	By Whom
Class Staff	Teacher
Midday Staff	Teacher/SLT
Member of SLT	Teacher
Office	SLT
Teacher contacts Office/SLT as soon as they are on site to summarise who they have informed so far?	
Classes	SLT via briefing meetings and then a walkabout around the school to each class
Bus Staff	Office
Any previous school or placement	Office
Therapists	Office
Visiting Medical Staff	Office
Kitchen Staff	Office
Premises Staff	Office
Outreach Services	Office
VI/HI Services	Office
Staff off work/maternity leave/part-time staff	Office
Parents of children in class and those who have left recently	Teacher
Others families in school	Letter
Peripatetic Teachers	Office

School Bereavement Group – will consist of:-

Headteacher
SENCO
THRIVE Leader
Church leader
Others as appropriate

Appendix 2

How Children Grieve

Given the complex and varied needs of our students, it is difficult to gauge how the loss will affect them as individuals. However, the developmental age of a child does have a direct impact on their level of understanding, and it is useful to have some knowledge of what death means to children at various stages in their development.

Under 2 years old

At this stage of development children are not able to understand about death, but will experience the loss as a separation from someone that they may have an attachment to. Due to limited ability to communicate verbally, children may express this loss in other ways e.g. becoming withdrawn, crying etc. The emotional state of people around them may also have an adverse effect, and normality and routine are very important.

2-5 years old

At this stage of development children believe that death is reversible. They may also be convinced that it was something that they said or did which caused the person to die. Abstract concepts are not easily grasped and so it is important that the child is spoken to in very concrete terms. In order to make sense of what has happened children at this age may often ask the same questions over and over again.

6-9 years old

Children begin to develop the understanding that death is irreversible and something that happens eventually to all living things. Death may be regarded as something that is “spooky” and they may display what seems to be an unhealthy curiosity in the more morbid aspects of the death.

Children at this age may complain of headaches, tummy aches or other ailments. These are referred to as “somatic” complaints and are generally physical manifestations of emotional pain. Behaviour may change, but it is important to encourage children at this age to express their feelings and understand that what they are feeling is perfectly natural.

9-13 years old

By now children are much more aware of the finality of death and the impact that the death has had on them.

The death of someone important may make them feel different, at the very time that they want to be the same as everyone else. They are aware of the longer term impact of their loss, when the future milestones will not be shared with the person who has died. Relationships with others are becoming increasingly important and any loss can lead to feelings of anger or severe distress.

The extent of the impact of the loss could be missed because of the students' limited ability to express feelings, but it is most important that all staff use their knowledge of individual students to support them in the most appropriate way.

Appendix 3

A list of Useful prayers and reflections

The Church of England's prayers for ministry around the time of death to be found at

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral#mm143>

'Just my Reflection' by Sister Frances Dominica

The Lord's Prayer As our Saviour taught us, so we pray

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done,
on earth as in heaven.
Give us today our daily bread.
Forgive us our sins
as we forgive those who sin against us.
Lead us not into temptation
but deliver us from evil.
For the kingdom, the power,
and the glory are yours
now and for ever.
Amen.

Eternal God,
grant to your servant
[and to us who surround *him/her* with our prayers]
your peace beyond understanding.
Give us faith, the comfort of your presence,
and the words to say to one another and to you,
as we gather in the name of Jesus Christ our Lord. **Amen.**

Into your hands, O merciful Saviour,
we commend your servant *N*.
Acknowledge, we pray, a sheep of your own fold,
a lamb of your own flock,
a sinner of your own redeeming.
Enfold *him/her* in the arms of your mercy,
in the blessed rest of everlasting peace
and in the glorious company of the saints in light.
Amen.

At this time of sorrow
the Lord is in our midst
and consoles us with his word:
Blessed are the sorrowful; they shall be comforted.
Blessed be God, the Father of our Lord Jesus Christ,
the Father of mercies and the God of all consolation.
He comforts us in all our afflictions
and thus enables us to comfort those who grieve
with the same consolation we have received from him.
Amen

O God, who brought us to birth,
and in whose arms we die,
in our grief and shock contain and comfort us;
embrace us with your love,
give us hope in our confusion
and grace to let go into new life;
through Jesus Christ.
Amen.

Lord, be with us as we open the door.
Come in with us, go out with us.
Do not sleep when we sleep,
but watch over us, protect us and keep us safe,
our only helper and maker.

Amen.

We brought nothing into the world, and we take nothing out. The Lord gave, and the Lord has taken away; blessed be the name of the Lord.

1 Timothy 6.7; Job 1.21b

The steadfast love of the Lord never ceases, his mercies never come to an end; they are new every morning; great is his faithfulness.

Lamentations 3.22,23

Prayers for Those who Mourn

God of mercy,
as we mourn the death of *N*
and thank you for *his/her* life,
we also remember times when it was hard for us to understand,
to forgive, and to be forgiven.
Heal our memories of hurt and failure,
and bring us to forgiveness and life
in Jesus Christ our Lord.

Amen.

Lord Jesus Christ,
you comforted your disciples when you were going to die:
now set our troubled hearts at rest
and banish our fears.
You are the way to the Father:

help us to follow you.

You are the truth:

bring us to know you.

You are the life:

give us that life,

to live with you now and for ever.

Amen.

Lord, we pray for those who mourn,

for parents and children,

friends and neighbours.

Be gentle with them in their grief.

Show them the depths of your love,

a glimpse of the kingdom of heaven.

Spare them the torment of guilt and despair.

Through Jesus Christ our Lord.

Amen.

God of hope,

we come to you in shock and grief and confusion of heart.

Help us to find peace in the knowledge of your loving mercy to all your children,

and give us light to guide us out of our darkness

into the assurance of your love,

in Jesus Christ our Lord.

Amen.

Bible Readings

Psalm 121

- 1 I lift up my eyes to the hills;
from where is my help to come?
- 2 My help comes from the Lord,
the maker of heaven and earth.
- 3 He will not suffer your foot to stumble;
he who watches over you will not sleep.
- 4 Behold, he who keeps watch over Israel
shall neither slumber nor sleep.
- 5 The Lord himself watches over you;
the Lord is your shade at your right hand,
- 6 So that the sun shall not strike you by day,
neither the moon by night.
- 7 The Lord shall keep you from all evil;
it is he who shall keep your soul.
- 8 The Lord shall keep watch over your going out
and your coming in,
from this time forth for evermore.

Bible Readings

Old Testament and Apocrypha

Genesis 42.29-end *The sorrow you would cause me would kill me*

2 Samuel 1.17,23-end *David's lament for Saul and Jonathan*

2 Samuel 12.16-23 *David's son dies*

Job 19.23-27 *I know that my Redeemer lives*

Isaiah 53.1-10 *The suffering servant*

Isaiah 61.1-3 *To comfort all who mourn*

Lamentations 3.22-26,31-33 *The love of the Lord never ceases*

Daniel 12.1-3[5-9] *Everyone whose name shall be found written in the book*

Wisdom 2.22 – 3.5,9 *The souls of the righteous are in the hand of God*

Wisdom 3.1-5,9 *The souls of the righteous are in the hand of God*

Wisdom 4.8-11,13-15 *Age is not length of time*

Ecclesiasticus 38.16-23 *Do not forget, there is no coming back*