

## Wellbeing Tips for Families

Firstly, **remember you are not alone**. There are thousands of families in the same position. This is new to everyone.

- **Share the load**. If both parents are at home try to share the childcare, or even better spend time together as a family.
- Routine makes everyone feel safe. When our routine is disrupted, we can all feel at least a little bit anxious or stressed. This is the same for children and is completely normal. It is helpful to **keep a routine** where you wake up at a set time and have some activities timetabled in throughout the day. The children could be involved in creating the routine, so they feel part of it, rather than it being imposed on them. Don't be afraid to change it if it doesn't work.
- While routine is important, it is also important to **be flexible**. You know your children – if they need a break then let them. Maybe ease them into the new routine after a few days to just come to terms with what is happening. Use what you already know works. Their emotional wellbeing is more important than any learning work they do.
- Think about how you want your children to remember this period in their lives when looking back on it. Include in your schedule some regular family times so that you can **create some fun, special moments as a family** and/or with your children individually. Do things that you know most of you will like, and maybe take it in turns to decide what you do. Try to find a good balance between time together, time spent alone and screen time.
- **Keep active** – this could be together or separately. Try and ensure the children have a period of exercise every day. If it is not possible to go outside to do exercise, insider options include:
  - o Herts Sports Partnership are regularly updating their Covid-19 specific physical activity information, with useful content for young people and adults. <https://sportinherts.org.uk/coronavirus>
  - o Joe Wicks is doing daily live PE sessions on YouTube: <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>.
  - o Oti from Strictly Come Dancing is doing daily dancing routines: [https://www.youtube.com/user/mosetsanagape/videos?disable\\_polymer=1](https://www.youtube.com/user/mosetsanagape/videos?disable_polymer=1).
  - o Child-friendly yoga, e.g. <https://www.youtube.com/user/CosmicKidsYoga>).

- **Keep in good contact with friends and family** (e.g. via Facetime, Skype, WhatsApp etc.) following NHS guidelines on social contact. This will help children connect with others and know that others are thinking about them. It will also reassure them that others are well. Examples of ways to connect with people virtually include: doing something together like making a cake or card, watching something at the same time so you can talk about it, online games on various apps, or setting online challenges for you and your friends to complete.
- If your child is too young to play independently for a long time, use screens if you need to in order to get housework done or some downtime for you. This doesn't have to be TV or gaming if you don't want it to be, there are lots of live streams and children's activities (yoga, reading, sports, music etc.) on Facebook, Instagram and YouTube. You could even consider asking grandparents to read a book or run a cookery session over a video call.

It is helpful to **set limits on screen time**, but it is likely that the use of screens will be increased during this time. There may be some activities that relate to learning online or using apps, but it is a good idea to keep this separate from their fun time and have rules around this. This may also involve ensuring appropriate content filters are on the devices and/or the use is supervised. There is a separate section on keeping safe online below.

- **Think about what you are grateful for** today and what went well. This could be something you achieved, something you enjoyed (e.g. the sunshine) or something another person did. It can be nice to look back at these individually or as a group. You can record this in different formats for example, a gratitude diary/journal, a gratitude wall or fridge or a gratitude jar. Information on how to start one is here: <https://coffeepancakesanddreams.com/2019/04/29/how-to-start-a-gratitude-journal-for-kids-families/>.
- Look after your own wellbeing. It is important for adults to look after themselves as much as possible so they can be there for their child to support them as best as they can. Being together all the time is intense, and time to recharge is absolutely necessary. You will need to **spend some just each day just for yourselves**. It may be helpful to make it obvious to the children when you are taking this time, e.g. by using a closed door with a sign on it, setting a specific time of day for no interruptions or wearing big earphones.

## Additional Resources

**Just Talk:** Mental health and wellbeing information for parents, professionals and young people, including a dedicated Covid-19 page containing quality assured resources and information, and five ways to wellbeing 'at home' checklists for primary and secondary school aged children, and for adults

**The British Psychological Society** has produced information for those parents specifically with young babies during this time that may be helpful: <https://www.bps.org.uk/blogs/guest/parenting-young-babies-whilst-self-isolating-and-social-distancing>.

**Zero to Three** has a lot of information for parents of toddlers, including ways to talk to them about what is happening and activities you can do with them. It also has specific ideas for if you are separated from your child during this time: <https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>.

**Child Mind** has a lot of information on supporting children and yourself: <https://childmind.org/coping-during-covid-19-resources-for-parents/>. There is also advice aimed at single parent families - <https://childmind.org/article/single-parenting-during-the-coronavirus-crisis/>.

**Health for Kids / Teens** cover subjects that promote a healthy body and mind. All of the content has been produced by school nurses, a whole range of other health and wellbeing experts, and most importantly young people. Ages 11-19: <https://www.healthforteens.co.uk/hertfordshire/> and primary age: <https://www.healthforkids.co.uk/> (There's also a section for grown-ups).

This website has a lot of information to support routines and emotional wellbeing of children at home:

<https://makesociallearningstick.com/keep-calm-and-structure-on-how-to-manage-emotions-and-build-structure-at-home-during-covid-19>.

This website is aimed at parents of children with special needs, but a lot of the information is applicable to anyone. Also includes an easy-read guide to coronavirus (see next section): <https://www.specialneedsjungle.com/calming-coronavirus-anxiety-children-everyone-else/#Update>.

## How to Talk to Children About Covid-19

It is important to talk to your children about what is happening, as not knowing can be worse. Children are also likely to ask questions to you during this time. Here are some tips on how to talk to them about what is happening, along with some resources to help you know what to say:

- If they are reluctant to talk, it may be best to try and **have a chat while doing an activity** (particularly if you can do it when side-by-side), like walking the dog, doing the washing up or driving in the car.
- Start by asking them about what they have heard about the virus and the situation. **Ask open** questions (e.g. “What makes you feel that way?”; “What have you heard about the virus?”, “What are your worries about this?”).
- It is important to **listen to their concerns** and **acknowledge them** without minimising them.
- If relevant, you may be able **to correct any misconceptions** that children have about the virus, but don’t say anything if you are unsure about it. Use information from trusted sources.
- **Talk about how they can help themselves** (e.g. washing hands, keeping 2m away from people, cough into tissues/their elbow). Follow government/health guidelines.
- Depending on the age of the child, you may end up having to answer the same questions a number of times. This is also completely normal, **just answer it again**.
- You should try to remember to **keep things positive and give children hope**. For example, tell children that now many people are working to make this better and that even though it is serious, everyone is doing their best to help people. Reassure them that this will pass, you’re there for them, and you will get through this together.
- It can be **helpful to explain to your child that anxiety is a normal human emotion**, and a certain level of it can be helpful. You can talk about how it feels in their bodies, as not all children will know this. For example, notice the signs that they feel anxious (e.g. red face, heart beating faster, speaking faster etc.).
- **Sharing your own worries** may be helpful so that you are being open with them – don’t pretend that things are still the same. Make sure you are also clear about how you manage your feelings and try to remain calm in front of them. Don’t expect these same strategies to work for your children though.
- At the end of the discussion, **remind your children that they can have other difficult conversations with you at any time**. Remind them that you care, you’re listening and that you’re available whenever they’re feeling worried.

These links have advice on how to talk to your children about Covid-19:

- <https://www.bps.org.uk/news-and-policy/talking-children-about-coronavirus>
- <https://krisepsykologi.no/what-can-we-say-to-children-about-coronavirus/>
- <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- Focused on staying at home:
  - <https://static1.squarespace.com/static/59d4c55f268b96ae9afd7ec3/t/5e78cd9330f1866dd97161cc/1584975262405/Be+a+Home+Hero+PDF+%281%29.pdf>
- Handwashing social story: <https://pautism.org/resource/hand-washing-social-story/>
- Children may also struggle with school closure, especially as it is not a holiday or typical break and not something that they have causes. This can impact on their sense of belonging, connectedness and disruption to their learning. Here are some short social stories:
  - o <https://www.teacherspayteachers.com/Product/School-is-Closed-Social-Story-FREEBIE-Interactive-Color-BW-5333335>
  - o <https://www.andnextcomesl.com/2020/03/free-printable-school-is-closed-social-story.html>
  - o <https://acesaba.com/blog/school-is-closed-social-story/>

- <https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
- YoungMinds has a page for parents, particularly around if teenagers won't follow social distancing guidelines: <https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>
- This link has a useful visual of answers to some particular questions from children: <https://twitter.com/PhoenixLCG/status/1247454169759449089>
- [https://emergingminds.org.uk/wp-content/uploads/2020/03/COVID19\\_advice-for-parents-and-carers\\_20.3\\_.pdf](https://emergingminds.org.uk/wp-content/uploads/2020/03/COVID19_advice-for-parents-and-carers_20.3_.pdf).

Here are some guides for explaining Covid-19 that you can share directly with children:

- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf>
- <https://riseandshine.childrensnational.org/covid-19-faqs-for-kids/>
- For older children, share websites such as the NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/>.

For children who need something more visual, there are social stories to read with them:

- Available in several languages: <https://www.mindheart.co/descargables>
- <https://www.mencap.org.uk/sites/default/files/2020-03/Information%20about%20Coronavirus%20ER%20UPDATED%20130320%20SD%20editsAH.pdf>
- <https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Childrens-story-about-coronavirus.pdf>
- <https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>
- <https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>
- Illustrated by Axel Scheffler (Gruffalo books): [https://issuu.com/nosycrow/docs/coronavirus\\_ins/1?ff&hideShareButton=true](https://issuu.com/nosycrow/docs/coronavirus_ins/1?ff&hideShareButton=true)
- <https://www.makaton.org/Assets/Store/FreeResources/CoronavirusInfo.pdf>
- <https://www.scoee.org/news/featured/Documents/Coronavirus%20Social%20Story%20-%20Cheri%20Palladino.pdf>
- <https://www.twinkl.co.uk/resource/coronavirus-social-situation-t-s-2548770>
- Webpage: <https://paautism.org/resource/coronavirus-social-story/>
- <https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html>
- Comic: <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?t=1584464333506>
- Focused on social distancing: [http://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6583599\\_4.pdf](http://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6583599_4.pdf) and <https://www.elsa-support.co.uk/social-contact-story/>

There are also a number of videos:

- Suitable for KS2/3: <https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Cartoon: <https://twitter.com/BelfastTrust/status/1242116526137843714>
- Coronavirus: Your questions answered: <https://www.bbc.co.uk/newsround/51861089>
- What is being done to tackle the virus: <https://www.bbc.co.uk/newsround/51204456>
- Coronavirus: What you need to know: <https://www.bbc.co.uk/newsround/51342366>
- For older children: <https://www.youtube.com/watch?v=mOV1aBVYKGA&feature=youtu.be>
- Video explaining why NHS staff are wearing masks: <https://www.facebook.com/campaignformybrain/videos/2663510840640841/>

## Children and Young People's Wellbeing

All children, like all adults, will respond to the current situation in different ways. This will depend on many factors (age, level of understanding, what they like doing etc.) and will likely vary from day to day and hour by hour.

Children look to their caregivers to feel safe and secure. All children, even babies and toddlers, can pick up on how the adults are around them are feeling and absorb this unintentionally, even if they don't understand it. This means that the anxiety a parent is feeling can have an impact on them, and you may see difficult or different behaviours, such as them trying to seek control or being tearful. **Try and be aware of how you behave around them and reassure them through your actions and the affection that you show towards them.** Children's feelings may show through their play. For example, their play may start revolving around separation, death/dying, illness, medical care, being stuck or trapped, losing/missing things, being in control, superheroes or saving, scary things or being scared. This is normal, as play is a way for children to make sense of their world and process what is happening around them. Make sure there are plenty of opportunities for them to have free play every day.

For children who find change particularly stressful, **reassure them about what will stay the same in their lives**, despite all the changes. Many children will find it reassuring to be reminded that there is some consistency and may need to be reminded of even the most obvious things. Things that are likely to stay the same in most families include where they live, who looks after them, the fact that schoolwork and homework still needs to be done, the fact that they can still watch their favourite TV programmes etc.

Think about what you can do as a family to support your wellbeing together. These may be things that you already are doing! Some common examples include taking exercise, watching a film, listening to music, and enjoying a meal together, but think about what you and your family like doing something that is special for you.

## Coping Strategies for Children and Young People

- Encourage them to write or draw about their feelings, e.g. Childline's mood journal: <https://www.childline.org.uk/toolbox/mood-journal/> and <https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Feelings-tab-booklet.pdf>. Some other ideas, including where you choose from a picture/photo and share together: <https://www.pinterest.co.uk/pin/145522631685211731/>
- You might want to set aside 10-15 minutes each day for them to talk about any worries and to reassure them. At other times, it may be good to distract them with something that takes their mind off their worries.
- Calming activities from Childline: <https://www.childline.org.uk/toolbox/calm-zone/>
- Video tips and exercises:

<http://www.safehandstinkingminds.co.uk/covid-anxiety-stress-resources-links/>

- o Movement meditation for children who find it difficult to stay still: <https://www.youtube.com/watch?v=buPuB4Sa0zU>
- o A short meditation for young children 'Be a pond': <https://www.youtube.com/watch?v=wF5K3pP2IUQ>
- o Breathing exercises <https://www.youtube.com/watch?v=Uxbdx-SeOOo>

### • Apps:

- o Think Ninja: <https://www.healios.org.uk/services/thinkninja1>
- o Smiling Mind: <https://www.smilingmind.com.au/>
- o Headspace: <https://www.headspace.com/>
- o Calm: <https://www.calm.com>
- o Stop Breathe and Think Kids: <https://www.stopbreathethink.com/kids/>

Information and Resources for Young Children (Foundation Stage and Key Stage 1)

- Puppy mind is a story to help young children manage their thoughts: <https://www.youtube.com/watch?v=Xd7Cr265zgc>
- The Sesame Street website has a lot of information and support for younger children: <https://www.sesamestreet.org/caring>
- Peace Out has short stories that help kids calm down and relax, particularly aimed at younger year levels: <https://bedtime.fm/peaceout>
- **A Terrible Thing Happened** (Margaret Holmes): A story for children who have witnessed violence or trauma (ages 4-8).
- **The Way I Feel** (Janan Cain): Explores feelings and a helpful way to talk about emotions with young children.

- **How are you Peeling: Foods with Moods** (Saxton Freymann & Joost Elffers): Explores how emotions look through pictures of foods. A good way to talk about emotions with young children.

Information and Resources for Children (Key Stage 1 and 2)

- For those children specifically anxious about the coronavirus, there is a story called 'Dave the Dog is Worried about Coronavirus' here: <https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/> and video: <https://www.youtube.com/watch?v=K5zIJJClEig>
- Free audio version of Dawn Heubner's book 'Something Bad Happened: A Kid's Guide to Coping with Events in the News' (aimed at ages 6-12): <https://www.dawnhuebnerphd.com/>
- For the next few weeks, Mindful Schools will be offering free live mindfulness classes for children. These might be helpful anchors to give the day some routine and structure: <https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>
- **The Day the Sea Went Out and Never Came Back** (Margot Sunderland): A story for children who have lost someone they love (ages 4-12).
  - **What To Do When You're Scared & Worried: A Guide for Kids** (James Crist): A help guide to processing fears and worries (ages 9-13).
  - **Have You Filled A Bucket Today? A Guide to Daily Happiness for Kids** (Carol McCloud): Encourages positive behaviour and expressing kindness and appreciation.

## Keeping Safe Online

Children should not be on video from their bedrooms. They should be somewhere within earshot of their parents unless it is a confidential call (e.g. counselling).

It is a good idea to encourage children being honest with you about their use of screens/the internet. Be curious about what they are using and why, and have collaborative rather than directive conversations about it with them. Think about who they are talking to – in times like this, speaking to their friends over a game may be an important way for them to be socialising.

Use safe search engines such as <http://www.swiggle.org.uk> or <http://www.kids-search.com>. You can also activate safe search settings on Google and other search engines, as well as YouTube. To find out more, go to <http://www.google.co.uk/safetycentre>.

Check the age rating of any games or apps that your children want to use. These will be displayed on the app store. Lots of websites are available to educate and support parents (and professionals) around children and young people's internet use:

- The NSPCC has lots of information, including talking to your children about their use and information about latest sites and games: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/> and <https://www.net-aware.org.uk/>
- Another site that does that is Parent Zone: <https://parentzone.org.uk/advice/parent-guides>
- Guidance on screen time from the Royal College of Paediatrics and Child Health: [https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch\\_screen\\_time\\_guide\\_-\\_final.pdf](https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_guide_-_final.pdf)
- Ask About Games: <https://www.askaboutgames.com/>
- The organisation that coordinates 'Safer Internet Day' and where you can report harmful content: <https://www.saferinternet.org.uk/>
- <https://www.vodafone.co.uk/mobile/digital-parenting>

There are some apps that can help children to stay focused (<https://www.common sense media.org/lists/apps-to-help-kids-stay-focused>).

## Supporting Learning at Home

Parents have now suddenly been put in a position where they are expected to be teachers for their children. Many parents will still be trying to juggle their work commitments and have children who are in different year groups and so their work will be very different. It is difficult for parents to be able to manage all these things, along with their own concerns and those of their children at this challenging time.

The learning ideas are NOT intended as something for parents to follow religiously. The children who are attending school will not be covering the full curriculum, and every child will have had different experiences upon returning to school. Teachers already have to accommodate a variety of levels of learners in their classrooms, and this will continue when they are able to go back.

- It may be helpful to **plan work in short snippets**, with either breaks or a change of activity. You could do activities in a carousel and return to them after a period of doing something else.
- If you're at home with multiple children of different ages, try to stagger the learning so you are able to spend time with each one (e.g. set your 10 year old off first, then spend 10 minutes with your 7 year old on their maths before setting them a short independent task whilst you play pretend shops with your 4 year old). You cannot teach them all at the same time.
- The routine does not have to involve 6 hours a day of academic work. It might be more important to be spending time together, building relationships, enjoying shared activities and reassuring children, as opposed to replicating the school timetable. Also think about when you might need to work and think about what your child can do independently and do it then.
- It might be helpful to try and **keep work in one place** so that it doesn't spread all over the home and you can maintain a work/home boundary, or at least put it in one place once it has been finished with. Having some kind of activity to end the academic learning may help with this too.
- You may want to **let children use headphones** if they want to listen to music so there does not have to be a debate over what children listen to in the same room.
- **Keep in contact with teachers** so that you can offer feedback and access support if your child is struggling to engage in the learning for any reason, or if you are unsure of what to do. They will know your child and how they learn and may be able to offer suggestions or adaptations.
- While formal learning activities may be suggested by schools, there are a number of other ways that children can learn things. Some ideas are included in the next section.
- This website has links to resources to create visual timetables and some other ideas:  
<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/managing-transition-home-schooling>. Some more example routines are:

<https://www.twinkl.co.uk/resources/class-management/daily-routine/visual-timetable>

<https://www.twinkl.co.uk/resource/t-c-255219-now-and-next-board-and-cards-resource-pack>

<http://www.do2learn.com/picturecards/printcards/>

## Activities to do at home

Children could be learning life skills/chores, e.g.

- o Clean the car
- o Gardening or growing plants in pots
- o Encourage them to help around the house, e.g. laundry and cleaning, explaining the importance of health and safety.
- o Help with cooking or baking (e.g. measuring ingredients)
- o Go through toys etc. and decide what can be sold/donated

## Learn through play/creative activities and informal learning opportunities:

This website has been written regarding play in times of crisis:

<http://ipaworld.org/resources/for-parents-and-carers-play-in-crisis/>

- o Build camps/forts
- o Make treasure box/photo album etc.
- o [https://wvla.org/downloads/Annual\\_Conference\\_2013/craftbookletforwvla.pdf](https://wvla.org/downloads/Annual_Conference_2013/craftbookletforwvla.pdf), <http://www.robbiddulph.com/draw-with-rob>, <https://www.redtedart.com/>, <https://www.youtube.com/channel/UCe9GRoGpeV7w-Wn1p0xJDIw> and <https://www.facebook.com/artfulparent/> have craft-based ideas
- o Drawing/painting/colouring. Even paint with water on the patio/wall! Some colouring pages can be found here: <http://www.openculture.com/2019/02/download-free-coloring-books-from-113-museums.html> and <https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/>
- o Imaginative play
- o Hunt for things around the house/in the garden/in books depending on categories (e.g. colours, size, numbers of objects, shapes, textures, function, type of movement, material, based on different senses)
- o Make music, experiment with different objects around the house to see what sounds they make. Maybe create a band or have a talent show! E.g. Myleene's Music Klass: <https://www.youtube.com/channel/UCQh2wgI5tOrixYBn6jFXsXQ>
- o Make videos, like presenting their own TV show or making a sock puppet show/stop motion. They could even write a script
- o Create a treasure hunt around the house with a map
- o There are 100 ideas for indoor activities here: <https://www.spreadthehappiness.co.uk/product/100-things-to-do-indoors/> [free download] and some more here: <https://theimaginationtree.com/category/activities/>
- o Mindfulness activities, e.g. <http://www.unm.edu/~unmvclib/gamification/cards/mindfulgamescards.pdf>
- o Word games - <http://thinkingtalking.co.uk/free-resources-schools-families/> and puzzles <https://www.boatloadpuzzles.com/playcrossword>
- o **Try something new, like learning to knit** - [https://media.craftyarncouncil.com/files/teach/WUA-PTG\\_Bk\\_web\\_5.pdf](https://media.craftyarncouncil.com/files/teach/WUA-PTG_Bk_web_5.pdf)
- o **Jigsaw puzzles, creating figures out of Lego/Duplo etc.**
- o **Outdoor activities** like <https://www.theschoolrun.com/diy-forest-school-activities> and <https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/>

## Build relationships/social skills – spend time together as a family:

- o Imaginative play together or board games/card games/bingo/charades or design your own game! Other games like 20 questions, marbles etc.
- o Pencil and paper games like noughts and crosses. For more ideas see: <https://www.playworks.org/resource/fun-paper-and-pencil-games-to-play/>
- o Play I-Spy
- o Have a picnic in the garden/house
- o Online games with friends: <https://roll20.net/>

## Self-directed learning:

- o Write stories/comic strips or an alternative ending to story you like
- o They could write a journal of their experiences or a news article on something that has happened to them
- o A project related to one of their interests. Depending on their level of understanding, this could be an art-based project or a PowerPoint presentation, for example. They could take the lead on what it would be on and what it would look like. Examples are here: <https://www.zooniverse.org/projects>
- o Write letters to friends and family
- o Do a virtual tour of a museum: <https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>
- o View artwork and gallery tours: <https://artsandculture.google.com/>
- o Watch theatre productions: <https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw> and <https://www.dramaonlinelibrary.com/> or opera <https://www.metopera.org/>
- o Watch music concerts: <https://www.youtube.com/user/schobots/playlists> and <https://www.stageit.com/site/landing>

It's a good idea to at least do daily reading/listening to stories, even if it's just for 5-10 minutes a day. If you have children at different ages, maybe they could read to each other, or to their toys/pet. There are lots of freely-available ebooks and audiobooks:

- o [https://www.audible.co.uk/?source\\_code=M2M30DFT1BkSH090814004E&msclkid=3a5212504abe1e9682814cdebf69b700](https://www.audible.co.uk/?source_code=M2M30DFT1BkSH090814004E&msclkid=3a5212504abe1e9682814cdebf69b700)
- o <https://librivox.org/>
- o <https://bit.ly/AudioEleveses>
- o <https://www.storynory.com/>
- o <https://etc.usf.edu/lit2go/>
- o <https://home.oxfordowl.co.uk/>
- o <https://www.gutenberg.org/>
- o [https://wikisource.org/wiki/Main\\_Page](https://wikisource.org/wiki/Main_Page)
- o <https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjpw==> - is offering free books for children to read on animals, countries, history, mythology, geography, etc.
- o There are animated stories read by actors: <https://www.storylineonline.net/>
- o Local libraries are also able to lend e-books if you are a member already
- o The Education Endowment Foundation has produced some guidance on helping children to read at home: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Resources\\_for\\_schools/7\\_Top\\_Tips\\_to\\_Support\\_Reading\\_at\\_Home.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf)

## Learning Resources, Activities and Games

### Multiple Subjects:

Home-schooling advice from the DfE: <https://www.gov.uk/home-education>  
<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>  
<https://chatterpack.net/blogs/blog/resources-list-for-home-learning>  
<https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools>  
English and maths: <https://uk.ixl.com/>  
<https://www.bbc.co.uk/bitesize> and <http://www.bbc.co.uk/learning/coursesearch/>  
Videos for different subjects: <https://thekidshouldseethis.com/>  
Various subjects, but focused on America: <https://thecrashcourse.com/> and [https://www.youtube.com/user/crashcoursekids/videos?disable\\_polymer=1](https://www.youtube.com/user/crashcoursekids/videos?disable_polymer=1)  
Various topics: <https://www.dkfindout.com/uk/>  
<https://www.khanacademy.org/>  
Primary aged activities: <https://www.pawprintbadges.co.uk/challenge-packs-6-c.asp>  
<https://www.robinhoodmat.co.uk/learning-projects/>  
<https://idea.org.uk/>  
<https://www.e-learningforkids.org/>  
Games for English and Maths (primary): <http://www.ictgames.com/> and <http://toytheater.com/>  
Crafts and puzzles: <https://www.wizardingworld.com/collections/harry-potter-at-home>  
<https://www.tes.com/teaching-resources/teacher-essentials/home-learning>  
<https://www.tes.com/teaching-resources/tes-elements/free-home-learning-resources>  
Games and videos for primary: <https://pbskids.org/>  
American: <https://www.makemegenius.com/>  
Primary: <http://more.starfall.com/?t=291978887&nrb=1&y=1>  
<https://www.highlightskids.com/>  
<https://www.abcya.com/>  
<https://www.funbrain.com/>  
<https://www.fuelthebrain.com/>  
<https://mrnussbaum.com/>  
<https://www.turtlediary.com/>  
<https://www.tvokids.com/>  
<https://gridclub.com/>  
Bitesize Daily <https://www.bbc.co.uk/iplayer/group/p089nk5f> &  
<https://www.bbc.co.uk/bitesize/dailylessons>  
<https://www.thenational.academy/>

### Early Years

CBeebies: <https://www.bbc.co.uk/programmes/p02pnn9d>  
<https://hungrylittleminds.campaign.gov.uk/>  
<https://www.eyfshome.com/>  
<https://www.portage.org.uk/support/resources/parent-list/317>  
Sesame street- <https://www.sesamestreet.org/>  
<https://www.zerotothree.org/resources/3264-at-home-activity-guide>  
Messy play:  
[https://www.playatthemessyshed.com.au/?fbclid=IwAR0ZdLUxpTh2ZuDUT\\_pdHqqV6m3GLvwplgnh9PSePNFuhHX3FKEF79Y\\_qoY](https://www.playatthemessyshed.com.au/?fbclid=IwAR0ZdLUxpTh2ZuDUT_pdHqqV6m3GLvwplgnh9PSePNFuhHX3FKEF79Y_qoY)  
<https://www.instagram.com/fiveminutemum/?hl=en>

### Phonics support

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

<https://www.dropbox.com/s/nzl3codxoyio081/Phonic%20games%20and%20activities%20EC%20free%20resources%20March%202020.pdf?dl=0>

### **Reading**

[https://www.readingrockets.org/strategies/paired\\_reading](https://www.readingrockets.org/strategies/paired_reading)

<https://readingeggs.co.uk/>

Register for free home version: <http://perceptualliteracy.com>

<https://www.driveryouthtrust.com/at-home-activities/>

<https://teachyourchildtoread.co.uk/>

<https://www.seussville.com/>

Parents can order a free 14-day trial pen to be sent home in order to support their children's literacy: <https://www.scanningpens.co.uk/ReaderPenUK/Request-Parent-Trial-Reader-Pen-UK.html>

### **Spelling**

[http://www.snip-newsletter.co.uk/pdfs/downloads/literacy\\_programme\\_1.pdf](http://www.snip-newsletter.co.uk/pdfs/downloads/literacy_programme_1.pdf)

<https://www.stmichaelspenkridgeschool.co.uk/assets/Uploads/Making-Spellings-Memorable.pdf>

### **Basic Writing Skills**

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-fine-motor-skills.pdf>

[http://debbiehepplewhitehandwriting.com/source\\_images/Demonstrating%20the%20letter%20groups.pdf](http://debbiehepplewhitehandwriting.com/source_images/Demonstrating%20the%20letter%20groups.pdf)

<https://www.wikihow.life/Hold-a-Pencil>

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-and-writing-sky-tree-grid.pdf>

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-handwriting-paper-position-image.pdf>

Creative writing: [http://www.expressumpoetics.org.uk/wpcontent/uploads/2016/07/04\\_c\\_creative\\_writing\\_exercises.pdf](http://www.expressumpoetics.org.uk/wpcontent/uploads/2016/07/04_c_creative_writing_exercises.pdf) and <http://www.scholastic.com/teachers/story-starters/>

### **Writing Support**

Mind maps: <https://youtu.be/wLWV0XN7K1g>

Story boards <https://www.teachwire.net/teaching-resources/blank-storyboard-templates-various-portrait-and-landscape-styles>

Voice recorders (e.g. AudioNote2 – iPad app; Easy Voice Recorder – Android)

Speech to text software: [https://www.youtube.com/watch?v=5abApZ9\\_mLI](https://www.youtube.com/watch?v=5abApZ9_mLI); <https://www.callscotland.org.uk/common-assets/cm-files/posters/ipad-apps-for-learners-with-dyslexia.pdf>; <https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/>

Word processing/typing: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>; [www.typingclub.com](http://www.typingclub.com)

Talk for Writing home booklets - <https://mailchi.mp/talk4writing/home-school-booklets>

'Clicker' for primary schools – works on iPad, Chromebook, Windows & Mac: <https://www.cricksoft.com/uk/clicker>

'DocsPlus' for secondary schools – works on Chromebook, Windows & Mac.: <https://www.cricksoft.com/uk/docsplus>

Reluctant Writers: <http://www.actiondyslexia.co.uk/downloads/Gettingreluctantwritertowrite.pdf>

### **Maths skills**

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-maths-basic-number-facts-booklet.pdf>

<https://www.mathswithparents.com/KWeb?startTime=1586201150156>

<https://www.atm.org.uk/Free-ATM-Resources->

<https://www.mathsisfun.com/games/index.html>

<https://www.themathsfactor.com/>

<https://www.youtube.com/user/mathantics>

<https://www.myhomeschoolmath.com/visualperception.html>

### **Other subjects**

NASA Kids Club: <https://www.nasa.gov/kidsclub/index.html>

Online magazine on various subjects: <https://youngzine.org/>  
STEM subjects: <https://www.crestawards.org/>  
Science: <https://liftlessons.co/home-learning>  
<https://mysteryscience.com/>  
Steven Spangler science: <https://www.stevespanglerscience.com/>  
The happy scientist: <https://thehappyscientist.com/>  
<http://studyjams.scholastic.com/studyjams/>  
BBC History: <http://www.bbc.co.uk/history/forkids/>  
<https://school.bighistoryproject.com/bhplive>  
<https://world-geography-games.com/>  
National Geographic Kids has lots of different activities: <https://www.natgeokids.com/uk/>  
Games for early computer programming: <https://blockly.games/>  
Create animations: <https://scratch.mit.edu/>  
3D modelling: <https://www.tinkercad.com/>  
Foreign languages: <https://www.duolingo.com/> and <https://www.britishcouncil.org/school-resources>

### **Sensory Needs**

<https://inclusiveteach.com/2019/05/13/the-a-z-of-sensory-learning-activities/>  
<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/heavy-work-activities>  
<https://lemonlimeadventures.com/100-sensory-activities/>  
<https://www.andnextcomesl.com/2015/06/heavy-work-activities-for-kids.html>

### Practical Support at Home

If you require advice on practical issues and community organisations offering help and support, please look at the HertsHelp website or contact them for support: o <https://www.hertshelp.net/hertshelp.aspx> and <https://www.hertshelp.net/documents/hertshelp.pdf>.

o You can also let them know if someone you know is vulnerable and needs additional help here: <https://www.hertshelp.net/our-services/tell-us-about-someone-who-needs-help.aspx>.

- The district and borough councils will also have information for how they are supporting their local residents. For a list of their websites, please see: <https://www.hertfordshire.gov.uk/about-the-council/how-the-council-works/district-and-borough-councils.aspx>.
- Updates from Hertfordshire County Council can be found here: <https://www.hertfordshire.gov.uk/about-the-council/news/coronavirus-service-updates.aspx>.

### Foodbanks:

- <https://stalbandsdistrict.foodbank.org.uk/>
- <https://www.facebook.com/borehamwoodfoodbank> or <https://borehamwood.foodbank.org.uk>
- <https://pottersbar.foodbank.org.uk/>
- <https://www.threerivers.gov.uk/egcl-page/three-rivers-food-banks>
- <https://broxbourne.foodbank.org.uk/>
- <https://hertforddistrict.foodbank.org.uk/>
- <https://hatfield.foodbank.org.uk/>
- <https://stevenagecommunityfoodbank.org.uk/>
- <https://letchworth.foodbank.org.uk/>

### Domestic Abuse Charities:

In a time when families are spending a lot more time together, domestic issues can start or increase, and it is more difficult for people to access their coping mechanisms. Here is a list of charities that you can contact if these problems affect you:

### *In an Emergency*

Always call 999. if you need urgent help and are unable to speak, when the phone is answered press 55 and they will know it is unsafe to talk.

*National Domestic Violence Helpline:*

24-hour helpline for anyone experiencing domestic violence or worried for someone else.

Telephone: 0808 200 0247

[www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk)

*Safer Places*

Charity which provides a comprehensive range of services to adults and children affected by domestic and sexual abuse who live in west Essex, mid Essex and east Hertfordshire. They provide support to people living in their own homes or in one of their refuges.

<https://www.saferplaces.co.uk/help-in-a-crisis>

*Women's Aid*

Freephone 24-hour National Domestic Violence Helpline Run in partnership between Women's Aid and Refuge

Telephone: 0808 2000 247

[helpline@womensaid.org.uk](mailto:helpline@womensaid.org.uk)

*Refuge*

Supporting those who have experienced violence and abuse - domestic violence, sexual violence, 'honour' based violence, forced marriage, FGM, human trafficking or modern. They run a range of specialist services to help survivors access safety and rebuild their lives.

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

*Herts Sunflower*

Herts Domestic Abuse Helpline

Telephone: 08 088 088 088

[www.hertssunflower.org](http://www.hertssunflower.org) [Support@hertsdomesticabusehelpline.org](mailto:Support@hertsdomesticabusehelpline.org)

## Support during self-isolation

### Directory of Organisations Offering Wellbeing Support

Directory of Organisations Offering Wellbeing Support

There is a list of organisations on the **Families First** website: <https://www.hertfordshirefamiliesfirst.org.uk/covid19-special-edition/current-news/links-for-mental-health-and-general-wellbeing>.

Wellbeing Support for All

**Mind Hertfordshire Network** (<https://www.hertsmindnetwork.org/>) provides a crisis helpline for anyone experiencing mental health distress or requiring emotional support and signposting. Professionals, family/ friends can call on someone's behalf with the individual's consent. Crisis Helpline number: 01923 256 391.

**The Samaritans** (<https://www.samaritans.org/>) offer free confidential support in a crisis 24 hours a day, every day.

Telephone: 116 123.

**HOPELineUK** (<https://papyrus-uk.org/hopelineuk/>) is a confidential support and advice service for young people under the age of 35 across the UK who may be having thoughts of suicide, or anyone concerned that a young person may be having thoughts of suicide. It is open 10am-10pm weekdays, 2pm-10pm weekends, and 2pm-10pm Bank Holidays. All calls and emails to HOPElineUK are free, and you will be charged at your usual rate for text messages. Call 0800 068 41 41 / text 07786 209697 / email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org).

**Mind in Mid Herts** (<http://www.mindinmidherts.org.uk/>) supports individuals who are suffering from mental and emotional distress. Telephone: 01727 865070.

**SANEline** ([www.sane.org.uk](http://www.sane.org.uk)) is a national out-of-hours mental health helpline offering anyone with mental health problems specialist emotional support, guidance and information to anyone over 16 affected by mental illness, including family, friends and carers. They are open every day of the year from 4.30pm to 10.30pm. Calls cost no more than calls to 01 and 02 numbers and are included in inclusive and free minutes on mobiles. Telephone: 0300 304 7000.

**Shout** (<https://www.giveusashout.org/get-help/>) is the UK's first free 24/7 text service for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. If you are experiencing a personal crisis, are unable to cope and need support, text Shout to 85258.

**In a life-threatening (physical harm) situation, please call 999 or go to your nearest Accident and Emergency department. The emergency services are still dealing with calls where appropriate.**

## Wellbeing Support for Young People

**ChildLine** (<https://www.childline.org.uk/get-support/>) offer a 24-hour counselling service for children and young people. Telephone: 0800 1111. 45

**The Mix** (<https://www.themix.org.uk/>) are there to help anyone under 25 take on any challenge you're facing – from mental health to money, from homelessness to finding a job, from break-ups to drugs. The website has lots of helpful resources. Their confidential helpline (0808 808 4994) and online chat service are open from 11am to 11pm, 7 days a week, and are both free to contact. They also have a Crisis Messenger service that is available 24 hours a day, 7 days a week, and you can email them.

If you are having a mental health crisis, you can call **CAMHS**: 0300 777 0707. This line is open 24/7.

**Chathealth Texting Service** is the school nurse text messaging service for all secondary school aged pupils in Hertfordshire. It is a confidential service and available Monday to Friday from 9am to 5pm. Young people can message for advice on all kinds of health issues such as sexual health, emotional health and wellbeing, bullying, healthy eating and any general health concerns. The text number is: 07480 635050.

## Wellbeing Support for Men

**JOCA** - Just One Click Away Support and a friendly ear, especially for men, 24/7. Email: [joca@welwynrfc.co.uk](mailto:joca@welwynrfc.co.uk).

**Campaign Against Living Miserably (CALM)** ([www.thecalmzone.net](http://www.thecalmzone.net)) is a charity helping to prevent male suicide in the UK. Telephone: 0800 585 858.

## Support for School Staff

**Contactline** is a phonenumber run by the Educational Psychology Service running on a daily basis from 2-4.30pm and is available for all staff, parents, professionals and young people aged 16-25. To speak to an Educational Psychologist (EP), please ring 01992 588 574, where a member of staff will take your details and get an EP to call you back.

**Education Support** have a free advice line for school staff: <https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>.

## Support for Parents

**Young Minds** (<https://youngminds.org.uk/>) have a mental health advice line available for parents operating between 09:30am-4pm, Monday- Friday: 0808 802 5544.

**Contactline** is a phonenumber run by the Educational Psychology Service running on a daily basis from 2-4.30pm and is available for all staff, parents, professionals and young people aged 16-25. To speak to an Educational Psychologist (EP), please ring 01992 588 574, where a member of staff will take your details and get an EP to call you back.

**Hertfordshire Family Centre Service** the website has a range of practical advice and support for parents including a 'Parent Survival Kit'

## Bereavement Support

**Cruse Bereavement Care Hertfordshire** (<https://www.cruse-hertfordshire.org.uk/>) have an adult helpline (01707 278 389) and Children and Young People's helpline (01707 264 293).

Charities offering helplines and advice for to professionals and parents supporting children who have been bereaved include:

- **Winston's Wish**: <https://www.winstonswish.org/helpline/> (08088 020 021)
- **Child Bereavement UK**: <https://www.childbereavementuk.org/> (0800 02 888 40) – see also their webpage specifically related to coronavirus
- **The Childhood Bereavement Network** also has a page for help around a death related to coronavirus
- **Muslim Youth Helpline**

Support for adults who have been bereaved is available from

- **Cruse**: <https://www.cruse.org.uk/get-help/about-grief>
- **The Good Grief Trust** has some coronavirus bereavement advice
- **At A Loss** has information on dealing with bereavement and grief during the Covid-19 pandemic
- **National Association of Funeral Directors** has specific COVID-19 Funeral Advice

- **The Compassion Friends** has support for families after the death of a child due to coronavirus, you can also call them on 0345 123 2304
- Jewish Bereavement Counselling Service
- Inspired Minds
- Quaker Social Action
- Marie Curie Telephone Bereavement Support
- **Grief Encounter** has a service update specifically related to coronavirus.