
SUPPORTING PRIMARY-AGED CHILDREN
DURING THE CORONAVIRUS CRISIS

27TH MARCH 2020

TALKING TO CHILDREN

- Be led by your child: ask them what they have already heard, so you can discuss their understanding and worries together.
- Give enough information to answer the questions they have, but don't offer lots of extra unnecessary information.
- Be truthful: don't offer false reassurance or pretend that nobody is worried. If you don't know how to respond to your child, acknowledge their question and feelings. Tell them you'll come back to their question or worry (and make sure you do!).
- Be realistic: let your child know that children are only mildly affected by the illness, and that most adults who get the illness recover well. Be truthful with your child about loved ones who might be at higher risk, and explain what you are doing to keep them safe.
- Remember that people react differently to significant events. Some might feel worried, while others feel excited, and others don't feel much at the moment.
- Acknowledge and validate your child's own feelings, and the feelings they will be picking up around them. E.g. "I can understand feeling worried about nanny getting ill/feeling frustrated about not being able to go outside/feeling lonely without seeing your friends every day/feeling disappointed that the school trip is cancelled. It's totally ok to have all those feelings. We're all feeling a bit like that at the moment!"
- Be mindful about what you discuss with other adults in front of your children, and about what is on the television or radio in the background.
- Some children will want to talk about it a lot, whereas others won't. Make sure you're talking about lots of other things too.

Resources

[Young Mind's top tips from their parent helpline](#)

[A comic explanation](#)

[Highly visual workbook to help you talk through the situation with you child](#)

[Explanation of coronavirus with supporting visuals](#)

[Printable explaining school closures and social distancing](#)

[Newsround video](#)



SUPPORTING CHILDREN WHO ARE FEELING WORRIED

- Ensure that life is as normal as possible for your children, keeping to school routines as much as possible. Routines give security and stability at a time when change is unsettling. Use a visual timetable (find ideas on the internet) to show your child what to expect from the day.
- Reassure your child that although this is a scary time, the adults are working hard to keep everyone safe.
- Help your child to explore their feelings through playing, as not all children will be able to talk about what's on their minds.
- Revisit familiar and soothing rituals such as favourite stories, programmes and games.
- Help your child to focus on what is within their control: they can wash their hands regularly, and avoid getting physically close to people who don't live in their home.
- Your child may need more reassurance and support at night than they usually do.
- Identify children whose wellbeing may be more at risk. For example, those who may have relatives with health conditions or recent bereavements; those with anxiety; those with learning difficulties; those with Autism; and those with tendency for obsessive or repetitive behaviours. It may be helpful to seek advice from specialist organisations such as the National Autistic Society, Young Minds, Mencap and Grief Encounter about the additional support which these groups of children might need.

Resources

[Guidance from the Anna Freud Centre](#)

[Guidance from the World Health Organisation](#)



SUPPORTING YOUR CHILDREN'S LEARNING AT HOME

- Don't feel that you have to 'teach' your child by directly telling them information or showing them how to do something.
- Think about the questions you are asking, as much as the information you are giving: how did you approach this activity? What did you learn? What will you do if your plan doesn't work?
- If you can't answer your child's questions about a topic, help them think about how they can research the answer e.g. using search engines or YouTube. Help them think about how to critically evaluate information they read online, rather than assuming it must be true.



SUGGESTED RESOURCES

A non-exhaustive list that might help those affected by school closures due to coronavirus, compiled and freely shared by home educators.

[Khan Academy](#)

Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it's mostly common material.

[Blockly](#)

Learn computer programming skills - fun and free.

[Scratch](#)

Creative computer programming

[Ted Ed](#)

All sorts of engaging educational videos

[National Geographic Kids](#)

Activities and quizzes for younger kids.

[Duolingo](#)

Learn languages for free. Web or app.

[Mystery Science](#)

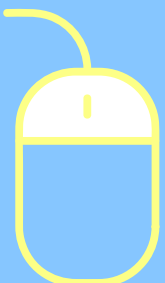
Free science lessons

[The Kids Should See This](#)

Wide range of cool educational videos

[Crash Course Kids](#)

You Tube videos on many subjects



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Paw Print Badges

Free challenge packs and other downloads. Many activities can be completed indoors. Badges cost but are optional.

Tinkercad

All kinds of making.

Prodigy Maths

Is in U.S. grades, but good for UK Primary age.

Cbeebies Radio

Listening activities for the younger ones.

Nature Detectives

A lot of these can be done in a garden if you have access to one.

British Council

Resources for English language learning

Oxford Owl for Home

Lots of free resources for Primary age

Geography Games

Geography gaming!

Blue Peter Badges

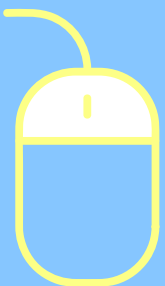
If you have a stamp and a nearby post box.

The Artful Parent

Good, free art activities

Red Ted Art

Easy arts and crafts for little ones



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[The Imagination Tree](#)

Creative art and craft activities for the very youngest.

[Toy Theater](#)

Educational online games

[DK Find Out](#)

Activities and quizzes

[Twinkl](#)

This is more for printouts, and usually at a fee, but they are offering a month of free access to parents in the event of school closures.

[Teaching Packs](#)

Learning packs to print out. Each pack can be tailored to different learners.

