

Title: Introduction to Heart Smart

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Introduction to HeartSmart EYFS	Power on/off Encourage Hurt Sad Happy Angry Frighteased Emotions Positive thoughts Choices Mental health Physical health decision	Session 1 Children explore what being Heart Smart is and things that might help or hurt our hearts. Children to look for ways that help our hearts and the hearts of those around us.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - that my choices can help or hurt my own and others’ hearts - why I have made my own choices - that I have power to do the wrong and right thing - some different emotions and how and when I might feel them. - that I can look after my heart emotionally and physically and that what goes into my heart is what comes out. - someone I am thankful for and why. - some healthy choices for my mind and body.		Session 2 Using power in positive and negative ways (individual liberty/respect) Children to choose specific pieces of Junk material to create a Boris Robot and to discuss why they made their Boris the way they did.
Resources	- Sticky labels - Video links from Heart Smart TV - Junk modelling material - Boris the Robot book - Emoji pictures - Emotions Bingo cards (Wormery) cardboard rolls, spray bottle, jar, soil, sand - Split pins and Boris template		Session 3 Understanding emotions Children to discuss the different feelings shown by emojis, when they may have felt the same and to demonstrate the emotion using their face.
			Session 4 What goes into our hearts also comes out. Create a wormery in order to observe the life of earthworms and ask the children to explain how the worms eat soil to produce good soil? How is this like their hearts?
			Session 5 What am I grateful for. (Thankfulness) Whole class/small group game for children to think and share about why they are grateful for each other.
			Session 6 Making healthy choices (individual liberty) Exploring what make our bodies and minds healthy, why these things help us to grow and the importance of making healthy choices.

Title: Don't forget to let love in

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Don't forget to let love in. EYFS	Uncomfortable Touch Truth Lie Positive Negative Save Spend Private Unique Hygiene	Session 1 Explore what happened in the video and how love was being shown in it. Children to think about positive thoughts and comments that were made to them and how it made them feel. Accepting positive thoughts about themselves is about letting love in and will strengthen their hearts.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - how to start describing myself in a positive way - some great things about myself. - and suggest touches that I like and touches that I don't like. - the difference between the truth and lies. - that not everything is true. - What truth may sound like. - and make choices based on my preferences. - that I am unique. - that there is a difference between spending and saving. - that I can choose to 'save' or 'spend'. - that a reward comes from saving. - ways that I can take care of myself and some of the objects I use for this eg toothbrush. - how to recall a kind word or action from my week.		Session 2 Different types of touch. (respect) Children to explore touching different things. Children to then discuss that there are different types of touch Touch we like, safe touch and touch which makes us feel uncomfortable Watch the NSPCC video and discuss touch that might make them feel uncomfortable and why.
Resources	- Don't forget to let love in" film (see lesson 1) - NSPCC https://www.youtube.com/watch?v=-LL07JOGU50; - Pants worksheet - Slide from Boris the robot book. - Marshmallows (check for allergies) HS slide (lesson 5) - Slide of Boris; small bag; items for bag e.g. comb, toothbrush, water, fruit, face cloth, nailbrush, tissues, etc		Session 3 truth and lies (honesty and trust) Who should Boris listen to? Scrapman (negative) or Dave (positive) Explore why Boris feels the way he does. Who is telling the truth? Play truth or lie game for children to see which things are true about Boris and which things are lies.
			Session 4 Make choices shows you are unique. (Individual liberty/respect) Children to play active game where they have to choose between several options (corners game) Children to choose between different colours or link to lunch orders. Children to see they have all different choices which makes them unique.
			Session 5 Rewards from saving Give children a marshmallow. They can eat it now or wait and then get two at the end. Talk about spending and saving pocket money. Would they spend or save their pocket money. Explain that saving can bring rewards just like the marshmallow example.
			Session 6 Taking care of ourselves. (individual liberty) What do you need to do to look after Boris?

			Give the children the feely bag and ask them to choose an item out. Children to discuss and explore why these things might be needed.
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Medium Term Plan – Heart Smart – Year 1 Spring 1:

Title: Too much Selfie isn't healthy

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Too much selfie isn't healthy EYFS	Love Receive Appreciate Online Appreciate Teamwork Demonstrate Advice	Session 1 Is it better to give or receive? What ways can we give? Watch the film. Discuss with children what they think after it. Giving shows we care What ways can the children give to others? Being Heartsmart means knowing that others are important too
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - a way I can show love for others. - a way to demonstrate love to others. - how to take notice of the people around me. - of some ways that I can help others. - about some ways I have been helped by others. - and give examples of someone who looks after me. - about how being looked after makes me feel. - some ways to show appreciation for others. - of some ways that I can as part of a team. - of a way to keep safe online. - how to offer advice for keeping safe online. - how to give an example of how I have shown love for others. - how it feels to love other people.		Session 2 Noting those around us (respect) Circle time Children to close their eyes (blindfold) when touched lead them outside. Ask other children to take a few steps with their eyes closed. How did it feel? Children asked who is missing from the classroom. Can they recognise who it is? Session 3 How we can help others (respect) Read "The smartest giant in town" Discuss with the children what might have happened if the giant had ignored the animals How could they help others like the giant did? Children to share their thoughts
Resources	- Too much selfie film (lesson 1) - Blindfold - The Smartest Giant in Town by Julia Donaldson - Card for "thank you" cards https://www.youtube.com/watch?v=fcxsXdLjKY0 - Boris worksheet		Session 4 appreciating those who care for me (respect) Circle time Who looks after you? Ask children what that person did How could they say thank you? Card making to send home Session 5 working as a team (service) Watch Monsters INC clip Why did the team who finished first not actually win? Discuss that teamwork involves ALL of the team. There is no I in team

			Give the children a team-based activity (passing a hula hoop around a circle without breaking the chain.)
			Session 6 Keeping safe online What can Boris do to keep safe whilst he is on his tablet? Discussing simple rules to help keep us safe online. (Parents, not talking to strangers, turn off when told to do so) Children to complete worksheet showing ways to keep safe online.

Medium Term Plan – Heart Smart – Year 1 Spring 2:

Title: Don't hold on to what is wrong

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Don't Hold on to what is wrong EYFS	Sad Upset Forgiveness Reconciliation Anger Positive Behaviour Consequences Positive Emotions Feelings	Session 1 Watch the film How could the children help Boris? What is wrong with him? Discussion and suggestions from children. Being Heart smart means learning how to let bad feelings out to make our hearts happy.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - identify when Boris is sad. - that some of the things I do affects others. - there are times when I need to say sorry. - and understand that forgiveness helps my heart. - some negative emotions eg anger, sadness, disappointment. - that some words are kind and some are unkind. - an example of a positive attribute of the kind of friend I would like to be. - of a way that I can do something if I feel sad or mad.		Session 2 How does behaviour affect others? (respect and tolerance) Read the story and then ask children to imagine they are goldilocks. Ask them questions relating to what she did. Then ask them to imagine they are baby bear. Ask them how he would have felt about what Goldilocks did. Once done, ask them to be Goldilocks again. What could you do to make things better? Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends.
Resources	- Don't hold on video (lesson 1) - Goldilocks and the three bears story - Power on button slide (lesson 2) - Boris the Robot story; Bath bomb or washing tablet; warm water		Session 3 Forgiveness (forgiveness and reconciliation) Read the story about Amber and Josh coming home. How did they all feel? Explore possible consequences if Boris never forgave them. Use bath bomb/washing tablet to explain that things can seem hard but then things can soften and dissolve away. Discussion around how forgiveness can help hard situations disappear.

	• Pen, pencils, crayons • Wooden bricks, sticky labels, ball and string	Session 4 Handling negative emotion Different ways we can handle negative emotion effectively. Read a series of scenarios and ask the children to draw a face showing how that person might be feeling. How could someone deal with a situation that they were angry about? Discuss good and bad ways of dealing with emotions Session 5 Handling disappointment Exploring different ways to handle disappointment. Let's be sad robots Let's be angry robots Let's be sulky robots Let's be 'try again' robots Let's be 'try something different' robots What would be the best way for Boris to avoid disappointment? Children to discuss examples when they have been disappointed. Session 6 How do words affect other? Respect and tolerance) How the words we use can build others up or knock them down. Collect ideas on how the children could encourage someone else and stick them on the bricks Collect ideas from the children on things that could be said that might upset them. Stick on the tennis ball and use it to knock down the bricks. Discuss that bad feelings can destroy good thoughts we have about ourselves and others.
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Medium Term Plan – Heart Smart – Year 1 Summer 1:

Title: Fake is a mistake

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Fake is a Mistake EYFS	Unique Lies	Session 1 Watch the film and ask children if they can identify the lies Why do you think he pretended to fly?
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • an amazing fact about myself. • we don't need to lie about ourselves. • that I don't need to pretend to be anything I am not - I can be myself! • how to describe what being 'see-through' means.	Truth Fake Honest Gums Healthy See-through	People are great who they are Everyone is unique Children to complete a roll on the wall of themselves showing the good things about themselves. Being honest develops real friendships Fake is a mistake

	• some reasons why being ‘see-through’ in friendship is important. • some ways to look after my teeth. • of a person I can talk to when I feel upset. • that small lies can have a big impact. • how to complete the phrase “I am...” with a positive characteristic.	Impact	Session 2 Being myself Being yourself is the best you can be. Circle time. Children to choose an object and use it for something else. (Banana=phone) Things are best used for what they are meant to be for (banana = eaten) Discuss that they are best when they are the person they are Session 3 The real me is the best me (tolerance and respect) Don’t hide your true thoughts and feelings. Show three bags. Get the children to feel the paper bag and get them to guess what is inside. Show the see-through bags. Compare that they need to be like the see-through bags. It is important that people see the real “you” Session 4 Who to talk to when upset Children to make a mask. Discuss that masks hide what we are really like. Discuss the importance of saying how we really feel. What emotions/feelings do people have? Wearing a mask is OK when we are playing, but not when it is hiding who we really are. Session 5 lies have a big impact (trust and honesty) Children to play telephone whispers. What happens to the message? What happens when we lie? Children to discuss. Very small changes in the message makes a really big difference. Small lies do the same as well. Session 6. How small lies can have a big impact (trust and honesty) Are the teeth on the slides real or fake? Why do people have fake teeth? Discuss that their teeth are milk teeth and will fall out and get replaced. After these they will not be replaced. Discuss how we are to keep our teeth healthy so that this doesn’t happen. Complete the worksheet about Amber and Josh
Resources	• Fake is a mistake film (lesson 1) • Bag with objects in • Sandwich bags, paper bags, fillings • Assessment sheet • Worksheet (lesson 4) and craft material • Worksheet (lesson 6) and slides		

Medium Term Plan – Heart Smart – Year 1 Summer 2:

Title: No way through isn’t true

Length of unit – 6 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
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Pre-learning	No way through isn't true. EYFS	Secrets Support Persevere Resilience Solution Dream Overcome Problems	Session 1 Watch the film Circle time. Discussion about when they have been stuck. And what they can do when they get stuck Explain that if we give up, we stay stuck Children to discuss solutions to problems and that if we believe there is an answer then we will keep on working until we find that answer. Children to encourage each other to keep going.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - when I feel stuck. - that I need to persevere in completing a challenge. - how I can adapt my strategy and try other things when I feel stuck. - the value of having a friend's support when I feel stuck. - How to differentiate between secrets I should and shouldn't keep. - know what to do if someone asks me to keep a secret that makes me feel uncomfortable. - that I have an impact on my class, family and community. - To know and then choose pictures of things I like (to create a dream board). - of a person, pet or toy that I miss. - how to share a memory of that person, pet or toy. - of time where I felt stuck but found a way through!		Session 2 Keep on trying (perseverance) Children to try to complete the course without putting their feet on the floor. If they do, they start again Children to encourage others who might be struggling Talk about how problems were overcome and that this shows that "no way through isn't true."
Resources	- No way through film (lesson 1) - Outside obstacle course - Examples of secrets (print out lesson 3) - Cress seeds, margarine tubs, kitchen roll - Slide (lesson 5) mixture of pictures and words pre-cut from magazines; thin card; glue - Worksheet (lesson 6)		Session 3 Secrets (trust and honesty) Discuss what a secret is Children and adults to share exciting secrets that they have had to keep. We get an excited feeling in our bellies (butterflies) Discuss that some secrets can be bad and make us worried. (uh feeling) They may make us feel upset or have a funny feeling in our bellies Read out some scenarios and ask the children whether it is an Uh feeling or butterfly feeling. If we get Uh feelings, we should share these with someone we trust.
			Session 4 potential inside Ask the children to wet the paper towel and place the seeds on it. Discuss what the seed is and what happens to it. Explain that the seed is like each one of them Inside is the potential to grow into something big and special What could they do to have a big impact on their family or community?
			Session 5 What dreams do we have? Children to create a dream board of pictures and words that help us to dream Discussion about what a dream is Dreams can be found in our hearts and that we need to explore them Children to pick 5 pictures/words for their board.

			Session 6 change and loss Circle time Children to discuss someone or something that they miss. Explore what it feels like to miss those things Children to share a special memory of that person or thing Special memories can help us when we miss them Children to draw that person/thing when back at tables.
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