

Title: Introduction to Heart Smart

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

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Introduction to Heart Smart Year 1		Session 1 Gather ideas about what the heart is Choices we make fill our hearts with things that help or hurt us Children to share ideas about things they could say that would help others and things that could hurt others. Show the power on button slide. I = me and O=others. Explain that hearts are like the button. To have a healthy heart we need to have both symbols to think of others as well as ourselves. Children to make a power on button and tick it on their hearts to help them to remember.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - and understand why the choices I make can help or hurt my own and others hearts. - that I can use my power in a positive and negative way. - that the decisions I make can affect my reputation. - how my heart affects my actions, words and behaviours. - how different people's families may look. - and describe a way my family shows me love. - a food from each of the 5 food groups. - of a choice I have made that has helped my heart. - of a choice I have made that has helped someone else's heart	Power on/off Hurt Symbol Powerful Force Reputation Carbohydrates Vegetables Fruit Protein Dairy Family Different	Session 2 Identifying sources of power Discussion about the word "power" What do you think of? Powerful animal, force, person What makes these things powerful? We are all powerful. Think back to the on/off button. We have the power to say good or bad things and affect how people think about themselves Go through the scenarios and ask the children what they would do.
Resources	- Get Heartsmart film (lesson 1) - Power on button slide and sticky labels - Slide (lesson 2) Scenarios - Pictures of different sandwiches - Felt pens, filter paper, paper cups - Worksheet - Paper plate/slides		Session 3 Decisions affect your reputation Ask the children what someone would be called if they kept on stomping and shouting What would you call someone who put other people first? This is called a reputation We all have the power to change our reputation whether it is good or bad. Look at the sandwiches. Explain that you can tell what the sandwich is by looking what is on the inside. Our hearts are like the sandwiches. What we do with our hearts will cause us to have a good or a bad reputation
			Session 4 Your actions, words and behaviours are linked to your heart. Discuss that you can always tell what heart someone has by what is happening on the outside. Children to draw a heart in the middle of the filter paper Fold into quarters and dip the end in water Show the children how the pen has spread. Red hearts spread red ink and blue spread blue ink. Bad hearts cannot spread good things.

			Discuss what they would like to spread from their hearts.
			Session 5 What are families like? (Respect, tolerance) Who is in Boris' family? Who else might be in it? Share children's families as a class Explain that even though families can be different, they should all be a place where you feel loved and cared for. How do our family members show us love? Love can be shown in different ways (but it is a doing word) Children to draw family names on the heart with their closest family members closest to the middle.
			Session 6 Healthy diet and healthy choices. (Individual liberty) What are the children's favourite foods? Show the slide and the different food groups Discuss the different sizes and which foods we should be eating most of and why. How many vegetables can the children think of in 1 minute? Children to draw Boris' face on the plate using different vegetables

Medium Term Plan – Heart Smart – Year 2 Autumn 2:

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 Year 1	Love Unique Truth Lies Acrostic Trash Attitude Physical Thankful Ashamed Active Exercise Pulse	Session 1 Discussion from the film about what love means What or who do they love? How can we show love to one another? Children to share times when someone was really kind to them To let love in we need to remember those nice things that are said about us. The best thing about me is... (children to complete the sentence)
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - a way someone has shown love to me through kind words or actions. - how to describe something I like about myself. - some of my strengths. - that I am unique and describe the ways that I am. - And understand the difference between truths and lies. - know my own trash and truth statement. - positive adjectives to describe myself. - a different range of emotions. - that thankfulness changes my attitude. - how to find my pulse.		Session 2 Celebrating our strengths. On the cube worksheet write: I am ... (draw picture or write name) I am good at

	• how I feel after physical activity. • the best thing about me.		I love Words that describe me My favourite thing about me is... I am learning to... Compare children's cubes to show that everyone is unique
Resources	• Don't forget film (lesson 1) • Cube worksheet • Worksheet (lesson 3, paper bin, Boris story) • Online baby name search • https://www.youtube.com/watch?v=7WYR4AqRweY • Slides (lesson 6)		Session 3 What are truths and what are lies. (Honesty and trust) Discuss what the Scrapman said to Boris and why Boris believed it Were they actually true? Children to know the difference between truth and lies. Read the statements and ask the children if they are truth or lies Can they come up with some of their own?
			Session 4 Positive things about me What is the meaning of our names? Why was your name chosen? Look at some examples from your class. Create an acrostic with your name. Model an example on the board. A - amazing / B - bright / C - creative /
			Session 5 What am I thankful for (Thankfulness) Watch the short film "Boundin" How did the lamb feel and why was it upset? Lamb was proud of its wool but then ashamed when it was gone What did Jackalope say to make the lamb feel proud again? We need to be like the lamb. Thankful for the things we have and not what others have or what we might have lost. There is always something to be thankful for.
			Session 6 What does my heart do when I exercise? What can we do to keep active? How do you feel when you have done an activity? Being active keeps our heart healthy. Ask children to try and find their pulse. (Neck might be the easiest place.) Children to run on the spot then feel their pulse again

Medium Term Plan – Heart Smart – Year 2 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 Year 1	Observant Kindness Opportunities Community Respect Devices Internet Online Appreciate	Session 1 Ask if it is better to give or to get Giving could be different things (help, present, time) What do they think after the film? Giving shows that we care Children to come up with a list of ways they can show that they care for others Being HeartSmart is knowing that other people are important too. Children to show this throughout the day.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - different ways to show love for others. - different ways to demonstrate love to others. - how to 'look out' for other people's needs and the needs of the environment around me. - and act on opportunities to do something kind for others. - the people working in my local community that look after and protect me. - And appreciate the important work they do. - ways that we are all different. - ways that we are all the same. - some ways to keep safe in real life. - some online safety rules. - that online safety rules are similar to safety rules in real life. - ways they have shown love for others. - how loving others makes me feel.		Session 2 Am I aware of people around me? Remove some things from your class. Ask the children if they can spot what things have been removed Discuss how important it is to be observant. Are they actually aware of other people's needs? Can they notice when others are not feeling too good? Can they think of something they could do for someone today?
Resources	- Too much selfie film (lesson 1) - Mission cards (lesson 3) - Community worker cards (lesson 4) - Jigsaw template (lesson 5) HTTPS://WWW.YOUTUBE.COM/WATCH - Glue and worksheet (lesson 6)		Session 3 Doing kind things for others Read the mission to the children. Children to think of a secret mission they are going to do for someone that day and place it in the mission box when they have completed their mission Children to look for opportunities to show acts of kindness
			Session 4 Appreciating people in our community What is our community? What different people work in the community to keep it safe? Play "Who am I" with the children. Children can ask a question and you can only answer yes or no. What might happen if they were not here? These people are a bit like heroes who deserve respect and our thanks Make a book display or write letters of thanks

			Session 5 Ways we are different and the same. (Respect, tolerance, individual liberty) Take (or show) photos of different children in the class or another class) In what ways are we different? In what ways are we the same? Record ideas from the children. Stick one picture on a jigsaw (or a picture of the whole class) to show that together the jigsaw is complete Even though we are different we are all one and things work best when we are thankful for each other.
			Session 6 How to stay safe online (Rule of law) Ask children is they have tablet, phone, computer or video game at home. What do their parents use their devices for? Discuss if there are any rules they have to follow at home Watch YouTube clip We need to behave in the correct way when we are using devices. Complete thee activity as a class to see what the children think about what rules are for the playground, online or both.

Medium Term Plan – Heart Smart – Year 2 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 Year 1		Session 1 Children to draw Boris' heart. When it is hurt, what happens? Children to show this on their heart/ Draw a heart and then colour over it in back. What do we need to do to make this right (rub out the black marks)
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - that letting the bad feelings out of my heart helps me feel happy again. - that what I do affects others - when I need to say sorry. - that forgiveness helps my heart and reconciles us to others. - an example of a person, place or activity that helps my heart when I am sad. - ways to help me let go of hurt or disappointment. - a way I can protect myself and others from bullying. - of something I can do if I feel sad or mad.	Forgiveness Weighed down Burden Disappointment Protect Bullying	Session 2 Exploring sorry and forgiveness (forgiveness and reconciliation) Watch the film clip What did Shrek do for Donkey to forgive him? How could you tell he meant it? It is important to say sorry but it is also important to forgive.

		It is really important that forgiveness does not mean we allow people to carry on hurting us.
Resources	• Don't hold video (lesson 1) • https://www.youtube.com/watch?v=cBkyueab1vc • Balloon,, scissors, Sellotape, teaspoons • Worksheet (lesson 4) • Slide; coloured card/paper to make traffic lights. • Paper hearts	Session 3 How forgiving can make me free (forgiveness and reconciliation) Bat a balloon around. What is happening to the balloon? Explain to the children that it is light and free and can move without any worries at all Now attach a teaspoon to it and try to do the same. It is weighed down and can't move like it did. Do it again with another spoon Explain that this is what it is like when we don't forgive others. Shout the word "sorry, I forgive you" and cut the spoons off. What can the balloon do now? Forgiveness needs to take place when we are feeling safe from what has happened.
		Session 4 people who help me when I hurt. Discuss how we can let bad feelings out of our hearts Place (somewhere to think and rest) Person (someone we can chat to) Play (draw or act out how we are feeling and how w can sort things out) Complete the worksheet to help remember these things
		Session 5 Overcoming hurt and disappointment. (perseverance) Share with the children times when you felt let down, sad or disappointed How did you work through it? We don't need to keep rubbing these feeling in, we can rub them out Explain the traffic light system Green = what can I do to sort it out? Amber = Do I need time out? Red = Do I need someone to help me? There is always a way out.
		Session 6 How bullying hurts others. (Respect, tolerance) Ask children the lead in questions Is it ok to be unkind to someone because of how they look? Is it ok to be unkind to someone because of something they can't do or find tricky? Is it ok to be unkind to someone because of what they believe? Is it ok to laugh at what someone wears, where they live, who their parents are, etc.? Give each child a heart and then ask them to crumple it up. This is what happens to someone's heart when you say bad things to them Discuss how we can keep people's hearts smooth and what we could do if they have crumpled hearts.

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Medium Term Plan – Heart Smart – Year 2 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 Year 1	Unique Self-talk (thoughts) Speech/thought bubble Valid Anger Fury Sad Happy Emotional Manners Respect Sun burn UV rays Tanning Wrinkling	Session 1 What do the children think of Boris? Discuss Watch the film What lies did he tell? Discuss whether he needed to tell those lies Was Boris liked before he lied? Everyone is unique and if we want people to truly love and like us we need to be ourselves. Children to write/draw things that make them likable on the worksheet
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - a couple of amazing facts about myself. - something unique about myself. - an unkind thought that I have about myself. - a kind thought I have about myself. - how an emotion feels. - times when I have felt different emotions. - some ways to demonstrate good manners. - different ways to greet another person. - some ways to stay safe in the sun. - positive words to describe myself and complete the phrase 'I am...'		Session 2 You are unique What do the children think sand looks like? Are they all the same size? Look at the close up images of the sand What do you notice? Each grain of sand is unique Each child is unique. Get the children to share with the class something that is unique about them.
Resources	- Fake is video (lesson 1) - Worksheet (lesson 1) - Slides; small plastic containers or bottles; sand in different colours; funnels - Boris book or PDF; slides; stopwatch - Worksheet lesson 4 - Slides lesson 5 https://www.youtube.com/watch?v=7UWvqNegX6E - Sun safe cards		Session 3 Not everything said about me is true. (Respect, honesty, tolerance) Explain to the children that sometimes we have thoughts in our heads Speech bubbles show what we say out loud, thought bubble what we say inside our head. Sometimes we say bad thoughts to ourselves in our head (children to share some) What can we do so that we don't listen to them? Discuss As Boris looks at the burnt cake, what bad thoughts might he be thinking? Can you replace his bad thoughts with 5 nice ones? Session 4 Different emotions that we have. Describe each emoji feeling on the worksheet Have the had each of these feelings? Are these feelings valid? We need to make sure we do the right thing with the feelings we have.

			Session 5 What are good manners? (Respect) What are good manners? Discuss Good manners show respect Show the slides and ask how they might greet each person Are there other ways we greet people? Do we greet all people the same? Why?
			Session 6 Keeping safe I the sun Ask the children what they would pack if they were going to the beach Discuss the importance of sun cream after watching the video. Share the sun safe cards with the children Ask the children to do a freeze frame to show what is on the cards. Is it worth getting burned to look a particular way? Fake is a mistake and there is nothing better than your own body.

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

Title: No way through isn't true

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

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	No way through isn't true Year 1		Session 1 Watch the film Circle time When have you been stuck or thought "I can't"? What can you do when you are stuck? When we don't believe there is a way through, we stay stuck If we believe there is an answer we can come through things Encourage each other to keep going when things are tough
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - when I feel stuck, and a way I can fix this. - that I can choose to persevere in completing a challenge. - alternative solutions to a problem. - What a map is and different routes - different ways I can look at situations. - of a different way I could try to overcome a challenging situation. - how to replace worry phrases with positive "what if" phrases. - signs of energy being used. - suggest some ways to conserve energy. - a time when I felt stuck but found a way through!	Alternative Route Overcome Perseverance Resilience Conserve Energy	Session 2 Finding solutions to a problem Look at the signs from the highway code We may come across a no entry sign on the roads but doesn't mean we have to stop When we face problems, there is always a way through Children to draw a map with some no entry signs but to draw an alternative route.
			Session 3 Looking at things in a different way.

Resources	• No way through video (lesson 1) • Slides (lesson 2) Paper for maps • Soft ball • Slide (lesson 4) black card; coloured paper; string • Slides (lesson 5) • Red dot stickers		Are all the problems we face hard to overcome? “This lesson at school is impossible for me” can become “My teacher thinks I can do this therefore I can, but I might need some help”. Children to stand in a circle Pass the ball and read a scenario to the child who catches it. They need to give a way out of the problem It is impossible for me to control my anger I cannot be friends with that person anymore, it’s impossible It is impossible to get to sleep, I’m not tired. It is impossible for me to be kind, everyone is being mean. I cannot do that school work, it’s impossible. It is impossible for me to win the game, I’m not playing I want to learn to play the piano but it’s impossible. There is always a way through Session 4 Overcoming difficulties (Perseverance) Children to create clouds with their string and card. Why do we need rain (discuss) Rain (problems in life) create a colour. Rain gives life to grass and trees and flowers. The steps we face when will develop wonderful use to help others. Can the children write  we try to overcome challenges in life things in us like new skills that we can some challenges on the black cloud? Session 5 Managing worries What if game Use the slides to ask the questions Pair the children up or do as class discussion One person thinks about negative answers and the other flips it around and makes it into a positive Explain that most situations can have a positive outlook on them. Often the negative never happens Session 6 Caring for the environment Energy is invisible but it is there Energy is present when: Something is moving, a light, a sound, heat We need to conserve energy. Children to be energy detectives and find things that have energy and whether we can do something to save some of that energy.
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