

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 Y2	Positive Negative Emotions Guard Germs Lifestyle Mental health	Session 1 Watch the film What does Boris say about the heart? Remind the children that the heart is the centre of all our thoughts. Remind the children about the power on button. What does the I stand for? What does the O stand for. Children to give examples of how they can be smart with their hearts and show love to themselves and others.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - of a way that I can show love to myself. - of ways that I can show love to others. - of ways to be kind to one another. - of some ways that others are 'meant to be treated'. - of a memory of something that happened and associate a feeling with it. - that my heart needs protecting. - of things that my heart needs protecting from. - some people that I am grateful for in my life and give some reasons for why I am grateful for them. - some benefits of a healthy lifestyle. - some risks of an unhealthy lifestyle. - some ways that I can care for my heart. - some ways that I can care for other people's hearts		Session 2 How to be kind to each other (Respect, tolerance) Ask the children how the toy works. Show the children different batteries Then show them how the batteries help the toy to work. Why does it have a + and – on it? If they are put in the wrong way then it won't work. + = positive and these can be like the things we say to others Negative is - and this can also be like things we say to others. If we say negative things to others then things won't work as they should like the toys. No matter what people are like and the differences they have with us, we should always treat them in a positive way.
Resources	- Get HS film (lesson 1) - Battery operated and batteries https://www.youtube.com/watch?v=dOkYKyVFnsS - Post it notes, Sellotape - Worksheet and slides (lesson 5) https://www.youtube.com/watch?v=UxnEuj1c0sw - Worksheet (lesson 6)		Session 3 My memories and feelings Watch the inside out video clip. Can the children guess the emotion? Circle time Can the children give an example of when they were happy, angry, sad, excited. Thinking about our memories Is being heartsmart as we need to be aware of all our emotions, not just the happy ones Session 4 How to protect our hearts We have to be careful about what goes into our bodies but also our hearts too. Discussion about types of guards (fence, soldier, mouth guard) Guards protect things. We need guards for our heart too.

			Stick post it note on children's backs and tell them the game is to keep their own heart from being stolen. (They will try to get others' hearts rather than protect their own) After the game, discuss ways in which they could protect their heart from bad things.
			Session 5 What Am I thankful for? (Thankfulness) Who are you most thankful for? Discussion Show slides People that have been mentioned are a bit like the cheerleaders on the slides. They are cheering you on and supporting you. Children to draw their own cheerleading squad in terms of the people who support them.
			Session 6 Why is a healthy lifestyle good? What is a healthy lifestyle? Watch video clip What are the benefits of a healthy lifestyle? What are the risks of an unhealthy lifestyle? Remind them about lesson 2. What happens when a battery runs out? Having a healthy lifestyle means we can do more things and also helps our mental health too. Children to complete the worksheet and suggest areas they may need to improve on.

Medium Term Plan – Heart Smart – Year 3 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 2	Encouragement Courage Define Unhealthy	Session 1 Watch film What did Boris say love was? What do you love? Who do you love? How can we show love to one another? When someone shows us love we need to let that love come in. Try to remember how it made you feel when somebody said or did something nice to you. Share with the class.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - of some ways that people have shown love to me through kind words or actions. - how to describe myself in a positive way. - of words that can be used to encourage others. - how to accept encouragement from others. - Words that express what love is and what love isn't. - of some things that I am grateful for and why. - that some choices I make will affect my physical health. - examples of kind words or actions from the week.		Session 2 Accepting encouraging words What does the word encouragement mean It is like somebody putting courage in you

	some amazing things about myself.		Give each child several post it notes and ask them to write something encouraging to several children in the class. Give those post it notes to the children and ask them how it feels to have encouraging words said about them.
Resources	- Don't forget film (lesson 1) - Slide (lesson 2) Post it notes - Worksheet lesson 3 https://www.youtube.com/watch?v=a9Flg6Zr0dg - Strips of paper, Sellotape and glue - Healthy and unhealthy snacks		Session 3 What is love? Being HeartSmart is all about love. Knowing we are loved so we can love others. What is love and what isn't it? (discuss) Look at the words on the slide and as a class decide whether they are love or not love words. Children to add their own ideas.
			Session 4 Why loving others is good. (Respect, tolerance) Watch the video https://www.youtube.com/watch?v=a9Flg6Zr0dg What was Te Fiti like before Moana restored her heart? This is what she says to Te Fiti I have crossed the horizon to find you I know your name They have stolen the heart from inside you t this does not define you not who you are You know who you are How did she change when she heard these words? She only changed when she allowed her to come close and let love in. We need to let love in and let people be close to us.
			Session 5 What are we grateful for? (Thankfulness) Look around the classroom. What are you thankful for? Remind them that they can include people too. Widen their thoughts to things outside of school Children to write things they are faithful for on a strip of paper. How long can they make the chain? Remembering these things help our hearts to grow stronger.
			Session 6 Can I make healthy choices? How can we look after our bodies? Show the children healthy and unhealthy snacks. Ask the children which they would prefer and why Children to rate them out of 10 Being HeartSmart means making a good choice for ourselves.

Medium Term Plan – Heart Smart – Year 3 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 2	Community Local Religious Family Succeed Passwords Codes Hack Respond Emergency	Session 1 Is it better to give or receive? Watch video Have you changed your mind? When have you given something to others? How did it make you feel? Children to share ways in which they could give to others today in school and at home.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - something that I can do for another person. - how the person I helped felt. - how helping someone else made me feel. - how to respond in an emergency. - and celebrate the impact kindness has on another person. - how to work together with others to complete a task. - how to listen well to one another and respect each other's views. - some information that identifies me eg name, address. - know why it is important to keep personal information private. - ways I have shown love for others. - how caring for others makes me feel.		Session 2 What ways can I help someone? Children to think of a person they could be kind to this week What would they do for them? Children to draw a picture of them actually doing the act for that person. Encourage children to then share with the class when they have actually done the kind act.
Resources	- Too much selfie video (lesson 1) - Worksheet (lesson 2) - Slide and worksheet (lesson3) - Slide (lesson 4) - Slice (lesson 5) hoops - Worksheet/slides (lesson 6) padlock https://www.youtube.com/watch?v=GHW6O3Mf0qE		Session 3 How should I respond in an emergency? If something bad is happening, what would you do? Discuss calling for an adult or other people who could help. How do you get the police? (call 999) Play out how to make a 999 call with the children and what the operator might say. Then look through scenario slide and discuss which would and wouldn't be emergencies.
			Session 4 How kindness can impact on others. (Friendship) Show the slide to the children and ask if they know who he is. Read the information about Churchill. What would he have been like without Elizabeth? Churchill got all the praise for the things he did but without her, he would never have done the things he did. Design an award for Elizabeth
			Session 5 Show the slide People are not meant to live alone we are meant to live in a community What communities do you know of? We need help from others in order to succeed Play river crossing with the children.

			Children have to move from one side to another only using 3 hoops. This is what it is like in life, we need support and encouragement from others in order to succeed. Session 6 listening to ideas and respecting others' opinions. (Respect, individual liberty, tolerance) To be HeartSmart we need to share things Sometimes there are things that we should never share. What things could identify who you are to strangers? You should never share your address/identity/numbers with others WE think it is important to keep our possessions safe but it is more important to keep our personal details safe. Ask the children to crack the codes on the slides. https://www.youtube.com/watch?v=GHW6O3Mf0qE
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Medium Term Plan – Heart Smart – Year 3 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 2		Session 1 Watch the video and discuss with the children what has happened to Boris' heart and why. What do the children understand by the word: forgiveness? Being HeartSmart means knowing how to let bad feelings out.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • what 'forgiveness' actually means and that it has practical implications. • how saying sorry can help a situation. • the effects of choosing to forgive or not. • that holding on to hurt can make us sad. • ways to build trust between friends. • of someone that I trust. • an example of a stereotype. • a couple of things I can do if I feel sad or mad.		Session 2 challenging stereotypes Half fill jug with water and say it is like our hearts. When we hurt someone, we leave a mark on their hearts. (Add 4 drops of food colouring into the water How do we hurt people's hearts? How can we solve this? Sorry is not just a word, it is a commitment to someone and that you regret saying something or doing something Whilst talking about this add some bleach to the solution Saying sorry helps the person to rub out the bad stains in their heart.
			Session 3 the difference between forgiving and not (Forgiveness and reconciliation) Look at the slides What has happened? How would you feel if it was you? What could you do about it?

			Which are accidents and which are deliberate? If it is an accident, is it easier to forgive? What would be the right response in each one? Complete the worksheet to explore the differences of forgiving and not forgiving. Session 4 Letting hurt go What happens when someone upsets you? Unforgiveness can actually make us feel really sad and alone Show children what forgiveness is like with the balloon race. Thread straw onto the string/ Blow up balloon and use the peg to keep the air from blowing out. Attach the balloon to the straw with tape. Let go of the peg and watch the balloon fly. When the air was kept in the balloon couldn't move, once the air was released, it flew. Hurt doesn't go straight away, but we need to choose to forgive for us to be able to move on. Session 5 Building trust (Trust) Discuss that trust is something that builds up. As you talk through this put marbles in a jar to show it building What does a friend do to demonstrate trust? Trust is often shown in small things. Waiting for them at lunch, keeping a promise. Show video https://www.youtube.com/watch?v=OsVeU0wtGQ0 Should they trust them again? (discuss and link back to forgiveness lesson) Should they do it straight away? What would need to happen for them to trust that person again? Use the marbles to show how trust needs to be re-built Session 6 Recognising stereotypes Children to draw a picture on the worksheet based on the profile given. Why have they chosen to draw what they have? Share some at the front Compare them with the actual photos If we assume what a person is like, we are putting them in a box Nobody wants to be put into a box. We all have different gifts and talents and we need to be able to flourish. We should celebrate the things that unite us but also recognise that there are things that make us different and unique.
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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 2		Session 1 Watch the film Why did Boris lie in the film? Play truths and lies with the children Sat two things that are true and one that is a lie and have the children guess which one is the lie. Explain after that this was a game but it is important that if we want someone to be friends it is important that they know who we really are. Explain that everyone in the class is unique and special in their own way. It is no good trying to be someone else.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - and explain why we don't need to lie about ourselves. - the real me is the best me. - a simple explanation of what shame is. - appropriate and inappropriate types of touch. - safe people to talk to if I am concerned. - why telling the truth is important to build a friendship. - what an allergy is. - why 'Fake is a Mistake'.	Faking Shame Appropriate Inappropriate Embarrassed Allergies Allergens Disease Infection Immune	Session 2 The real me is the best me Use photo booth on an ipad or get some distorted images on the screen to show the children. Compare real images to the distorted ones. Would you want to look like the distorted one forever? Many images online have been altered to make them look better. They are not real. It is important not to look at images of others and comparing yourself with them. Accepting the real you is being HeartSmart and not being afraid to show it to others.
Resources	- Fake is a mistake film (lesson 1) - Tablet - Phrase cards and worksheet (lesson 3) - Worksheet (lesson 4) - Slice (lesson 5) lego house, tray, flat rock, sand, pencils - Picture cards, slides and worksheet (lesson 6)		Session 3 What is shame? Shame tells us "I am bad" Read the statements (L plan) and get the children to fill in the gaps. To stop shame happening we need to replace lies with truth Look at the shame and truth phrases together. When the children see a shame phrase they need to put it on the magnifying glass and the truth phrases on the hearts. Negative thoughts need to be replaced with positive thoughts
			Session 4 What is appropriate touch? (Respect) Stand in a circle and play pass the touch. Children to touch the person next to them in an appropriate way. Shake hand, touch shoulder etc. Explain that some people do not like to be touched and it is important to know what we and others like or dislike.

			We need to decide what we feel comfortable with and what we don't feel comfortable with. Just because someone might like a hug, doesn't mean that others will. Some touches are appropriate and others not. What is an appropriate way to touch another person and does it matter who the person is? (discuss) Inappropriate touches can make us hurt, uncomfortable or embarrassed What would be an inappropriate way to touch someone? What should we do if someone does this?
			Session 5 friendships based on truth (Friendships, trust, honesty) Build a lego house/structure in front of the children. Explain that it is a bit like a friendship Make sure it is on something solid. Each brick I add is like something nice that happens between friends Now put it on an unstable structure The two examples are on different foundations. Friendship needs to be on a solid foundation and this is called TRUTH. Fake is a mistake
			Session 6 Allergies and keeping safe Show the picture cards and ask the children if they know what they have in common Explain that they are all common causes of allergies (allergens) Explain what an allergy is using the slides Use the notes to explain the science behind allergens Allergens should not avoid you having fun with friends and family In order to stop us getting ill we need to eat healthily and exercise. If we do get ill there are medicines that help us fight these things.

Medium Term Plan – Heart Smart – Year 3 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 Year 2	Attitude First aid Setbacks Achieve Necessary Inevitable	Session 1 Watch the film Ask the children for examples of when they have been stuck or struggling What did they do? Giving up is not being HeartSmart. Finding a way through is and there is always a way through difficult situations Encourage all the children to encourage each other to keep going when things are tough.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - That I need to persevere when I feel stuck or in completing a challenge. - an area of my life where I am doing well. - what a setback is and give an example. - basic first aid skills. - a dream I have. - some attitudes I need to develop to achieve my dreams. - what 'change' is and give some examples in my life. - something I can do that helps me to manage change. - a time when I felt stuck but found a way through!		Session 2 Times in life when things are good and bad Discuss snakes and ladders slide and what happens when you land on either of the objects. Just like the game we feel like we make progress then fall backwards. We need to handle both the ladders and the snakes. Can the children give examples of where they are making progress and where they might be falling back? If time, children to make their own version of the game.
Resources	- No way through film (lesson 1) - Slides, grid (lesson 1) dice and counters - Slides (lesson 3) https://www.redcross.org.uk/first-aid/learn-first-aid - Slide and mind map worksheet (lesson 5) - Slides (lesson 6)		Session 3 Getting back up when we fall down (Perseverance) Some of the most famous people in the world have failed at some point. BUT they all got up and continued to try. A university found that success is not about ability or skills but more about your attitude. Look at the examples of famous people in the notes What would have happened if these people had given up? Ask the children to think of something they are not particularly strong at and have considered giving up. Ge them to persevere with things and to keep on pushing through.
			Session 4 First aid help https://www.redcross.org.uk/first-aid/learn-first-aid Look together at the examples from the plan When they have watched the film ask them how to deal with someone who has one of the 7 problems. Ask them to mime what actions needs to be taken or take volunteers from the front.
			Session 5 Achieving my dreams If we dream big, we sometimes give up when things start getting tough. We can't always control our dreams (give an example) What we can control is our response to setbacks. No way through isn't true. We need to change our attitudes Look at the examples for the children to say to themselves when faced with difficulties

			Show the slide of dreams. Children to mind map their dreams and what attitudes are need to achieve them. Session 6 Managing change well. Change is necessary, inevitable but uncomfortable Children to fold their arms. Ask them to change their arms around the other way. How did it feel? What made it difficult? Reason is they had to learn a new way of doing it. Change means: Known to unknown Familiar to unfamiliar Comfortable to uncomfortable Can do it to can't do it. Use the slides to emphasise that now way through isn't true and that change may be difficult when they move into year 4
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