

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 Year 3	Characteristics Cultivate Wily Mental well being	Session 1 Watch film Boris is unique because he has a heart What makes the children unique? Build on what Dave said in the video and remind the children about making powerful choices that will be good for their hearts. How can they also do things for others too?
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • of several ways that I can show love to myself. • of several ways that I can show love to others. • bout the consequences of the words we use. • some consequences of using kind and unkind words. • some characteristics that I would like to see in my classroom and how I can cultivate some of those characteristics. • someone that I trust and I can give one reason for why I trust them. • some characteristics of a healthy family life • what “mental wellbeing” means. • something that positively affects my mental wellbeing. • something that negatively affects my mental wellbeing. • some ways that I can care for my heart. • some ways that I can care for other people’s hearts.		Session 2 What happens when unkind words are used? Place tape around one apple and drop it on the floor a few times. Remove the tape and there should be no marks on it. Words have power to hurt people on the inside. Show the apples (tape removed) and pass them around the children. Get the children to say nice things to the apple that wasn’t dropped. Get the children to say bad things to the dropped apple. Cut them open and one will be bruised inside. Just because people look OK on the outside they might be hurting on the inside. We have the power to do this to people.
Resources	• Get HS video (lesson 1) • Two apples and duct tape • Seeds, compost, containers and labels • Boris the robot book, slides (Lesson 5) • Boris book, slides and worksheet (lesson 6)		Session 3 How to grow kindness. To grow an apple tree, we would need to use the right seeds What would we need to grow: tomato, pear, If you want to be encouraged, what needs to happen? If you want to be generous, what do you have to have? What characteristics would you like to see grow in your class? (Share) Label some pots with the characteristics on and plant a seed in each pot to symbolise the ones you will try to grow as a class. (class charter)
			Session 4 Who should we trust? (honesty and trust) Read the story on the plan about The Wily Wolf Did he look after his goats well? Why did he allow the wolf to get so close? Was he right to leave the wolf in charge? Who do you trust? Why? How do you know you can trust them?

			Being HeartSmart means not acting too fast and we need to know when we can trust someone with our hearts.
			Session 5 What makes a healthy family? Read the book How is Boris treated in the book? Boris was treated this way because he was family. Emphasise that this is a characteristic of a healthy family life. Children to create a recipe for a healthy family life.
			Session 6 What affects our mental well-being? Read the mental well-being slide Mental health is like our physical health. Sometimes it feels good and other times it doesn't We need to think of things that affect our mental well-being. Children to complete the sheet which will show what things positively and negatively affects how they think each day. If children are highlighting lots of negative things then reassure them that other people will feel the same and there are always people they can talk to about it.

Medium Term Plan – Heart Smart – Year 4 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 3	Microbes Bacteria	Session 1 Watch Film
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - different ways someone has shown me love through kind words or actions. - of different ways to describe myself in a positive way. - some ways that I most feel love. - an example of a time when I have been loved. - some of my strengths and achievements. - some unique facts and figures about me. - five things about my body that I am grateful for.	Amor Cross contamination	What did Boris say the word love means? (to like or enjoy very much What or who do they love? (remind them it could be people or things). Who loves them? Wh at are the different ways we can show love to one another? We need to remember to 'Let Love in' and allow it to strengthen our hearts. Close eyes and search their heart for a memory of when someone has spoken a really kind word or done something lovely for them. Ask the children to remember how it made them feel and to imagine their hearts filling with love

	• why I should be grateful for some things. • some ways that bacteria spreads. • examples of kind words or actions from the week. • several amazing things about myself.		Session 2 How do we feel loved? Say “amor” This is Spanish (what does it mean?) love Sometimes people might be showing love to you but it might seem like a different language They may show it you in a way you don’t like (an aunty rubbing your hair) Here are 5 love languages. Most people have two that they like and shows them they are loved. Kind words - someone says something kind to you Kind action - someone does something kind for you Nice time - someone chooses to spend good time with you Gifts - someone gives you an unexpected present - (not birthday/Christmas) Hug/high five - someone puts their arm on your shoulder when you’re sad or gives you a hug or a high five Children to complete the sheet to show which two are their language for love.
Resources	• Don’t forget video (lesson1) • Slide and worksheet (lesson 2) • Beach ball or pocket dice • Worksheet (Lesson 4) Rulers and measuring tape. • Worksheet (lesson 5) • https://www.youtube.com/watch?v=YBGsoimPXZg&t=12s		Session 3 celebrating strengths and achievements Write I can phrases (see plan) on the beach ball or pocket dice Throw it across the circle and under the child’s right hand, children to complete the I can sentence. Session 4 comparing measurements to show we are unique Using worksheet children to measure own facts and figures Move round and do the same to others Show that all the children are unique and are wonderfully made. There is not a person in the world that is like them Session 5 Being thankful for our bodies. (Thankfulness) We may have certain parts of our body that we don’t like. Sometimes we say “I don’t like me” rather than I don’t like this part of me. With the worksheet ask the children to show 5 parts of their body that they are grateful for and why. Session 6 How does bacteria spread? Watch https://www.youtube.com/watch?v=YBGsoimPXZg&t=12s What are 3 ways to stop bacteria from spreading? When should we wash our hands? Show the hand washing signs Can the children create a catchy rhyme to teach others?

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 3	Tolerance Individual liberty Community	Session 1 Think back to previous years and whether children still think it is better to give than to receive. What makes them think this on the video? Discuss If you never got a Christmas present would it bother you? Challenge their ideas but emphasise that it does both yours and other people's hearts goo when you give.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) - ways to show love for others. - demonstrate ways to love others. - of my surroundings and the people around me by noticing differences. - the link about being observant and being aware of those around us. - how a person is feeling from their expression and body language. - who the unseen heroes of my community are. - and honour those heroes by writing a thank you note. - times when I need help from others. - good teamwork skills (clear communication, listening and negotiating). - ways to use my technology devices responsibly. - ways that I have shown love for others. - how caring for others makes people feel.	Unsung Cooperation Responsibility	Session 2 Noticing difference (Respect, tolerance, individual liberty) Play through the slides and ask the children to try and see which object has been removed. At the end tell the children that they have been making themselves aware of what was in the picture and what was missing. We need to do this with people around us and the situations we find ourselves in. We need to ask, "What can I do to help?" Session 3 Recognising feelings through facial expressions Give children a picture of a person and give them a post it note. What is the person saying, thinking or feeling? Being HeartSmart is understanding people's feelings. It is not always doing what a person wants but understanding them We are very powerful when we can love them and ourselves.
Resources	- Too much selfie video (lesson 1) - Slides (lesson 2) - Photos of people's expressions, post it notes https://www.youtube.com/watch?v=dliJRbFZGB0 - Slide, worksheet (lesson 6)		Session 4 Recognising unseen heroes (Respect) Which people keep our community safe? Some people are not considered in most people's lists. Binmen, road cleaners etc These people are considered, unsung heroes. Are there other people who might be one of these? Think about MDA's Maintenance offices, lollipop man/lady Could you give any of thee a thank you note? Session 5 Reaching shared goals. (Respect, democracy) Watch https://www.youtube.com/watch?v=dliJRbFZGB0 What did he do when he couldn't do the job? Teamwork is essential as there are many things we can't do on our own.

			Children to play human knot game (see plan) When the task is finished ask the children how they found the challenge. What was difficult? What was needed most during the task?
			Session 6 Using devices responsibly. (Individual liberty) Do the children use phone, laptop or tablet? What is their favourite APP or game? Show the slides and talk about the habits that take place on different technology Look at the different habits on the plan and discuss with the children Once discussion has taken place, children to design a smartphone to remind them to say and do nice things online.

Medium Term Plan – Heart Smart – Year 4 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 3		Session 1 Watch the video Take ideas from the children about what forgiveness actually is. Is “forgetting” the same? Forgiveness helps us to let bad things out of our hearts
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • a way to fix a broken friendship. • some benefits of forgiveness. • how to change scenarios into positive and negative stress. • ways to manage negative stress. • some healthy boundaries I can use both in life and online. • online abuse and know who to report it to. • what are positive uses of the internet. • several things I can do if I feel sad, or mad.		Session 2 Fixing broken relationships (Forgiveness and reconciliation) Discuss a time when the children have broken something. The things that are broken, should they be fixed or thrown away? If a friendship breaks, should it be thrown away or broken? I pairs, discuss what can be done to mend friendships Forgiveness is vital to move on and it is not easy, sometimes it means admitting we were wrong.
			Session 3 The value of forgiveness (forgiveness and reconciliation) Forgiveness is not a feeling, it is a decision We can find strength to forgive Using the slide provided show a picture of a splinter in someone's finger. Ask if any of the children have ever had a splinter. What do they have to do if they get one? (Take it out and maybe put some cream on afterwards).

			Explain it can be difficult getting a splinter out because we know it's going to be painful. It requires bravery. This can be like forgiving someone It takes more bravery to forgive than to get even. Session 4 Managing negative stress What does Stress mean? Stress is a defence mechanism Eustress (positive stress) and Distress (negative stress) Positive makes us change (going on a rope swing) Stress is negative when it takes over our thoughts, disturbs our sleep etc Look at the slides and children discuss if these are positive or negative stress. Can the children think of any ways to bust stress? (Deep breaths, speak to someone, time out, exercise, go outside) Session 5 Healthy boundaries online Look at the slides and talk about where the boundaries are. Explain that boundaries are there to protect what is valuable We don't allow people to cross these boundaries to take things that belong to us. We need to do the same when online. Why are boundaries needed Who is in charge of our boundaries? What boundaries are there online? Session 6 Positive uses of the internet Can the children think of 5 ways they use the internet Internet has many benefits but also has lots of negatives. What are the negatives? Cyber bullying, trolling, abuse. Can the children match the definitions? Children to complete the sheet. How would the comments make you feel? Would you say those things to the person's face? What should you do if there is online abuse directed to you?
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Medium Term Plan – Heart Smart – Year 4 Summer 1:

Title: Fake is a mistake

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

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
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Pre-learning	Fake Is a mistake Year 3	Tobacco Nicotine Addiction Chemicals Cancer	Session 1 Watch video What was Boris doing to try to impress people? Why do you think he was doing this? Children to discuss. How do you think people would feel about him when they found out it was a lie? Do you think Trust would go down? Always the right thing to be yourself and not to try to be fake.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • why we don't need to lie about ourselves. • 3 great things about myself. • that I am not what I 'do'. • some important voices in my life. • the difference between kind and unkind voices in my life. • how to grow in courage to always tell the truth. • of examples of when I have been afraid to tell the truth. • when dares are no longer fun. • the consequences of dares. • some of the risks associated with smoking. • why 'Fake is a Mistake'.		Session 2 What I am and what I am not Ask the children, "What do you do?" Explain that what you do is not what you re. When we fail at something we then say that we are failures and it affects everything about us. We are special before we even do anything. (Think about babies) "Be first" "Then do" the order matters We often applaud people for what they "do" not for what they are.
Resources	• Fake is a mistake video (lesson 1) • Boris the robot book • The emperor's new clothes book • https://www.youtube.com/watch?v=IW6hwmdZbmE • Worksheet (lesson 6)		Session 3 Important voices in my life In our lives there are people who speak into our lives. They may say good things or bad things Explain that the most important voices in our lives, are the ones that we choose to listen to. What happened to Boris when he listened to the different people? Discuss Children complete the worksheet
			Session 4 Having the courage to tell the truth (Honesty) Read the book Did it help or hurt the Emperor to tell him he had no clothes on? What should the Court Officers have done? Ask the children if they have ever been afraid to tell someone the truth. Telling the truth often takes courage. We cannot grow or develop meaningful relationships with other people unless we tell the truth when we need to. Sometimes telling the truth hurts, but it is the right thing to do.
			Session 5 Daring to be different (Respect, individual liberty) Ask children if they have ever heard the phrase 'I dare you' or played the game 'Truth or dare'. Talk about how dares can be fun. Give the class some simple dares to demonstrate: When are dares not fun?

			When people ask others to do dares that are not fun, they never volunteer to do it themselves Sometimes saying no can be very brave, but saying no to others can help you say yes to yourself. Be honest with what is ok for you.
			Session 6 The risks of smoking https://www.youtube.com/watch?v=IW6hwmdZbmE What comes into your mind when I say “smoking” Children to watch the film and circle the areas of the body that are affected on the body sheet What other things does it cause? Write 3 things Why do you think people start when it is dangerous? What would your advice be to someone who was smoking or going to start?

Medium Term Plan – Heart Smart – Year 4 Summer 2:

Title: No way through isn't true

Length of unit – 5 sessions (+1 review session)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	No way through isn't true Year 3		Session 1 Watch the film In small groups, ask the children to list situations where they sometimes feel it is too hard or there is no way through. Use an example from the film as a starting point. Ask the children to think about and suggest ways they can overcome some of the difficulties mentioned. List their ideas on the board
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) • of several situations where I felt stuck. • some ways I can persevere when I feel stuck. • some skills and attitudes needed to meet the challenges. • habits I need to develop or lose in order to achieve my goals. • of someone who encourages me. • of someone I can encourage. • of pictures of things that inspire me. • 'A Dream of my Heart is...' statement. • a time when I felt stuck but found a way through!		Session 2 Skills and attitudes to endure Read the Ernest Shackleton extract If you was writing an advert for the expedition, what would you write on it? MWB What are the challenges they would face? Show the real advert on the slide Why do you think people answered the advert If you had read it, would it make you want to go?

			The story of the Endurance expedition has been told many times over. Why do you think that is? What do you think Shackleton would think about 'No Way Through' isn't True and why?
Resources	• No way through video (lesson 1) • Slide (lesson 2) • Worksheet (lesson 3) • https://www.youtube.com/watch?v=K7bNhYr3ves&t=5s • Slide (lesson 5)		Session 3 Things that hinder us achieving our goals (perseverance) Think about Shackleton in the last session To succeed the men may have had to give up some bad habits and develop some good ones. In order to achieve our goals, we sometimes need to think about our habits as well - are they habits that will help us succeed or will hold us back? Do the children have any goals that they want to achieve? In order to achieve them they may have to give some bad habits up. Worksheet. Ask the children to create their own 'steps to success' by thinking about what their dream or goal is and what habits they need to grow or change to achieve the goal. Session 4 people who encourage us https://www.youtube.com/watch?v=K7bNhYr3ves&t=5s What kept him going through his search? Dory supported him and encouraged him We all need people to help and encourage us when reading our goals Who keeps you going? Children to discuss Children to complete the worksheet and write the name of someone who encourages them inside. Session 5 What are my dreams and goals? What is a dream? Discuss Dreams are not just at night, but can be something in our hearts. Show the slide of the dreamboard Children to design their own dreamboard with quotes and drawings about their dreams