

## Title: Introduction to Heart Smart

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

|                       | Disciplinary and Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary | Learning Sequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Pre-learning          | Introduction to HeartSmart Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <p><b>Session 1</b></p> <p>Ask the children to share examples of things that have been recycled. Watch the film <a href="https://youtu.be/fXynrsrTKbl">https://youtu.be/fXynrsrTKbl</a>.</p> <p>Explain that when things are recycled it brings value to something that appears worthless. Ask the children if they have ever felt worthless before. How does Boris' story or the story of the orchestra help them when they feel like this?</p> <p>Ask the children to look out for opportunities this week to make HeartSmart decisions that will benefit their heart and the hearts of the people around them.</p>                                                                                                                                                                           |
| Learning in this unit | <p><b>Specific Knowledge: (conceptual knowledge- to know)</b></p> <ul style="list-style-type: none"> <li>the choices I make that can help my heart.</li> <li>the choices I make that can hurt my heart.</li> <li>how I feel differently when moving or posing in different ways.</li> <li>a powerful pose of my own.</li> <li>ways people can become 'hard-hearted'.</li> <li>ways to keep my heart soft and strong.</li> <li>the benefits of a soft-strong heart over a hard heart.</li> <li>when a secret should be kept and when it should be shared.</li> <li>what a commitment is.</li> <li>and can plan a healthy meal.</li> <li>how I should I protect my own and other's hearts.</li> </ul> |            | <p><b>Session 2 Body language (communication/self esteem)</b></p> <p>Explain to the children that their body language communicates something about us to others but it also affects how we feel about ourselves.</p> <p>Demonstrate the following opposing movements/poses:</p> <p>Walk around the room with arms folded.<br/>Walk around with arms outstretched.<br/>Stand in a slumped position and head down.<br/>Stand with legs slightly apart, hands on hips and chin up.<br/>Sit with head in hands.<br/>Sit with hands behind head.</p> <p>Explain to the children that when we feel powerless we tend to close up, but when we feel powerful we open our bodies up. If we act powerful with our bodies, our hearts and minds will soon catch up and we will feel powerful as well.</p> |
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <p><b>Session 3 Keeping our hearts soft but strong (resilience/compassion)</b></p> <p><a href="https://www.youtube.com/watch?v=zYKLhM4UcWw">https://www.youtube.com/watch?v=zYKLhM4UcWw</a> Talk about the phrase at the end, "soft, strong and long."</p> <p>Liken this to the way HeartSmart people are inside. They have soft, strong hearts with a long memory for all the good things they know!</p>                                                                                                                                                                                                                                                                                                                                                                                       |

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|  |  | <p>Show the children the slide of the trainers. Talk about the material used to make trainers. The material needs to be soft enough to be comfortable but durable enough to last and stay strong.</p> <p>None of us want to grow up being hard and bitter as this means we won't be happy or make meaningful relationships. Trainers would be durable if they were made of concrete, but they would be heavy and uncomfortable!</p> <p>Ask them how a person with a hard heart may feel or behave. Ask the children to think about ways they could keep their hearts soft and strong.</p> <p>Using the worksheet* provided, ask the children to design a pair of trainers with their own unique pattern and logo. Tetc?</p> <p><b>Session 4 Good secrets/bad secrets (Trust and honesty)</b></p> <p>What does the word "secret" mean? Show them the slide with a dictionary definition in. Discuss:</p> <p>Have you ever had a secret? Did you tell anyone? Did they keep your secret?<br/>How do you know if you can trust someone with a secret?<br/>Has someone ever shared a secret with you? Did you tell anyone?<br/>How do you feel when someone tells you a secret? Excited, privileged, daunted?<br/>Is it ever ok to share someone else's secret?</p> <p>Explain different types of secrets - fun secrets (e.g. surprises); secrets to protect other's hearts (e.g. something that would embarrass them if others knew);</p> <p>secrets to stop someone getting in trouble (e.g. someone is doing something they know they shouldn't).</p> <p>Tell the children it is ok to share a secret if that secret means someone could be in danger</p> <p>Read out the secret scenarios on the following page and ask the children to vote on if it is ok to share the secret.</p> <p><b>Session 5 Marriage (tolerance/rule of law)</b></p> <p>Explain that marriage is a lifelong commitment between two people who love each other.</p> <p>Have children share some ideas of what characteristics they think are necessary for a long and happy marriage</p> |
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|  |  | <p>If the children haven't mentioned it, introduce the meaning of commitment and how important this is to a successful marriage.</p> <p>Explain that commitment means making a decision and following it through. Commitment in marriage is emphasised in the traditional wedding vows as standing by one another 'for better, for worse, for richer, for poorer, in sickness and in health'.</p> <p><b>Session 6 Healthy hearts and foods</b><br/> <a href="https://www.bbcgoodfood.com/recipes">HTTPS://WWW.BBCGOODFOOD.COM/RECIPES</a></p> <p>Use the slides to explain further Eatwell recommendations for a healthy, balanced diet.</p> <p>Give the children the worksheet and ask them to categorise the foods into their food groups by colouring the boxes to match the Eatwell plate e.g. chicken - pink; milk - blue.</p> <p>Using the foods listed on the worksheet, ask the children to devise a two course meal. Challenge them to ensure they include foods from all the food groups by putting in key ingredients from their sheets e.g. chicken, pasta, etc.</p> |
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Medium Term Plan – Heart Smart – Year 6 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                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Pre-learning</b>          | Don't forget to let love in Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Self esteem<br>Budgeting<br>Uniqueness<br>Symptoms | <p><b>Session 1</b><br/> <b>Watch the video</b><br/>           Explain that another way to 'Let Love in' is to ensure the thoughts we have and the words we use about ourselves are kind and loving. In pairs, ask the children to complete the phrases</p> <p>I am.....<br/>           You are.....</p> <p>Are the children able to accept kind words from others?<br/>           Can the children describe themselves in a positive way?</p> |
| <b>Learning in this unit</b> | <p><b>Specific Knowledge: (conceptual knowledge- to know)</b></p> <ul style="list-style-type: none"> <li>the ways that people show me love through kind words or actions.</li> <li>how to describe myself in a positive way consistently.</li> <li>that I am valued.</li> <li>how to encourage others with kind and positive words.</li> <li>and can accept the encouragement given to me.</li> <li>significant events and people in their lives so far.</li> <li>that every person is unique.</li> <li>things that I am are grateful for.</li> <li>some early signs of illness.</li> </ul> |                                                    | <p><b>Session 2 What is our worth? (self-esteem)</b></p> <p>As a numeracy challenge, ask the children to try and work out how much money they will spend in their lifetime. Remind them to include pocket money, presents, university or college fees and buying large things when they are older (e.g. a house</p>                                                                                                                            |

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|                  | <ul style="list-style-type: none"> <li>• a way that I have 'Let Love in' this week.</li> <li>• how to describe myself in a positive way.</li> </ul>                      |  | <p>and a car).</p> <p>In 2017 it was estimated the average British household would spend almost £2 million pounds in their lifetime</p> <p>Explain to the children that they are worth far more than what they spend or what is spent on them. Being HeartSmart means knowing that each one of us is incredibly valuable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Resources</b> | <ul style="list-style-type: none"> <li>• Don't forget video (Lesson 1)</li> <li>• Large paper and pens</li> <li>• Jar and coloured paper</li> <li>• Worksheet</li> </ul> |  | <p><b>Session 3 What am I? (Using positive words/individual liberty)</b></p> <p>Explain to the children the importance of speaking love, hope and truth into other people's lives. The more kind and encouraging words a person receives about themselves, the more they will flourish.</p> <p>Children to draw a person shape on paper.<br/>Explain that you want the children to move around the room and write a positive or encouraging word on every piece of paper.</p> <p>When the children have finished, give the children time to read their own sheet. Ask the children to surround themselves with the positive words by placing their heads in the hole.</p> <p><b>Session 4 Celebrating significant people in our lives (thankfulness/respect)</b></p> <p>On the lines of thumbprint ask the children to write about their life story so far. What have been the significant events? Who have been the significant people?</p> <p>Each picture produced is a unique piece of art and story-writing. Point out to the children how our fingerprints are unique and are a way of telling us apart.</p> <p>Being HeartSmart means recognising that just as we are all unique, our stories are unique as well.</p> <p>FUN FACTS: Nobo<br/>dy - not even identical twins has the same set of fingerprints as somebody else. Koala<br/>s have ridges on their fingers which create fingerprints very similar to those of human<br/>beings. In some<br/>parts of India and in some other countries, a fingerprint is used instead of a signature.<br/>If you cut your finger, your fingerprint will grow back, exactly the same as before.</p> <p><b>Session 5 What are we grateful for (Thankfulness)</b></p> <p>Remind the children that being HeartSmart means being grateful for the things we have, the people in our lives and the things we get to do.</p> |

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|  |  |  | <p>Ask the children to think of some things they are grateful for. Explain that they could be really big or exciting things or they could be very simple things that we sometimes overlook like a warm coat or clean water to drink.</p> <p>Place a jar in the class. Explain that every week they will be given a small piece of paper to write down something they are grateful for that week. The children will then place the paper in their jar.</p> <p>At the end of the year, the children will have a great record of things that have happened in their final year of primary school.</p>                                                                                                                                                                    |
|  |  |  | <p><b>Session 6 Spotting the signs of illness</b></p> <p>Tell the children that 'Don't Forget to Let Love in!' means looking after ourselves and recognising when things are not going well with our body. When we are feeling unwell, we sometimes don't realise straight away but there are often signs.</p> <p>Look at the symptoms on the strips</p> <p>Ask if they have experienced or are aware of any other signs of illness. Explain the earlier we recognise warning signs that we are ill or changes in our body, the better our recovery is likely to be. We can take medication, rest or, if necessary, see a doctor.</p> <p>Ask the children to draw an outline of a person and annotate around or in the body as many signs of illness as possible.</p> |

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

|                              | <b>Disciplinary and Substantive Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Vocabulary</b>                                                               | <b>Learning Sequence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Pre-learning</b>          | Too much selfie isn't healthy Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nationality<br>Gender<br>Ethnicity<br>Age<br>Equality<br>Diversity<br>Tolerance | <b>Session 1</b><br>Watch video<br><br>Children to share examples of how they have done something loving to someone else over the past week. How many of these things actually cost something?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning in this unit</b> | <b>Specific Knowledge: (conceptual knowledge- to know)</b> <ul style="list-style-type: none"> <li>of the different ways to show love for others.</li> <li>How to consistently demonstrate ways to love others.</li> <li>ways we are different and ways we are the same.</li> <li>that while there are some differences between us, there are more similarities.</li> <li>how to listen carefully to my classmate and feedback what they have said.</li> <li>of people who have benefitted from overcoming a challenge and why I am grateful for those people.</li> <li>of ways to be a good friend.</li> <li>3 benefits of social media.</li> <li>3 dangers of social media.</li> <li>ways that I have shown love for others.</li> <li>how caring for others makes people feel.</li> </ul> |                                                                                 | <b>Session 2 How we are all the same but all different (respect/tolerance)</b><br><br>On a large space play the game 'All the same, all different'.<br><br>Call out a category and give the children 15 seconds to organise themselves into groups according to the category. Age, Religion, Ethnicity, Gender, Place of birth, hair colour, nationality, Eye colour, football team you support.<br><br>Finish with 'Class you are in' so that all the children are together.<br><br>After the game, talk about how few instances (if any) there were of children standing alone. Ask the children if there were any pairs who were part of exactly the same groups.<br>Use this as an opportunity to highlight that while there are some differences between us all, there are more things that are the same. Remind the children being HeartSmart means respecting all our differences. |
| <b>Resources</b>             | <ul style="list-style-type: none"> <li>Too much video (Lesson 1)</li> <li>TED slide (lesson 3)</li> <li>Slide (lesson 4)</li> <li>Slide (lesson 5)</li> <li>Slide (lesson 6)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                 | <b>Session 3 Being a good listener (respect)</b><br><br>What makes a good listener?<br><br>Looking at you when you are speaking,<br>Not talking when you are talking<br>Not interrupting<br>Body language turned toward you<br>Smiling/looking interested<br>Asking questions<br><br>Show the children the slide and talk them through the TED questions<br><br>T - tell (tell me what you did, tell me what happened next, etc.)<br>E - explain (explain more, explain what you mean, explain how it works, etc.)<br>D - describe (describe what happened next, describe how you feel, etc.)<br><br>Ask the children to practise actively listening to people using the TED questions                                                                                                                                                                                                    |

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|                                                                |  | <p><b>Session 4 How generations before us overcame challenges. (Respect/tolerance/individual liberty)</b></p> <p>Show the children the slide with the quote from John Adams ‘You will never know how much it has cost my generation to preserve your freedom. I hope you will make good use of it.’ Ask the children what they think it means.</p> <p>Talk about how we are living in the inheritance of people who have fought, campaigned hard and even died for us to live our lives in the way we do today.</p> <p>War heroes (people who fought in the two world wars)<br/>Equality (Millicent Fawcett, Martin Luther King, etc.)<br/>People who have dedicated their lives to making advances in health care (Marie Curie, Alexander Fleming, etc.)<br/>Education for all (education wasn’t compulsory until 1880 and even then it was only until the age of 10)<br/>Advances in technology (Robert Kahn and Vint Cerf - invented the internet; Steve Jobs, etc.</p> <p>Ask the children to choose one of the areas that they are most grateful to the generations before them for overcoming so that they don’t have to.</p>                                                                                                |            |                                       |                 |                                  |                           |                                                                |
|                                                                |  | <p><b>Session 5 Being a good friend (Friendship/tolerance/respect/forgiveness and reconciliation/perseverance)</b></p> <p>Gardeners who want their plants and vegetables to grow well use a method called companion planting. Explain that certain plants grow better when they are together. Common benefits are:</p> <table><tr><td>Protection</td></tr><tr><td>: against flies and pests or the sun.</td></tr><tr><td>Support: plants</td></tr><tr><td>can be used as physical support.</td></tr><tr><td>Encouragement: the plants</td></tr><tr><td>encourage each other to grow by improving the soil conditions.</td></tr></table> <p>Show the children the slide of the plants growing together. Note how the plants are very different. Explain that often complete opposites are the best companions - plants need diversity to grow.</p> <p>Talk about how the same is true for us. We need to be surrounded by people that can look after, support and encourage us in order for us to grow well. And just like plants often need diversity to succeed, so do we. We grow better when we are together!</p> <p>Ask the children to discuss how they can provide protection, support and encouragement to one another.</p> | Protection | : against flies and pests or the sun. | Support: plants | can be used as physical support. | Encouragement: the plants | encourage each other to grow by improving the soil conditions. |
| Protection                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
| : against flies and pests or the sun.                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
| Support: plants                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
| can be used as physical support.                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
| Encouragement: the plants                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
| encourage each other to grow by improving the soil conditions. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                       |                 |                                  |                           |                                                                |
|                                                                |  | <p><b>Session 6 Social media (respect/rule of law/tolerance/individual liberty)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                       |                 |                                  |                           |                                                                |

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|  |  |  | <p>Show the children the slide and ask them to identify the social media logos</p> <p>Ask the children if they have used any of the sites and what they have used them for.</p> <p>In small groups, ask the children to discuss what they think the great things about social media are. Ask the groups to feedback 3 benefits to using social media.</p> <p>In the same groups, ask the children to discuss what they think the dangers of social media are. Ask the groups to feedback 3 dangers to using social media.</p> <p>Explain that most social media guidelines state that children under 13 cannot use them. Weighing up the benefits and dangers they have discussed, ask the children why they think that is and do they think it is fair</p> |
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Medium Term Plan – Heart Smart – Year 6 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Pre-learning          | Don't hold on to what is wrong Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Restorative<br>Bitterness<br>Revenge<br>Expression | <b>Session 1</b><br>Watch video<br>Can the children think of any other words for forgiveness? What is it? Is the phrase, "Forgive and forget" true? If not why not?                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learning in this unit | <b>Specific Knowledge: (conceptual knowledge- to know)</b> <ul style="list-style-type: none"><li>• how to demonstrate and choose forgiveness.</li><li>• how to help resolve conflicts and disputes.</li><li>• how to explain my point of view.</li><li>• How to listen and take account of a response from another person.</li><li>• how to model resolving a dispute.</li><li>• some benefits of forgiveness.</li><li>• some barriers to forgiveness.</li><li>• that our tone and body language communicates more than our words.</li><li>• examples of how a trustworthy friend behaves.</li><li>• when it is ok to break a confidence.</li><li>• some effects bullying can have.</li><li>• how to get help if I or someone I know are being bullied.</li><li>• when I am experiencing negative emotion.</li></ul> |                                                    | <b>Session 2 Restoration (forgiveness and reconciliation)</b><br><br>What does restorative mean?<br>It means to restore. Put back together. Sometimes relationships need putting back together.<br>How can this be done?<br>Ask the children for ideas.<br>It means talking through things, seeing how what someone does impacts on the other person, whether there was a misunderstanding, what things need to take place, recognition of any wrongdoing, seeking to ensure things don't happen again.<br><br>Forgiveness and reconciliation have a cost involved. |
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                    | <b>Session 3 Power of forgiveness (Forgiveness and reconciliation/tolerance)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                  | <ul style="list-style-type: none"> <li>ways that will help me when I am experiencing negative emotion.</li> </ul>                                                                                                                  |  | <p>Share the following famous quote with the children 'Unforgiveness is like drinking poison and expecting other person to die'.</p> <p>Ask them to discuss what they think it means.</p> <p>Watch <a href="https://www.belfasttelegraph.co.uk/video-news/parents-of-murdered-jimmy-mizen-explain-decisions-to-forgivekiller-36895305.htm">https://www.belfasttelegraph.co.uk/video-news/parents-of-murdered-jimmy-mizen-explain-decisions-to-forgivekiller-36895305.htm</a></p> <p>Why did Jimmy's parents decide to forgive their son's killer?<br/> What could be the outcome if the parents refused to forgive Jimmy's killer?<br/> (Bitterness, anger, seek revenge<br/> o benefits from them choosing to forgive? (Parents, family, killer)<br/> makes it difficult to forgive other people?</p> <p>Ask the children to think about a situation or a person in their lives that they may need to forgive.</p> <p>*You may want to explain that forgiving someone is different to disclosure. Explain, there are times that we need to talk to an adult about something that has happened. Forgiveness is what we do afterwards, when we are in a safe place.</p>                                   |
| <b>Resources</b> | <ul style="list-style-type: none"> <li>Don't hold (video) Lesson 1</li> <li>Slide, worksheet (Lesson 2)</li> <li>Youtube link (lesson 3)</li> <li>Sentence and emotion cards lesson 4)</li> <li>Youtube link (lesson 6)</li> </ul> |  | <p><b>Session 4 correct body language (tolerance/respect)</b></p> <p>How we say what we want to say is important. Famously, research showed that words are only 7% of communication, (Mehrabian, 1972).</p> <p>Print off the cards that have simple sentences that express emotion.</p> <p>Ask a child to come to the front and take a card from each container. Ask them to read the sentence on the first card in the mood of the second card. The class then has to guess what the mood of the person is.</p> <p>Explain that when we're feeling angry, we need to be careful about the way we communicate. Communicating what we need to (rather than rubbing it in) can sometimes be simply down to the tone of our voice, body language or facial expression that we use.</p> <p>Finish by discussing how we can communicate well over messages, emails and texts where the other person can't see our tone or body language.</p> <p>Ask the children to consider what situations would be better communicated face to face than by messaging e.g. if someone has done something to upset you.</p> <p><b>Session 5 Being a trustworthy friend (tolerance/respect/friendship/trust/honesty)</b></p> |

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|  |  |  | <p>One of the biggest hurts to overcome can be when someone we trust lets us down. We can't control how others behave but we can try our best to be trustworthy friends.</p> <p>Ask the children what a trustworthy friend is.</p> <p>Ask the children if they can trust every new person they meet. Explain that trust is something that has to be built up slowly, bit by bit.</p> <p>Ask the children to think of ways they could build someone else's trust in them</p> <p>Ask the children if it is ever ok to break a confidence. Ensure they know if a secret makes them feel uncomfortable or if someone is in danger they must always tell a trusted adult.</p> <p>When a friend trusts us it is like they are asking us to care for something very precious - their heart. If it isn't treated carefully, it could get damaged.</p> <p>Give the children small scraps of paper to make a heart mosaic to remind them that trust is built bit by bit.</p> <p><b>Session 6 Impact of bullying (tolerance/respect/individual liberty)</b></p> <p><a href="https://www.youtube.com/watch?v=Hr2Dk0QQ3Sw">https://www.youtube.com/watch?v=Hr2Dk0QQ3Sw</a> Stop at 3:55.</p> <p>Discuss how watching the clip has made the children feel.</p> <p>Ask the children to list some of the effects of bullying mentioned in the clip. Ask the children if they can think of anymore effects. Discuss how the effects of bullying can be long lasting (into adulthood) and far reaching (affecting whole friendship groups, families, communities and so on).</p> <p>Discuss what the children should do if do if they are being bullied or know someone else who is:</p> <p>Assure the children that any reports of bullying will always be taken seriously.</p> |
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Medium Term Plan – Heart Smart – Year 6 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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| <b>Pre-learning</b>          | Fake is a mistake Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vaccinations<br>Drugs<br>Sources<br>Credible<br>Discern<br>Infectious<br>Substance abuse | <b>Session 1 introduction</b><br><br>Watch Fake is a Mistake Film<br><br>Ask the children to share what they think of Boris the Robot.<br><br>Remind the children that they liked Boris before he told the lie so he didn't need to pretend to be something he isn't.<br><br>Play two truths and a lie. Tell the children two true things about you and one lie and ask them to guess which is the lie. Select a couple of children to have a go.<br><br>Complete worksheet                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning in this unit</b> | <b>Specific Knowledge: (conceptual knowledge- to know)</b> <ul style="list-style-type: none"> <li>• how to present different opinions respectfully.</li> <li>• how to communicate the truth lovingly.</li> <li>• we are loved just as we are.</li> <li>• how to replace negative self-talk with positive self-talk.</li> <li>• what a boundary is.</li> <li>• that boundaries means we can have respectful friendships.</li> <li>• facts about vaccinations from credible sources.</li> <li>• ways to discern if information online is credible.</li> <li>• some physical and mental health risks associated with taking drugs.</li> <li>• some ways to avoid drug taking.</li> <li>• 'Fake is a Mistake'?</li> </ul> |                                                                                          | <b>Session 2 We are loved as we are. (Respect/tolerance)</b><br><br><a href="https://www.youtube.com/watch?v=XLFEvHWD_NE">https://www.youtube.com/watch?v=XLFEvHWD_NE</a><br><br><b>Discuss with the children:</b><br>w did you feel when listening to the song? <span style="float: right;">Ho</span><br>are your first thoughts on what Keala is singing about? <span style="float: right;">What</span><br><br>Use the slides to look more closely at the lyrics of the song:                                                                                                                                                                                                                                                                                                                                                                                                      |
|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                          | <b>Session 3 replace negative words with positive (respect/friendship)</b><br><br>Explain that you and another adult are going to model a role-play situation. Ask the children to listen and think about how this conversation would make the other adult feel.<br><br>Teacher to say unkind things to the other adult (who says nothing in response). For example: "You are stupid / When you got the answer to that question wrong everyone was laughing at you / You shouldn't try next time, because you will look silly / Your hair is too curly / Your hair isn't curly enough / You are rubbish at sports / Nobody wants you on their team / No one laughed at your joke - you are not funny! / You talk too much so people don't want to be your friend / You are too shy / Nobody likes you..." etc.<br><br>How could you replace the negative comments with positive one? |
| <b>Resources</b>             | <ul style="list-style-type: none"> <li>• Fake is a mistake video/worksheet (lesson 1)</li> <li>• Youtube link/slides (lesson 2)</li> <li>• Slides (lesson 4)</li> <li>• Slides and worksheet (lesson 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                          | <b>Session 4 Boundaries for respect (respect/forgiveness and reconciliation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  | <ul style="list-style-type: none"> <li>Cards, slides (Lesson 6)</li> </ul> | <p>HeartSmart reminds us that we are always only responsible for managing ourselves. What we allow into our lives and what allow out is up to us. Having boundaries helps us to do this.</p> <p>Boundaries keep the things you want in your life IN (e.g. respect, love, kindness)<br/> Boundaries keep the things you do not want OUT of your life (e.g. disrespect, fear, anger)<br/> Boundaries help protect what matters to you</p> <p>We are going to focus on how we can use boundaries to keep IN respect and keep OUT disrespect. A good example of disrespect is when a friend is shouting at you.</p> <p>Show the children the first slide and ask them to describe what they see and what they think is happening.</p> <p>Show the children the second slide and ask them to describe what they see and what they think is happening. Ask the children what they think the difference between the two slides is.</p> <p>Slide 1 = Shouting + Shouting = Disrespect (If we respond to shouting with shouting, we will keep having disrespectful interactions with our friend)<br/> Slide 2 = Shouting + Love = Respect (If we walk away from angry conversations, we are setting a boundary by protecting ourselves from being shouted at.</p> <p>Show final slide STOP - EXPLAIN - WALK - RE-CONNECT</p> <p><b>Session 5 Fact v fake news (individual liberty/ tolerance/respect/honesty)</b></p> <p>Show the children the slide and tell the children that vaccines were invented by an English scientist in 1796 named Edward Jenner. He discovered that injecting a child with a harmless disease protected them from a more serious deadly one.</p> <p>Explain that since Edward Jenner’s discovery, vaccinations against many other infectious diseases have been invented and have saved lives - up to 3 million per year!</p> <p>However, since the rise in social media there have been many fake news stories about vaccinations that have made parents cautious about vaccinating their children. This has led to a lower uptake in vaccinations and a worldwide increase in cases of diseases like measles, a highly infectious and unpleasant disease.</p> <p>Ask the children what they understand by the term ‘fake news’. How might fake news be spread?</p> |
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|  |  |  | <p><b>Session 6 legal and illegal substances (rule of law)</b></p> <p>Ask the children to read through the cards and decide if they think the substance is legal or illegal. Tell them not to worry if they don't know what everything is.</p> <p>Ask the children, if a substance is legal do they think that means it is safe.</p> <p>Discuss some of the illegal ones</p> <p>What are the risks to physical health?<br/>What are the risks to mental health?</p> <p>Ask the children why they think people take drugs in the first place. Use the slide to explain that for many it is to attempt to meet one of three things:</p> <p>Fix a problem - help them forget their troubles or make them feel better etc. Find out - curiosity. They want to find out what it is like. Fit in - pressure from friends to join in.</p> <p>Finish by letting the children know who they can talk to at school if they are worried about drugs either for themselves or for someone they know</p> |
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Medium Term Plan – Heart Smart – Year 6 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 5                                                                                                                                                                                                                                                                                                                                                                                                                   | Frontal lobe<br>Temporal lobe<br>Parietal lobe<br>Occipital lobe<br>Cerebellum<br>Brain stem<br>Peer pressure.<br>Comfort zone | <p><b>Session 1</b></p> <p>Watch video</p> <p>Can the children think back at their time in school when things have been tough?</p> <p>What did they do at the time?</p> <p>What was the result?</p> <p>Looking back on it, what lessons did they learn?</p> <p>Were things as bad as they thought it would be when they were faced with decisions?</p> |
| Learning in this unit | <p><b>Specific Knowledge: (conceptual knowledge- to know)</b></p> <ul style="list-style-type: none"> <li>of situations where I get stuck.</li> <li>ways to persevere when I feel stuck.</li> <li>the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'.</li> <li>the importance of practice.</li> <li>how am I feeling and why am I feeling that way</li> <li>what I need</li> <li>the effects of having hope.</li> </ul> |                                                                                                                                | <p><b>Session 2 Changing "I can't" to "I can"</b></p>                                                                                                                                                                                                                                                                                                  |

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|  | <ul style="list-style-type: none"> <li>• how to demonstrate choosing hope.</li> <li>• some things that may try to keep me in my comfort zone.</li> <li>• what could happen when I step outside my comfort zone, into 'Where the magic happens!' and how to apply this to a real-life scenario.</li> <li>• the changes in my brain as I go through adolescence.</li> <li>• a time when I felt stuck but found a way through.</li> <li>• strategies used to demonstrate 'No Way Through' isn't True!</li> </ul> | <p>Tell the children about a group of students at a High School in Chicago who if they didn't pass a course got the grade 'not yet.'</p> <p>Why did the teachers do this?</p> <p>What can we learn from this?</p> <p>Believing "you can" helps you to keep learning until you can meet your goals. It gives you a bridge to yet.</p> <p>The truth is, becoming really good at something takes a lot of practise. Successful people do things every day that the average person doesn't want to do - practise!</p> <p>Provide children with newspaper and Sellotape and without instruction ask them to make a bridge. Give them 5 minutes then come back together as a class to look at the results. Explain that the first attempt may not have gone well but that's ok.</p> <p>Ask the children to think about how they could improve their bridge and then try again. Give them 5 minutes for their second attempt. Come back together and look at the results the second time around.</p> <p>Children will face challenges when they go to high school. What are they going to do?</p> |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Session 3 Self awareness</b></p> <p>Self-awareness is the ability to know what's going on inside of you. It's about stopping to ask yourself 'How am I feeling?', 'Why am I feeling that way?' and 'What do I need?' Look at slides.</p> <p>How am I feeling? Thinking about how we are feeling throughout the day is the first step to being self-aware. It is like a warning light on a car telling us something is happening inside of us.</p> <p>Why am I feeling that way? Is it the task I have been given? Is the environment too loud or too quiet? Has something happened?</p> <p>What do I need? Often, we feel a certain way because we have a need that is not being met. If you're not aware of the need, then you can't change it. Some needs are essential for us to be alive (e.g. food, water and sleep) and others are not essential but important for us to be able to live life well (e.g. love, fun, hope, positive self-talk).</p>                                                                                                                             |

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|  |  | <p>In pairs, ask the children to tell each other how they are feeling by answering the 3 self-awareness questions.</p> <p>Explain that the more we ask ourselves how we are feeling and why, the easier it is to spot when there is something happening in us that needs our attention.</p> <p><b>Session 4 Have hope in our hearts. (Hope)</b></p> <p>In the 1950s, a scientist called Dr Richter did a series of experiments that tested how long two groups of rats could swim in a high-sided bucket of circulating water before drowning.</p> <p>Ask the children how long they think the first group of rats could swim for before they drowned. Dr. Richter found that the rats could swim for an average of 15 minutes before giving up and sinking.</p> <p>With the second group of rats, Dr Richter would take them out of the water just before they were about to drown, dry them off and let them briefly rest before putting them back in. Ask the children how long they think these rats survived for before they drowned.</p> <p>The second group of rats could swim an average of 60 hours before drowning. That's 3,600 minutes! The first group of rats only lasted for 15! Dr Richter found that if a rat was temporarily saved, taken out of the water and allowed to rest before being put back in, it would survive 240 times longer than the first group.</p> <p>Ask the children to think about why the second group of rats lived longer than the first.</p> <p>Dr. Richter concluded that the rats were able to swim longer because they were given hope. They knew that if they swam for long enough they would be rescued and given a break. The hope gave them the energy to keep swimming.</p> <p>Sometimes, like the first group of rats, we can feel our situation is hopeless and we give up. Being HeartSmart means having hope in our hearts and believing that 'No Way Through' Isn't True!</p> <p>Ask the children to decorate the 'HOPE' bunting on the worksheet. Ask the children to take it home and hang it where they will see it every day to remind them to keep their eyes on hope.</p> |
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|  |  | <p><b>Session 5 Stepping out of our comfort zone (perseverance, hope)</b></p> <p>Ask the children to list their ideas to define the phrase ‘comfort zone’ (e.g. familiar, known, safe, already good at, can do easily, routine, etc.)</p> <p>Thomas Jefferson quote slide. Ask the children what they think this means. Draw out that all of life’s opportunities lie beyond our comfort zone. Show the slide and explain this is ‘Where the magic happens!’.</p> <p>Give the children a hoop each and a set of two different coloured post it notes.</p> <p>Ask the children to write on one of the sets of post it notes things that keep us in our comfort zone. Ask them to place these post it notes in the hoop (e.g. fear of failure, fear of being laughed at, lack of opportunity, peer pressure, not wanting to be different, lack of confidence, past failures, apathy, lack of support, habit, lack of awareness, etc.). Come back together and ask the children to share their ideas.</p> <p>Explain that new activities and experiences are often going to feel uncomfortable and unfamiliar - because they are new and something they have never done before.</p> <p>Remind the children that just outside of our comfort zone is ‘Where the magic happens!’. On the other colour post it notes, ask the children to write what could happen when they step outside their comfort zone into ‘Where the magic happens!’ (e.g. dreams, grow, learn, adventure, excitement, new relationships, new experiences, realise ‘I can do it!’, etc). Ask the children to place these on the floor outside the hoop.</p> <p><b>Session 6 Changes during puberty</b></p> <p>Explain that today you will be looking at how the brain changes during puberty. Explain to the children that the brain doesn’t grow in size during puberty (it is already about 90-95% adult size by time you are 6!) but it does undergo an extensive remodelling process.</p> <p>Show the children the slide of the brain. Briefly explain what each section of the brain does:</p> <p>Frontal lobe - Thinking, planning, decision making, reasoning, judgment, movement, behaviour<br/> Temporal lobe - Speech, hearing, learning, emotions<br/> Parietal lobe - Language and touch</p> |
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|  |  | <p>Occipital lobe - Visual processing<br/>Cerebellum - Balance, co-ordination<br/>Brain stem - Breathing, heart rate and temperature</p> <p>The brain develops from back to front. Ask the children which area they think is last to develop. That's right, the frontal lobe. Therefore teenagers often make decisions based on their feelings (based in the temporal lobe) rather than by thinking them through.</p> <p>Everyone develops at different rates. Your brain's re-modelling may be at a different stage to someone else.</p> <p>While your brain is under construction you may...</p> <p>Take more risks<br/>Feel a range of strong emotions<br/>Make impulsive decisions<br/>Be more vulnerable to stress factors<br/>Feel tired at different times</p> <p>It is important to look after yourself and your friends as you grow. Be kind, patient and encouraging to one another.<br/>Talk to an adult you trust if you have any concerns about how you are feeling.</p> |
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