

# KIDS BOOST IMMUNITY



LINKS TO SCOTLAND'S  
CURRICULUM FOR EXCELLENCE

# PURPOSE

At the heart of Scotland's Curriculum for Excellence are four fundamental capacities, all of which are supported by Kids Boost Immunity, which enable all young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

# PRINCIPLES OF CURRICULUM DESIGN

Scotland's Curriculum for Excellence describes five broad principles to consider during the process of curriculum making, all of which are supported by Kids Boost Immunity:

- Understanding the learners
- Knowing the big ideas
- Knowing your own learning and support learning needs
- Using meaningful learning networks
- Being clear on practice approaches.

# CURRICULUM AREAS

- Sciences
- Social studies
- Health and wellbeing

## SCIENCES

**KBI fits within the following experiences and outcomes:**

- Develop curiosity and understanding of the environment and my place in the living, material and physical world
- Develop skills for learning, life and work
- Recognise the impact the sciences make on my life, the lives of others, the environment and on society
- Recognise the role of creativity and inventiveness in the development of the sciences
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.

## KBI fits within *Biological systems: Body systems and cells*:

Biological systems					
	Early	First	Second	Third	Fourth
<b>Body systems and cells</b>  Learners develop their knowledge and understanding of the structure and function of organs of the body, including the senses. They learn about cells as the basic units of life, and their organisation to form familiar body systems. Through observation, research and practical investigation learners explore the risk and impact of microorganisms in relation to health, and then in industrial processes. They experience the use of technology in monitoring health and improving the quality of life and develop informed views on the moral and ethical implications of controversial biological procedures.	I am aware of my growing body and I am learning the correct names for its different parts and how they work.  HWB 0-47b	By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.  SCN 1-12a	By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.  SCN 2-12a	I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life.  SCN 3-12a	I can explain how biological actions which take place in response to external and internal changes work to maintain stable body conditions.  SCN 4-12a
	I can identify my senses and use them to explore the world around me.  SCN 0-12a	I have explored my senses and can discuss their reliability and limitations in responding to the environment.  SCN 1-12b	I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.  SCN 2-12b	I have explored the role of technology in monitoring health and improving the quality of life.  SCN 3-12b	Through investigation, I can explain how changes in learned behaviour due to internal and external stimuli are of benefit to the survival of species.  SCN 4-12b
		I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society.  SCN 1-13a	I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.  SCN 2-13a	Using a microscope, I have developed my understanding of the structure and variety of cells and of their functions.  SCN 3-13a  I have contributed to investigations into the different types of microorganisms and can explain how their growth can be controlled.  SCN 3-13b	By researching cell division, I can explain its role in growth and repair and can discuss how some cells can be used therapeutically.  SCN 4-13a  I have taken part in practical activities which involve the use of enzymes and microorganisms to develop my understanding of their properties and their use in industries.  SCN 4-13b
<b>Body systems and cells</b> (continued)				I have explored how the body defends itself against disease and can describe how vaccines can provide protection.  SCN 3-13c	I can debate the moral and ethical issues associated with some controversial biological procedures.  SCN 4-13c

# SOCIAL STUDIES

**KBI fits within the following experiences and outcomes:**

- Broaden my understanding of the world by learning about human activities and achievements in the past and present
- Develop my understanding of my own values, beliefs and cultures and those of others
- Explore and evaluate different types of sources and evidence
- Establish firm foundations for lifelong learning and for further specialised study and careers.

## KBI fits within *People, past events and societies* and *People in society, economy and business*:

People, past events and societies				
Early	First	Second	Third	Fourth
I am aware that different types of evidence can help me to find out about the past. SOC 0-01a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a	I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a
I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. SOC 3-02a	I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a
	I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a	I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a	

People in society, economy and business				
Early	First	Second	Third	Fourth
I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a	I can use evidence selectively to research current social, political or economic issues. SOC 2-15a	I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a	I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-15a
By exploring my local community, I have discovered the different roles people play and how they can help. SOC 0-16a	I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a	<p>I can explain how the needs of a group in my local community are supported. SOC 2-16a</p> <p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b</p> <p>I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c</p>	<p>I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. SOC 3-16a</p>	<p>I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. SOC 4-16a</p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. SOC 4-16b</p> <p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. SOC 4-16c</p>

# HEALTH AND WELLBEING

Kids Boost Immunity (KBI) has the following features that promote health and well-being:

- Engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- Uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- Helps children and young people develop the skills and knowledge required to make informed choices.

**KBI connects with and beyond health and wellbeing.**

For instance, within health and wellbeing, KBI provides accurate health information about the vaccine that protects against the human papillomavirus (HPV).

A cross curricular link to sciences examines the immune system, how vaccines work and vaccines students receive in school.

A social studies link explores child health equality, poverty, and the role global organisations play in immunisation.