



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410308 **Name:** School Health

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Society, family and school

Subject Matter: Childhood, health and nutrition **Type:** Compulsory

Department: Mathematics, Natural Sciences, and Social Sciences applied to Education

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Society, family and school

Subject Matter	ECTS	Subject	ECTS	Year/semester
Society, family and school	6,00	Society and Intercultural Education	6,00	1/1
Childhood, health and nutrition	6,00	School Health	6,00	3/1
Anthropology	6,00	Religion, Culture and Values	6,00	2/1
Educational intervention in the family context	4,00	Education and Family	4,00	1/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Elaborates a synthesis on the basic needs of the 0-6 year old child, based on a holistic concept of health.
- R2 Explains the main individual and social determinants of health and proposes arguments that support the importance of school in health promotion.
- R3 Demonstrates knowledge of the basic aspects that must contain any health education project in the school environment and designs a coherent proposal for the infant stage from the main areas of action marked by the curriculum and taking into account all the dimensions contemplated by a health promoting school.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.		X		
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.				X

SPECIFIC		Weighting			
		1	2	3	4
E1	To understand the learning and educational processes during childhood in the family, social and school environments.		X		
E3	To know the evolutionary particularities during childhood.		X		
E4	To recognize the identity of the stage and its cognitive, communicative, social, affective and psychomotor characteristics, as a fundamental basis for the development of school skills and learning.		X		
E5	To know the main evolutionary aspects of this period, in order to detect developmental difficulties and educational needs.		X		



E29	To analyze and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.		X	
E31	To know the basic principles of healthy development and behavior.			X
E32	To identify disorders in sleep, feeding, psychomotor development, attention, and auditory and visual perception.			X
E33	To collaborate with specialized professionals to solve such disorders.	X		
E34	To detect affective, nutritional and welfare deficiencies that disturb the adequate physical and psychological development of students.			X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R2, R3	5,00%	Oral presentation of group and individual work.
R1, R2	15,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

The evaluation includes several well-differentiated instruments: an examination of development questions and short answers, a health education project for the school setting, and small classroom activities. The final qualification will be the weighted average of the results obtained in each one of them, being necessary to overcome all of them independently. All the works will have a concrete execution and delivery date.

All oral and written production by the students will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teacher's Degree in Early Childhood Education".

Mention of Distinction: *In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.*

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

Single Evaluation: *Exceptionally, students who are unable to attend at least 60% of the classes and, therefore, cannot follow the continuous assessment system, may opt for this evaluation*



system. In such cases, evaluation will be carried out as follows: in addition to the final written exam, the student must follow a personalized tutoring plan established by the instructor and individually complete and present the tasks assigned during class sessions.

Use of AI: Students may use AI for personal study of the subject. Students may not use AI for completing graded tasks, unless it is specifically required for a particular activity and the instructor indicates so. If AI is used in any activity, students must specify in which part of the activity it was used, which AI tool was employed, and for what purpose.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M5 WORK AT SEMINARS
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M7	R1, R2, R3	28,00	1,12
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M7	R1, R2, R3	15,00	0,60
Supervised monographic sessions with shared participation M1	R2, R3	3,20	0,13
Presentation in plenary. Application of interdisciplinary knowledge M2, M7	R1, R2, R3	5,40	0,22
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R2, R3	3,40	0,14
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3	R1, R2, R3	5,00	0,20
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M7, M8	R1, R2	24,00	0,96
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M8	R1, R2, R3	66,00	2,64
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Fundamentals of health education	Concepts related to health education. Determinants of health. Anthropological foundations of health education
Lifestyles and health	Hygiene habits. Nutritional Health. Physical activity. Safety and accident prevention. Prevention of addictive behaviors. Mental health. Evolutionary factors of the nervous system. Principles of Neuropedagogy. Environment and health. Sexual health. Anthropological foundations of sexual affective behavior. Disease prevention and Health System.
School Health	Main topic areas of school health in early education. EpS in the curriculum. Role of school and teachers in the EpS. Health promotion projects at school. How to design a health education project for pre-school children.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Fundamentals of health education	8,00	16,00
Lifestyles and health	10,00	20,00
School Health	12,00	24,00



References

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