

TEACHING GUIDE

HEALTH EDUCATION, HYGIENE AND FOOD

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

The contents of this course are designed to ensure that future teachers acquire the necessary competencies to enable them to engage families in promoting healthy behaviors, monitor children's development, detect the most common disorders at this stage of childhood, collaborate with specialized personnel in finding solutions, and identify and use appropriate educational resources and materials.

III.-Learning outcomes

CGI2. Organisation and planning skills
 CGI3. Oral and written communication in the mother tongue
 CGP1. Teamwork
 CGP3. Interpersonal Relations Skills
 CGP4. Recognition of diversity and multiculturalism
 CGP5. Critical reasoning.
 CGS1. Self-directed learning
 CGS7. Creativity.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE3 Solid scientific, cultural and technological background
 CEGEI1 Know the curricular areas of Pre Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around the respective teaching and learning procedures.
 CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 CEGEI11 Designing experiences to get to know the natural world through sensory perception. (Sensorial and experiential development)
 CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

THEME I: FOOD

Unit 1: Nutrition. Background and preliminary concepts.

Unit 2: Nutrients. Carbohydrates, fats and proteins. Micronutrients.

Unit 3: Food. Characteristics, composition, classification. Manipulation and preservation.

Unit 4: Early childhood feeding. Food pyramid.

Unit 5: Diet of the 0-5 year-old child.

Unit 6: Feeding in childhood institutions. Intervention programs.

Unit 7: School lunches. Assessing menus for children.

Unit 8: Food allergies and intolerances.

Unit 9: Menus in special situations.

Unit 10: Feeding disorders in children.

THEME II. HEALTH AND DISEASE

Unit 11: Health at school.

Unit 12: Most common acute diseases during the infant education years.

Unit 13: Intervention of the teacher upon accidents at school.

Unit 14: Basic life support. How to use the automated external defibrillator.

Unit 15: Most common chronic diseases during the infant education years.

Unit 16: Pregnancy, birth and breast feeding.

THEME III. PSYCHOMOTOR AND PSYCHOSOCIAL DEVELOPMENT DURING THE STAGE OF INFANT EDUCATION

Unit 17: Foundations of the psychomotor and psychosocial development.

Unit 18: Evaluation and identification of alterations related to the motor and psychosocial development.

Unit 19: Activities to promote the development of psychomotor and psychosocial capacities and skills.

THEME IV. PREVENTION AND HYGIENE DURING THE STAGE OF INFANT EDUCATION

Unit 20: Prevention of accidents during the stage of infant education.

Unit 21: Prevention of risks during the stage of infant education.

Unit 22: Hygiene during the stage of infant education.

IV.B.-Training activities

Type	Title
Test and/or exams	WRITTEN EXAM 2: Theme II and CPR seminar
Test and/or exams	WRITTEN EXAM 3: Themes III and IV
Group work	SEMINAR on CPR: Vital risk situations: Basic cardiopulmonary resuscitation
Lectures	FORUMS: Critical discussion about news on childhood feeding
Group work	WORKSHOPS: Design of a program on Healthy Feeding at the Pre-Primary School
Test and/or exams	WRITTEN EXAM 1: Theme I



V.-Student workload	
Theoretical sessions	50
Resolution of exercises, problems, case studies, etc.	2
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	8
Academic tutorials	36
Related activities: conferences, seminars, etc.	12
Preparation of theoretical sessions and self-study	17
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	30
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 20 to Week 35	WORKSHOPS. At the beginning of the course proposals on childhood feeding will be made; the students will work in groups to prepare the workshop and present it to the the class at the end of unit I.
Other activities	Week 20 to Week 35	DISCUSSION FORUMS. News on childhood feeding will be proposed through Campus Virtual to reinforce specific knowledge; the students will have to discuss and offer their point of view.
Seminars	Week 20 to Week 35	Seminar on CPR: the date will be set at the beginning of the subject. This seminar will be performed at the Health Science School in Alcorcón. Attendance is mandatory to perform the exam on unit II.



Theoretical sessions	Week 20 to Week 35	THEMES I, II, III and IV: Lectures will take place during the official schedule. Student may be given course material to help with the preparation of the theoretical contents of the subject. In addition, activities may be carried out to facilitate understanding of the syllabus.
Tests and/or exams	Week 20 to Week 35	WRITTEN EXAMS (Themes I, II, III-IV): Attendance to the three exams is compulsory to pass the exam; they will assess knowledge on the theoretical part of the subject. To perform the exam of theme II, it is necessary to perform the CPR seminar
Academic tutorials	Week 20 to Week 35	FOLLOW UP SESSIONS on the workshops related to theme I

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Attendance will be controlled by signature. Attendance under 80% will have to be justified.

WRITTEN EXAMS: There will be 3 written exams, all re-assessable and must be done in person if possible because of the situation due to COVID-19. The first written exam will test for theme I and will make up 25% of the grade. The second exam will be on theme II and will make up 25% of the grade. The third written exam will test for theme III and IV and will make up 25% of the mark (Seminar on CPR is not re-assessable, see below). Method: Multiple choice test. The student must obtain at least 60% of correct answers (which would correspond to 5 out of 10 points) in each of the exams to pass the subject. Only when 5 points in each exam have been obtained, those obtained in the remaining activities/exams will be added. The exam/s not passed will have to be re-assessed in June; if one or more exams is not passed in June, the subject will be failed. In order to be able to take the 2nd written exam (Theme II+Seminar on CPR), the student needs to have previously attended the Seminar on CPR.

SEMINAR ON CPR: Attendance to this seminar is compulsory, otherwise the student will not be allowed to take Written Exam II and will fail the subject. Method: both attendance (under signature) and learning (through test and/or short-answer questions during Written Exam 2) will be evaluated. The Seminar will be performed at the end of theme II; the date for it will be specified at the beginning of the subject; and will take place at Alcorcón Campus. Re-assessment of this Seminar is not possible.

WORKSHOPS: This activity is compulsory and will be performed in groups. The workshops will be related to education in nutrition and students will be able to perform it during the time theme I takes place. This activity will make up 20% of the mark. Evaluation will be based on the quality of the workshop and its public presentation. Re-assessment of this part is not possible.

FORUMS: This activity will make up 5% of the mark. Both the number and type of individual contributions will be evaluated. No re-assessment will be possible.

TUTORIALS: Attendance is compulsory.

- Attendance to Seminar on CPR is compulsory, and only those students attending this seminar will have the opportunity to take the exam for theme IV (either in May or June); if the seminar is not attended, since it is not re-assessable, the student will fail the subject

- It is necessary to obtain at least 5 points (out of 10) in each written exam (for themes I, II, III and IV) in order to add the marks obtained in the remaining activities of the subject (workshops, forums); the points obtained after summing up the points obtained in tests (once all passed) and activities need to be 5 (out of 10) or higher in order to pass the subject, otherwise, the student will not pass the subject; if any of the activities mentioned above (workshops, forums) are not performed by the student, the corresponding points will not be obtained, and therefore the student will have to obtain higher marks in the written exams in order to pass the subject

- re-assessment applies only to written exams for theoretical themes (I, II, III, IV) and not to the other activities (seminar, forum, workshops). Re-assessment in June will only affect the theme/s previously failed; if any of the exams is still failed after re-assessment in June, the subject will be failed

Activity	Weight factor	Contents	Type
Written test 1 (minimum: 5/10)	25%	Theme 1	Re-assessable in June
Written test 2 (minimum: 5/10)	25%	Themes II and CPR seminar	Re-assessable in June
Written test 3 (minimum: 5/10) +Seminar CPR	25%	Themes III and IV	Re-assessable in June
Discussion forum	5%	Discussion of news	Not re-assessable in June
Workshops	20%	Workshops	Not re-assessable in June

SPECIAL ASSESSMENT ARRANGEMENTS: They will be ruled according to that stipulated on Article 19 of the Regulations for assessment of learning outcomes of Universidad Rey Juan Carlos, approved June 12, 2024. The assessment method to be applied in this call will be the same as that previously described for this course.

VII.B. Assessment of students with academic exemption from class attendance



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

School health Europe Manual (<http://www.schools-for-health.eu/for-schools/manual>)

Case Studies in Global School Health Promotion: From Research to Practice. Cheryl Vince Whitman, Carmen E. Aldinger - 2009 (<https://books.google.es/books?isbn=0387922695>)

Health, Safety, and Nutrition for the Young Child. Lynn R. Marotz. Wadsworth Publishing; 8 edition (2011).

Food and Health in Early Childhood: A Holistic Approach. Deborah Albon and Penny Mukherji. Sage Publications Ltd (2008).

Safety, Nutrition and Health in Early Education. Cathie Robertson. Wadsworth Publishing; 4 edition (2009).

Health Promotion Settings: Principles and Practice. Angela Scriven, Margaret Hodgins - 2011 (<https://books.google.es/books?isbn=1446291472>)

Consultation bibliography

Nutrición y dietética clínica. Salas-Salvadó, J. ELSEVIER-MASSON, 2009.

KRAUSE DIETOTERAPIA (INCLUDES EVOLVE). L. Kathleen Mahan, Sylvia Escott-Stump. Editorial: Elsevier España, 2008.

Promoción de la Salud y Cambio Social. Colomer Revuelta C, Álvarez - Dardet Díaz C. Masson, 2001

Sistema de Información de Promoción y Educación para la Salud. <http://sipes.msc.es/>

Tratado de Enfermería Infantil. Cuidados Pediátricos. Aguilar, M J. Elsevier: Madrid, 2002.

El tren de la salud Autor Ministerio de educación, Instituto de formación del Profesorado, investigación e innovación educativa (IFIIE) Editorial Madrid. 2009.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=469&TopicRelationID=485>

CIDE. Centro de Investigación y Documentación Educativa. MEC. España. <http://educalab.es/cniie>

Ganar salud en la escuela. Guía para conseguirlo. Autor Salvador Llivina, T.; Suelves Joanxich, Josep M.^a Editorial Madrid. 2009.

IX.-Professors

Name and surname	ANA BAGÜES ARIAS
E-mail address	ana.bagues@urjc.es
Department	Ciencias Básicas de la Salud
Campus	Madrid - Vicálvaro
Category	Profesor/a Permanente Laboral
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docencia	3



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Category	Profesor/a Asociado/a
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0