

TEACHING GUIDE

EDUCATION FOR HEALTH, HYGIENE AND NUTRITION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 03-07-2026



I.-Subject Identification

Type	OPTATIVA
Teaching period	4 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The contents of this subject will allow the future teacher to acquire the necessary competencies to participate with families in promoting healthy behaviors, follow children's development, detect the most frequent growth alterations during primary education, collaborate with specialized personnel in finding solutions, and discover and use educational resources related to health, hygiene, and nutrition.

III.-Learning outcomes

CGI02. Organizational and planning capacity
 CGI03. Oral and written communication in the mother tongue
 CGP01. Teamwork.
 CGP03. Skills in interpersonal relationships
 CGP04. Recognition of diversity and multiculturalism
 CGP05. Critical reasoning.
 CGS01. Autonomous learning
 CGS07. Creativity.
 CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE03 . Solid scientific and cultural and technological training
 CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
 CE05 . Acquire strategies, based on a coordinated work between various professionals to guide families in issues related to the development and education of students from 6 to 12 years old. (Perspective of coordination with other professionals and attention to families)
 CE12. Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (On health and hygiene)

- 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: Other food products

Unit 5: Manipulation and conservation of food at the school.

Unit 6: Nutrition of the child from 6-12 years old. Food pyramid. Intervention programs.

Unit 7: Diseases related to nutrition I and diet therapy.

Unit 8: Diseases related to nutrition II and diet therapy.

Unit 9: Diseases related to nutrition III and diet therapy.

Unit 10: Menus in special situations.

THEME II. HEALTH AND DISEASE

Unit 11: Health at school.

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

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

Unit 16: Foundations of the psychomotor and psychosocial development.

Unit 17: Evaluation and identification of alterations related to the motor and psychosocial development.

Unit 18: Activities to promote the development of psychomotor and psychosocial capacities and skills.

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

Unit 19: Prevention of accidents during the stage of primary education.

Unit 20: Prevention of risks during the stage of primary education.

Unit 21: Hygiene during the stage of primary education.

IV.B.-Training activities

Type	Title
Test and/or exams	Test 1: Theme I
Test and/or exams	Test 2: Theme II
Test and/or exams	Test 3: Theme III and IV
Group work	PBL 1: subject related to Theme I
Group work	PBL 2: subject related to Theme I
Group work	Workshop: subject related to Theme I
Group work	CPR seminar



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	40
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	25
Preparation of practical tasks, exercises, case studies, projects, etc.	12
Preparation for tests and/or exams	35
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 1 to Week 15	Problem based learning I: this will be related to Theme 1 and will be performed in person during the official schedule.
Group work	Week 1 to Week 15	Problem based learning II: this will be related to Theme 1 and will be performed in person during the official schedule.
Theoretical sessions	Week 1 to Week 15	Units I, II, III, and IV. Supporting material may be provided for the preparation of the theoretical classes. The classes will take place according to the official calendar.
Tests and/or exams	Week 1 to Week 15	Units I, II, III, and IV. These tests constitute the assessment of the theoretical content of the subject. Their completion is mandatory.
Group work	Week 1 to Week 15	Workshop related to the unit on Food
Other activities	Week 1 to Week 15	CPR seminar
Academic tutorials	Week 1 to Week 15	Tutorials for syllabus follow-up.



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

The teacher will indicate whether attendance to theoretical classes will be monitored by signature or URJC app. The minimum attendance required is 80%. If a student does not meet this percentage, he must provide justification to the professor.

TESTS: Tests will be performed to evaluate the knowledge on the contents of the subject. To pass each test and to average the grade with those of other activities, the student must obtain 5 points in each exam; the exam/s not passed will be re-assessed.

The exams of themes I, II, III and IV will consist of a written exam with multiple choice questions but also essay questions.

CPR SEMINAR: this seminar will be evaluated by attendance (under signature) and group work. The date of this workshop will be fixed on the day of the presentation and will take place at the Fac. of Health Sciences (Alcorcón Campus). Reassessment of the attendance to this Seminar is not possible, whilst the written assignment will be reassessable when the obtained grade is below 5 points out of 10. Attendance at this seminar is necessary in order to attend test 2.

PROBLEM BASED LEARNING 1, 2 AND WORKSHOP 1: This part will be evaluated through the work in groups. Reassessment of this part is not possible. Attendance to the seminars and workshops is compulsory (under signature), otherwise the student will not be able to sum up the points obtained in these PBL and workshop.

The table shows the minimum grade necessary to pass the subject, the weight factor for each activity and the unit to which each activity belongs to.

Activity	Minimum grade	Weight factor	Contents
Test 1	5	20	Theme I
test 2	5	15	Theme II
Test 3	5	15	Theme III+ IV
PBL 1	No	10	Theme I
PBL 2	No	10	Theme I
Workshop CPR	No	Assistance 10% Written assignment 10%	Vital risk situations: Basic CPR
Workshop Food	No	10%	Theme I

Advanced call: It 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 evaluation in this call will be the same as that previously described for this course, except for those activities which are performed in groups, in this case they will be completed individually.

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

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

Nutrition Education in Primary Schools. A PLANNING GUIDE FOR CURRICULUM DEVELOPMENT

(<http://www.fao.org/docrep/009/a0333e/a0333e00.htm>)

Nutrición y dietética clínica. 4 edition. Jordi Salas-Salvadó & Anna Bonada i Sanjaume & Roser Trallero Casañas & M. Engràcia Saló i Solà & Roser Burgos Peláez. ELSEVIER-MASSON, 2019

Krause Dietoterapia (incluye evolve) 14ª Edición. L. Kathleen Mahan, Sylvia Escott-Stump Editorial: Elsevier España, 201

Krause's Food & the Nutrition Care Process, 13th Edition. L. Kathleen Mahan, Janice L Raymond and Sylvia Escott-Stump. Saunders Ed.

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

Martínez Hernández, J. Nociones de salud pública, Madrid, es. Díaz de Santos, 2da. Edición.

Erin Safarjan, Good Buijs te al. Manual School Health Europe (SHE). 2013. Red europea escuelas promotoras de la salud.

Promover la salud en la escuela: de la evidencia a la acción. UIHPE 2010.

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

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

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

The Complete Guide to Nutrition in Primary Care 1st Edition. Darwin Deen and Lisa Hark (Editors), Wiley-Blackwell.

Título: Krause dietoterapia (incluye Evolve) Autor: L. Kathleen Mahan, Sylvia Escott-Stump Editorial: Elsevier España, 2008

Título: Nutrición y dietética clínica Autor: Salas-Salvadó, J Editorial: Elsevier-Masson, 2009

Consultation bibliography

Obesidad Infantil Prevención, intervenciones y tratamiento en atención primaria Hassink Editorial Editorial Médica Panamericana S.A, 2010.

Guía de la alimentación funcional Serra Majem, Ll. / Aranceta Bartrina, J. ELSEVIER-MASSON, 2009

Fundamentos de enfermería. Concepto, proceso y práctica. Kozier, B. McGraw-Hill-Interamericana: Madrid, 2005

CENTRO DE INVESTIGACIÓN Y DOCUMENTACION EDUCATIVA: <http://educalab.es/cniie>

SISTEMA DE INFORMACIÓN DE PROMOCIÓN Y EDUCACIÓN PARA LA SALUD. <http://sipes.msc.es>

IX.-Professors

Name and surname	ANA BAGÜES ARIAS
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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
Name and surname	SERGIO JOSÉ ROSSO NARANJO
E-mail address	sergio.rosso@urjc.es
Department	Enfermería y Estomatología
Campus	Madrid - Vicálvaro
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