

# **EUROPEAN SCHOOLING HELSINKI**

## **SYLLABUS FOR HEALTH EDUCATION**

**Secondary cycle, classes 3 - 5**

# HEALTH EDUCATION

## Introduction

Health instruction is based on a multidisciplinary foundation of knowledge. The starting point is the understanding of health as physical, mental and social functional capacity. The purpose of instruction is to promote know-how that supports the health, well-being and safety of pupils. The instruction should develop the pupil's readiness — knowledge-based, social, functional, ethical, and in the regulation of the emotions. Influential positive values and attitudes at the background of health education include taking responsibility for oneself (personal responsibility), a sense of social responsibility and respect for others.

The promotion of health and health education, social and life mastery skills and safety education and skills are all a part of health education as a school subject.

Health education is a pupil-oriented subject that supports functional capability and participation. The starting point in teaching should be the everyday life, growth and development of children and youth, as well as the human life cycle. The goal of instruction is to support the personal needs connected with the well-being of the growing and developing young person. Teaching deals with questions linked with locally or globally current questions of health and safety, and takes into consideration the special features of the pupil's cultural background.

## 1. Goals

### 1.1 General goals

The secondary cycle of the European Schooling has the two objectives of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupil should learn to describe, interpret, judge, and apply their knowledge. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, understanding of the environment in which pupils work and live and a development of their individual identity. These two major objectives are inseparably nurtured in the context of an enhanced awareness of the richness of European cultures. This awareness and the experience of a shared European life should lead pupils towards a respect for the traditions of each country in Europe, while preserving their own individual identities.

### 1.2. Health education goals

The goal of instruction is to promote knowledge and skills respective to health, lifestyle, health habits and diseases in addition to developing the readiness to assume responsibility and act in the advancement of personal health as well as the health of others. The aim of instruction is to promote safety and support the ability to act appropriately in situations in which personal safety and the safety of others is threatened. Instruction provides the readiness to develop an understanding of the significance to well-being of human relationships and interaction by furthering socio-emotional skills and the conceptual comprehension of related phenomena.

In teaching, skills related to the important acquisition of knowledge and its application are developed, acquaintance is made with the promotion of health in various cultures, and critical value-based consideration of health and well-being is encouraged. The goal of instruction is to provide information on action models linked with the health and safety of one's school.

Health instruction takes into account the goals and content taught earlier in various school subjects closely linked with humanity and human welfare, and these are appropriately deepened from the perspective of promoting health, safety and socio-emotional skills.

## **2. Health education goals and content in the secondary cycle, classes 3 - 5**

### **2.1. Class S3**

#### **2.1.1 Goals of instruction**

The pupil shall

- learn to recognize the key features of human growth, development and the human life cycle and understand the physical, mental and social development of youth
- learn the everyday functions that promote health and know how to look after his/her own health
- understand the significance of the sense of community, human relationships and mutual care in human welfare
- learn to recognize, understand and develop important skills in managing health and well-being

#### **2.1.2. Content of instruction**

##### **Growth and development, health education**

- taking care of one's health, respect for and protection of one's own body
- physical growth and development: diurnal rhythm, sleep, rest and strain, health-promoting physical exercise, nutrition and health
- mental growth and development: self-knowledge and respect for oneself, speaking about matters that weigh upon the mind
- social growth and development: individuality and diversity, a positive sense of community, caring for and looking after others
- the most common illnesses and their self-treatment
- special features and requirements of adolescence, developing sexuality

##### **Safety and social skills**

- becoming aware of one's own emotions and expressing them, recognition and use of the emotional vocabulary pertaining to one's own culture,
- mental and physical safety, prevention of bullying and protection of one's privacy
- safety outside school hours
- traffic safety
- safety instructions from the school, emergency first aid

### **2.2. Class S4**

#### **2.2.1. Goals of instruction**

The pupil shall learn to

- understand him/herself and human diversity as well as various values and perspectives connected with health, disability and illnesses
- describe and assess pivotal factors promoting health and causing illnesses, in addition to identifying and considering choices connected with health and safety
- look after him/herself and his/her environment, recognize the need for preventive action and assistance

- act appropriately in situations connected with health, illness and safety

### **2.2.2. Content of instruction**

#### **Health, illness and everyday life: situations of choice**

- nutrition-related requirements and problems in various situations, most common allergies and special diets
- tobacco, alcohol and other drugs
- dimensions of pleasure and addiction and the choices connected with them
- sexual health: sexuality, human relationships, dating and associated values, norms and responsibility
- the most prevalent infectious diseases and illnesses, identifying symptoms, falling ill
- responsibility for oneself, sense of social responsibility and respect for other human beings

#### **Social skills and safety**

- verbal and non-verbal communication, the regulation of one's feelings through thought and action, learning to see things from the perspective of others, the regulation of unpleasant emotions
- significance of rules, agreements, trust and confidence from the standpoint of well-being
- violence and harassment, its prevention, means of intervention and support
- traffic safety and behaviour
- danger, accidents, injuries and first aid

## **2.3. Class S5**

### **2.3.1. Goals of instruction**

The pupil shall

- learn to assess the importance of the environment, lifestyles, culture and the media from the perspective of safety and health
- know how to employ concepts linked with health and illness as well as knowledge acquisition methods, and utilize them in promoting health
- understand the significance of rules, agreements, trust and confidence as a requisite of well-being in community units such as the family, school, peer group and society

### **2.3.2 Content of instruction**

#### **Cycle of life, health as a resource and ability to cope**

- a person's cycle of life, various life stages, birth, death
- family and social relationships, mental health and its fluctuations, balance between mind and body
- health, working and functional capacity, personal resources
- sexual health: individual variation in sexual development, community values and norms from the perspective of risks, diversity of sexuality, and responsibilities/obligations
- emotions and their expression, social support and safety networks, interaction skills
- resolution of conflicts and speaking of matters that weigh upon the mind
- development and life cycle crises, sudden crises and how to cope with them
- tolerance

#### **Health, society and culture**

- obligations and responsibility of the individual in the immediate community and in society
- the rights of and support for children and youth
- environment and health, well-being at work

- global health threats, culture and health
- public health care and welfare services and civic action in the advancement of health

### **3. Methods of instruction**

Functionality, learning by doing, sense of community, investigative learning and the application of information and skills to everyday life are emphasised in working. Value consideration, unit and group exercises, drama and the practice of social skills are employed as work methods, as well as working modes designed to develop discussion skills.

Investigative learning, functionality and a sufficiently practical approach to teaching are supported by increasing familiarity with targets and operational models which promote the health and safety of the personal learning environment and immediate surroundings. Operational methods and cooperation with, for instance, arts subjects lend support to the implementation of goals associated with social skills. Where this is possible, benefit may also be gained from specialists outside the school or in becoming acquainted with health services and health/safety-based and other civic organizations.

In instruction, pupils are encouraged to present their own independent opinions and personal experiences by taking into account the right of each person to his/her own privacy. In health instruction, emphasis is placed on respect for the integrity and ethicality of human beings as well as the responsibility of adults to draw the line when handling questions relating to their own health and personal well-being.

## **4. Assessment**

### **4.1 Purpose and principles of pupil assessment**

Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning. It should also be a basis for pupils' further development and plays an important role in the provision of educational guidance for pupils, parents, or guardians and the school. Assessment need not always involve the award of a mark and it should not be punitive, but it should evaluate performance. For teachers, assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time. The following general principles of assessment of learning outcomes should be observed:

- performance should be assessed against all the objectives relating to knowledge and skills set out in the syllabus
- assessment must relate to work which has been covered in the course
- all types of work done by the pupil on the course should be a part of the assessment process - eg. oral and written contributions, class tests, practical work
- pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale
- pupils should know how their performance compares with other pupils, in the same or other sections; this requires co-ordination between the teachers of the same and different sections to ensure comparability.

### **4.2 Health instruction assessment**

In health education, assessment concerns the realization of the subject's goals – not the personality of the pupil or his/her health-related behaviour. Assessment is based on all-round demonstration, guiding the pupil to consider his/her own health-based expertise and thinking in matters connected with health and safety. In assessing health education, use may be made of self-evaluation, diary or portfolio work, tests, individual and group assignments, functional tasks, presentations, minimal-format surveys and research.

Emphasis in assessment is on the understanding and application of information concerning health and illness. Attention is given to how the pupil is capable of using and combining information based on various sources. The object of assessment is the pupil's readiness for ethical value consideration with respect to health and illness and the ability to justify his/her own health choices, as well as the skill to evaluate solutions carried out in the community concerning health and illness.

### **4.3. Criteria of health instruction assessment at completion of 5<sup>th</sup> class**

Same criteria can be utilised in the assessment of lower classes.

#### **Growth and development, health and illness**

The pupil shall

- know the features of various periods of life and events associated with the life cycle, know how to examine them from the perspective of health, and provide examples of the individual manifestation of growth and development
- know how to explain how sleep and rest affect alertness and well-being, provide examples of balanced and diverse nutrition from the health standpoint, and know of the health impacts of physical activity and the foundations of physical exercise for health
- know how to look after him/herself and his/her health
- know the criteria of sexual health, be aware of the significance of birth control and related methods, and know how to consider and justify responsible sexual behaviour
- know how to describe and discuss addictions and health risks from the use of intoxicants and mood-affective drugs such as tobacco, snuff, alcohol, drugs and solvents in addition to reasons for and consequences of usage, providing examples with rationales of the means to avoid their use
- know how to name some of the most common infectious diseases and other illnesses and describe their prevention in general outline with examples
- know how to wield pivotal health- and illness-related concepts and critically evaluate various health education-based data acquisition sources
- know how to make observations of his/her feelings and symptoms and know the criteria of the appropriate use of medications

#### **Socioemotional skills, resources and the ability to cope**

The pupil shall

- know how to describe a good friendship and characteristics of a functional community as well as provide examples of key interaction skills
- know how to characterize the significance of and provide examples of seeking and receiving social support
- know how to name, identify and express various emotions and describe their reasons, together with providing examples of how the behaviour and interactions based on them can be regulated in a manner suitable to the circumstances
- know how to consider the significance to health of lifestyle choices and make out a case for or, through examples, show choices that promote everyday health
- identify some of the main features of the life cycle and of development as well as those linked with sudden crises, and know how to tell about the safety networks available in crisis situations in his/her immediate community

## **Safety information and skills, society and culture**

The pupil shall

- know how to describe environmental health and safety and provide examples of the means that promote it in his/her own immediate surroundings
- identify bullying, harassment and other characteristics of violence and know how to generate practical examples of violence prevention and constructive communication
- know the main principles of traffic safety
- be familiar with the main characteristics of emergency first aid, know how to describe or show how to act in various danger- or accident-related situations and provide first aid
- know about the health and welfare-related services of his/her own school and municipality, know how to seek them and describe, with examples, how to function appropriately in using such services
- know of the key global threats to health and how to consider cultural differences associated with health and illness
- know how to describe the pivotal rights of children and youth and legislation concerning restrictions on activity, and their consequences.