



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412073 **Name:** The Church, the Sacraments and Morality

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 2

Module: Teaching of religion

Subject Matter: Teaching of Religion **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Teaching of religion

Subject Matter	ECTS	Subject	ECTS	Year/semester
Teaching of Religion	18,00	Pedagogy and Didactics of Religion in School	6,00	0, 1, 4/2
		The Christian Message	6,00	0, 2, 4/1
		The Church, the Sacraments and Morality	6,00	3, 4/2

Recommended knowledge

Not required



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 The student is able to situate Jesus of Nazareth in his historical and religious context.
- R2 The student describes the centrality of Jesus' message: the Kingdom of God.
- R3 The student is able to discern the coherence between Word, Acts and Life in Jesus of Nazareth.
- R4 The student describes the fact of the Paschal Mystery as the central event of Christianity.
- R5 The student gives a reason for the faith of the Church in the Trinitarian God.
- R6 The student makes a theological argument for the Church as the universal sacrament of salvation.
- R7 The student locates in the Bible the texts that make reference to the novium.



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
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		
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.		X		
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.		X		
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.		X		
SPECIFIC		Weighting			
		1	2	3	4
ER1	To know more broadly the religious fact throughout history and its relationship with culture.				X
ER2	To insert and situate the school religious teaching in the whole of the educational activity and culture.				X
ER3	To know the centrality of the figure of Jesus Christ and his message.				X
ER4	To understand the deep meaning of the sacramental signs.				X
ER5	To foster dialogue and social relations through social commitment.				X



Assessment system for the acquisition of competencies and grading system

Observations

****It is a prerequisite to pass the course that the student does not commit more than 3 serious spelling mistakes in each written test (both in papers and in the theoretical-practical exam).**



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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
- M4 APPRENTICESHIP CONTRACTS
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



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, M3, M4, M6, M9, M10	R1, R2, R3, R4, R5, R6, R7	37,50	1,50
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. M5, M7	R1, R2, R3, R4, R5, R6, R7	2,50	0,10
Presentation in plenary. Application of interdisciplinary knowledge M1, M3	R1, R2, R3, R4, R5, R6, R7	6,00	0,24
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, M10	R1, R2, R3, R4, R5, R6, R7	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M3, M4, M6, M9	R1, R2, R3, R4, R5, R6, R7	2,50	0,10
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.		25,00	1,00
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.		65,00	2,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. The Church, the new People of God	Presence of the Spirit and the beginning of the Church. The apostolic Church. The Church, People of God of the new covenant. Universality and catholicity of the People of God. The various charisms and ministries in the Christian people. The hierarchical constitution of the Church. The mission of the Church.
2. Mary, Mother of God and our Mother	- The Mother of Jesus Christ: Divine Maternity. Mary and the Holy Spirit. Sign of the mercy of God the Trinity. Intercession.- Mother of the Church. Teacher and model of Christian discipleship.
3. The sacraments and worship of the Church	The sacraments and worship: expression of faith, signs and means of salvation. Liturgical signs. Sacraments and sacramentals. Liturgical seasons and Christian feasts. The sacraments of Christian initiation: Baptism. Confirmation. Eucharist. Sacraments of healing: The sacrament of Penance and Reconciliation. Anointing of the sick. Sacraments at the service of the community: Apostolic Ministry. Marriage



4. Gospel morality, the foundation of Christian behaviour

Biblical foundation of Christian ethics.
Fundamental morality: the Christian life project. The fundamental option: Christian life project.
The moral act and the formation of conscience.
The development of moral judgement, the formation of conscience and the education of the moral sense.
Moral education as a key to the formation of the personality.
The moral dimension of human existence.
Moral criteria from a Christian perspective on current issues:
Respect for human life.
The human rights of all.
Peace. Ecology and ethics. Health and quality of life. Social justice. Citizenship. Respect, tolerance and cooperation.

5. The Mission

The community of believers: ecclesial meaning. Sending to evangelise in schools: an original form of the ministry of the word. The Catholic Religion teacher makes the Church present in the school. Our proposal: a new form of life and human relations.

6. The Catholic Religion teacher

The evangelising sense of the teacher. Attitude and charisma. References and models. Formation.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. The Church, the new People of God	6,00	12,00
2. Mary, Mother of God and our Mother	4,00	8,00
3. The sacraments and worship of the Church	5,00	10,00
4. Gospel morality, the foundation of Christian behaviour	5,00	10,00
5. The Mission	5,00	10,00
6. The Catholic Religion teacher	5,00	10,00



References

1. *Sagrada Biblia. Versión oficial de la Conferencia Episcopal Española (2011)*. Madrid, BAC.
 2. A. ÁVILA (2003). *Para conocer la psicología de la religión*. Estella, Verbo Divino.
 3. A. CABRERO UGARTYE (2011). *Aprender a enseñar religión. Didáctica de la Religión en Educación Infantil y Educación Primaria. Grado de Magisterio*. Madrid, Palabra.
 4. COMISIÓN EPISCOPAL DE ENSEÑANZA Y CATEQUESIS (2007) *Currículo del Área de Religión y Moral Católica*. Madrid, EDICE.
 5. LL. DUCH (1995). *Religión y mundo moderno. Introducción al estudio de los fenómenos religiosos*. Madrid.
 6. A. FERNÁNDEZ GARCÍA (2008). *Actividades de religión para infantil y primaria*. Madrid, PPC
 7. J. C. GARCIA DOMENE (2006), *Enseñanza religiosa escolar. Fundamentos y Didáctica*, Murcia, Espigas. Incluye CD ROM
 8. M. E. GÓMEZ SIERRA (2011) *Didáctica de la religión. Tesoro escondido en la escuela, Madrid, PPC, educar práctico*.
 9. E. GONZÁLEZ (COORDS) (2006). *Psicología del Ciclo vital*. Madrid, FS.
 10. J. LACUEY (2009). *Recursos para la clase de religión*, Madrid, PPC
 11. P. POUPARD (1987). *Diccionario de las religiones*, Barcelona, Herder.
 12. A. RUIZ DE ELVIRA (1984). *Mitología clásica*. Madrid.
 13. A. SAMUEL (1995). *Para comprender las religiones en nuestro tiempo*. Estella, Verbo Divino.
- Youcat Español (2010). *Catecismo joven de la Iglesia Católica* (2010). Madrid, Encuentro.
- Bibliografía**



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: