



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411206 **Name:** Religion, Culture and Values

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Society, family and school

Subject Matter: Anthropology **Type:** Basic Formation

Department: General Didactics, Theory of Education, and Technological Innovation

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

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 understands the value of ERE for the integral development of the person.
- R2 The student learns to recognize the manifestation of the Christian religious fact in cultural and artistic samples.
- R3 The student knows how to identify the origin of the values on which our society is based: Gospel values.
- R4 The student recognizes that the Christian God is involved with everything human and with every human being.
- R5 The student is able to historically contextualize a book or a biblical passage. The student is able to locate it in the Bible.
- R6 The student is able to adapt the fundamental contents of biblical revelation into accessible language.



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):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.			X	
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
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	



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
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				X
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.		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		
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.		X		

SPECIFIC		Weighting			
		1	2	3	4
E26	To create and maintain communication links with families to effectively influence the educational process.		X		
E27	To know how to exercise the functions of tutor and counselor in relation to family education.			X	
E28	To promote and collaborate in actions inside and outside the school, organized by families, municipalities and other institutions with an impact on citizenship education.		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		



E30 To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.

x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4	50,00%	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, R5	15,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R6	35,00%	Non-final written exams: individual or group directed work.

Observations

N-PERSON ASSESSMENT IN THE CLASSROOM: The final written test/exam will consist of: A section of between 20 and 40 closed-answer questions (true or false, multiple choice, fill in the blanks, sort) that will count for 60% of the exam grade. One correct answer will be deducted for every three incorrect answers. A section of between 2 and 4 theoretical and practical development questions that will count for 20% of the exam grade. The projects and development work will consist of: Classroom practices and questionnaires: 25% of the course grade. Activity and materials design work: 15% of the course grade. Single assessment: Exceptionally, students who cannot take the continuous assessment system due to not attending at least 60% of the classes may opt for this assessment system.

In this case, it will be assessed as follows: Exam: With the same format described above and will account for 75% of the grade for the subject. Assessed Learning Outcomes: R1 Activity and materials design work: will account for 15% of the grade. Assessed Learning Outcomes: R6 Oral presentation of individual or group work: will account for 10% of the grade. Assessed Learning Outcomes: R2 and R3.

Use of Artificial Intelligence: The use of AI is permitted for: Study support (generating alternative explanations, concept maps, or self-assessment exercises) Receiving feedback on the clarity or coherence of one's own text. The use of AI is not permitted for: Completing assessable tasks, unless required in a specific activity and instructed by the instructor. If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose. Other observations: It is an essential requirement to pass the course to pass the final written exam and to have submitted 50% of the assessable tasks.
CRITERIA FOR GRANTING A MATRICULATION WITH HONOR:



In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the "Matrícula de Honor" distinction may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honors may be awarded globally among the different groups of the same subject. However, the total number of honors to be awarded will be the same as if they were assigned per 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 the "Matrícula de Honor" will be determined by the professor responsible for the subject, as detailed in the "Observations" section of the evaluation system in the teaching guide.

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
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, M8	R1, R3, R4, R5	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	R2, R6	2,50	0,10
Presentation in plenary. Application of interdisciplinary knowledge M2	R6	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. M8	R2	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1	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. M5	R5	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. M8	R2	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
3 Introduction to the Bible	The Holy Scripture, the Word of God in human words: structure, books, origin, and formation. Introduction to the Old and New Testaments. Literary genres and interpretation of the Bible. The manifestation of God in created works: reconciliation with God, with oneself, with others, and with nature. God's covenant with his people: promise, sin, and salvation. Summary: Jesus reveals the history of salvation. Biblical characters and their significance in the believing experience of Israel and in the Christian experience. Women in the Bible.
1. Introduction to the religious fact	1. Introduction to the religious fact and the dialogue between different religious traditions and cultures • The religious experience: anthropological reality • The presence of the religious fact in the contemporary world in its different social, moral, cultural, and artistic manifestations • Approach to different religious traditions: Judaism, Islam, Hinduism, Buddhism • Interreligious dialogue and intercultural dialogue in light of Christian novelty (Second Vatican Council) • Christianity and dialogue with culture: Christian roots of Western civilization • The secularization of culture, atheism, agnosticism, religious indifference, and the resurgence of sects • Religion and public life in a democratic society
2. The Human Person	• Human Dignity and Human Rights in Christian Anthropology • Religious Experience as an Anthropological Reality • Interiority and Spiritual Intelligence • Creation: Image of God • Vocation: Union with God and Care for Creation • The Human Condition: Sin and Grace • The Search for Meaning in Life and Happiness • The Life Plan: Gift and Task of Christian Life



Temporary organization of learning:

Block of content	Number of sessions	Hours
3 Introduction to the Bible	10,00	20,00
1. Introduction to the religious fact	10,00	20,00
2. The Human Person	10,00	20,00



References

BASIC:

CHURCH DOCUMENTS:

Second Vatican Council. Constitutions, Decrees, Declarations, Post-Conciliar Legislation, BAC, Madrid, 1970.

Deus Caritas Est, Encyclical Letter of His Holiness Benedict XVI, Madrid, San Pablo, 2006.

Spe Salvi, Encyclical Letter of His Holiness Benedict XVI, Madrid, San Pablo, 2007.

Caritas in Veritate, Encyclical Letter of His Holiness Benedict XVI, Valencia, Edicep, 2009.

John Paul II, Encyclical "Fides et Ratio."

Catechism of the Catholic Church, Association of Catechism Publishers / CIC, Eunsá.

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AUTHORS:

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Domingo Moratalla, A., Democracy and Charity, Sal Terrae, Santander, 2015.

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Torres Queiruga, Andrés, Recovering Creation. For a Humanizing Religion, Cantabria, Sal Terrae, 1997.

COMPLEMENTARY:

Frankl, Viktor, Man's Search for Meaning, Herder, 2004.

Umberto Eco - Carlo Maria Martini, What Do Those Who Don't Believe Believe?, 1997, EDI.

TEMAS DE HOY

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Course guide

Year 2025/2026

1411206 - Religion, Culture and Values

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