



## 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 **Semester:** 2

**Module:** Teaching of religion

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

**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

### Teaching of religion

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

## 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 gives a reason for the faith of the Church in the Trinitarian God.
- R2 The student makes a theological argument for the Church as the universal sacrament of salvation.



## 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
ER4	To understand the deep meaning of the sacramental signs.				X
ER5	To foster dialogue and social relations through social commitment.				X
ER8	To recognize and adopt moral criteria from a Christian perspective on current issues.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	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.
R1, R2	25,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2	25,00%	Non-final written exams: individual or group directed work.

### Observations

#### Single Evaluation

Exceptionally, students who cannot participate in the continuous assessment system due to attending less than 70% of classes may opt for this evaluation system.

They must submit a dossier with the assigned work activities, and additional questions will be included in the final written exam (which will account for 50% of the evaluation) based on the results presented by the student in the dossier.

#### Criteria Where the Use of Artificial Intelligence IS Allowed

##### 1.Support in understanding biblical or theological texts

- Use of AI to obtain clear explanations of theological concepts, biblical quotes, or Church Magisterium documents.

- Always respecting doctrinal fidelity and cross-checking with official sources.

##### 2.Creation of outlines, concept maps, or summaries

- Permitted use for organizing complex ideas or summarizing content such as parables, doctrines, or Vatican documents.

##### 3.Preparation of teaching materials

- Using AI to generate creative ideas as resources for teaching about the Church, sacraments, and morality to children (e.g., stories, games, adapted activities).

##### 4.Consultation of interreligious and contextual resources

- To contextualize the Christian message within the cultural or religious diversity of the classroom, AI may be used (with discernment) to gather information about other religions or social contexts.



## 5. Linguistic and stylistic correction

· Use of AI to review spelling, grammar, and style in written work or presentations, without altering the student's original content.

## 6. Preparation for debates or personal reflection

· AI may be used to explore different perspectives on a topic before an oral presentation, promoting informed dialogue.

### Criteria Where the Use of Artificial Intelligence Is NOT Allowed

#### 1. Writing personal or spiritual reflection papers

· AI use is not allowed in tasks requiring personal faith experience, ethical reflection, or internalization of content. These must come from the student's personal experience.

#### 2. Written evaluations or exams

· AI use is prohibited during assessments that measure understanding, interpretation, and personal expression of the subject content.

#### 3. Substitution for reading biblical texts or Church documents

· AI may not be used to avoid direct reading of the Bible, Catechism, encyclicals, or other foundational texts.

#### 4. Use without supervision or without citing the source

· It is forbidden to present AI-generated texts as one's own without indicating that the tool was used.

#### 5. Use of AI with non-doctrinal or anti-Christian content

· It is not permitted to consult tools that generate erroneous, heretical, or relativistic interpretations of the Christian message without cross-checking with academic and magisterial sources.

### Conclusion

AI can be a useful ally in learning the subject, as long as it is used responsibly, under teacher supervision, and with ethical awareness. It cannot replace inner experience, personal discernment, or the pedagogical and spiritual commitment the subject requires.

### 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
- 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, M5, M6, M10	R1, R2	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. M6, M7, M10	R1, R2	6,00	0,24
Presentation in plenary. Application of interdisciplinary knowledge M6	R1, R2	2,50	0,10
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	R1, R2	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M6	R1, R2	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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, M7, M10	R1, R2	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. M1, M5, M6, M8	R1, R2	65,00	2,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Topic 1. The Church, the new People of God	<ul style="list-style-type: none"><li>- <b>Presence of the Spirit and the Beginning of the Church</b><ul style="list-style-type: none"><li>·The Apostolic Church and the First Christian Communities</li><li>·Mary, Mother of the Church</li><li>·The Church, People of God of the New Covenant</li><li>·Universality and Catholicity of the People of God</li><li>·Organization and Hierarchical Constitution of the Church</li><li>·The Various Charisms and Ministries in the Christian People</li></ul></li><li>- <b>The Mission of the Church</b><ul style="list-style-type: none"><li>·The History of Christianity</li><li>·The Church Fathers and the First Councils</li><li>·Witnesses and Projects</li><li>·The Church Going Forth: Faith-Culture Dialogue, Ecumenism</li><li>·Participation in a Synodal Church</li><li>·Current Contributions of the Church to Society</li></ul></li></ul>
Topic 2: The Liturgical Celebration of the Life of the Church and the Christian Commitment	<ul style="list-style-type: none"><li>- <b>Anthropological and Sociological Dimension of Life and Faith</b><ul style="list-style-type: none"><li>·Prayer and the Communal Celebration of Faith</li><li>·Liturgical Seasons and Christian Festivities</li><li>·The Sacraments of Christian Initiation, Healing, and Service</li><li>·Faith That Leads to the Commitment of Caring for Others</li></ul></li></ul>



Topic 3: The Moral Dimension of the Christian Experience

- Biblical Foundation of Christian Ethics
- The Fundamental Option: A Christian Life Project
- The Moral Act and the Development of Moral Judgment
- Freedom and Responsibility
- Moral Education as a Key to Personality Formation
- The Moral Dimension of Human Existence
- Principles and Values of the Church's Social Teaching
- Human Dignity and Human Rights
- Peace, Justice, and Relations Among Peoples
- Integral Ecology and Fraternity: Building the "Common Home"
- Respect, Tolerance, and Cooperation

Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1. The Church, the new People of God	10,00	20,00
Topic 2: The Liturgical Celebration of the Life of the Church and the Christian Commitment	10,00	20,00
Topic 3: The Moral Dimension of the Christian Experience	10,00	20,00

## References

- Concilio Vaticano II. Constituciones, Decretos, Declaraciones, Legislación posconciliar, BAC, Madrid, 1970.
- Catecismo de la Iglesia Católica, Asociación de Editores del Catecismo / C.I.C, Eunsal.
- Cabrero Ugarte, A., la Vida en Cristo. Iglesia, Sacramentos y Moral Grado Magisterio, Ediciones Palabra, Madrid 2012
- Forte, B., Introducción a los sacramentos. Paulinas. Madrid 2007.
- Vilarroig Martín, Jaime; Cano Alarcón, María José; Iglesia, Sacramentos y Moral, CEU Ediciones, Madrid, 202



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# Course guide

Year 2025/2026

1412073 - The Church, the Sacraments and Morality

