



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162082 **Name:** The Church, the Sacraments and Morality

Credits: 6,00 **ECTS Year:** 0, 3 **Semester:** 1

Module: Teaching of religion

Subject Matter: The Church, the Sacraments, and Morality **Type:** Elective

Field of knowledge: Social and legal sciences

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

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

06PR3AZ Juan Jose Llamedo Gonzalez (**Profesor responsable**)

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06PR3G Carlos Miguel Vidal Garcia (**Responsible Lecturer**)

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06PR3ON Vicente Jose Wieden Paya (**Responsible Lecturer**)

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Module organization

Teaching of religion

Subject Matter	ECTS	Subject	ECTS	Year/semester
The Christian Message	6,00	The Christian Message	6,00	2/2
The Church, the Sacraments, and Morality	6,00	The Church, the Sacraments and Morality	6,00	0, 3/1
Pedagogy and Didactics of Religion in School	6,00	Pedagogy and Didactics of Religion in School	6,00	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 gives reasons for the Church's faith in the Trinitarian God
- R2 The student provides theological arguments for the Church as a 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
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			X	
SPECIFIC		Weighting			
		1	2	3	4
ER4	To understand the deeper meaning of sacramental signs.				X



ER5	Encourage dialogue and social relations through social engagement.				X
ER8	Recognise and adopt moral criteria from a Christian perspective on current issues.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2	30,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	50,00%	Written tests: Objective tests with short and extended responses.
	10,00%	Projects. Development and/or design works.

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.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2	15,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	15,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)



R1, R2	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R2	10,00%	Projects. Development and/or design works.

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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	Participatory Master Class
M5	Seminar Work
M6	Problem-based Learning



M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M6, M7, M9	R1, R2	6,00	0,24
Theoretical Class M1, M5, M6, M7	R1, R2	37,50	1,50
Practical Class M6	R1, R2	2,50	0,10
Tutoring M9, M10	R1, R2	11,50	0,46
Evaluation M6	R1, R2	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M5, M7, M9	R1, R2	25,00	1,00
Individual work M1, M5, M6, M10	R1, R2	65,00	2,60
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M20	R1, R2	18,30	0,73
Practical class (e-learning mode) M13, M18, M20	R1, R2	16,70	0,67
Seminar (e-learning mode) M13, M20	R1	6,80	0,27
Individual tutoring (e-learning mode) M19	R1, R2	15,00	0,60
Evaluation (e-learning mode) M11	R1, R2	3,20	0,13
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13, M18	R1, R2	61,70	2,47
Group Work (e-learning mode) M13	R2	3,30	0,13
Discussion Forums (e-learning mode) M13	R2	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2	22,50	0,90
TOTAL		90,00	3,60



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



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

BÁSICA:DOCUMENTOS DE LA IGLESIA:

- Concilio Vaticano II. Constituciones, Decretos, Declaraciones, Legislación posconciliar, BAC, Madrid, 1970.
- Deus Caritas est, Carta encíclica de S. S. Benedicto XVI, Madrid, San Pablo, 2006.
- Spe salvi, Carta encíclica de S. S. Benedicto XVI, Madrid, San Pablo, 2007.
- Caritas in veritate, Carta encíclica de S. S. Benedicto XVI, Valencia, Edicep, 2009
- Juan Pablo II, Encíclica "Fides et Ratio".
- Evangelii Gaudium. Exhortación Apostólica de S. S. Francisco. Madrid. San Pablo 2013.
- Catecismo de la Iglesia Católica, Asociación de Editores del Catecismo / C.I.C, Eunsu. Nueva Biblia de Jerusalén, Desclée De Brouwer.
- Comisión episcopal de Enseñanza y Catequesis. El profesor de Religión Católica. Identidad y misión. Madrid 1998

COMPLEMENTARIA:

- Ll. Duch. Religión y mundo moderno. Introducción al estudio de los fenómenos religiosos. Madrid 1995
- J.C. García Domene. Enseñanza religiosa escolar. Fundamentos y Didáctica. Murcia 2006.
- Ma E. Gómez Sierra. Didáctica de la Religión. Tesoro escondido en la escuela. Madrid 2011. A. Grün. La fe de los cristianos. San Pablo. Madrid 2007.
- B. Forte. Introducción a los sacramentos. Paulinas. Madrid 2007.
- J. Lacuey. Recursos para la clase de Religión. Madrid 2009.
- A. Ruiz de Elvira. Mitología clásica. Madrid 1984.



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:

No change



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
No change		No change	Microsoft Teams

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

Comments to the Assessment System:

No change



ONLINE 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	
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