



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162084 **Name:** Pedagogy and Didactics of Religion in School

Credits: 6,00 **ECTS** **Year:** 0, 4 **Semester:** 2

Module: Teaching of religion

Subject Matter: Pedagogy and Didactics of Religion in School **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:

02PR2A Enrique Orquin Fayos (Responsible Lecturer)

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02PR2AL Maria Luisa Canduela Serrano (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, 3/2
The Church, the Sacraments, and Morality	6,00	The Church, the Sacraments and Morality	6,00	3, 4/1
Pedagogy and Didactics of Religion in School	6,00	Pedagogy and Didactics of Religion in School	6,00	0, 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 capable of situating 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 capable of discerning the coherence between Word, Deeds, and Life in Jesus of Nazareth
- R4 The student describes the mystery of the Paschal event as the central event of Christianity
- R5 The student gives reasons for the Church's faith in the Trinitarian God
- R6 The student provides theological arguments for the Church as a universal sacrament of salvation
- R7 The student locates in the Bible the texts that refer to the novissimums



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	
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			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		

SPECIFIC	Weighting			
	1	2	3	4
ER1 To gain a broader understanding of religion throughout history and its relationship with culture.			x	
ER2 Insert and situate school religious education in the whole of educational activity and culture.			x	



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ER5	Encourage dialogue and social relations through social engagement.	X
ER6	Reflect on and value the cultural, artistic, literary and scientific heritage of our society.	X
ER7	Understand and value social commitment in the light of the Christian message.	X
ER8	Recognise and adopt moral criteria from a Christian perspective on current issues.	X
ER9	Knowledge of religion throughout history and its relationship with culture. To know the school curriculum of Catholic religion.	X
ER10	Insert and situate school religious education in the whole of educational activity and culture.	X
ER11	To know the basic principles of child developmental psychology from 6 to 12 years of age, especially in their capacity for transcendence.	X
ER12	Acquire resources and ICT applications appropriate to the teaching of curriculum content.	X
ER13	Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.	X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R4, R5, R6	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R5, R6	25,00%	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, R3, R4, R5, R6, R7	40,00%	Written tests: Objective tests with short and extended responses.
R2, R3, R4	25,00%	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, R3, R4, R5, R6, R7	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R2, R3, R6	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R3, R4, R5, R6	20,00%	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, R3, R4, R5, R6, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6, R7	20,00%	Projects. Development and/or design works.

Observations

Single Evaluation

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Conclusion

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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

M3 Project-based Learning

M4 Learning Contracts



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
M15	Project-based Learning
M16	Learning Contracts
M17	Problem-based Learning
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



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IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M1, M5, M7, M9	R2, R3, R4, R6, R7	6,00	0,24
Theoretical Class M1, M5, M7	R2, R4, R6, R7	37,50	1,50
Practical Class M1, M7, M9	R1, R3, R5, R7	2,50	0,10
Tutoring M9, M10	R2, R5	11,50	0,46
Evaluation M1	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 work M5, M7	R2, R4, R6	25,00	1,00
Individual work M5, M7	R2, R4, R6, R7	65,00	2,60
TOTAL		90,00	3,60



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ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M18	R2, R3, R4, R5, R7	18,30	0,73
Practical class (e-learning mode) M13, M17, M18, M20	R3, R4, R5, R6	16,70	0,67
Seminar (e-learning mode) M13, M20	R1, R3, R5	6,80	0,27
Individual tutoring (e-learning mode) M17, M19	R4, R5	15,00	0,60
Evaluation (e-learning mode) M11	R1, R2, R3, R4, R5, R6, R7	3,20	0,13
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13, M17, M18	R1, R2, R3, R4, R5, R6, R7	61,70	2,47
Group Work (e-learning mode) M18	R3	3,30	0,13
Discussion Forums (e-learning mode) M17	R6	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R2, R3, R4, R5, R6, R7	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
Lesson 1. Identity and Nature of Religious Education as a Curricular Area	<ul style="list-style-type: none">·Characteristics and Purposes of Religious Education in Schools·Foundations of Religious Education in Schools·Psychopedagogy of Children Aged 3 to 12·Spiritual Intelligence, Interior Life, and Religious Experience·Legislation on Religious Education within the Educational System·The Place of Religious Education (ERE) in Public, Private, and State-Assisted Schools, and those with a Catholic Character
Lesson 2. What to Teach in the Area of Catholic Religion	<ul style="list-style-type: none">·Sources of the School Curriculum for the Area of Religion·Originality of Religious Pedagogy in the School·Educational Contributions of Catholic Religious Education (ERE) in Line with the School's Own Aims·Curriculum for the Area of Catholic Religion in Early Childhood Education·Curriculum for the Area of Catholic Religion in Primary Education
Lesson 3. How to Teach in the Area of Catholic Religion	<ul style="list-style-type: none">·Key Factors for Planning the Area of Religion within the Curricular Framework·Contextualization within the School's Educational Project·Didactic Planning: Specific Competences and Basic Knowledge·Methodological Guidelines and Learning Situations: Strategies, Resources and Materials·Assessment of Learning: Criteria and Tools-The procedures and strategies in the teaching of Religion: the methodology of experience.-The evaluation of learning in Religion and Morality.-Materials and resources for teaching Religion



Lesson 4. The Catholic Religion Teacher

- Legislation on Religion Teachers in Public, Private, and State-Assisted Schools
- Identity and Mission of the Religion Teacher
- Their Contribution to the Integral Formation of Students in School
- Professional Profile of the Religion Teacher
- Ecclesial Profile of the Religion Teacher: the Missio Canonica
- Goals and Objectives of school religious education.
- Key competencies.
- The contributions of the new didactic theory to the teaching of Religion.
- The selection of the contents of Religion (basic knowledge): the curriculum of Catholic Religion in Infant and Primary Education.
- Criteria for the sequencing of basic knowledge in the area of Religion.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Lesson 1. Identity and Nature of Religious Education as a Curricular Area	7,00	14,00
Lesson 2. What to Teach in the Area of Catholic Religion	8,00	16,00
Lesson 3. How to Teach in the Area of Catholic Religion	8,00	16,00
Lesson 4. The Catholic Religion Teacher	7,00	14,00



References

Basic Bibliography

All the documents and programming materials of the Episcopal Commission for Education and Catechesis: <http://www.conferenciaepiscopal.es/index.php/comision-episcopal/ensenanza-catequesis.html> CEEC. (1999). Orientaciones pastorales para la ERE. Madrid: Edice.CEEC. (1998). El profesor de religión Católica. Identidad y misión. Madrid: Edice.CEEC. (2003). Sociedad, cultura y religión. Currículo de la opción confesional católica y materiales de desarrollo. Madrid: SMCEE. (2002). Raíces cristianas de la Cultura. Madrid: EdiceCONCILIO VATICANO II Declaración sobre la Educación Cristiana “Gravissimum Educationis” 3-5FRANCISCO, papa (2013), Exhortación apostólica Evangelii Gaudium ARTACHO LÓPEZ, R. (1989). La enseñanza escolar de la Religión. Madrid: PPC. BRIAN GRENIER (1996) Jesús Maestro. Madrid: San Pablo. CABRERO UGARTE, A. (2011). Aprender a enseñar religión, Madrid: Palabra. I CONGRESO NACIONAL DE PROFESORES DE RELIGIÓN. (1999). La enseñanza de la Religión, una propuesta de vida. Madrid: PPC. ESTEBAN GARCÉS, C. (1998). Didáctica del área de Religión, Madrid: SPXESTEBAN GARCÉS, C. (2007) El área de religión en el sistema educativo LOE, Madrid: Ediciones SM/Editorial PPC. GARCÍA REGIDOR, T. (1994). La educación religiosa en la escuela. Madrid: SPX. GÓMEZ SIERRA, M.E. (2011). Didáctica de la religión. Tesoro escondido en la escuela. Madrid: PCCJIMÉNEZ RODRÍGUEZ, M. Á. (2011). Cómo diseñar y desarrollar el currículo por competencias. Guía práctica. Madrid: PCCOTERO, H. (1993). Propuestas creativas para la clase de Religión. Experiencias, actividades y técnicas. Madrid: CCS. RODRÍGUEZ CARRASCO, B. (2000). Pedagogía y didáctica de la ERE. Granada: Adara. RIU I ROVIRA DE VILLAR, F. (2001). Questió de drets. Barcelona: Secretariat de l'Escola cristiana de Catalunya. MELENDO, T. (1999) Las dimensiones de la persona. Madrid: Palabra. RIU, F. (2012). Nueva evangelización en la escuela católica, Barcelona, Edebé. SALAS XIMENIS, A., GEVAERT, J. y GIANNATELLI, R. (1993). Didáctica de la Enseñanza de la Religión. Madrid: CCS. TÉLLEZ SÁNCHEZ, A. (2011) Pedagogía y didáctica de la religión en la escuela. UNIR



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:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as the personalized and group tutorials, will be carried out through the telematic tools provided by the university (videoconference). In the specific case of this subject, through: Microsoft Teams



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:

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	
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