2019/2020

Religion, Culture and Values
Code: 102017
ECTS Credits: 6

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
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<tbody>
<tr>
<td>2500797 Early Childhood Education</td>
<td>OT</td>
<td>4</td>
<td>0</td>
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<tr>
<td>2500798 Primary Education</td>
<td>OT</td>
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</tbody>
</table>

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Prerequisites for this subject are not required.

Anyone who is in the condition of being enrolled in a third or fourth year subject of the Degree in Educational Sciences may be a student. This subject is part of a block or module of 4 subjects: the "Theology and its pedagogy", which once completed enable students to teach the subject Catholic Religion in elementary and primary education.

We can find it all on the website of the Spanish Episcopal Conference:

and also in: www.religio.cat

Objectives and Contextualisation

1º To train and prepare future teachers of religious scholastic education, in the field of Infant Education and Primary Education, which guarantee a high quality Catholic religious and moral education, offered to students from respect for their own freedom and in the academic sphere

2º Promote biblical reading and the use of biblical texts: symbols, literary genres, contexts, religious intentions of texts

3º Present a basic biblical theology based on the great themes of the history of Salvation and help the understanding of the progressive revelation of God that culminates in Jesus Christ, Incarnate Word

4º Offer an updated synthesis of the essential contents of the Christian faith and the necessary synthesis between faith and culture, faith and science, especially in the subjects where there may be more risk of misunderstanding

5º Provide the appropriate articulation of the faith with the whole of the knowledge

6º Deepening the moral dimension of man in the light of the Christian message
Competences

Early Childhood Education
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Reflect in groups on the acceptance of rules and respect for others.
- Respect the diversity and plurality of ideas, people and situations.
- Systematically observe learning and coexistence contexts and learn to reflect on them.

Primary Education
- Know about religion throughout history and its relationship with culture.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Respect the diversity and the plurality of ideas, people and situations.

Learning Outcomes

1. Assessing the value of actual social situations that occur in the immediate social environment, and encouraging responses to these situations that promote respect for human rights.
2. Defend, modify and rebuild one’s own ideas and convictions through acceptance and appreciation of different opinions and judgments.
3. Interpreting systematically the practice of religion in different cultures and its social, ethical and cultural influence, in order to acquire respectful conducts towards other religions and cultures.
4. Know about religion throughout history and its relationship with culture.
5. Produce materials and sequences that facilitate the understanding of different beliefs, emphasizing the common aspects of these beliefs.

Content

RELIGION, CULTURE AND VALUES

Character: optional Credits: 6

The Christian religion in the context of the great religions of humanity. The world of faith, religious sense of life, contemporary atheism. Proposals of transcendence. Introduction to biblical culture, the handling and reading of the Bible and the discovery of its rich religious, human and social message. Presence of faith in the different areas of our culture and current life. Moments of overture to transcendence: meaning of life, suffering, death, life beyond life. Purpose and meaning of religious teaching.

1. Identity of the area of religion and morality in the school. - Nature and purpose of school religious education. - Legitimacy of religious formation in the school - Current legislation in Catalonia, Spain, Europe. Specific character of religious education in school. Different modes of presence of the religious fact in the school, public and concerted.

2. The religious fact in the history and structure of the human being - Religious experience: anthropological reality. - The Religious Fact and its different social, moral, cultural, artistic manifestations. - The Religious Fact today. Main traditions and religious beliefs present in our society: Christianity, Judaism, Islam, Buddhism, other beliefs. The world of unbelief

3. Christian religious fact and culture - Evangelization and inculturation of the faith - The Church and culture. The relationship between faith and reason - Man in search of God. Religion and culture - Christian roots of
the culture of our land - The challenges of today's culture - The task of the ERE: to insert the gospel into the heart of culture. - Influence of Christianity on our cultural heritage - Intercultural and interreligious dialogue in the construction of civic coexistence.

4. The Gospel and the new evangelization - The search for meaning and the freedom of faith. - The good news in the transmission of culture - Essential contents of the new evangelization applied to the school reality - The humanizing value of the religious. Evangelization and personal development - Main difficulties for evangelization in school

5. The human person - Creation, vocation, human condition, ultimate meaning of life


7. Is it possible to reconcile the story of the creation of the Bible with Science?


**Methodology**

Explanation in the classroom, use of audiovisual materials and internet resources, and personal and team work.

Classroom work is done with the presence of teachers, teamwork or group, autonomously but is evaluated individually or in classroom exposition.

Throughout the course we have scheduled a guided visit to the "Sagrada Familia", as a synthesis of faith and culture in modernism and contemporary art in Catalonia. There is also a visit to the diocesan Caritas of Terrassa and / or the visit to a parish of the Diocese. A session is scheduled with professors or teachers of Catholic Religion at the public school, preferably, to learn more from praxis to school.

**Activities**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in the classroom. Visits.</td>
<td>45</td>
<td>1.8</td>
<td>4, 2, 5, 3, 1</td>
</tr>
<tr>
<td>Type: Supervised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactical job in group</td>
<td>10</td>
<td>0.4</td>
<td>4, 5, 3, 1</td>
</tr>
<tr>
<td>Type: Autonomous</td>
<td></td>
<td></td>
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</table>
Assessment

The evaluation consists of individual and team work, with the weighting reflected in the annexed table. The most important part, biblical work (delivered no later than June 20, 2019), can be recovered during the last week of June (June 27, 2019). The delivery of written works can be done until June 20, 2019.

Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Biblical - cultural - value work</td>
<td>45%</td>
<td>22</td>
<td>0.88</td>
<td>4, 2, 5, 3, 1</td>
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<tr>
<td>Didactical work</td>
<td>25%</td>
<td>10</td>
<td>0.4</td>
<td>5, 3, 1</td>
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<tr>
<td>Faith and science</td>
<td>30%</td>
<td>10</td>
<td>0.4</td>
<td>4, 2, 5, 3, 1</td>
</tr>
</tbody>
</table>

Bibliography

1. Biblia Catalana. Traducció interconfessional, Barcelona, 2005
2. La Sagrada Biblia, Conferencia Episcopal Española, 2010
3. Catecisme de l'Església Catòlica, Coeditors catalans del Catecisme, Barcelona, 2005
5. Catecisme de l'Església Católica, Coeditors Catalans del Catecisme, Barcelona 1998
7. CONCILIO VATICANO II; Constitució DEI VERBUM, Constitució D. LUMEN GENTIUM, Const. past. GAUDIUM ET SPES.
8. Escaffre, Bernadette; Evangelio de Jesucristo según San Juan, Cuadernos bíblicos 145-146; Estella (Navarra), 2017
9. Raynier, Chantal; Para leer a San Pablo; Verbo Divino, Estella, 2009
10. SAYÉS, JOSÉ ANTONIO; Teología para nuestro tiempo. Madrid, 1995
11. Fides et ratio, Juan Pablo II

The first seven bibliographical resources exist in the English language. The Bible in English recommended is the Jerusalem version of the Bible.