



Growing together to achieve international success

**SUMMARY**  
**ALTERNATIVE TO RELIGION PROGRAMMING**  
**1<sup>st</sup> grade of Primary Education**

**VICENTE CAÑADA BLANCH SCHOOL**

**LONDON**

## 1. Legislative framework

In accordance with the first additional provision referring to the teaching of religion in Order EFP/678/2022, of 15 July, which establishes the curriculum and regulates the organisation of Primary Education in the centres dependent on the Ministry of Education and Vocational Training, we will specify the following:

Schools will provide the organisational measures so that pupils whose parents, guardians or tutors have not opted for them to take religious education receive the appropriate educational attention. This attention will be planned and programmed by the centres in such a way that they are aimed at the development of key competences through the carrying out of meaningful projects for the pupils and collaborative problem solving, reinforcing self-esteem, autonomy, reflection and responsibility. In any case, the activities proposed will be aimed at reinforcing the most cross-cutting aspects of the curriculum, favouring interdisciplinarity and the connection between different areas of knowledge.

The activities referred to in this section will in no case involve the learning of curricular content associated with knowledge of religion or any other area of the stage. They will also reflect the cross-cutting treatment of education in democratic values, sustainable development, equality between women and men, equal treatment, non-discrimination, prevention of violence against girls and women, prevention of bullying and cyber-bullying at school and the culture of peace and human rights, as stipulated in Resolution 28 September 2022.

Therefore, this Educational Care will favour holistic and competent learning and will provide students with the tools to be able to develop with guarantees of success. It is conceived as an area with the aim of enabling children to become active, responsible and respectful people who respect the world in which they live and can transform it, in accordance with ethical and sustainable principles based on democratic values.

## 2. Contextualisation and sequencing of learning situations for the development of key competences through the implementation of meaningful projects for students and collaborative problem solving.

This educational attention will be directed towards the development of the following key competences:

- a) Competence in linguistic communication.
- b) Multilingual competence.

- c) Mathematical competence and competence in science, technology and engineering.
- d) Digital competence.
- e) Personal, social and learning to learn competence.
- f) Citizenship competence.
- g) Entrepreneurial competence.
- h) Competence in cultural awareness and expression.

All of this, through learning situations that will involve carrying out meaningful projects for the students and collaborative problem solving, reinforcing self-esteem, autonomy, reflection and responsibility.

<b>FIRST QUARTER</b>
<ul style="list-style-type: none"> <li>- Self-concept. Personal identity. Self-awareness, emotions and feelings.</li> <li>- Positive self-perception of personal qualities.</li> <li>- Physical description. The vocabulary of emotions.</li> <li>- Autonomy. Self-care.</li> <li>- Self-regulation of everyday behaviour. Impulse control. Relaxation.</li> <li>- Responsibility. Responsible performance of tasks.</li> <li>- Extrinsic motivation. Enthusiasm.</li> <li>- The rights and duties of the individual.</li> <li>- The Declaration of the Rights of the Child: food, shelter and play.</li> <li>- Rights and duties in the family and school environments. Equal rights of boys and girls in play.</li> </ul>
<b>SECOND QUARTER</b>
<ul style="list-style-type: none"> <li>- Communication skills.</li> <li>- The importance of thinking about what you are going to express.</li> <li>- The use of the components of non-verbal communication: posture, gestures, facial expression.</li> <li>- Dialogue. Clear expression of ideas.</li> <li>- Good listening. Respect for speaking time.</li> <li>- Respect and appreciation of others. Empathy. Understanding of others.</li> <li>- The detection of other people's qualities.</li> <li>- The discovery and understanding of differences.</li> <li>- Respect and conservation of the environment.</li> </ul>

- Responsible use of personal and school materials.

### THIRD QUARTER

- Social skills. Detecting one's own needs.
- Willingness to receive and offer help. Participation in playful group activities.
- The enjoyment of friendship.
- The rules of coexistence.
- Knowledge of and respect for the rules of coexistence at home and in the classroom.
- The assessment of everyday behaviour in relation to the rules of coexistence.
- Conflict resolution.
- Identification of pleasant and unpleasant situations in everyday life.
- Recognition of common conflicts. Explanation of everyday conflicts.
- Road safety education. Basic rules of road safety education. Road signs. traffic useful for pedestrians.

### 3. Contents content: British values y Protected Characteristics.

The following are the transversal contents to be worked on throughout the academic year:

BRITISH VALUES	PROTECTED CHARACTERISTICS
Democracy: The rule of law Individual Liberty Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith	Age Marriage & Civil partnership Religion or belief

Activities related to the promotion of **British Values**:

- **Democracy.** Carrying out democratic votes during the development of the classes in the area for the taking of different collective decisions.

- **The rule of law.** Classroom corner, in a visible place, displaying: "The rule of law".
- **Individual Liberty.** Encouragement of individual decision making, through the choice of different projects, personal work and in-depth studies to be developed in the area.
- **Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith.** Respect for cultural differences, beliefs and levels of intellectual and motor development that students may present during the development of classes in the area.

Activities related to **Protected Characteristics**:

- **Age, marriage and civil partnership, religion or belief and sex.** Respect for all people and non-discrimination on the basis of age, sex, race, religion or belief will be encouraged in the development of classes in the area. The theme of children's rights will be worked on in depth.

#### 4. Methodological and didactic principles

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching requirements for Primary Education, according to which the area must be approached in an experiential way, giving special relevance to manipulation, especially in the first levels, and progressively promoting the continuous use of digital resources, proposing learning situations to students that encourage reflection, reasoning, the establishment of connections, communication and representation.

In the same way, it is recommended to combine different teaching methodologies that favour motivation to learn, and that also generate curiosity and the need for students to acquire the knowledge, skills and attitudes of the area.

Active methodologies are particularly appropriate in a competence-based approach, as they allow knowledge to be constructed and classroom activity to be energised through the exchange of ideas. Learning situations facilitate interdisciplinarity and encourage reflection, criticism, the development of hypotheses and research work. These methodologies will be the basis for the development of scientific, historical and geographical thinking, as well as systemic, design or computational thinking. The promotion of curiosity through the posing of questions will be the first step in applying scientific enquiry methodologies that incorporate activities based on observation, the search for information, induction, deduction, the elaboration of hypotheses and predictions, experimentation, the creation of explanatory models and the elaboration and communication of conclusions.