

Extract from the programme of the Alternative to religion - 3rd year of Primary Education



EXTRACT FROM THE PROGRAMMING OF THE AREA OF ALTERNATIVE TO RELIGION FOR 3rd, 4th, 5th and 6th GRADES OF PRIMARY SCHOOLS

1.- Sequencing of the assessment criteria of the specific competences and associated knowledge.

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.

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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.

FIRST QUARTER

Learning situation	Basic knowledge
An international and interdisciplinary project on different festive cultures around the world.	<ul style="list-style-type: none"> -Comprehensive reading of texts related to the different cultural approaches celebrated around the world. -Solving problems and challenges associated with respect for other cultures, celebrations and festivities. -Final product: mural with contributions from all the students reflecting personal reflection on respect for individual differences of all cultures in the world.

SECOND QUARTER

Learning situation	Basic knowledge
Interdisciplinary project on the world's most important monuments. "The wonders of the	-Search for information on monuments, distinguishing those reliable sources that give correct information.

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<p>world"</p>	<ul style="list-style-type: none"> -Comprehensive reading of texts related to information about the most important monuments around the world. -Solving problems and challenges associated with respect for other cultures, manifestations and cultural productions around the world. -Final product: a mural with contributions from all the students reflecting their personal reflections on the monuments that humanity has produced around the world.
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THIRD QUARTER

Learning situation	Basic knowledge
<p>Gastronomy as a cultural expression in the different countries of the world.</p>	<ul style="list-style-type: none"> -Searching for information on the different forms of gastronomy, distinguishing those reliable sources that give reliable information. -Comprehensive reading of texts related to information about the most important dishes around the world, as well as outstanding chefs. -Solving problems and challenges associated with respect for other cultures, gastronomic manifestations around the world. -Final product: mural with the contributions of all the students reflecting their personal reflections on the different gastronomy of the different countries.

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2.- Methodological and didactic principles

Attention will be planned and programmed by the centres in such a way as to focus on the development of key competences through the carrying out of meaningful projects for 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.

3.- Transversal contents. British Values and protected characteristics