



CURRICULUM ADAPTATION DOCUMENT PROPOSAL

Churches and religions in Europe

Course: secondary education

Didactic Objectives:

Place religions in a historical-cultural dimension, in the awareness of the historicity of knowledge.

Critically analyze the contribution made by religions to the development of knowledge and values.

Recognize the interdependence between cults, religions and their local / global dimension.

Establishing links between international religious traditions from an intercultural perspective.

Be aware of the cultural value of religious heterogeneity, actively participating in the development and maintenance of the values of freedom and tolerance.

Evaluate facts and orient one's behavior on the basis of a system of values consistent with the principles of the Constitution and with the international charters of human rights.

Contents:

Topic 10 will allow to deepen the themes related to cults and religions in a synchronic and diachronic vision.

It will analyze the spread of cults and religions from their origins to the present day, underlining the most recent trends (subtopic 1).

Art has always been an important vehicle for religious messages; their development is entrusted by the subtopic 2.

Connected to the theme of religiosity is that of tolerance; the long path that led to religious freedom is faced in subtopic 3.

Religions have often been fought, often invoking spiritual motivations to hide economic and political desires; violence in the name of religion is deepened in subtopic 4.

Finally, in the history of religions there have often been disagreements that have led to a group breaking away from the community of believers. These divergences are deepened in subtopic 5.

During the discussion, some key concepts will also be analyzed, such as:

Tolerance, rights, religious freedom, atheism, secularisation, spread and contraction, war and conflict, schism, splitting, interests, charity, compassion, devotion, temporal power, spiritual power, excommunication, iconoclasm, heresy, almsgiving, sin.

Competences – Skills:

Enable the student to attribute meaning to the main historical components of religiosity by comparing present aspects and processes with those of the past, to grasp the historical





component of the problems linked to religiosity, to establish connections between the development processes of cults, religion and spirituality, to understand the historical relevance of current religious dynamics and the dissemination of information, cultures, people.

Reconstruct transformation processes by identifying elements of persistence and discontinuity.

Recognize the variety and historical development of religious and cultural systems and identify their links with international contexts and intertwining with some environmental, demographic and social variables.

Analyze currents of thought, contexts, factors and tools that have favored religious reforms; identify the evolution of the spirituality of the area with references to national and international contexts.

Reading and interpreting aspects of local history in relation to general history.

Analyze and compare texts of different religious orientation; use the lexicon of the historical-social sciences.

Use and apply categories, methods and tools of historical research in laboratory and operational contexts.

Use historical sources of different types (eg visual, multimedia and dedicated websites) to produce research on historical and religious issues.

Disclaimer

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