

How do I do this myself? (Primary)

The approach consists of three steps or phrases which together support a Christian framework for teaching and learning.

1. [Seeing anew](#)
2. [Choosing engagement](#)
3. [Reshaping practice](#)

Step 1. Seeing anew

[Seeing anew](#) involves seeing or imagining what we teach from a Christian perspective. It entails asking ourselves how a Christian way of viewing life might change our teaching and learning. For example, Christians emphasise different types of riches: riches of friendships, riches of faith, riches of good deeds, riches of a relationship with God. This could lead to a different way of exploring people of the past and other cultures in geography and history. A biblical view of riches frees us to see the riches of many cultures and the poverty of our own culture in some areas. A Christian focus on the world as God's, with humanity as 'earth keepers' on God's behalf, can change the perspective of an environmental unit from 'Our world' to 'God's world'. The overview of seeing anew [here](#) will give you examples of a Christian way of viewing life.

Example: You might see a maths lesson in terms of [giving](#) rather than getting. Primary modern languages could be about [welcoming](#) a new person from another country rather than shopping or being a tourist. These small changes put teaching and learning in a different framework.

Step 2. Choosing engagement

[Choosing engagement](#) is about what the **pupils** do. It concerns how we engage pupils with the subject in light of a new way of seeing a lesson. This step is about the opportunities for participation for learners and includes the experiences and activities they encounter, the ideas they are asked to reflect on, or the issues they are led to wrestle with. It involves ideas they discuss, connections they make between faith and life, and opportunities for practising what they have learned. The overview of choosing engagement [here](#) will give you a range of ways in which pupils can engage with a new way of seeing a lesson.

Example: If a maths lesson moves the emphasis from getting to giving, then activities will be needed that engage pupils in thinking about giving and generosity; that could be the questions they are asked to consider, role-play they engage in, or the stories of giving they are led to focus on. It could include the opportunities pupils have in your maths class to think and talk about giving, and whether there are any ways for them to connect this with their own choices outside the classroom.

What if Learning

Step 3. Reshaping practice

[Reshaping Practice](#) is about what the **teacher** does. It is concerned with bringing classroom habits or practice into line with Christian beliefs and values, guided by a new way of seeing a lesson. It includes concrete choices such as the questions we ask, the layout of the room, what we test and what we show is important by our behaviour. The overview of reshaping practice [here](#) will give you examples of ways in which practices can be adjusted.

Example: If a maths lesson focuses on giving rather than getting, the teacher needs to adjust the displays and resources such as worksheets. Giving might become part of an outcome at the planning stage and part of the evaluation. Old assessment sheets will need checking in case they revert to questions based on getting.

Action

Take a lesson you already teach but would like to change. Think about a way of seeing that lesson from a Christian perspective. Go [here](#) for a source of ideas for this. Use the other two strategy lists ('Choosing Engagement' and 'Reshaping Practice') to stimulate your thinking about what you could do to change your practice and how you could engage your pupils.