

Books

3.2

Checklist to support schools in addressing the question, 'Are we confident that the books we are using in RE are of sufficiently high quality?'

The checklist on the following page can be used when considering the quality of a particular book or books that you are using, or intend to use, in RE work.

Books

3.2 (Continued)

Major criteria	Aspects to consider
Appearance and design	<ul style="list-style-type: none"> • Contemporary and attractive? • Clear page layout? • Good use of colour (e.g. to 'break down' and enliven the text)?
Engagement with readers	<ul style="list-style-type: none"> • Point of contact made with readers (e.g. a child/family in a KS1/2 book, the use of 'live' issues at KS4)? • Personal reflection, creative expression and spiritual development encouraged?
Accessibility for users	<ul style="list-style-type: none"> • Text density, size and pitch helpful? • Key words highlighted? • Glossary included? • Helpful diagrams? • Sequential and easy to follow? • Good use of bullet points, side headings, cross-referencing? • Wide range of source materials used? • Comprehensive index included?
Quality and use of illustration	<ul style="list-style-type: none"> • Sensitivity and understanding promoted? • Use of high-quality photographs that contribute to learning? • Sufficient information on illustrations? • Visuals appropriate and sensitively chosen (e.g. race and gender neutral, inclusive of global dimension through range of settings and cultures)?
Range and quality of tasks	<ul style="list-style-type: none"> • Recognition of wide range of pupil attainment? • Linked to progression (e.g. via 'can do' statements)? • Analysis, synthesis, speaking and listening, etc, promoted? • Imaginative, encouraging creativity? • Opportunities for pupil research? • Attitudes challenged? • Enough material/evidence to allow for ethical decision-making?
Accuracy and balance of material	<ul style="list-style-type: none"> • Up to date? • Sufficient explanation (e.g. reasons for practice)? • Balance between 'learning about' and 'learning from' religion? • Balance between history and real experience today?
Teacher support	<ul style="list-style-type: none"> • Contextual information and notes for the teacher included? • Enough guidance for the 'non-specialist' teacher?