

School-produced material

4.2

Checklist to support schools in addressing the question, ‘Do we put together resources that can be used with a range of learning activities, that present a range of authentic materials and that show the value of the subject and the topic?’

The following checklist can be used when considering how best to construct your own material for RE lessons that will engage all learners, help them make progress and highlight the significance of RE topics for their own lives.

Major criteria	Aspects to consider
Flexibility and diversity	<ul style="list-style-type: none"> • Differentiation of activities linked to progression of pupils’ knowledge, understanding and skills in RE? • Balance between ‘learning about’ and ‘learning from’ religion? • Range of types of activity (e.g. solving an ‘RE mystery’, information summary sheets, guided reflections, card-sort activities, picture stimuli)? • Range of religions and beliefs reflecting RE syllabus? • Range of forms of presentation (e.g. whiteboard, handouts for individuals or groups)?
Authenticity of materials	<ul style="list-style-type: none"> • Original as well as secondary sources? • Sensitive range of texts/images that avoid stereotypes? • Interviews with range of contemporary believers/followers? • Contribution from poets, artists, as well as ‘official’ representatives? • Up to date?
Clarity	<ul style="list-style-type: none"> • Tailored to relevant RE syllabus with activities that promote RE-specific progression in pupil-friendly language? • Appropriate to age, ability, gender and religious/cultural background of pupils? • Clear fonts, layouts, spelling, careful use of technical terms and accurate referencing?