
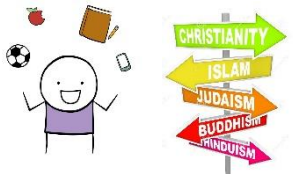

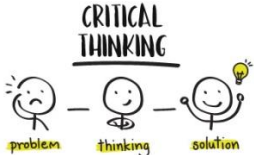






Religious Education Character Profile of a Radford Pupil in Year 1	Self-Manager – begin to organise and be responsible for their religious education enquiry	Effective Participators – engage actively in a religious enquiry	Resourceful Thinker – ask religious questions, be creative in making links and finding solutions
	 <ul style="list-style-type: none"> • I can take care with my words so that I don't hurt other people's feelings. • I can choose and use equipment needed for a set task. 	 <ul style="list-style-type: none"> • I can listen carefully to instructions and follow them. • I can listen to other people's points of view in a discussion. 	 <ul style="list-style-type: none"> • I can have a go at something new • I can think of my own ideas about a religious question
Literate, Numerate and Digital - apply English, Maths and Computing in RE	Independent Enquirer – plan and carry out a religious enquiry	Team Worker – work with others to plan and complete a religious enquiry	Reflective Learner – Reflects on religious knowledge to make comparisons
 <ul style="list-style-type: none"> • I can demonstrate my understanding of a religious event or character through writing and drawing (including on the computer) • I can listen to simplified religious texts for comprehension, for pleasure and for information gathering. • I can use role-play to show religious events/characters. 	 <ul style="list-style-type: none"> • I can offer an opinion about an issue and explain my thinking. • I can ask sensible questions about learning and tasks. • I can use 'how' and 'why' when trying to find things out. • I can give a simple opinion and explain why. • I can show curiosity about new things. 	 <ul style="list-style-type: none"> • I am prepared to listen to others without interrupting them. • I have the confidence to share my ideas with others. • I can work collaboratively. • I can work in a group and take turns. 	 <ul style="list-style-type: none"> • I can tell someone what I have learnt. • I know what I have done well. • I can say what I have enjoyed about the task.