
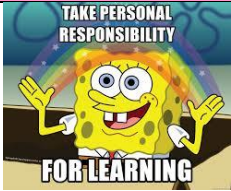

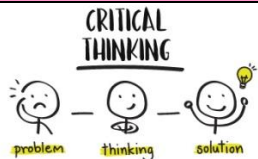






Religious Education Character Profile of a Radford Pupil in Year 3	Self-Manager – begin to organise and be responsible for their religious education enquiry	Effective Participators – engage actively in a religious enquiry	Resourceful Thinker – ask religious questions, be creative in making links and finding solutions
	 <ul style="list-style-type: none"> • I can complete my work within a given time frame. • I enjoy taking responsibility for my learning in RE. • I can keep my emotions in check when tasks get tough. 	 <ul style="list-style-type: none"> • I am prepared to listen to others' points of view about religion. • I can empathise with others' religious points of view. • I listen to and follow instructions independently. 	 <ul style="list-style-type: none"> • I can use my imagination to improvise when thinking about a religious idea. • I can think of different ideas and possibilities when discussing a religious point of view.
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 apply my writing skills and create pieces of text that show an understanding of a religious event or character. • I can read simplified religious texts for comprehension, for pleasure and for information gathering. • I can use drama to show religious events/characters. • I can use the internet for research. 	 <ul style="list-style-type: none"> • I can show my thinking about a religious enquiry in different ways i.e. a mind map. • I can devise sensible questions to ask others i.e. a visitor from a local mosque or temple. • I can see the relationship between different religious ideas and can explain this to others. 	 <ul style="list-style-type: none"> • I can work harmoniously and constructively with others whilst considering religious points of view. • I can make sure that everyone's voice is heard during a group discussion. • I can work readily with different groups on a religious enquiry. 	 <ul style="list-style-type: none"> • I can check and edit my own work in RE following given success criteria. • I understand which factors prevent me from working effectively in RE lessons. • I can say who or what helps me learn in RE and how I know this.