
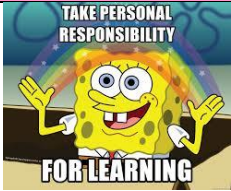

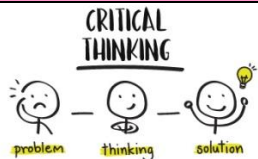






Religious Education Character Profile of a Radford Pupil in Year 4	Self-Manager – begin to organise and be responsible for their religious education enquiry	Effective Participators – engage actively in a religious enquiry	Resourceful Thinker – ask religious questions, be creative in making links and finding solutions
	 <ul style="list-style-type: none"> • I can describe my own strengths and weaknesses when studying RE. • I enjoy challenges, especially open-ended or deeper thinking religious questions. • I am not put off by changes in my routine i.e. when we visit a religious building 	 <ul style="list-style-type: none"> • I am determined not to give in too easily when thinking about religious issues. • I know that my ideas about religious matters can help others. • I can persuade others to accept my proposal even though they may not agree with my suggestion at first. 	 <ul style="list-style-type: none"> • I can ask questions to check my understanding about religious ideas. • I can give alternative solutions or explanations about religious issues. • I can draw inference or make deductions from a range of religious sources.
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 write in a range of text types that show an understanding of a religious event or character. • I can read simplified religious texts for comprehension, for pleasure and for information gathering. • Use drama to show religious events/characters. • Use the internet for research. 	 <ul style="list-style-type: none"> • In RE I can use more than one piece of evidence to support my findings. • I can break down complex ideas into smaller steps to better understand religious concepts. 	 <ul style="list-style-type: none"> • I can respect and tolerate religious values and beliefs of others in a joint activity. • I respect religious opinions of others when different from my own • I can keep focused on a task and avoid distractions. 	 <ul style="list-style-type: none"> • I can review my learning in RE and identify a factor that could help me be a more effective learner. • I can value and use feedback that helps improve my quality of work and learning in RE. • When learning about religion, I can use more than one piece of evidence to support my learning.