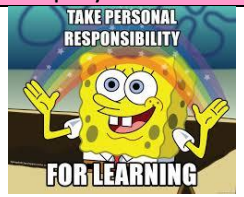
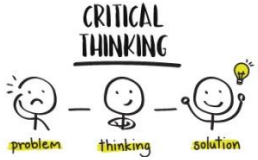
Religious Education Character Profile of a Radford Pupil in Year 5	**Self-Manager –** organise and be responsible for their religious education enquiry	**Effective Participators –** engage actively with a religious enquiry/issues	**Resourceful Thinker –** ask religious questions, be creative in making links and finding solutions
	 • I can appreciate range of religious viewpoints, even when different from my own. • I can organise resources well, including religious resources and others.	 • I am prepared to discuss and debate religious issues until a sensible compromise is reached. • When making suggestions on a religious issue, I can break down ideas into small steps.	 • I can link ideas from different religions to solve problems and present findings. • I understand the difference between a religious enquiry / task that is too difficult and one that requires me to think more deeply about the religious issues raised.
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
 • I can write in a range of text types that show my understanding of a religious event or character. • I can read religious texts for comprehension, for pleasure and for information gathering. • I can use drama to interpret religious events/characters. • I can use IT for research and for presentation.	 • I can choose how to best present information about a religious enquiry. • I can make constructive judgments about someone else's interpretation of a religious issue.	 • I can motivate others to contribute more effectively in discussing religious issues • I can understand differences in opinions when interpreting religious events and respond positively.	 • I can use range of criteria to reflect on my own and others' religious work, including drama interpretations of a religious event. • I can make good use of time to reflect on what religious knowledge and skills I have learnt. • I can accept different types of feedback and learn from it.