
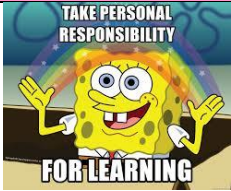

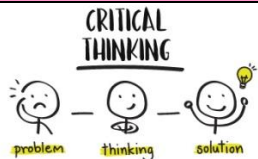






Religious Education Character Profile of a Radford Pupil in Year 6	Self-Manager – organise and be responsible for their religious education enquiry	Effective Participators – engage actively with a religious enquiry/issues	Resourceful Thinker – ask religious questions, be creative in making links and finding solutions
	 <ul style="list-style-type: none"> I am confident and capable when allowed to organise my own time and space for an RE enquiry. I can empathise with others in RE lessons and I appreciate that people respond in different ways. 	 <ul style="list-style-type: none"> I can act as an advocate for views and beliefs that may differ from my own. I can be a good role model for good learning behaviour 	 <ul style="list-style-type: none"> In RE lessons I can generate questions which promote higher order thinking. In RE lessons I am aware that solutions can depend on an understanding of other issues.
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 broad range of text types that show an 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 my IT skills extensively for research and for presentation. 	 <ul style="list-style-type: none"> I understand that questions about religious beliefs can have more than one answer and that some cannot be answered. I can listen to a range of religious opinions and reach a conclusion from them. I can give more than one reason to support a religious argument or point of view. 	 <ul style="list-style-type: none"> I am eager to discuss conflicting religious issues fairly and reach agreement that enables my group to move on. When suggesting ideas, I can break ideas into smaller steps to suit the needs of the group. I can work with a range of people, including those with different religious views to my own. 	 <ul style="list-style-type: none"> In RE I can take account of others' viewpoints when considering success. I can weigh the strength of different reasons to support a religious argument. In RE I can explain and discuss different ways I have learnt from others.