

<p>Religious Education Character Profile of a Radford Pupil in Year 3</p>	<p>Self-Manager – begin to organise and be responsible for their religious education enquiry</p>	<p>Effective Participators – engage actively in a religious enquiry</p>	<p>Resourceful Thinker – ask religious questions, be creative in making links and finding solutions</p>
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- 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.

- 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.

CRITICAL THINKING

- 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

- 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.

- 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.

- 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.

Reflective Thinking

- 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.