
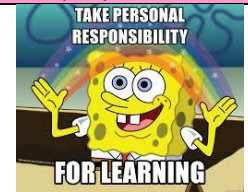

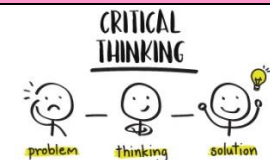






<p>Religious Education Character Profile of a Radford Pupil in Year 5</p>	<p>Self-Manager – organise and be responsible for their religious education enquiry</p>	<p>Effective Participators – engage actively with a religious enquiry/issues</p>	<p>Resourceful Thinker – ask religious questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> I can appreciate range of religious viewpoints, even when different from my own. I can organise resources well, including religious resources and others. 	 <ul style="list-style-type: none"> 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. 	 <ul style="list-style-type: none"> 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.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in RE</p>	<p>Independent Enquirer – plan and carry out a religious enquiry</p>	<p>Team Worker – work with others to plan and complete a religious enquiry</p>	<p>Reflective Learner – Reflects on religious knowledge to make comparisons</p>
 <ul style="list-style-type: none"> 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. 	 <ul style="list-style-type: none"> 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. 	 <ul style="list-style-type: none"> 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. 	<p>Reflective Thinking</p>  <ul style="list-style-type: none"> 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.