

Religious Education Curriculum Map

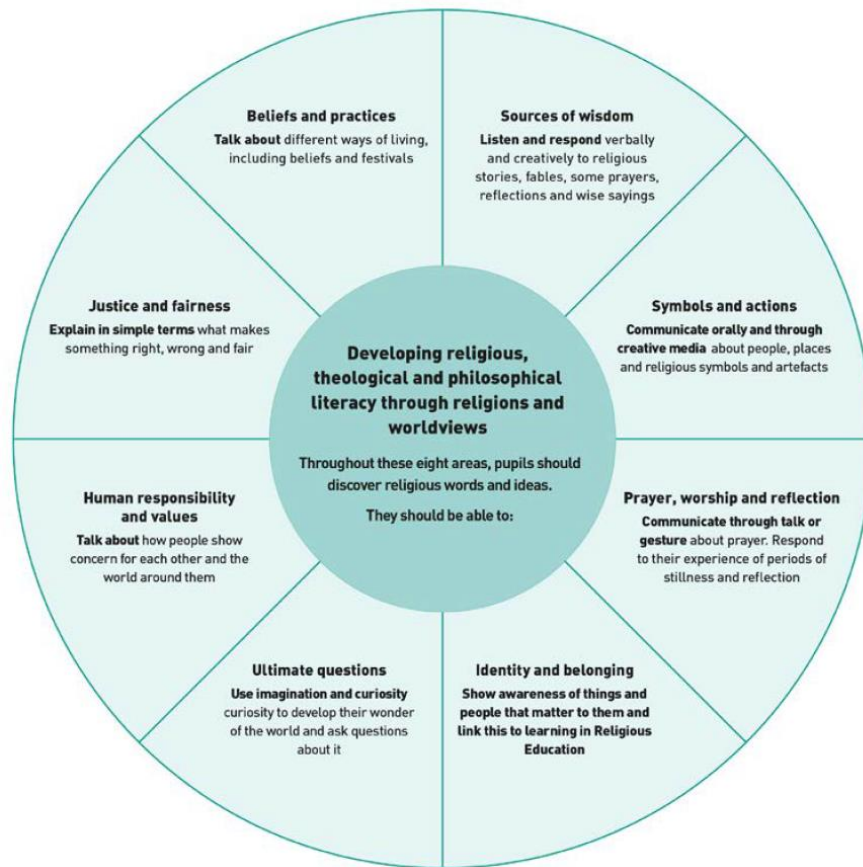


LADBROOKE JMI SCHOOL

FOUNDATION STAGE RELIGIOUS EDUCATION

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Agreed Syllabus will help with these, especially PSED and Understanding the World, so we encourage using this for that age-group.

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.



Beliefs and practices

Share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond

Sources of wisdom

Listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings

Symbols and actions

Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance for a religious family. They should share their own experiences of places which are important to them

Prayer, worship and reflection

Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness

Identity and belonging

Explore how people know that they belong to a family and other groups, including religious groups

Ultimate questions

Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers

Human responsibility and values

Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own values and those of others

Justice and fairness

Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others

RELIGIOUS EDUCATION AND EARLY YEARS

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Hertfordshire Agreed Syllabus will help with these, especially through PSED and Understanding the World.

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.

At Ladbrooke we use our progression ladders (see main curriculum document) to plan activities that support the agreed syllabus. Below are the skills and knowledge developed in Nursery and reception which then feed into the RE National Curriculum Y1-Y6

	NURSERY
Beliefs & practices	<p>LAU8: Can answer simple questions about themselves.</p> <p>S7: Able to tell their own short story or anecdote.</p> <p>S8: Describe events that have already happened</p> <p>PP7: Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests</p> <p>PP9: Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines.</p> <p>PCC7: Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.</p> <p>PCC9: Can talk about festivals and celebrations that are marked within their own culture.</p>
Sources Of wisdom	<p>LAU7: Listens to and remembers simple stories with pictures</p> <p>LAU8: Listens to others and stories in small groups. Asks simple questions related to the story.</p> <p>PCP9: Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.</p>
Symbols & actions	<p>LAU7: Responses show an understanding of an experience or event.</p> <p>LAU7: Can describe an action or experience in the present tense.</p> <p>PP8: Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community</p> <p>PCC8: Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.</p>

Prayer, worship And reflection	PP8: Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community
Identity and belonging	PCC9: Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
Justice and Fairness	SR7: Shows more awareness of the feelings of others. SR9: Can take turns, accepts the needs of others and is aware of the consequences of their actions.
Ultimate Questions	LAU9: Understands simple who, what and where questions. Understands 'how' and 'why' questions. S9: Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. PCC8: Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.
Human responsibility And values	LAU9: Listens to the opinion of others when in a small group PCC7: Shows care and concern for living things and the environment.

	RECEPTION
Beliefs & practices	S10: In a range of situations, begins to offer their ideas and simple explanations. S11: Recounts experiences and imagine possibilities, often connecting ideas. PCC10: Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. PCC11: Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect

<p>Sources Of wisdom</p>	<p>LAC10: Responds to stories, asking questions and making comments, showing interest in new vocabulary explored. LAU11: Answers 'how' and 'why' questions about their experiences and in responses to stories or events.</p>
<p>Symbols & actions</p>	<p>LAU11: Answers 'how' and 'why' questions about their experiences and in responses to stories or events. LAU12: After listening to stories can express views about events or characters in the story and answer questions about why things happened. PP10: Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community. PCC10: Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. PCC11: Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.</p>
<p>Prayer, worship And reflection</p>	<p>LAC8 Listens to others and stories in small groups. Asks simple questions related to the story. PP11: Talks about the lives of the immediate people around them and their roles in the wider community. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect NW12: Can describe some actions which people in their own community do that helps to maintain the area they live in</p>
<p>Identity and belonging</p>	<p>PP10: Talks about similarities and differences between themselves and others and among families and communities.</p>
<p>Justice and Fairness</p>	<p>BR10: Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations. BR11: Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. BR12: Plays group games with rules. Understands someone else's point of view can be different from their own. SR11: Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences MS11: recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses. PCC12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect</p>

Ultimate Questions	LAC9: Understands 'how' and 'why' questions
Human responsibility And values	PCP12: Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect

National Curriculum Religious Education Curriculum

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews¹, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate² so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

2.2 Aims

This Agreed Syllabus for RE aims to ensure that all pupils develop knowledge and understanding of sources of wisdom³ and their impact whilst exploring personal and critical responses.

A. Sources of wisdom from religions and worldviews and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

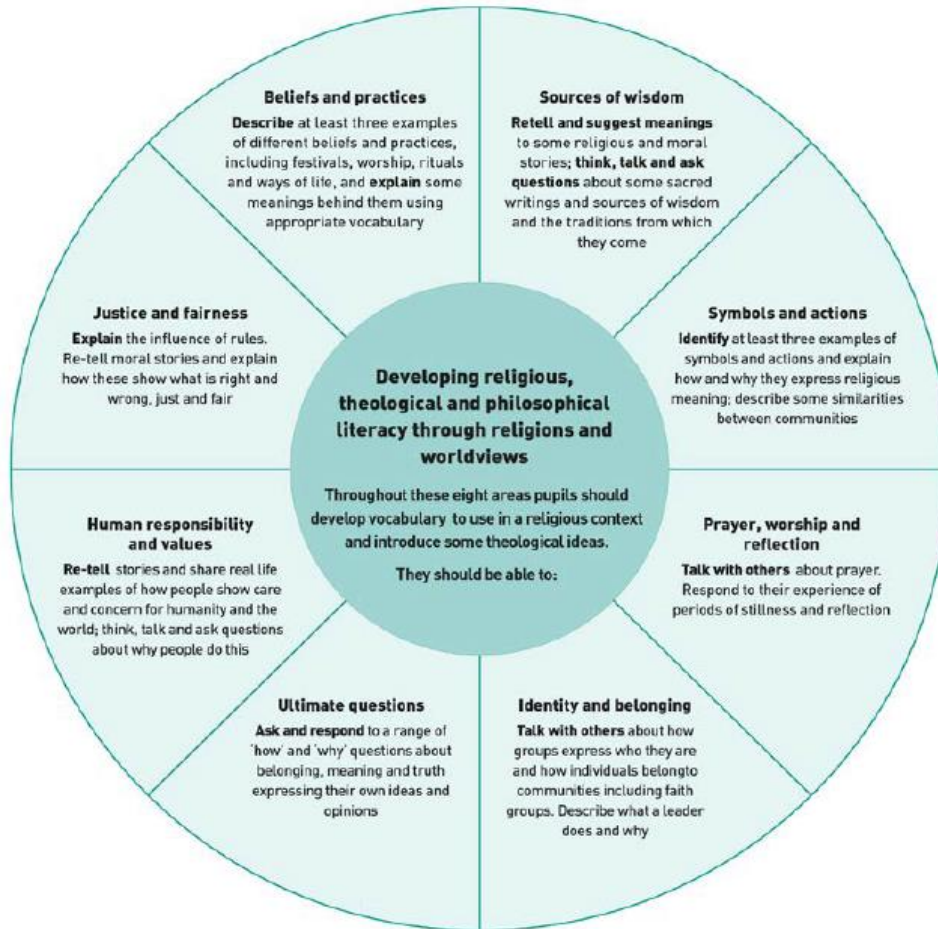
B. Personal and critical responses to religion and worldviews

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

Y1 RELIGIOUS EDUCATION

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Beliefs and practices

Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to **find out about the meanings behind them**

Sources of wisdom

Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and **recognising** the traditions from which they come

Symbols and actions

Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities

Prayer, worship and reflection

Respond to and reflect on what individuals and communities do and why, so that pupils begin to **understand** what prayer, worship and reflection **mean to a religious community**

Identity and belonging to a family

Notice and talk about how groups express their identity and belonging. **Listen to and talk with** people including leaders who belong to a faith community about how their commitment affects their lives

Ultimate questions

Explore questions about belonging, meaning and truth so that they can **express their own ideas and opinions**




Human responsibility and values

Respond to stories and real-life examples of how and why people show care and concern for humanity and the world

Justice and fairness

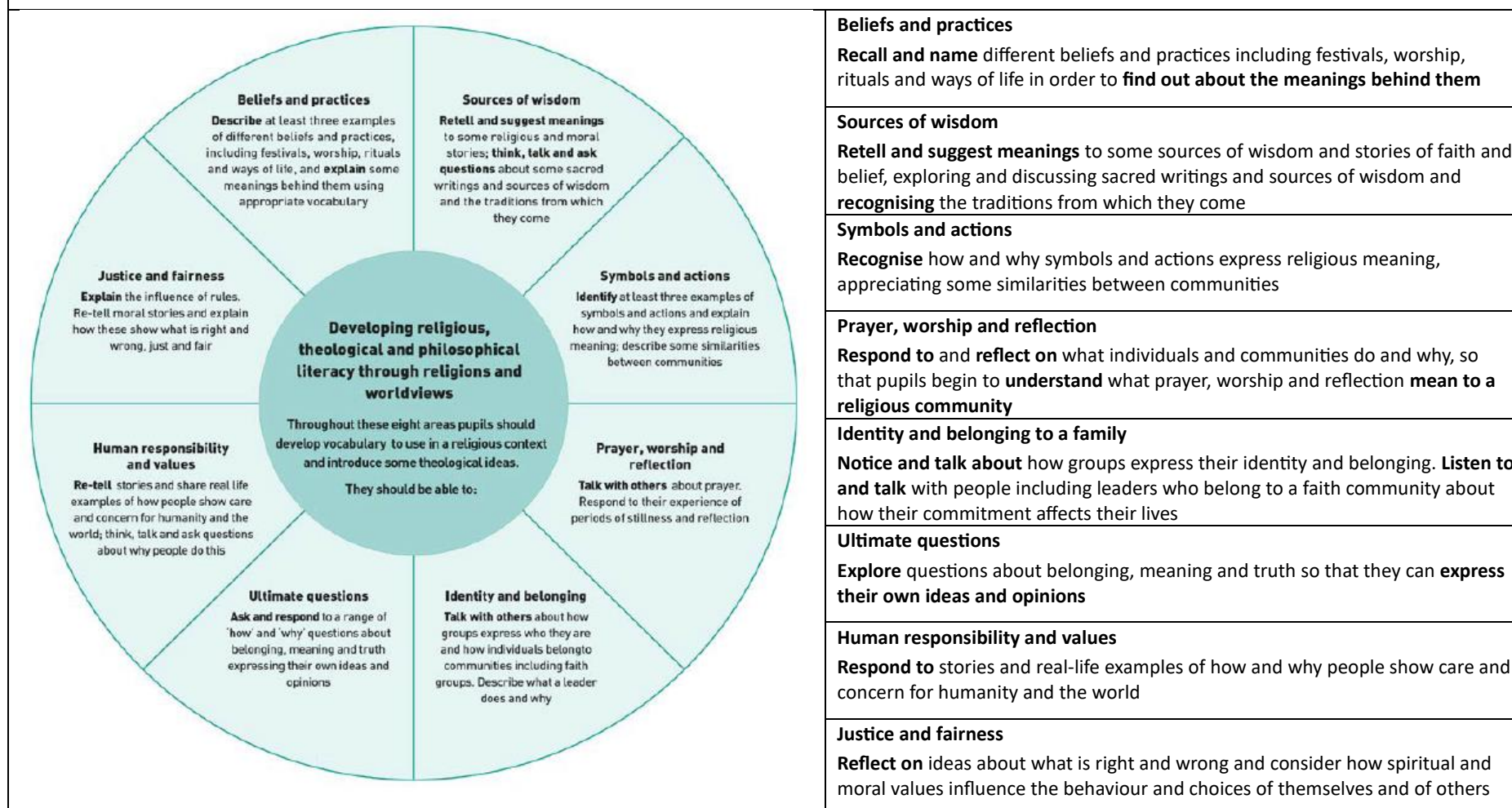
Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others

Y1 RELIGIOUS EDUCATION


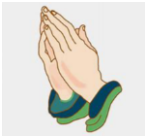

1	Autumn	Spring	Summer
	Identity & Belonging Human Responsibility and Values	Prayer, Worship & Reflection Human Responsibility and Values	Symbols & Actions Human Responsibility and Values
Key Focus	Talk about how groups express who they are and how individuals belong to communities including faith groups Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
Key Questions	How do faith groups express who they are? How do faith groups welcome others? What does a leader do and why?	What does prayer, worship and reflection mean to a religious community? What do periods of stillness and reflection look like to me?	How do symbols and actions can express religious meaning and why? What are the similarities between communities?
Vocabulary	welcoming babies, holy, leaders, thankful, Shabbat, Jewish, Beliefs, celebrate, Ceremonies, five K's, inclusion	Worship, The Lord's Prayer, rosary, Christians Jesus, religious artefacts, holy, Hindus offerings, incense, Sewa, Langar, Sikh	Light, water, a tree, religious symbol, design places of worship, feelings, darkness, candle artefacts, Christian church, baptism atmosphere, celebration, cross, daily pattern incense, stained glass window
	Other Events Harvest and Remembrance 	Other Events 	Other Events 

Y2 RELIGIOUS EDUCATION

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Y2 RELIGIOUS EDUCATION


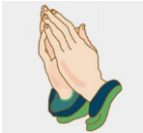

2	Autumn	Spring	Summer
	Beliefs and Practices Ultimate Questions	Justice and Fairness Ultimate Questions	Sources of Wisdom Ultimate Questions
Key Focus	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair	Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions which they come from. Tell stories and share real life examples of how people show care and concern for humanity and the world, and ask questions about why people do this
Key Questions	I can recall and name different beliefs and practices. I know the meanings behind some festivals, worship, rituals and ways of life.	I can think about ideas of what is right and wrong. I know how spiritual and moral values can influence the choices people make and how they behave.	I can think, talk and ask questions about some sacred writings and sources of wisdom. I can tell stories of how people show care and concern for humanity and the world.
Vocabulary	Festivals, celebrate, harvest festival, generosity, traditional, thankfulness, Diwali, puja, Vaisakhi, Christmas, Pentecost, Easter Eid, Purim, fruitfulness, Hannukah, Diwali, being thanked, thanking, being praised, praising	faith stories, moral stories, choices, right wrong, connections, behave, parables, new commandment, Christian charity, fair, Golden Rules, 'stand up for good'	Stories, religious people, generations, sacred, Character, Bible, Christians, Jesus, parables, Torah Qur'an, holy, Jews, Muslims, yad, Sikh Guru Granth Sahib, traditional, language, unique, responsibility, environment, community
	<p align="center">Other Events Harvest and Remembrance</p> 	<p align="center">Other Events</p> 	<p align="center">Other Events</p> 

Y3 RELIGIOUS EDUCATION

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	<p>Beliefs and practices Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p>Sources of wisdom Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p> <p>Symbols and actions Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p> <p>Prayer, worship and reflection Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p>Identity and belonging to a family Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives</p> <p>Ultimate questions Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p>Human responsibility and values Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility</p> <p>Justice and fairness Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair</p>
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Y3 RELIGIOUS EDUCATION


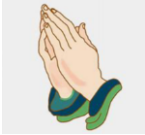

3	Autumn	Spring	Summer
	Identity & Belonging Human Responsibility and Values	Prayer, Worship & Reflection Human Responsibility and Values	Symbols & Actions Human Responsibility and Values
Key Focus	Talk about how groups express who they are and how individuals belong to communities including faith groups Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
Key Questions	I understand people face challenges when belonging to a faith community. I know how religious people are guided by their religious leaders.	I can describe why and where worshippers connect to prayer and worship. I have experienced periods of stillness and quiet thought.	I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities. I can describe similarities and differences between and within communities.
Vocabulary	Community, commitments, role, duties, Followers, priest, Father, Khalsa, Sikhs, Hindu, Diwali, Muslims, 5 Pillars, faith religious leadership, Bandi Chor Divas	Worship, key prayers, the first Surah, Hindu, Qu'ran, Musulla Bhagavad Gita, shrine Gayatri Mantra, Hindu, Mool Mantra, Jesus Eucharist, inspire, Sikh, puja, Akhand Path Sikh, Guru Granth Sahib, The Lord's Prayer	Tithe, global, baptism, Eucharist, Christmas submission, Muslims, Sikhs, Hindus, deity architecture, artefacts, humility, sewa, foot washing, serving, icons
	Other Events Harvest and Remembrance 	Other Events 	Other Events 

Y4 RELIGIOUS EDUCATION

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	<p>Beliefs and practices Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p>Sources of wisdom Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p> <p>Symbols and actions Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p> <p>Prayer, worship and reflection Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p>Identity and belonging to a family Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives</p> <p>Ultimate questions Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p>Human responsibility and values Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility</p> <p>Justice and fairness Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair</p>
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Y4 RELIGIOUS EDUCATION


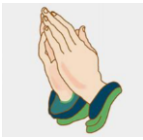

4	Autumn	Spring	Summer
	Beliefs and Practices Ultimate Questions	Justice and Fairness Ultimate Questions	Sources of Wisdom Ultimate Questions
Key Focus	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
Key Questions	I can describe and make connections on features of religions and worldviews. I know how pilgrimages, worship and rituals can mark important events in life.	I can discuss ideas about ethical questions. I can reflect on ideas about what is right and wrong, and what is just and unfair.	I can understand why religious songs and stories affect followers in different ways. I can understand how believers interpret stories in their different communities. I can understand how diverse communities can live together respectfully sharing the same values and responsibilities.
Vocabulary	Festivals, Sikh, celebrating, marking of life's journey, Christian, Hindu, Myrrh, Muslim, Christmas, Lent, Advent, resurrection, Saints, incarnation, forgiven, honey, Good Friday, Guru Granth Sahib, Easter, salvation, Hajj, Kumbha Mela Golden Temple, pilgrimages, Karah Parshad	Development charities, Christian Aid, Islamic Relief Oxfam, harmless (ahimsa), Langar, equality, Gandhi	Impact, followers, wisdom, sacred, artefacts, parable, origins, authority, deities, Muhammad, Ramayana, personal hero, psalm, inspire, forgiveness, crisis, religious code, worldview, value, harmless
	<p align="center">Other Events Harvest and Remembrance</p> 	<p align="center">Other Events</p> 	<p align="center">Other Events</p> 

Y5 RELIGIOUS EDUCATION

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	<p>Beliefs and practices Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p>Sources of wisdom Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p> <p>Symbols and actions Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p> <p>Prayer, worship and reflection Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p>Identity and belonging to a family Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives</p> <p>Ultimate questions Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p>Human responsibility and values Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility</p> <p>Justice and fairness Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair</p>
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Y5 RELIGIOUS EDUCATION


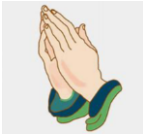
5	Autumn	Spring	Summer
	Identity & Belonging Human Responsibility and Values	Prayer, Worship & Reflection Human Responsibility and Values	Symbols & Actions Human Responsibility and Values
Key Focus	Talk about how groups express who they are and how individuals belong to communities including faith groups Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
Key Questions	I understand some of the challenges of individual commitment, belonging and faith. I can raise questions about leadership in my own and others' lives.	I can talk about how people of faith communicate their faith through prayer, worship and reflection. I know why some people pray or meditate.	I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities. I can describe similarities and differences between and within communities.
Vocabulary	personal heroes, traditions, impact, religious leaders, celebrate, key events, Jesus Messiah, Eightfold path, Buddhists, Christians Moses, Jews, Shabbat, mezuzah, faith, representatives	Prayer, reflection, meditation, stillness, The Lord's Prayer, compassion, mindfulness, Hindu, Shema, multi-faith prayer space Dalia Lama, worldviews, being peaceful Buddhist mantras	Mudras, Buddha, artefacts, Passover Easter, kippah, Dharma, Sangha, The Three Jewels, wheel, Lotus flower, murti Hinduism
	<p align="center">Other Events Harvest and Remembrance</p> 	<p align="center">Other Events</p> 	<p align="center">Other Events</p> 

Y6 RELIGIOUS EDUCATION

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	<p>Beliefs and practices Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p>Sources of wisdom Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p> <p>Symbols and actions Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p> <p>Prayer, worship and reflection Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p>Identity and belonging to a family Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives</p> <p>Ultimate questions Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p>Human responsibility and values Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility</p> <p>Justice and fairness Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair</p>
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Y6 RELIGIOUS EDUCATION

6	Autumn	Spring	Summer
	Beliefs and Practices Ultimate Questions	Justice and Fairness Ultimate Questions	Sources of Wisdom Ultimate Questions
Key Focus	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices
Key Questions	<p>I can describe, make connections and reflect on features of Christianity, Judaism, Buddhism and worldviews.</p> <p>I know how pilgrimages, worship and rituals can celebrate important events in life.</p> <p>I can use specific religious vocabulary to describe how celebrations are marked by religious communities.</p>	<p>I can ask challenging questions about responsibility.</p> <p>I can consider what is right and wrong and what is just and fair.</p> <p>I can consider possible effects of different moral choices.</p>	<p>I can respond to a range of stories, sacred writings, sources of wisdom and authority.</p> <p>I can reflect on the impact of sources of wisdom on different communities.</p> <p>I can think about how individual and collective responsibility is shaped by faith and belief.</p>
Vocabulary	Themes, Expression, Value, Hajj, Pilgrimage, Lourdes, 'the Holy Land', Eucharist, Baptised Annunciation, Incarnation, Temptation Resurrection, Salvation, Ascension, Hindu, deities, Christ, Saviour, Advent, Virgin Mary, Joseph, Angel Gabriel, Jesus, Messiah, Humanist Rite of passage, Sabbath	Citizenship, 10 commandments, 5 Precepts Vulnerable, suffragettes, apartheid, prejudice, courage, faith, justice, desire, suffering, compassion	diverse interpretation, founders, wisdom, sacred, relevance, Trinity, Bhagavad Gita, Qur'an, Torah, Thirteen Principles of Faith, monotheistic, well-being of all, equality, love, caring, sharing, human rights, freedom and justice, social justice, moral codes of conduct, 'Tikkun Olam' 'Golden Rule' for mankind
	<p>Other Events Harvest and Remembrance</p> 	<p>Other Events</p> 	<p>Other Events</p> 