



## Y3 Summer

**Key Question: L2.5 Why are festivals important to religious communities**



### THE INVESTIGATION

This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Diwali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. Schools are free to choose to study other festivals as shown in the syllabus however the learning exemplified in this unit focuses on these 4 festivals. There are links to literacy, art and philosophy for children within this unit. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments. This unit may be studied as a whole

**Trips:** St. Dunstan's Church, Stepney  
BAPS Shri Swaminarayan Mandir, London  
East London Mosque

**Web Links:** Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjsx>  
Introduction to Hinduism: <https://www.bbc.co.uk/bitesize/articles/z43v382>  
Introduction to Islam: <https://www.bbc.co.uk/bitesize/topics/zpdtbkb>

### STEP 1: THE KEY QUESTION L2.5 Why are festivals important to religious communities

### STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

#### EMERGING

Recognise and identify some differences between religious festivals and other types of celebrations (B2). ☑ Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2).

#### EXPECTED

Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). ☑ Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). ☑ Identify similarities and differences in the way festivals are celebrated within and between religions (A3). ☑ Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

#### EXCEEDING

Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). ☑ Suggest how and why religious festivals are valuable to many people (B2).

### STEP 3: SUGGESTED CONTENT FOR LEARNING

This plan has selected the following content to exemplify the learning outcomes. Pupils will:

Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this ☑ Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. ☑ Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. ☑ notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. ☑ study key elements of festival: shared values, story, beliefs, hopes and commitments. ☑ Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). ☑ Explore the benefits of celebra-



## Y3 Summer

Key Question: L2.5 Why are festivals important to religious communities



### STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.

You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge)

| EMERGING (A)  | EXPECTED (B)  | EXCEEDING (C)  |
|---|---|--|
| <p><b>I can...You can...Can you...?</b></p> <p>Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations ☑ Retell the stories behind Easter ☑ Retell the stories behind Id ul Fitr ☑ Retell the stories behind Divali ☑ Retell the stories behind Pesach</p> | <p><b>I can...You can...Can you...?</b></p> <p>Make links between beliefs about Jesus and the celebration of Easter ☑ Make links between the symbols used by churches and Christians in holy week and the celebration of Easter ☑ Make links between the symbols on a seder plate and their meaning ☑ Make links between the story of Lakshmi and practices at Divali ☑ Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach ☑ Identify similarities and differences between the way two Christian denominations celebrate Easter ☑ Identify similarities and differences between the celebration of two festivals ☑ identify some of the celebrations that form a part of my own life ☑ Make links between things that are important in our community and celebrations that are held or could be held</p> | <p><b>I can...You can...Can you...?</b></p> <p>Express a reasoned response to questions such as Can the real meaning of a festival be preserved, or do the shops and shopping always take over? ☑ Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today <b>of God</b></p> |



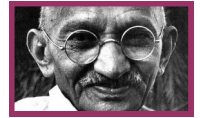
Y3 Summer

Key Question: L2.5 Why are festivals important to religious communities



Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

## An Introduction to Hinduism



### The Concept of Ahimsa

Ahimsa is often translated simply as non-violence, but its implications are far wider; it is more than not doing violence, it is more than an attitude, it is a whole way of life. And for modern Jains the concept also includes the positive elements of working for justice, peace, liberation, and freedom, if doing so does not involve violence.

[Mahatma Gandhi](#) was a famous advocate of Ahimsa, as it informed his policy of passive resistance, *satyagraha* (combining the Sanskrit terms for 'truth' and 'holding firmly') - which he adopted towards the occupying British forces during the period leading up to Indian independence. Some Jains have criticised this as being a subtle form of violence.

You may think that there is a high degree of self-interest in the doctrine of ahimsa, because in Jainism harm done to other beings is considered harm to oneself since it attracts much [karma](#) and thus hinders the [soul](#)'s journey to [liberation](#). But this is merely an appearance - the level of detachment that a Jain seeks to cultivate eliminates self-interest.



## An Introduction to Christianity

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>



### Grace

#### The Spiritual Meaning of Grace

Common Christian teaching is that **grace** is unmerited mercy (favor) that God gave to humanity by sending his Son, Jesus Christ, to die on a cross, thus securing man's eternal salvation from sin. Within Christianity, there are differing concepts of how **grace** is attained.

#### The Biblical Meaning of Grace

In Western Christian theology, **grace is** "the love and mercy given to us by God because God desires us to have it, not necessarily because of anything we have done to earn it". It is not a created substance of any kind. ... It is an attribute of God that is most



## An Introduction to Islam

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zpdtspb>



### Ummah

**Ummah** is an Arabic word meaning "community". It is distinguished from which means a nation with common ancestry or geography. Thus, it can be said to be a supra-national community with a common history.

#### Why Is Ummah Important to Muslims?

As a theological concept, the **ummah** is meant to transcend national, racial, and class divisions to unite all Muslims. The concept of the **ummah** dates to the time of the Prophet Muhammad and stresses the **importance** of the organization of society along ethical (and Islamic) lines.

### Zakat

**Zakat** is an **Islamic** finance term referring to the obligation that an individual has to donate a certain proportion of wealth each year to charitable causes. **Zakat** is a mandatory process for Muslims and is regarded as a form of worship

Zakat is a form of alms-giving treated in Islam as a religious obligation or tax, which, by Quranic ranking, is next after prayer in importance. As one of the Five Pillars of Islam, zakat is a religious duty for all Muslims who meet the necessary criteria of wealth.