

Year 4 Terms 1 and 2

**How do people from religious and non-religious communities celebrate key festivals?**  
**RELIGIOUS EDUCATION**



**National Curriculum Links:**

Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.

Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.

Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

**Essential Prior Learning:**

Know some festivals celebrated by different religions:

Christianity: e.g. Christmas, Easter

Judaism: e.g. Hanukah, Pesach

Islam: e.g. Eid ul-Fitr

Hinduism: e.g. Diwali

And other occasions that are celebrated, e.g. birthdays, weddings.

Know some of the ways people celebrate important events, e.g. giving gifts, eating special food.

**Progression in Skill:**

Describe how the way some people celebrate festivals might show something about their beliefs.

Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews. Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons.

Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.

**Long-term Memory Knowledge:**

Talk about some of the ways people celebrate festivals – both religious and non-religious – and how these reflect their beliefs, values, and traditions.

Recognise that symbols, rituals, and practices associated with festivals often express deeper meanings (e.g. light in Diwali symbolising good over evil).

Know that festivals like Christmas, Eid, or Hanukkah are celebrated differently across cultures, denominations, and even families.

Understand that non-religious people may also celebrate festivals for cultural or social reasons (e.g. Christmas as a family tradition rather than a religious event).

Recognise that people within the same religion or worldview may celebrate differently due to personal beliefs, cultural background, or family traditions. Be able to ask thoughtful questions about the meaning and impact of celebrations (e.g. “Why do people give to charity during Eid?” or “How does celebrating Diwali help people feel connected to their faith?”).

Begin to reflect on how learning about festivals might influence their own values, such as kindness, gratitude, or community.

**Key Vocabulary**

|                  |                                                                         |
|------------------|-------------------------------------------------------------------------|
| <b>tradition</b> | beliefs and/or ways of living passed on one from generation to the next |
| <b>secular</b>   | not religious                                                           |

**Progression in Resources:**

YouTube instructional videos: how to be a religious studies investigator and how to be a sociological investigator

YouTube: how do you celebrate Christmas?

YouGov survey: how do Britons celebrate Christmas?

BBC Teach video clips

Leister Mercury: origins of Leister’s Diwali celebrations

**Relevance**

|                   |                                                                                                                                                                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Now</b>        | Children understand that some festivals are religious and some are not; non-religious people may still enjoy these festivals in a secular way.                                                                                                        |
| <b>Future</b>     | Children may choose to join in the celebrations of particular religious festivals with friends and/or family who celebrate them – even though they may not follow that religion; they are tolerant of the beliefs of others.                          |
| <b>Aspiration</b> | Children are part of committees and organisations that hold community events that celebrate different festivals with the aim of bringing the community together; they look to highlight all that we have in common and to share times of celebration. |