

Global Citizenship – An Interdisciplinary Approach in Primary School

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Religious Traditions & the Origin of Henna

RME Focus – Gaining a more historical aspect to the cultural tradition of henna body art.

- Learning context:
 - A follow on lesson about the celebration of Eid or Diwali
 - Research the ancient historical use of Henna across South Asia, North Africa & the Middle East.
 - Consider comparing to similar ancient traditions of body art e.g. Celtic art
 - Discuss the possibility of young people facing prejudice around practicing cultural traditions and how to celebrate cultural differences.



Focus: RME/Origins of Henna

Stage: Second Level

Mathematics

I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.

MTH 2-19a

Literacy

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Health and Wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 2-07a

Expressive Arts

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Learning Context

**Religious & Moral Education:
Origins of Henna**

**Global Citizenship Focus:
Diversity**

ICT and Technologies

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-08b

Social Studies

I can discuss issues of the diversity of cultures, values and customs in our society.

SOC 2-16c

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Religious and Moral Education

I can describe and reflect upon practices and traditions of world religions.

RME 2-06c

Sustainable Development Goals

SDG 5 – Gender Equality

SDG 10 – Peace & Justice

Focus for Assessment

SAY: Discuss how such traditions can sometimes result in prejudice and how this can be avoided.

MAKE: Design your own symmetrical henna designs using traditional patterns.

WRITE: Write a text explaining why people use these traditions, how it makes them feel, and the importance of continuing old traditions.

DO: Research the differences in henna designs in the different regions it is used.