



Title: Romantic and Loving Relationships: Qualities of a partner and talking about relationships

Level: Fourth

Code: 4.1.4

Links to Curriculum for Excellence

Experiences/Outcomes

- I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a
- I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c
I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a

Benchmarks

- Justifies why commitment, trust and respect are central to being cared for and caring for others.
- Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex.
- Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

About this activity

This final learning activity for the section about **Romantic and Loving Relationships** explores the characteristics that the young people would want a partner to have. They also think about what they would bring to the relationship. The focus is on positive attributes. Finally, they think about talking with people at home about relationships and are reminded to seek help if they have questions or worries.

Activity

1. Review some of the learning so far in this block of activities, along these lines: We have explored what people feel the idea of love means; we talked about how couples can decide to live together, get married or have a civil partnership. Then we talked about the important things that make a relationship work: communication, honesty and trust.
2. Introduce today's activities, explain that: To keep going on our topic **Romantic and Loving Relationships**, we will be thinking about what you/young people would want a partner to be like. To get started, everyone needs to take a bit of paper and in a pair, start a list with this title: **If I am**

in a relationship with someone, I would want a partner who... Make three lists, one for you, one for your partner and an agree list. When you and your partner agree on something, you can put it on the **agree** list. If it's just something you would want, put it on your list. If it's just something that your partner would want, put it on their list. It's ok if you don't agree on things, discuss your differences and reasons. To begin, you might suggest an example like: *Has a sense of humour*.

3. Ask for some general feedback – was there a lot of agreement? Difference of opinion? Explain that a lot of different **psychological research points to specific characteristics that are good to have in a partner**. As you share the slides one by one, ask the young people to mark anything on their lists(s) that match.
4. Some discussion prompts: How many matches did you have? Among us, what is the most common “sought-after” characteristic? Does anyone have anything they would add that isn't on our list here? What did you have different opinions on in your pair?
5. Now, look at the lists that you have compiled in front of you and then at the list from the Psychological research. Work in your pair again and identify **5 characteristics that you would bring to a relationship**. After some discussion in pairs, ask anyone who would like to, to share their characteristics. (Do not expect, or try to make everyone do this).
6. For the last part of the activity, introduce the idea of **talking at home about relationships**. Start with some full group discussion, asking for some feedback around the prompt questions: Do you talk to anyone at home about relationships? Parent or carer? Maybe an older brother or sister? An auntie or uncle? If there are any positive responses, why them, what characteristics do they have? So, what do you think stops young people talking about relationships with parents or carers?
7. Set the young people a challenge: If parents and carers were to go on a crash course to learn about teenage relationships, what would they need to learn about and get better at? Provide the prop: **A course for parents about teenage relationships**
8. Back as one group, get feedback and discuss. End with a reminder that the class/group has been thinking a lot about relationships, about the qualities of a good relationship and a good partner. Thinking about talking with someone at home reminds us all that sometimes it's good to talk, when you are happy and when you have a worry. And that even if the young people think someone at home won't understand, maybe they will try and do their best. Remind the young people they can talk to you. And that ChildLine's largest number of users are young people their age, go online to www.childline.org.uk/ for more about relationships. If there is time, have the young people get their phones/tablets and explore what information and advice ChildLine has.

Additional ideas

- ***Lost in the Game: A Musical Story of Relationships, Sex and Gender Politics***
<https://vimeo.com/138636169> is a 10-minute musical by US students that the class/group might enjoy and will spark some discussion.

Connecting with home

- Learning Activity 4.1.1 has a short paragraph that could be used to communicate with home about this block of learning on romantic and loving relationships.

Further learning activities are available that connect to this RSHP curriculum content

- 4.1.1 Love
- 4.1.2 Living together, Marriage and Civil Partnerships
- 4.1.3 Making a relationship work

Practitioner Notes

