



Title: Make it Good: The relationship I want

Level: Senior Phase

Code: S.1.1

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences/Outcomes

- I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a
- I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c
- I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a
- 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.
- Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.
- Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

About this activity

This series of learning activities explore relationships. Young people will consider what would characterise the good relationship, and what relationship experiences might cause them concern or make them want to end a relationship. The activities also explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like. Young people will be supported to think about whether they are ready for a sexual relationship, they will be encouraged to delay having sex until they feel ready.

This first activity focuses on 'the good relationship', what might get in the way of this and ways to address challenges. It introduces the idea of relationship rights which young people can use to reflect on their own relationships.

Resources to support this activity

- Prop: *The good relationship jigsaw*
- Post-its
- Handout: *Know your relationship rights*

Activity

1. Introduce this series of learning activities along these lines: For the next few sessions we will be thinking about relationships – what we might think of as a good relationship, and what kind of things can happen in a relationship that we want to avoid or might mean we must end it. So, this is about having strong feelings for someone, thinking of them as a boyfriend or girlfriend. We will also think about having a sexual relationship and what we would want from that – and again what we would not want. When we are thinking about these things it's not because there is an expectation that you are or should be having sex, it's about considering what's best for you as an individual.
2. **The good relationship.** Introduce the first small group activity: To get us thinking about the kinds of relationship you want, use the prop/jigsaw image. It's called *The good relationship* - on each jigsaw piece, write or draw something to represent what you think would help make a relationship good. There may be some disagreement, that's okay, we can talk about that.
3. After enough time ask for some feedback, explore what is common, what is particular about any responses. Where is the agreement or disagreement within groups or across the class?
4. **It's complicated.** Moving on, explain to the young people that the next activity is called '**it's complicated**'. Acknowledge that relationships can be complicated, that having the relationship we really want means dealing with stuff that gets in the way. So, ask groups to go back to their jigsaw and take some post-its and on the post-its think of things that get in the way of the 'good relationship' they identified/imagined – there can be several things that make one aspect 'complicated'. Tell them to stick the post-its on the bit of the jigsaw 'the complication' relates to. To help them get going take one example from one of the groups: *So, you said a good relationship would.... So what things might get in the way of that?*
5. After enough time, get feedback. As the post-its are shared take some time to focus on/ask the group or wider class about what they can do to sort some of the complications that come up.
6. Have a class conversation about the question: **When it comes to relationships, who are your role models?** Ask the group to think about couples. This could be people they know (peers or family), it could be celebrity couples who exemplify the good relationship. What works for them? Why do they look up to them?
7. **Relationship Rights.** To end, introduce the young people to the idea of relationship rights. Distribute the handout: **Know your relationship rights**. Take some time to read through and take questions, clarify points. It may be useful to stress the point made about making different decisions "even if you have said yes before".

As with all RSHP work, follow up on any concerns about a young person after the session.

Connecting with home

If it is possible to connect with a text message or short email to parents/carers, the following message could go home:

We are starting a series of learning activities with the title Make it Good. We will explore relationships and what might characterise them as good or what might happen to lead a young person to end a relationship. The activities also explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like. Young people will be supported to think about whether they are ready for a sexual relationship, they will be encouraged to delay having sex until they feel ready. Young people will be having lots of conversations in class about these things, they will be encouraged to share some of these with you.

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

- S.1.2 How and why to end a relationship
- S.1.3 How do you know you are ready for sex?
- S.1.4 The sexual relationship I want

Practitioner Notes