



Title: Gender Equality: Relationships

Level: SENIOR

Code: S.5.1

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 and Outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a	<ul style="list-style-type: none"> • 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 block of learning about **gender equality** starts with consideration of gender equality in the context of relationships – broadly in society and then in more personal relationships. Subsequent activities explore what the law says about gender equality (sex discrimination) and then young people are asked to consider what gender equality might mean in school and, as they prepare for life after school, in the workplace. *Other learning activities* at Senior Level explore in more detail the kind of personal/romantic relationships young people want, and specific issues of consent and communication within relationships.

Resources to support this activity

- Slides
- Prop for recording views: Equality in relationships
- Prop for Red Card activity

Activity

1. Explain that in this session young people will be “*exploring equality, thinking especially about equality between men and women – **gender equality**. Firstly, a reminder about what we mean by equality.*” Use the slide/text: **What is equality?** Read together, check understanding.
2. **Equality in relationships:** Introduce the idea that equality might mean different things to different people, in the different relationships we have it can feel like a complicated thing to get right. Hand out the prompt sheet and ask young people to work in 2s/3s to consider these relationships and give some examples of what men or women might experience if their relationships were **equal**. Equality between men and women in society, in general. *What would this mean?*

- Equality between men and women in the family/at home. *What would this mean?*
- Equality between men and women in friendships. *What would this mean?*
- Equality between men and women if they are in a relationship. *What would this mean?*

Give an example or two if it helps: *So, if men and women were equal in the family they might share how they bring up their child.*

3. Get feedback, explore similarities and differences – and why young people have the views they do. Reflect especially on some of the feedback from the final point on equal relationships as a way to set up the next activity. Share the slide: **what is gender equality?** Discuss/check understanding.
4. **Red Card.** Explain that this activity is about thinking a bit more about what a relationship would be like if it was experienced as equal *by both people*. Explain “*an equal relationship is one where one person doesn’t use power to put down or control their partner*”. There are 15 scenarios to be read out, do they describe an equal relationship or not? Young people have a red card to express a view. “*It’s a bit like in a football match where there is a terrible foul and the referee gets out their red card and sends a player off. In this game, there are a number of situations in a relationship between 2 people your age. As each one is read out young people decide to show the red card on this relationship or not. If it’s a red card, wave it high. If not sure, show it but keep it low. If it’s all good, don’t show it.*” Share scenarios on slides, encourage participation.
5. Use this prompt statement on the whiteboard: **Regardless of gender, in an equal relationship you feel....** working from the previous discussions ask for contributions.
6. Explain that “*we are talking about relationships between people, particularly between men and women, and so it’s important to talk about feminism.*” Acknowledge the class/group may (or may not) have spoken about this before. Use/read the slide/text: **Feminism is a movement to bring about equal rights for women.** Any first thoughts? Comments? If it doesn’t come up ask: what’s feminism got to do with boys/men?
7. Share the slide: **The personal is political.** Ask the class, what they think this means. After some contributions explain that we have been talking about equality, and so while this might mean changing society to make it fairer for everyone (the political), for feminism there is a need to think about how we live together in equal ways day-to-day (the personal), so everything we do in our interactions with others is in some way political. Encourage some thoughts/discussion.
8. By way of further explanation, share the slide: **Where, after all, do universal human rights begin?** Explore and emphasise that rights are about our day-to-day activities and relationships.
9. To end, ask the young people to have a conversation with a partner. No need to write anything down but they could use their fingers to count this off: the task is to think of 5 things that they can do, day-to-day and in their relationships with others in relation to this question: **What can I do to bring about equality between girls/women and boys/men?**

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

Connecting with home

The following could be the basis of an email/message home to parents/carers about this series of learning activities:

*As part of our Relationships, Sexual Health and Parenthood programme, this block of learning is about **gender equality**. It starts with consideration of gender equality in relationships – broadly in society and then in more personal relationships. Then we will look at what the law says about gender equality and sex discrimination. Then young people will have the chance to think about what gender equality might mean in school and, as they prepare for life after school, in the workplace. We are looking at gender equality because we want young people to understand their rights, and also to think about how they can help bring about equality in different parts of their lives too.*

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

- S.5.2 Gender Equality: The Law
- S.5.3 Gender Equality: School and the Workplace

Practitioner Notes