



Title: **Love and Relationships: What is love? (V2)**

Level: SECOND

Code: 2.3.1

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b</p>	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing.

Learning Intentions

- Children understand that different kinds of friendships and relationships exist; and that positive relationships have a positive impact on wellbeing.
- Children understand the importance of being cared for and caring for others in personal and loving relationships.
- Children respect and value friendships with children of the opposite sex.
- Children acknowledge pressures on them to be in boyfriend/girlfriend relationships.

Success Criteria

- I can talk about friendships and relationships.
- I can talk about the importance of being cared for, caring for others, caring for myself and what love means.

NOTE: Research about young people’s sexual health and wellbeing shows that a focus on the meaning and experience of being in love helps adolescents think about relationships and responsibilities to others. This is because young people associate love with positive concepts such as trust, commitment and respect. Children learning at Second Level will mostly be pre-teens, but it is likely that these positive concepts will also arise in discussion. This session explores love in a broad sense, including love between parents/carers and children. The next session looks at attraction to others.

Resources to support this activity

- PowerPoint slides
- 2 x Pre-prepared heart shapes and post-its
- 100 Kids describe Love (3 minutes 28) https://youtu.be/T_ObrBLVqWg

Activity

1. Introduce the activity with the first slide: **What is love?** And explain that this is something that the class/group will be exploring together. To get going ask the children to have a chat with their shoulder partners about what they would say in response to the question.
2. **Let's think about all the things we love.** Prepare a prop in advance to record this part of the activity – with card or sugar/art paper make a big heart and place in the middle. Either ask the children why the heart is often used as a symbol for love, or if necessary explain that it is perhaps because some people would say just like the heart supplies blood to the body, love supplies great energy and happiness to people. Have the children work with a partner with post-its to name/draw all the **things they love to do** or **the people or things they love**. As they work they can post on the heart, or you can have pairs come do that in turn and say a bit about what they have prepared.

Use what the children have done to think about the starter question again, and then the subsequent questions (on the slides) – shoulder-partners or large group chat as works best for the children.

- **So, what is love?**
 - **How does love make a person feel?**
 - **How does a parent/carer show they love their child?**
 - **How does a grown up show they love their partner/husband/wife?**
3. **100 Kids describe Love** (3 minutes 28) https://youtu.be/T_ObrBLVqWg Watch the short film and discuss, do the children talk about similar things?
 4. **Loving ourselves.** Use the slides to introduce some conversation about the importance of loving ourselves. Make any connections that are helpful to other times you have discussed and explored feelings, being positive and recognising strengths and attributes. There are 2 slides with quotes, use one or both as suits your children. Explore their interpretation of the importance of loving oneself.

Be happy with being you. Love your flaws. Own your quirks. And know that you are just as perfect as anyone else, exactly as you are. Ariana Grande

Above everything else, genuinely love yourself first. Self-love is powerful and it's the best love that you will ever have. When you love who YOU are, your relationships will be healthier, and your life will be happier. Self-love sets the standard in how we allow others to treat us and how we treat ourselves. Your happiness and well-being are important. Protect it by always valuing who you are! Stephanie Lahart (author)

5. **Things we love about ourselves – and each other!** Introduce the next task is to talk about all the things we, in this class/group, love about ourselves. And also, to help us if we feel a wee bit shy about doing that, to also identify all the things we love about each other. Bring out a second prepared heart and ask the children to work together again to make a second poster with all the wonderful things the class/group love about themselves and also their friends and classmates. Review and discuss as you go.
6. Share/display both the heart posters. End the session with a recognition of the work. Explain that the next session about love will talk more about when people like and love each other. In the course of the week invite some guests in to the class and have some children talk to them about their posters.

Connecting with home

The text below could be used to communicate with home about this activity.

The children are continuing their learning about relationships, sexual health and parenthood. We will be working together on activities about love and relationships. We will be talking about what love is, this includes love between people in a relationship, love between child and parent/carer, love between friends, and the importance of loving and valuing ourselves. We will also explore the value of relationships between boys and girls, and how children can have these friendships and relationships without these having to be defined as 'girlfriend/boyfriend' relationships. To help with this last bit the children will consider and discuss some short scenarios, these realistic situations will help the children consider how they deal with pressures or worries and in looking at solutions they will learn that friendships between girls and boys can be just that. You could also discuss these things at home.

- Robert likes Jessica, they are friends. Robert would like Jessica to be his girlfriend. **What can Robert say or do?**
- Isabella and Beth are friends. Some children are teasing them saying they must be girlfriends. This is annoying. They do really like each other but it's nobody else's business. **What can Isabella and Beth say or do?**
- Lauren and Sergei usually walk home together after school. Lauren asks Sergei if she can hold his hand when they were walking home. Sergei just wants to be Lauren's friend, he doesn't want to hold her hand. **What can Sergei say or do?**
- Every time Daniel's gran visits she always ask in front of everyone: *Haven't you got a girlfriend yet?* He gets really embarrassed. **Why do you think this is? What can Daniel say or do?**

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

- 2.3.2 Love and relationships: Being attracted to someone

Practitioner Notes