

Title: **Love and Relationships: Being attracted to someone (V2)**

Level: SECOND

Code: 2.3.2



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.
- I know I can have friendships with children of the opposite sex.
- I can name an adult/adults I go to if I have a worry.

NOTE: This activity uses short scenarios that explore situations children can find themselves in, they are about the pressures children can face to be in girlfriend/boyfriend relationships and address the issue of consent – this is picked up more explicitly in activity **2.10 Consent**. It is suggested then that these activities at 2.3 and those at 2.10 should be done in different years or at different times of the school year to avoid repetition of issues and instead use learning to reinforce some early messages about consent.

Resources to support this activity

- PowerPoint slides
- Film: A Red Red Rose, Rachel Sermanni with the Royal Scottish National Orchestra (duration 4 minutes 30) <https://youtu.be/-1-PF2kt2jg>
- Scenario cards

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Recap on what children remember from the previous session – revisit their heart shaped posters of all the things they love, and love about themselves and each other. Acknowledge that some of the things that they talked about was when a person loves another person, perhaps a person might say they are in love. So, the love between two people is something that they will talk about a bit more in this session.
2. Ask the children: **Why do you think there are so many songs, poems, movies and stories about love?** Ask them to recall the previous discussion/session, what did we say when we thought about how does love make a person feel? After some conversation, introduce one famous example of a love poem/song by Scotland's national bard Robert Burns. Read the poem together, watch the song. Do the children think it captures the feelings of being in love?
Film (duration 4 minutes 30): **A Red Red Rose**, Rachel Sermanni with the Royal Scottish National Orchestra <https://youtu.be/-1-PF2kt2jg>
An alternative or addition would be to have asked the children to prepare something in advance, identifying current songs on the topic of love – if associated music videos were appropriate they would also be viewed.
3. **When you really like someone.** Explain that when you are (the age of the learners) you can also have feelings where you really like someone, feel attracted to someone (what would the children say? Fancy someone? Have a crush?) Introduce the animation, this is a story about a boy who really likes someone in their school.
Film (duration 4 minutes 6 seconds): **In a Heartbeat** <https://vimeo.com/227690432> Watch the film and use it to reflect on the feelings that someone can have when they really like someone – excitement, nervous, worried about being rejected, a bit embarrassed....
4. **But, what happens if you just don't want to have a girlfriend or boyfriend?** Introduce the idea that sometimes girls and boys can feel that people expect or want them to have a boyfriend or a girlfriend, and maybe they just don't. Ask the class (slide): *Do you think children ever feel under pressure to have a boyfriend or girlfriend?*

Introduce some scenarios for discussion in 3s. Distribute randomly on cards, so that different small groups have different scenarios. Ask the children to discuss, then after some time either swap round for more discussion or have each report back on what they think about their given situation (with groups reading out the scenario they had), open to others for their thoughts.

- 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?**

Having heard the different scenarios and ideas, conclude with the questions (on 2 slides, the second question is an opportunity to emphasise learning about respecting the other persons feelings, about being disappointed and about accepting them not wanting the same thing):

- So, if we are feeling that there is pressure to be in a boyfriend/girlfriend situation, what can we say is the best advice about what to say or do?
- If we like someone, but they just want to be a friend and not a boyfriend or girlfriend how should we react?

5. **End** with acknowledgement of the conversations today, and in the previous session. With the final slide, ask children to take a moment to think about an adult they can go to if they ever have a question or a worry about friendships and relationships with others. Remind everyone that talking about love and friendships and getting along together is a good way to remember to always be kind and respectful of each other, and each other's feelings.

A Red Red Rose

Robert Burns

O my Luve is like a red, red rose
That's newly sprung in June;
O my Luve is like the melody
That's sweetly played in tune.

So fair art thou, my bonnie lass,
So deep in luve am I;
And I will luve thee still, my dear,
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
I will love thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only luve!
And fare thee weel awhile!
And I will come again, my luve,
Though it were ten thousand mile.

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

- 2.3.1 Love and relationships: What is love?

Practitioner Notes