

Title: Make it Good: How and why to end a relationship (V3)

Level: SENIOR PHASE

Code: S.1.4

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	Benchmarks
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

Learning intentions

- Young people consider what would characterise the good relationship, and what relationship experiences might cause them concern or make them want to end a relationship.
- Young people 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 think about whether they are ready for a sexual relationship, and are encouraged to delay having sex until they feel ready.
- Young people consider the idea of 'relationship rights'.

Success criteria

- I can describe what the good relationship would mean for me.
- I am building skills and confidence to make decisions about my own personal relationships, including sexual relationships.

Resources to support this activity

- PowerPoint slides
- PROP: 8 signs that it's time to end the relationship
- PROP: Traffic lights/Relationship situations
- HANDOUT: The Relationship Spectrum

Activity

1. Recap on the sessions so far which focused on what makes for a good relationship, what makes relationship complicated, and talked about relationship rights. As a prompt, share the **Relationship rights** on a slide (have more copies of the handout available).
2. **8 signs that it's time to end the relationship.** Introduce this activity with recognition that ending a relationship isn't easy, but there may well be signs that it's time to do so. *Introduce the pair/small group activity:* Imagine you are creating an advice column for young people your age. Use the prop to think about and identify up to 8 things that a young person needs to look out for in order to know when it's time to move on.
After some time, get feedback, seek clarification, explore different views.
3. **Traffic lights/Relationship situations.** This activity asks young people to consider complex situations which they or their peers might find themselves in. It seeks to explore whether they are attuned to unhealthy/abusive behaviour, and to encourage them to stop, think and trust their feelings. It could be explained along these lines: On each of the cards there is a statement about a relationship a friend might be in. You need to decide (introduce the traffic light prop) if the situation described in their relationship is good/ok (green light) or not good/not okay (red light) or something that makes you feel 'you know, I'm just not sure about this' (amber light). Work in your small group, talk things through and try to reach an agreement about each situation, but if you can't agree put the card to the side and we'll come back to it as a class/group.
After some time, get feedback, encourage discussion and explore different views.
4. Print and share handout **The Relationship Spectrum**. Explain that this talks about some of the things young people have talked about so far; use discussion to emphasise that as young people it's important to stop and think (and talk with others) and trust feelings about things that don't feel or seem right. Ask the young people: *What kind of feelings do you get if you feel something just isn't right?* Ask for questions or comments, check understanding about content of the poster (*What do you think they mean by....?*). Encourage questions and discuss any points.
5. Explain that many things highlighted today can be thought of as domestic abuse or gender violence, this slide explains this. Share and discuss: **What is domestic abuse and gender violence?**
6. Go online to the ChildLine page on domestic abuse and run through what is there, make sure the class/group understand that ChildLine is there for young people their age:
<https://www.childline.org.uk/info-advice/home-families/family-relationships/domestic-abuse/>

Additional ideas

- If there is time in class/If young people want to explore the issue further there is more on Domestic Abuse from Women's Aid Scotland <http://womensaid.scot/information-support/what-is-domestic-abuse/> and Citizens Advice Scotland here:
<https://www.citizensadvice.org.uk/scotland/family/relationship-problems-s/domestic-abuse-s/>

Connecting with home

The learning activity S.1.1 has a suggested text for a note home to parents and carers in advance of this block of activity.

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

S.1.1 The relationship I want

S.1.2 How do you know you are ready for sex?

S.1.3 The sexual relationship I want

Practitioner Notes

