



Title: Make it Good

Part 1: The relationship I want

Level: SENIOR

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 a 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 a 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

- 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 young people will be thinking about relationships – what young people might think of as a good relationship, and what kind of things can happen in a relationship that they might want to avoid or might mean a relationship should end. So, this is about having strong feelings for someone, thinking of them as a boyfriend or girlfriend. Young people will also think about having a sexual relationship and what a person would want from that – and again what a person would not want. When they are thinking about these things it's not because there is an expectation that they are or should be having sex, it's about considering what's best for them as an individual.
2. **The good relationship.** Introduce the first small group/pair activity. This is about thinking about the kind of relationship they want, use the prop/jigsaw image. It's called **The good relationship** - on each jigsaw piece, ask young people to write or draw something to represent what they think would help make a relationship good. There may be some disagreement, that's okay, this will be discussed.

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?

3. **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?*

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 address some of the complications that come up.

4. Have a small group then class conversation about the question: **When it comes to relationships, who are your role models?** Ask the group to think about couples. Explain that this could be people they know (peers or family), it could be celebrity couples who exemplify the good relationship. If they have phones or tablets handy they could share images of the couples. What makes them a role model? Why do they look up to them?
5. **Relationship Rights.** Introduce the young people to the idea of relationship rights. Ask what they think this might mean? Would anyone like to suggest a right you should have in a relationship? See how far this conversation goes, then share 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".
6. **To end,** acknowledge all contributions and explain that the class/group will continue discussions about relationships and what makes them work well in the next 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

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

Practitioner Notes