



Title: Romantic and Loving Relationships
Part 4: Qualities of a partner and talking about relationships

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
<p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships.</p> <p>I understand the different contexts of such relationships including marriage. HWB 4-44c</p> <p>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</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p>	<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. • Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

Learning intentions

- Young people understand the importance of being cared for and caring for others in relationships.
- Young people understand that adult relationships can include marriage, civil partnerships and living together.
- Young people acknowledge the pressures they face to be in relationships.

Success criteria

- I can talk about the importance of communication, honesty and trust in relationships.
- I can talk about the kind of partner I would want to be involved with, and the what I would bring to a relationship.
- I understand that adults can be married, in a civil partnership or live together.
- I am developing skills and confidence to make decisions about the relationships I want.

Resources for the activity:

- PowerPoint slides
- Prop: A course for parents and carers about teenage relationships.

Activity

1. To start, recap on the learning so far in this block of activities, along these lines: Young people have explored what the idea of love means; talked about how couples can decide to live together, get married or have a civil partnership. Then talked about the important things that make a relationship work: communication, honesty and trust.
2. Introduce today's activities, explain that to continue the topic **Romantic and Loving Relationships**, the class/group will be thinking about what young people would want a partner to be like. To get started, everyone needs to take a bit of paper and in a pair, start a list with this title: **If I am in a relationship with someone, I would want a partner who...** ask them to make a list, one list of things they agree on, with separate characteristics recorded to the side if they can't reach agreement on something. To begin, you might suggest an example like: *Has a sense of humour*.
3. Ask for some general feedback – was there a lot of agreement? Difference of opinion? Explain that a lot of different **psychological research points to specific characteristics that are good to have in a partner**. As you share the 3 slides that follow (with 16 characteristics) ask the young people to mark anything on their lists(s) that match. Some discussion prompts could include: How many matches did you have? Among us, what is the most common "sought-after" characteristic? Does anyone have anything they would add that isn't on our list here?
4. Ask the young people to look at the lists they have compiled and to work in their pair again and identify **5 characteristics that I would bring to a relationship**. After some discussion in pairs, ask anyone who would like to, to share their characteristics.
5. For the last part of the activity, introduce the idea of **talking at home about relationships**. Start with some full group discussion, asking for some feedback (as always from volunteers) around the prompt questions on the slide:

Talking at home about relationships

Do you talk to anyone at home about relationships? Parent or carer? Maybe an older brother or sister? An auntie or uncle?

If yes, why them, what characteristics do they have?

What do you think stops young people talking about relationships with parents or carers?

6. Set the young people a small group or pair challenge: If parents and carers were to go on a crash course to learn about teenage relationships: What would they need to learn about? What do they need to get better at? Provide the prop: **A course for parents about teenage relationships**. Back as one group, get feedback and discuss.
7. End with a reminder that the class/group has been thinking a lot about relationships, about the qualities of a good relationship and a good partner. Explain that thinking about talking with someone at home reminds us all that sometimes it's good to talk, when you are happy and when you have a worry. Acknowledge that even if the young people think someone at home won't understand, maybe they will try and do their best. Remind the young people they can talk to you. And that ChildLine's largest number of users are young people their age, go online to www.childline.org.uk/ for more about relationships. If there is time, have the young people get their phones/tablets and explore what information and advice ChildLine has.

Additional ideas

- *Lost in the Game: A Musical Story of Relationships, Sex and Gender Politics*
<https://vimeo.com/138636169> is a 10-minute musical by US students that the class/group might enjoy and will spark some discussion.

Connecting with home

- Learning Activity **Love** has a short paragraph that could be used to communicate with home about this block of learning on romantic and loving relationships.

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

- Love
- Living together, Marriage and Civil Partnerships
- Making a relationship work

Practitioner Notes

