

Title: Romantic and Loving Relationships Part 3: How do you make a relationship work?

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.

The learning intentions and success criteria are met with delivery of all parts of this topic.

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 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.

NOTE: While much of this activity is about communication in broad terms, research tells us that communication matters greatly when it comes to supporting young people to negotiate and maintain sexual communication that leads to positive decisions about safer sex and contraception. These topics are also addressed in other learning activities at this Level and at Senior Level.

Resources to support this activity.

- PowerPoint slides.
- Communication game handouts.
- Prop: Things couples should talk about before they live together.

Activity

1. Introduce the activities along these lines: Today we will be thinking about how to make a relationship work. There are 3 big things we will consider: Communication + Honesty + Trust. First, a communication game.
2. **Communication game:** Working in pairs, partner one gets the first list. Partner two must not see it. Partner one must describe each of the 10 words, one at a time without using the actual word and *keep trying until their partner guesses it*. When they have achieved all ten, they shout DONE! Everyone keeps going until they finish. Then swap and partner two uses their secret list (see prop).
3. Thinking about communication, ask the class: **How do we communicate what we think, feel or want?** After some input from the young people, share and discuss the slide that describes **research about how people communicate**. In discussion, reflect on young people's own styles/methods of communication? Do the percentages sound right for them? For others?
 - 7% of what we communicate is by the words we use.
 - 38% of what we communicate is done by our tone of voice.
 - 55% of what we communicate is done by our facial expressions and other body language.
4. Play a game: **Feelings charades**.
 - a. The young people will know 'charades' or you may have played something similar. If not, explain that on each strip (cut from the prop provided) there is a 'feeling' and the idea is that someone (volunteers only!) comes up front and does a charade/mime/act of the feeling *to communicate it to others*, but focusing on the facial expressions and body language, without any words, and the others guess what it is.
 - b. There are some feelings suggested/add as you see fit. Do the first to explain if necessary. (*Suggestions: happy/sad/excited/worried/angry/confused/nervous/not bothered/proud/determined/in love/surprised/tired/scared/bored/confident*)
5. To explore all aspects of communication further, using the next set of slides, ask the class these questions. In each, pull out what is being communicated by **words, tone of voice or body language** in each response. Also consider how people can be different. So, thinking about how humans communicate:
 - How do you know when a baby is happy?
 - How do you know when a friend is either happy or a bit upset with you?
 - How do you know when someone at home is unhappy about something you have done?
 - Who do you know that's really good at communicating by just facial expressions or body language?
 - What do you think you use most when you are communicating *your* feelings?
6. Moving on, acknowledge that we have been thinking about communication, and that it's clear that this matters in all the relationships we have. But now, move the young people on to think about **honesty and trust**.
7. Introduce the activity along these lines/use slide: Research with young people in Scotland asked **what do you need to make a relationship good?** As well as **good communication**, the top answers

were **honesty** and **trust**. Ask for some views: Why are honesty or trust so important? Introduce/use some quotes from young people and as you work through the slides ask the group what they think: Does this ring true? Do they disagree? Do they agree honesty and trust matter so much?

Trust gets in the way of everything, doesn't matter even what kind of relationship you are in, trust is like the one thing that just gets between people all the time. If you don't trust them, then you might as well just not bother. (age 16)

If you don't, it's not healthy – you'd be paranoid they're going with someone else behind your back. You'd be worried. Like honesty, it goes both ways, you need both. (age 15)

Loyal, honest, caring, patient is what trust should mean in sex and relationships. (age 16)

I have only had one boyfriend who I trusted. Anyone else I would be scared they would tell their mates about me and worried about what they thought and what they would say. (age 15)

8. **Things couples should talk about before they live together.** Introduce the next activity which is about all of the 3 areas of focus so far: communication, honesty and trust. Explain that there are 10 topics that couples might want to communicate about – but how important do young people think they are? What would be important to them if they were considering living with a partner? To be undertaken in small groups. Each group should be given the activity with the prompt sheet. The questions are (check understanding of language including 'monogamous'):

- How will we handle money?
- Where will we live?
- Who will tidy up and do the cleaning?
- Do we want the same thing from sex?
- Will we have children?
- Is this a monogamous relationship?
- How involved will our parents/families be in this relationship?
- What food do we like?
- Will we have pets?
- If we have a problem with each other, how will we sort it?

After some small group discussion/prioritisation, explore through feedback what young people prioritise, what not, and why. Acknowledge differences and similarities in responses; and where issues of *communication*, *honesty* and *trust* have come up.

9. Remind young people that relationships can make you feel amazing, but they can also leave you feeling stressed out and upset. Remind them that it's always best to get advice if you are having problems with relationships. They can speak to a teacher or other trusted adult, or get good advice online at www.childline.org.uk

Additional ideas

- The young people's research, which informs this activity involved young people aged 15 to 21 living in Tayside. It is published at [MakeltGood Tayside - NHS Sexual Health Tayside](http://MakeltGoodTayside-NHS Sexual Health Tayside)

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.
- Qualities of a partner and talking about relationships.

Practitioner Notes

