

Relationships and Sex Education Framework



Year 10 Block 1 – Ending Relationships (10.1.1)

Key Themes: Positive Relationships, Sexual Health and Sexuality

This supports the development of learning in Key Stage 3 on the impact of puberty and developing sexuality.

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 consider the idea of 'relationship rights'.

Success criteria

- I can describe what a good relationship would mean for me.
- I understand the need to safely and responsibly manage changes in personal relationships, including ending relationships.

Resources to support this lesson

- PowerPoint slides
- Resource A: 8 signs that it's time to end the relationship
- Resource B: Traffic lights/Relationship situations
- Resource C: The Relationship Spectrum

Activity

1. 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.

The good relationship. Introduce the first small group/pair activity. This is about thinking about the kind of relationship they want, use Resource A. 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?

2. **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.

3. **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. In pairs or groups, ask pupils to 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.

4. **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: Resource B - On each of the cards there is a statement about a relationship a friend might be in. You need to decide 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.

5. Print and share handout ***The Relationship Spectrum*** (Resource C). 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.
6. **Relationship Rights.** Ask what they think the idea of relationships rights might mean? Would anyone like to suggest a right you should have in a relationship? See how far this conversation goes, then share the Resource D: 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".

7. If time allows:

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/>
- You might want to share information about Scotland's new legislation in this area. Or direct young people to this information. **6 things you need to know about Scotland's new Domestic Abuse Law** has been written by the Scottish Women's Rights Centre, available here: <https://www.scottishwomensrightscentre.org.uk/news/news/7-things-to-know-about-scotlands-new-domestic-abuse-law/>

Connecting with home

Lesson 10.1.1 The relationship I want has a suggested text for a note home to parents and carers in advance of this sequence of lessons.

Further learning activities are available that connect to this content

- The relationship I want
- The right time
- Taking relationships further