

ANGLO-CHINESE SCHOOL (INDEPENDENT)

MOE SEXUALITY EDUCATION IN SCHOOLS

1. Sexuality Education (SEd) in schools is about enabling students to understand the physiological, social and emotional changes they experience as they mature, develop healthy and rewarding relationships including those with members of the opposite sex, and make wise, informed and responsible decisions on sexuality matters. SEd is premised on the importance of the family as the basic unit of society. This means encouraging healthy, heterosexual marriages and stable nuclear family units with extended family support. The teaching and learning of SEd is based on respect for the values and beliefs of the different ethnic and religious communities in Singapore on sexuality issues.

2. The goals of Sexuality Education are to:

- (i) To help students make wise, responsible and informed decisions through the provision of accurate, current and age-appropriate knowledge on human sexuality and the consequences of sexual activity;
- (ii) To help students know themselves and build healthy and rewarding relationships through the acquisition of social and emotional skills of self-awareness, management of their thoughts, feelings and behaviours, development of empathy for others, possession of effective communication, problem-solving and decision-making skills; and
- (iii) To help students develop a moral compass, respect for themselves and for others as sexual beings, premised on the family as the basic unit of society, through the inculcation of positive mainstream values and attitudes about sexuality.

3. The key messages of Sexuality Education are:

- (i) Love and respect yourself as you love and respect others;
- (ii) Build positive relationships based on love and respect (which are the foundation for strong families);
- (iii) Make responsible decisions for yourself, your family and society; and
- (iv) Abstinence before marriage is the best protection against STIs/HIV and unintended pregnancies. Casual sex can harm and hurt you and your loved ones.

You may click here (<https://www.moe.gov.sg/education/programmes/social-and-emotional-learning/sexuality-education>) for more information on MOE Sexuality Education.

OVERVIEW OF ANGLO-CHINESE SCHOOL (INDEPENDENT)'S SEXUALITY EDUCATION PROGRAMME FOR 2019

4. Sexuality Education is delivered in a holistic manner through the school curriculum. The content for Sexuality Education is grouped into five main themes: Human Development, Interpersonal Relationships, Sexual Health, Sexual Behaviour, and, Culture, Society and Law. You may click here (<https://www.moe.gov.sg/education/programmes/social-and-emotional-learning/sexuality-education/scope-and-teaching-approach-of-sexuality-education-in-schools>) for more information on the scope of Sexuality Education in the school curriculum.

5. The subjects that incorporate topics on sexuality include:
- a. Science
 - b. Character and Citizenship Education (CCE)

Growing Years (GY) Programme:

- i. "The Teenage Years (2nd Edition)" (Lower Sec) Teaching & Learning resource package
- ii. "Sense & Sexuality (2nd Edition)" (Upper Sec) Teaching & Learning resource package

6. The values and attitudes of our youth towards sexuality are increasingly shaped by their peers, exposure to the media, popular culture and the internet. Adolescence is a complex stage in life as the adolescent attempts to find his/her own identity and often struggles with new social relationships. The period of middle adolescence (generally from 15 – 17 years old) can be a turbulent period for adolescents. The gap between physical and emotional/cognitive maturity may result in a tendency to act on impulse, experiment with various activities (including sexual activities), sometimes without understanding the unpleasant consequences that may arise from such experimentation. The need for peer acceptance can be overwhelmingly strong, and hinder one's ability to act responsibly. Given the pressures faced by the middle adolescent from within themselves and from peers, it is important to build a strong sense of self-worth, personal conviction and an understanding of the possible consequences of sexual behaviour.

7. Through "The Teenage Years" and "Sense & Sexuality" packages, secondary students will have the opportunity to develop a positive self-esteem, develop their character, and expand their understanding and repertoire of skills to deal with various issues related to sexuality, which are of prime concern at this age.

Growing Years (GY) Programme: "Love Matters (2nd Edition)" Teaching & Learning resource package

8. The focus for "Love Matters" is on issues in relationships. Specifically, the JC/CI package covers Interpersonal Relationships, with themes of Human Development, Sexual Health, Sexual Behaviour, and Culture, Society and Law woven into the main focus on relationships.

At ANGLO-CHINESE SCHOOL (INDEPENDENT), the following lessons from the Growing Years Programme will be taught in 2019:

YEAR 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
The Real Self (Part 1)	1 (60 mins)	<ul style="list-style-type: none"> know how one's perception of his body is linked to personal experiences and the sources of information that are taken in recognise that one's self-perception is influenced by his perception of his body know strategies to develop healthy/positive perception of one's body. 	Term 2 Week 3
Lessons about Love (Part 1)	2 (60 mins)	<ul style="list-style-type: none"> recognise the importance of cultivating friendships with members of the same and opposite sex recognise what constitutes healthy and unhealthy relationships recognise the influence of peers on oneself and one's value system distinguish between various types of love know that the underlying value for healthy relationships is respect 	Term 2 Week 3
	3 (60 mins)	<ul style="list-style-type: none"> recognise the importance of developing a friendship before committing to a romantic relationship recognise what dating involves know the different levels of physical intimacy in a relationship know that certain public displays of affection are not considered appropriate behaviour in our society recognise that it is important to seek their family's views, beliefs and expectations with regard to dating and romantic relationships in teenage years 	Term 2 Week 4

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
"Familiar" Strangers Alert (Part 1)	4 (60 mins)	<ul style="list-style-type: none"> • reflect on the reasons for people to use social networking sites to make friends or to engage their existing friends • know the usefulness and dangers of making friends over social networking platforms • recognise that the media can influence the way people think, feel and behave • identify ways to protect themselves from negative influences from the media 	Term 3 Week 9
	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> • know the physiological, psychological and social impact of sexual abuse on the individual • recognise the provision of Singapore laws that serves to protect teenagers from sexual perpetrators and persecute those who have committed such crimes • identify sources to seek help and support 	Term 3 Week 9
	5 – Part 2 Main Task (30 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • Students are to work on the main task in groups of 4 or 5 • Groups will describe how the media can influence relationships (with self, peers, and the opposite sex) • Groups can choose to present this in the form of a song, short 1-min video, rap, poster or any other preferred mode • To assess learning, teachers may want students to submit a short write up to describe their work or a personal reflection after the main task. 	Term 3 Week 10

YEAR 2

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 2)	6 (60 mins)	<ul style="list-style-type: none"> • identify why relationships break down • identify the emotions that accompany the breakdown of a relationship • know healthy ways of coping with rejections and breakups • recognise the need to be respectful and responsible in ending a relationship • know ways to seek support when going through a breakdown of relationship and offer support for those going through the same 	Term 3 Week 7
	7 (60 mins) & 8 – Part 1 (30 mins)	<ul style="list-style-type: none"> • recognise the sources of temptation and situations that lead to pre-marital sex • resist pressure to engage in sexual activities • know the consequences of engaging in pre-marital sex • recognise that respect and responsible decision making are important in relationships • recognise the value of sexual abstinence • identify sources to seek help and support when faced with teenage pregnancy 	Term 3 Week 2
	8 – Part 2 Main Task (30 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • In groups, students will choose 1 out of 3 given scenarios. • Through the chosen scenario, students will share <ul style="list-style-type: none"> ○ the consequences of pre-marital sex ○ the value of abstinence before marriage ○ skills to say 'no' to temptations or pressure to have sex • Depending on the scenario chosen, groups can present the above through a short skit / presentation, song lyrics/ poem, or a comic strip / poster, or other preferred modes. • At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. 	Term 3 Week 3

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
At the Crossroads (Part 1)	9 (60 mins)	<ul style="list-style-type: none"> • describe what pornography is, and why people view pornographic materials • examine the effects of pornography on self and others • know what masturbation is, and its relation to pornography • recognise the harmful consequences of excessive masturbation • recognise that they are able to make responsible decisions to manage their sexual desires • know appropriate sources to obtain accurate information about sex 	Term 3 Week 7
	10 (60 mins)	<ul style="list-style-type: none"> • know/define what gender role is • know the influence of family, culture and society on one's perception of his/her gender role • appreciate/ affirm one's own unique qualities and characteristics as a male or female. • know/define what sexual orientation (heterosexuality and homosexuality) is • recognise the need to treat people with respect regardless of their sexual orientation 	Term 3 Week 8

YEAR 3

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 3)	1 (60 mins)	<ul style="list-style-type: none"> • recognise what constitutes responsible dating • evaluate if a dating relationship is healthy or unhealthy • demonstrate competencies in managing emotions in dating and romantic relationships 	Term 2 Week 1
	2 (60 mins)	<ul style="list-style-type: none"> • recognise differences in perspectives of dating and romantic relationships • evaluate one's readiness for romantic relationships • recognise challenges that occur in the context of a relationship • examine how our response to emotions can affect relationships positively or negatively 	Term 2 Week 2
	3 (60 mins)	<ul style="list-style-type: none"> • recognise the different levels of physical intimacy in a relationship • know the progressive nature of actions that lead to sexual arousal and intercourse • recognise that one may unintentionally invite sexual intimacy through one's verbal and non-verbal behaviour 	Term 2 Week 3
	4 (60 mins)	<ul style="list-style-type: none"> • evaluate the norms of acceptability for public display of affection • recognise how new media has shaped public perception of acceptability of public display of affection • identify the strengths and limitations of new media in allowing people to develop serious relationships • recognise how new media has influenced relationship building both positively and negatively • appreciate the value of face-to-face relationships 	Term 2 Week 4
The Real Self (Part 2)	5 – Part 1 (30 mins)	<ul style="list-style-type: none"> • recognise the importance of having healthy self-esteem that is not affected by external influences • demonstrate strategies to identify and evaluate sources that contribute towards healthy self-esteem • recognise the importance of self-esteem in building friendships Identity and healthy relationships 	Term 2 Week 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
	5 – Part 2 (30 mins)	Description of the Main Task: <ul style="list-style-type: none"> • Students are to work in groups of 4 or 5. • Each group will present the positive and negative messages about self-image received from a chosen source (peers, teachers, families or the media) and share tips on managing the negative messages. • Groups can represent their learning through a blog, a poster presentation, an article for a teenage magazine, a role-play, a letter of response from Aunt Agony, a pamphlet or other preferred modes. • At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. 	Term 2 Week 5

YEAR 4

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Lessons about Love (Part 4a)	6 (60 mins)	<ul style="list-style-type: none"> • explain the process of grief and loss that people experience when a relationship breaks down • exercise sensitivity and empathy when communicating break-ups • recognise that one can emerge stronger after a break-up 	Term 2 Week 1
“Familiar” Strangers Alert (Part 2)	7 (60 mins)	<ul style="list-style-type: none"> • know what is considered pornographic material on the Internet under the Internet code of practice • reflect on the legal consequences of sexual behaviour and include these considerations in their decision-making pertaining to pornography 	Term 2 Week 3
At the Crossroads (Part 2)	8 (30 mins)	<ul style="list-style-type: none"> • distinguish between biologically-based and socially-conditioned gender characteristics • evaluate views towards self and others, with regard to gender differences and stereotypes 	Term 2 Week 1
Lessons about Love (Part 4b)	9 (60 mins)	<ul style="list-style-type: none"> • recognise that commitment is a necessary ingredient for success in a marriage • identify responsibilities involved and the challenges faced in marriages 	Term 2 Week 3
NA	10 (60 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • This main task will capture the culmination of learning in Secondary 4 level. • Students are to work on the main task in groups of 4 or 5. • Each group is to take on a topic of interest from the following: rejections and broken relationships, pornography, gender identity or marriage, cohabitation and divorce. • Groups can share their learning for the chosen topic in the form of a debate, a mini-teach, the depiction and discussion of case scenarios, a discussion of consequences that follows after the viewing of a video or a live-chat, or any preferred mode. 	Term 2 Week 4

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
		<ul style="list-style-type: none"> • At the end of all the presentations, students are to assess and reflect upon their own learning using a reflection form. • Teacher to round up by summarizing key learning outcomes for each topic, emphasizing on the key values and attitudes 	

YEAR 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 8)
The Real Self (Part 3)	1 (60 mins)	<ul style="list-style-type: none"> • analyse the impact of one's self-perception on one's behaviour • recognise that some messages in the media have sexual connotations and reflect ideals or stereotypes • evaluate messages that promote casual sexual activity among adolescents • recognise that the media has a tendency to inaccurately reflect the effort needed to nurture and maintain relationships 	Term 3 Week 3
Lessons about Love (Part 6)	2 (60 mins)	<ul style="list-style-type: none"> • know that love is a commitment and it is not the same as having feelings of attraction • appreciate the importance of balanced roles, self-respect and mutual respect in the healthy development of relationships • recognise that differences in values, goals, and expectations may become challenges and /or lead to conflicts in the relationship • know the different styles of conflict management and acquire effective techniques of conflict management in a romantic relationship 	Term 3 Week 4
	3 (60 mins)	<ul style="list-style-type: none"> • appreciate that abstinence is to be cherished and is contingent on the exercise of self-control • examine and empathise with the dilemma of an unwanted pregnancy faced by an unmarried couple • appreciate that one's beliefs on abortion is influenced by one's religion, culture and values. • recognise that an abortion can have severe effects • evaluate one's own beliefs about STIs/HIV/AIDS and the need to treat all individuals with respect and dignity • recognise that there is a tendency to underestimate one's own vulnerability 	Term 3 Week 6 and 7

YEAR 6

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 4)
Lessons about Love (Part 7)	4 (60 mins)	<ul style="list-style-type: none"> • identify signs of an unhealthy dating relationship and the early indications of a breakdown of relationship • appreciate that one can emerge stronger despite having gone through a breakup • explore beliefs about marriage • know the possible psychological impact on children experiencing parental separation or divorce • recognise the importance of having family support for a relationship • aspire to develop similar enduring character traits and qualities that one would consider in a life partner • appreciate that marriage is a lifetime commitment and that there will be challenges in marriage as in any other relationships 	Term 2 Week 4
	5 (60 mins)	<ul style="list-style-type: none"> • recognise that personal decisions on how one displays own affections in public can affect others • discern the impact of new media on relationship building 	Term 2 Week 6
NA	6 (60 mins)	This will be a culminating formative assessment task for students to consolidate what they have learnt from the previous lessons.	Term 2 Week 7

eTeens Programme:

9. *eTeens* is a programme developed by Health Promotion Board, in collaboration with the Ministry of Education, for Secondary 3 students to provide them with accurate information on STIs, HIV and protection from a health perspective. *eTeens* is conducted in two segments – a mass talk segment and a classroom-based programme.

10. Students are taught skills such as decision-making, assertiveness and negotiation to say “no” to sex and negative peer pressure. They also learn that the impact of STIs/HIV extends beyond themselves and involves their family. Abstinence and upholding family values are the key messages. The desired outcome of the *eTeens* programme is that students are empowered to make wise, informed and sensible decisions.

At ANGLO-CHINESE SCHOOL (INDEPENDENT), the *eTeens* programme will be implemented as follows in 2019:

Year 3 Topics/Lessons	Programme Learning Objectives	Time Period (e.g. Term 3 Week 9)
Mass Talk by HPB appointed vendor	<ul style="list-style-type: none"> • Awareness of the different STIs and HIV/AIDS • Modes of transmission • Modes of protection, specifically on how the condom is used • Consequences and impact of STIs/HIV 	Term 2 Week 9
Classroom-based Lesson	<ul style="list-style-type: none"> • Learn to negotiate their way out of a risky situation by applying skills of assertiveness and responsible decision-making 	Term 2 Week 10

Year 5 Topics/Lessons	Programme Learning Objectives	Time Period (e.g. Term 3 Week 2)
Mass Talk by HPB appointed vendor	<ul style="list-style-type: none"> • Awareness of the different STI and HIV • Modes of transmission for STI and HIV • Modes of protection against infection, specifically abstinence and the correct use of condom • Consequences and impact of STI/HIV • State the ways of managing the challenges of the impact 	Term 3 Week 5

INFORMATION FOR PARENTS

11. Parents may opt their children out of Growing Years, *eTeens* and/or supplementary sexuality education programmes by MOE-approved external providers.
12. Parents who wish to opt their children out of the **Growing Years (GY) programme** need to complete an opt-out form.
13. Parents of Year 3 and Year 5 students who wish to opt their children out of the **eTeens programme** need to complete and opt-out form.
14. The opt-out form will be distributed to parents at the start of the year and is also downloadable here: (<https://www.acsindep.moe.edu.sg/student-development/sexuality-educationprogram/moe-sexuality-education-in-schools/>). A hardcopy of the form, duly completed and signed is to be submitted to the PCTs by **4 March 2019**.
15. Parents can contact Mrs Judy Ho, Deputy Principal, Student Development (judyho@acsindep.edu.sg) for discussion or to seek clarification about the school's sexuality education programme.
16. Parents who wish to attend the school sexuality education programmes, should contact the school to make the necessary arrangements.