

HILLGROVE SECONDARY SCHOOL

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](#) for more information on MOE Sexuality Education.

OVERVIEW OF HILLGROVE SECONDARY SCHOOL'S SEXUALITY EDUCATION PROGRAMME FOR 2018

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](#) 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.

At Hillgrove Secondary School, the following lessons from the Growing Years Programme will be taught in 2018:

SECONDARY 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 1
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 1
	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 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
"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 1
	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 1
	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 1

SECONDARY 2

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 1
	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 1
	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 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 1
	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 1

SECONDARY 3

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 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 1
	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 1
	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 1
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 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
	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 1

SECONDARY 4

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 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 1
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 1

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
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 1
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. • 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 	Term 1

SECONDARY 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD
Lessons about Love (Part 5)	1 (60 mins)	<ul style="list-style-type: none"> • reflect on the qualities of a healthy romantic relationship • evaluate one's readiness for a romantic relationship, leading to marriage • recognise that intimacy in a relationship need not be limited to physical intimacy • recognise that break ups can allow one to understand oneself better 	Term 1
NA	2 (60 mins)	<p>Description of the Main Task:</p> <ul style="list-style-type: none"> • Teacher can conduct a dialogue session with the class and engage in a discussion on the following: <ul style="list-style-type: none"> - My ideal life partner - My future (How do they envision their future to be like – in terms of their career, family etc.) - Potential obstacles (What are the potential incidents that may prevent them from reaching their life goals? – distraction from studies, break ups, teenage pregnancy etc.) - My pillars of support (identify the pillars of support they can have to guide them to the desired future) • The purpose of this dialogue session is to surface some of the values that students may have with regard to relationships. Where appropriate, teachers could provide relevant feedback to guide students. • Teachers can make use of different methods to check students' understanding, either by asking them to sketch or jot down a few points on a personal whiteboard or post-its. • After the dialogue session, students are to assess and reflect upon their own learning using a reflection form. 	Term 1

eTeens Programme:

8. *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.

9. 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 Hillgrove Secondary School, the *eTeens* programme will be implemented as follows in 2017:

Topics/Lessons	Programme Learning Objectives	Time Period
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 III
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 III

INFORMATION FOR PARENTS

10. Parents may opt their children out of Growing Years, *eTeens* and/or supplementary sexuality education programmes by MOE-approved external providers.

11. Parents who wish to opt their children out of the **Growing Years (GY) programme** need to complete an opt-out form. This form will be distributed to parents at the start of the year and is also downloadable [here](#). A hardcopy of the form, duly completed and signed, is to be submitted to the school office by 17/01/2018.
12. Parents who wish to opt their children out of the **eTeens programme** need to complete an opt-out form. This form will be distributed to parents at the start of the year and is also downloadable [here](#). A hardcopy of the form, duly completed and signed, is to be submitted to the school office by 25/06/2018.
13. Parents can contact the school at 65603726 for discussion or to seek clarification about the school's sexuality education programme.
14. Parents, who wish to attend the school sexuality education programmes, should contact the school to make the necessary arrangements.