

ST PATRICK'S 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 SEXUALITY EDUCATION PROGRAMME FOR ST PATRICK'S SCHOOL 2021

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)

Sexuality Education Lessons:

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 Sexuality Education lessons, 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 St Patrick's School, the following lessons from the Sexuality Education Programme will be taught in 2021:

SECONDARY 1
CCE 2021 Theme: Making Choices

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Respectful Relationships & Safety	1 (60 mins)	<ul style="list-style-type: none"> • Recognise the importance of monitoring and managing our emotional reactions, in helpful ways that are reflective of our values and principles • Recognise that there are different forms of love (e.g. familial, platonic, romantic love) • Recognise the importance and understand what builds healthy and supportive relationships, both online and offline • Understand what dating is, and recognise that the readiness and interest in dating vary among individuals 	Term 3 Week 2
	2 (60 mins)	<ul style="list-style-type: none"> • Understand that physical and psychological abuse from others, especially those we know and trust, can have strong negative effects on a person's self-concept 	Term 3 Week 5
	3 (60 mins)	<ul style="list-style-type: none"> • Understand and accept that as we work towards becoming our best self, there will be times when we make mistakes, and recognise the importance of exercising moral courage in facing up to consequences • Recognise that there are moral and legal consequences of risky sexual behaviours, pornography access and acting irresponsibly or maliciously when online (e.g. spreading of online falsehoods, flouting copyright laws, etc.) 	Term 3 Week 6

SECONDARY 2
CCE 2021 Theme: Making Choices

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, students will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Respectful Relationships & Safety	1 (60 mins)	<ul style="list-style-type: none"> • Know that one's understanding of gender roles should not be limited by gender stereotypes • Develop an appreciation of one's own unique qualities and characteristics as a male or female • Understand what sexual orientation entails 	Term 3 Week 2
	2A (60 mins)	<ul style="list-style-type: none"> • Recognise one's vulnerability to risky situations and the importance of exercising discretion to reduce risks and avoid negative consequences, both online and offline 	Term 3 Week 5
	2B (60 mins)	<ul style="list-style-type: none"> • Recognise the importance of self-respect and respect for others in relating to members of the opposite gender • Recognise one's vulnerability to risky situations and the importance of exercising discretion to reduce risks and avoid negative consequences, both offline and online 	Term 3 Week 6

SECONDARY 3
Sense and Sexuality (2nd Edition)

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 3 Week 2
	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 3 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 3 Week 5
	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 3 Week 5

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 3 Week 8
	5 – Part 2 (30 mins)	<p>Description of the Main Task:</p> <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 3 Week 8

SECONDARY 4
Sense and Sexuality (2nd Edition)

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 3 Week 5
“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 3 Week 5
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 3 Week 8
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 3 Week 8
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 3 Week 8

SECONDARY 5
Sense and Sexuality (2nd Edition)

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 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 2 Week 9
Respectful Relationships & Safety	2A (60 mins)	<ul style="list-style-type: none"> • Recognise one's vulnerability to risky situations and the importance of exercising discretion to reduce risks and avoid negative consequences, both online and offline 	Term 3 Week 2
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 3 Week 5

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 St Patrick’s School, the *eTeens* programme will be implemented as follows in 2021:

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 	Sec 4: Term 2 Week 9 Sec 3: Term 3 Week 5
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 	Sec 4: Term 3 Week 2 Sec 3: Term 3 Week 6

INFORMATION FOR PARENTS

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

11. Parents who wish to opt their children out of the **Sexuality Education lessons** need to complete an opt-out form. This form will be distributed to parents at the start of the year via Parent Gateway. If you wish to obtain a hardcopy opt-out form, please inform your son/ward's form teacher. The completed form is to be submitted by 29/01/2021, Friday.
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 via Parent Gateway. If you wish to obtain a hardcopy opt-out form, please inform your son/ward's form teacher. The completed form is to be submitted by 29/01/2021, Friday.
13. Parents can contact the school at 63440929 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.