INFORMATION ON MOE SEXUALITY EDUCATION IN SERANGOON JUNIOR COLLEGE 2016

MOE Sexuality Education in Schools

1. Sexuality Education (SEd) in schools 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. SEd teaches that abstinence before marriage is the best course of action for teenagers, and discusses the possible consequences and undesirable risks of pre-marital sex. 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 (SEd) in schools are to:

   (i) Guide students towards making wise, responsible and informed decisions, through the provision of accurate, current and age-appropriate knowledge on human sexuality, the physiological, social and emotional changes students undergo as they mature, and the consequences of sexual activity;

   (ii) Guide students towards knowing themselves and building healthy and rewarding relationships, including those with members of the opposite sex, 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) Guide students towards developing a moral compass, respect for themselves and for others as sexual beings, premised on the family formed from a healthy, heterosexual marriage 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 visit http://www.moe.gov.sg/education/programmes/social-emotional-learning/sexuality-education/ for more information on MOE Sexuality Education.

You may visit http://www.srjc.moe.edu.sg/ for more information on Serangoon Junior College Sexuality Education Programme 2016.
Overview of Serangoon Junior College Sexuality Education Programme 2015

4. Sexuality Education in SRJC is delivered through two modules:

The Growing Years Programme for JC: Love Matters

5. "Love Matters” focuses on issues in relationships. The focus of the JC package is on Interpersonal Relationships, with themes of Human Development, Sexual Health, Sexual Behaviour, and Culture, Society and Law woven into the main focus on relationships.

The following lessons from the Growing Years Programme will be taught in SRJC in 2016:

<table>
<thead>
<tr>
<th>Target Levels</th>
<th>Topics/Lessons</th>
<th>LESSON OBJECTIVES</th>
<th>Time Period</th>
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<tbody>
<tr>
<td>JC1</td>
<td>Expressing love and building relationships</td>
<td>• Discuss love and appreciate the different ways to express it&lt;br&gt;• Analyse qualities that may attract one person to another, other than physical appearances&lt;br&gt;• Evaluate how one’s decisions, behaviours and relationships can be affected by one’s self perception&lt;br&gt;• Know that love is a commitment and it is not the same as having feelings of attraction&lt;br&gt;• Appreciate the importance of balanced roles, self-respect and mutual respect in the healthy development of relationships</td>
<td>Term 2&lt;br&gt;Week 1</td>
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<td></td>
<td>Managing media and external influences on relationships</td>
<td>• Recognise that some messages in the media have sexual connotations and reflect ideals or stereotypes&lt;br&gt;• Evaluate messages that promote casual sexual activity among adolescents&lt;br&gt;• Recognise that media has a tendency to inaccurately portray the efforts that people need to put in to nurture and maintain relationships&lt;br&gt;• Recognise that personal decisions on how one displays one’s affections in public can affect others&lt;br&gt;• Discern the impact of new media on relationship building</td>
<td>Term 2&lt;br&gt;Week 2</td>
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|               | Managing conflict      | * 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     |
|               | With Knowledge comes responsibility | * Appreciate that abstinence before marriage 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 beliefs about STIs/HIVs/AIDS and the need to treat all individuals with respect and dignity  
* Recognise that there is a tendency to underestimate one’s own vulnerability and overestimate one’s ability to exercise self-control in tempting situations | Term 1  
Week 5     |
| JC2           | Stable relationships and family | * identify signs of an unhealthy dating relationship and the early indications of a breakdown of relationship  
* appreciate that coming to terms with a breakup can help one emerge stronger and be better prepared to handle future relationships  
* explore beliefs about marriage  
* aspire to develop similar enduring character traits and qualities that one would value in a life partner  
* recognise the importance of having family support when involved in a relationship  
* appreciate that marriage is a lifetime commitment and that there will be challenges in marriage as in any other relationship | Term 1  
Week 4 }
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| With knowledge comes responsibility |                             | • recognise that personal decisions on how one's display one's affections in public can affect others  
• discern the impact of new media on relationship building  
• 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, on both females and males alike  
• appreciate that abstinence before marriage is to be cherished and is contingent on the exercise of self-control  
• evaluate one’s belief about STIs/HIV/AIDS and the need to treat individuals with respect and dignity | Term 1  
Week 5 |

eTeens Programme by the Health Promotion Board (HPB)

6. eTeens is a programme developed by HPB, in collaboration with MOE, for JC1 students. The programme was introduced to provide students 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 lesson.

7. 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.

The eTeens programme will be implemented as follows in SRJC in 2015:

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<tr>
<td>Talk by a speaker appointed by HPB</td>
<td>• Awareness of the different STIs and HIV</td>
<td>JC1 Term 3</td>
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<td>• Modes of transmission of STIs/HIV</td>
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<td>• Modes of protection, specifically the use of condoms</td>
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<td>• Consequences and impact of STIs/HIV</td>
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<td>Classroom-based Lesson</td>
<td>• Discuss possible impact of contracting STI/HIV and possible coping strategies</td>
<td>JC1 Term 3</td>
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<td>• Explore ways to avoid situations where risk of contracting STI/HIV is high</td>
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<td>• Be aware of the support structures that people with STI/HIV may need</td>
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Information for Parents

9. Parents may opt their children out of the Growing Years and/or the eTeens programmes.

10. Parents who wish to opt their children out of the Growing Years Programme need to complete an opt-out form. This form is also found in Annex A and a hardcopy of the form can be collected from the College General Office. A hardcopy of the form, duly completed and signed, is to be submitted to the College General Office by 15 March 2016 (JC1).

11. Parents who wish to opt their children out of the eTeens programme need to complete an opt-out form. This form is also found in Annex B and a hardcopy of the form can be collected from the College General Office. A hardcopy of the form, duly completed and signed, is to be submitted to the College General Office by 15 March 2016 (JC1).

12. Parents may wish to attend the Sexuality Education programmes with their children in College. Parents should contact the College to make the necessary arrangements.
13. Parents can contact the College at 62850779 or email to srjc@moe.edu.sg for discussion or to seek clarification about SRJC’s Sexuality Education programmes.