

SINGAPORE CHINESE GIRLS' SCHOOL (PRIMARY)

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:
 - (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 SCGS (PRIMARY) 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](#) 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. Form Teacher Guidance Period (FTGP)
 - c. Character and Citizenship Education (CCE)

Growing Years (GY) Programme: “Curious Minds (2nd Edition)” (Primary 5 & 6) Teaching & Learning resource package

6. The upper primary years mark the onset of puberty. With better nutrition and improved health care, children are reaching puberty at a younger age and have to grapple with physical, emotional and psychological changes in themselves. The implication is that our children are becoming biologically ready for sexual activity sooner without necessarily having the corresponding cognitive or emotional maturity to modulate their behaviours. “Curious Minds” is a response to these challenges.
7. The Primary 5 & 6 Growing Years (GY) package, “Curious Minds (2nd Edition)”, aims to meet students’ developmental needs, give emphasis to the teaching of skills and values, and focus on helping students navigate *changes*, build healthy *relationships*, especially online relationships, and exercise *safety*.

At SCGS (PRIMARY), the following lessons from the Growing Years Programme will be taught in 2019:

PRIMARY 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Gosh! I Am Changing	What Is Happening To Me? (30 min)	<ul style="list-style-type: none"> • know what puberty is • identify the physical changes during puberty 	Term 1 Week 9
	What Can I Do? (Part 1) (30 min)	<ul style="list-style-type: none"> • identify the stresses caused by physical and emotional changes during puberty • describe healthy ways to manage the stresses caused by physical and emotional changes during puberty • describe the emotions caused by physical changes during puberty • recognise that one's identity does not change even when one's body is experiencing change due to puberty 	Term 1 Week 9
	What Can I Do? (Part 2) (30 min)	<ul style="list-style-type: none"> • identify the stresses caused by physical and emotional changes during puberty • describe healthy ways to manage the stresses caused by these physical and emotional changes during puberty • describe the emotions caused by physical changes during puberty • recognise that one's identity does not change even when one's body is experiencing change due to puberty 	Term 1 Week 10

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
	Main Task (30 min)	Description of the Main Task: Pupils are to play the role of an Uncle/Aunt Agony to help a peer address his/her experiences during puberty. They will consider the situation from the point of view of the peer and share ways to help him/her cope with the changes he/she is going through.	Term 1 Week 10
Where I Belong	What Are Families? (30 min)	<ul style="list-style-type: none"> • know that there are different types of family structures • know that every family is unique • state that the three basic functions of families are to provide love, protection and guidance • identify the right sources of help to turn to when in need 	Term 3 Week 1
Where I Belong	What is My Role? (30 min)	<ul style="list-style-type: none"> • know that gender is about being male or female • choose not to stereotype by gender 	Term 3 Week 1
How Do I Keep Myself Safe?	What is Safety? (30 min)	<ul style="list-style-type: none"> • know what sexual abuse is • know that there are laws in Singapore that can protect them from sexual abuse • know their rights in keeping themselves safe from sexual abuse 	Term 3 Week 4
	Stop It! Run! Tell! (30 min)	<ul style="list-style-type: none"> • protect themselves by resisting, removing themselves from harm and seeking help from a trusted adult • know their responsibilities in minimising the risk of sexual harm 	Term 3 Week 5

PRIMARY 6

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Are We More Than Friends?	Who Are My Friends? (30 min)	<ul style="list-style-type: none"> identify the qualities of a healthy friendship recognise the importance of making wise choices in friendship 	Term 3 Week 2
	Am I A Good Friend? (30 min)	<ul style="list-style-type: none"> identify the qualities that they have as a friend recognise the importance of developing in oneself the qualities of a good friend 	Term 3 Week 2
	What is Love? (30 min)	<ul style="list-style-type: none"> identify the characteristics of love and infatuation distinguish between the characteristics of love versus infatuation identify strong feelings arising from infatuation 	Term 3 Week 4
	Am I Falling In Love? (30 min)	<ul style="list-style-type: none"> manage strong feelings arising from infatuation identify ways to manage and cope with teasing from peers 	Term 3 Week 4
	Main Task (30 min)	<p>Description of the Main Task:</p> <p>Pupils are to play the role of a game designer who wants to create a board game to help pupils of their age learn more about the Big Idea of Relationships, specifically on family, friendships, love and infatuation. They will consider the issues that their peers would face and craft questions and answers that they believe their peers would benefit most from knowing.</p>	

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 1 Week 2)
Friends or Foes?	Are You Really My Friend? (30 min)	<ul style="list-style-type: none"> • identify the pros and cons of forming relationships through social networking websites • know ways to keep themselves safe when using social networking websites 	Term 4 Week 4
	Is It All Safe? (30 min)	<ul style="list-style-type: none"> • know that some information (like pornography) received through the Internet may be harmful • know ways to keep themselves safe when using social networking websites or the Internet 	Term 4 Week 7
	Main Task (30 min)	<p>Description of the Main Task:</p> <p>Pupils are to apply their understanding of Safety in a variety of scenarios where the main character could be in a precarious situation. They will consider the situation from the point of view of the main character, discuss what they think and feel about the situation and what they will do or say to ensure their safety. These scenarios will provide pupils with the opportunity to demonstrate their understanding of Safety and that safety is a right and a responsibility.</p>	Term 4 Week 7

INFORMATION FOR PARENTS

8. Parents may opt their children out of the Growing Years programme, and/or supplementary sexuality education programmes by MOE-approved external providers.
9. Parents who wish to opt their children out of the **Growing Years (GY) programme** need to complete an opt-out form. This form is downloadable [here](#). A hardcopy of the form, duly completed and signed, is to be submitted to your child's form teacher by 18 January 2019.
10. Parents can contact the school 62523262 for discussion or to seek clarification about the school's sexuality education programme.
11. Parents, who wish to attend the school sexuality education programmes, should contact the school to make the necessary arrangements.

[Parent Opt-out Form –This section is applicable only if parents wish to opt their child out of the Growing Years programme.]

Date: _____

Parent's Name: _____

Parent of (Child's name): _____

Mrs Eugenia Lim

Singapore Chinese Girls' School (Primary)

Dear Principal

THE GROWING YEARS PROGRAMME FOR YEAR 2019

1. I would like to withdraw my child, _____, of
(full name of child)
_____ from the *Growing Years* programme for 2019.
(class of child)

2. My reason(s) for my decision to opt my child out of the programme:

- Religious reasons
- My child is too young.
- I would like to personally educate my child on sexuality matters.
- I do not think it is important for my child to attend Sexuality Education lessons.
- I have previously taught my child the topics in the GY Programme for this year.
- I am not comfortable with the topics covered in the GY Programme for this year.

- Others: _____

3. Thank you. _____

Parent's Name & Signature

Contact No. (mobile)

Email address (optional)