

Sexuality Education

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Sexuality education is an important programme in our schools. It aims to help our young understand the physiological, social and emotional changes they experience as they mature, develop healthy relationships with the opposite sex and to teach them how to make responsible choices. It is premised on the importance of the heterosexual married family as the basic unit of society, and respect for the values and beliefs of the different ethnic and religious communities on sexuality issues.

The goals of SEd are to:

- i. provide accurate and adequate knowledge on human sexuality and the consequences of sexual activity so that pupils are able to make informed decisions;
- ii. impart intra- and inter-personal skills of problem-solving, decision-making and effective communication so that pupils are able to build responsible and rewarding relationships; and
- iii. inculcate positive values and attitudes of sexuality so that pupils develop a respect for themselves and others as sexual beings, in line with the national value of the family as the basic unit of society.

The key messages of SEd are:

- i. Build healthy futures for yourself, family and society.
- ii. Healthy relationships based on love and respect are the foundation for strong families.
- iii. Casual sex can lead to unwanted pregnancies, STIs/HIV and AIDS which can harm and hurt your loved ones.

You may click [here](#) for more information on MOE's Sexuality Education.

OVERVIEW OF CANBERRA SECONDARY SCHOOL'S SED PROGRAMME FOR 2009 / 2010

Sexuality education in schools is taught in both the formal curriculum and co-curricular programmes. These are covered under four main themes: Human Development, Interpersonal Relationships, Sexual Health and Behaviour, and, Societal Influences.

Formal Curriculum

The curricular subjects in which topics on sexuality are incorporated include

- i. Science
- ii. Civics and Moral Education

For more information on the above subjects, you may wish to click [here](#) .

Co-Curricular Programmes

Growing Years (GY) Programme:

- i. "The Teenage Years" (Lower Sec) package
- ii. "Sense & Sexuality" (Upper Sec) package

The values and attitudes of our youth towards sexuality are increasingly being 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 convictions and an understanding of the possible consequences of sexual behaviour.

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

At Canberra Secondary School, the following lessons from the GY series will be covered in 2010:

Target Levels/Topics/Lessons What pupils will learn: **Time Period** Sec 1 Healthy Relationships with the Opposite Sex

- Demonstrate understanding that respect is the underlying value for a healthy relationship
- Maintain healthy relationships with the opposite sex Semester 1 Sec 1 Love- Crushes and Love
- Distinguish the various types of love
- Differentiate infatuation, love and sexual desire
- Recognize and demonstrate the importance of cultivating healthy relationships
- Understand constructive ways of expressing love Semester 1 Sec 1 Going Steady- Correct Age
- Recognise and demonstrate the importance of cultivating healthy relationships
- Give reasons why they should not go steady at a young age Semester 1 Sec 1 Going Steady-Peer Pressure
- Make sound or informed judgement on the influence of friends on their value system Semester 2 Sec 2 Teenage Pregnancy & Sexual Abstinence
- Understand the reasons for premarital sex
- Understand the value of sexual abstinence
- Know how to refrain from having a sexual relationship Semester 1 Sec 2 Teenage Pregnancy- Consequences
- Understand that premarital sex has harmful consequences including unwanted pregnancy
- Examine the physiological, psychological and social impact of adolescent pregnancy
- Understand that premarital sex is not a private matter between two teenagers and that it has consequences for both parties and their families Semester 1 Sec 2 Public Display of Affection
- Recognise that certain public displays of affection are not considered appropriate behaviour in our society
- Appreciate sensible dressing and understand how one's dressing can be interpreted differently by various people Semester 2 Sec 3 What's in a Gender
- Identify the differences between males and females
- Distinguish between biologically-based and socially-conditioned gender characteristics
- Evaluate their views towards self and others, with regard to gender differences and stereotypes Semester 1 Sec 3 Do I Really Know My Friend?
- List the 5 dimensions that constitute the total self: intellectual, emotional, social, physical and moral
- Recognise that the 5 dimensions of a person are inter-related
- Recognise that getting to know friends in each of their 5 dimensions is essential for building close and healthy relationships Semester 1 Sec 3 REACH for a Rewarding Relationship
- Identify the essential elements for building healthy relationships
- Suggest strategies for building healthy relationships from the elements summarised in the acronym REACH
- Assess if the relationships they are involved in are healthy or unhealthy
- Recognise the harmful effects of continuing in unhealthy relationships and the need to end unhealthy relationships Semester 1 Sec 3 Single Dating-Should I Start
- List the advantages of group dating/activities as opposed to single dating for their age group
- Identify situations that expose them to the temptations of sexual intimacy
- Suggest healthy and fun dating activities that do not involve sexual activity
- Recognise the supportive role of the family/parents in the teenagers' activities and relationships Semester 1 Sec 4 Going Steady- Should I Wait?
- Realise what it means to go steady
- Identify some consequences of rushing into going steady
- State some benefits of waiting to go steady Semester 1 Sec 4 Is Sex Really Touch and Go?
- Reflect on the short-and long term effects of sexual intimacy on each of the 5 dimensions of a person
- Recognize the progressive nature of actions/behaviours that lead to sexual arousal and intercourse
- Recognize that involvement in teenage sexual activity can prevent them from reaching their future goals
- Set personal boundaries for their sexual behaviour Semester 1 Sec 4 Am I Saying 'Yes' or 'No' to Sex?
- Recognize that there are different ways of inviting sexual intimacy, namely, through dressing, speech, actions and choice of dating venues
- Assess if the dressing, speech, actions and choice of venues are inviting sexual intimacy
- Reject social pressures to be involved in sexual activities
- Suggest ways to develop intimacy in relationships without resorting to sexual activities Semester 2 Sec 5 Must Break Ups Lead to Break Downs?
- Explain the process of grief and loss that people experience when a relationship breaks down
- Recognize that they can actually emerge a stronger person after a break up
- Identify healthy ways of dealing with break ups Semester 1 Sec 5 Happily Ever After?
- Identify the values and characteristics they would like in their marriage partner
- Recognize the dangers and pitfalls in a marital relationship
- Recognize that commitment is a necessary ingredient for success in marriage Semester 1 Sec 5 Friends First, Friends Forever
- Identify situations that expose them to the temptations of sexual intimacy
- Identify three viewpoints that they have changed after what they have learnt from the lessons Semester 1

Breaking Down Barriers (BDB) Programme

The Breaking Down Barriers (BDB) is a programme developed by Health Promotion Board, in collaboration with the Ministry of Education for all Sec 3 students. The programme focusses on Sexually Transmitted Infections (STIs)/HIV education and aims to raise awareness of the modes of transmission of the different STIs/HIV, as well as the modes of protection. Students are taught skills such as decision-making, assertiveness and negotiation in order to say no to sex and negative peer pressure. Abstinence as the best option for teens remains a key message.

At Canberra Secondary School, the BDB programme will be implemented as follows in 2010: Topics/Lessons/What pupils will learn: Time Period

- Mass Talk by HPB appointed vendor
- Awareness of the different STIs and HIV/ AIDS
- Modes of transmission
- Modes of protection, specifically the use of condom
- Term 2 Class-based Lesson 1: Decision-Making
- Consequences in any decision they make regarding sexual intercourse
- Decision-making is a process that can be learnt
- It is important to have correct and accurate information to make the right, decisions regarding one's health
- How to make decisions that will reduce the risk to their sexual health
- Term 3

Class-based Lesson 2:

Assertiveness

- What is assertive behaviour?
- How can one respond to persuasion assertively?
- Term 3

Class-based Lesson 3:

Negotiation

- How to negotiate one's way out of a negative situation by applying skills learnt from Lesson 2
- Assessing situations to aid the control of impulses in sexual behaviour
- Revision of risk reduction for STIs/HIV (learnt earlier in mass lecture).
- Term 3

INFORMATION FOR PARENTS

i. Parents can opt their children out of the entire sexuality education programme or for individual topics, talks or workshops.

ii. Parents who wish to opt their children out of the Growing Years Series need to complete an opt-out form. This form will be distributed to parents at the start of the year and is also downloadable from the school's website. A hardcopy of the form, duly completed and signed, is to be submitted to the school office by 01/01/2010. [Download Form](#)

Click here to download the Opt-out form :

1. Opt-out form (ENGLISH)
2. Opt-out form (CHINESE)
3. Opt-out form (MALAY)
4. Opt-out form (TAMIL)

iii. Parents who wish to opt their children out of the Breaking Down Barriers (BDB) Series need to complete an opt-out form. This form will be distributed to parents at the start of the year and is also downloadable from the school's website. A hardcopy of the form, duly completed and signed, is to be submitted to the school office by 01/01/2010. [Download Form](#)

Click here to download the Opt-out form : [Opt-out form](#)

iv. Parents can attend the sexuality education programmes by external providers with their children if they wish to. Parents should contact the school to make the necessary arrangements.

v. For more information, please contact the school at 67585070 if you would like to discuss or seek clarifications about our school's sexuality education programme.