

MARIS STELLA HIGH 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 MARIS STELLA HIGH SCHOOL (PRIMARY)'S SEXUALITY EDUCATION PROGRAMME FOR 2017

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. Health Education
- d. 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 refreshed 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 Maris Stella High School (Primary), the following lessons from the Growing Years Programme will be taught in 2017:

(Note: The time period will be updated when available at the start of each term – please refer to the “Sexuality Education Lesson Schedule” on the School Website.)

PRIMARY 5

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 3 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 	To be confirmed
	What Can I Do? (Part 1) (30 min)	<ul style="list-style-type: none"> • describe the emotions caused by physical changes during puberty • identify the stresses caused by physical changes during puberty • describe ways to manage the stresses caused by physical changes during puberty • recognise that one’s identity does not change even when one’s body is experiencing changes due to puberty 	To be confirmed
	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 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 changes due to puberty 	To be confirmed

UNIT	LESSONS / DURATION	LESSON OBJECTIVES At the end of the lesson, pupils will be able to:	TIME PERIOD (e.g. Term 3 Week 2)
	Main Task (30 min)	Description of the Main Task: Pupils are to play the role of an Uncle Agony to help a peer address his experiences during puberty. They will consider the situation from the point of view of the peer and share ways to help him cope with the changes he is going through.	To be confirmed
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 	To be confirmed
	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 	To be confirmed
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 	To be confirmed
	Stop It! Run! Tell! (30 min)	<ul style="list-style-type: none"> • protect themselves by resisting and removing themselves from harm and seeking help from a trusted adult • know their responsibilities in minimising the risk of sexual harm 	To be confirmed

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 1 Week 8
	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 1 Week 8
	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 2 Week 6
	Are We More Than Friends? (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 2 Week 6
	Main Task (30 min)	<p>Description of the Main Task:</p> <p>Through the format of a game show, pupils are to take on the role of a good friend in the case scenario and think about what they will say or do. They are to distil the key learning points from the lessons and apply their understanding of the Big Idea of Relationships, specifically on family, friendships, love and infatuation. Responses generated which are appropriate will earn the group the right to move along the board game.</p>	Term 2 Week 8

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 2 Week 8
	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 3 Week 2
	Main Task (30 min)	<p>Description of the Main Task:</p> <p>Pupils are to apply their understanding of the Big Idea 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 3 Week 2

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 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 3/02/2017 (for Primary 6 students) and 1 week before the start of the programme (for Primary 5 students).
10. Parents can contact the school at mshp@moe.edu.sg or telephone 62827743 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 also contact the school to make the necessary arrangements.

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