

At Victoria School, the following lessons from the Growing Years Programme will be taught in 2018:

SECONDARY 1

| UNIT | LESSONS / DURATION | LESSON OBJECTIVES At the end of the lesson, pupils will be able to: | TIME PERIOD |
|-----------------------------|--------------------|---|----------------|
| The Real Self (Part 1) | 1 (60 mins) | <ul style="list-style-type: none"> • know how one's perception of his body is linked to personal experiences and the sources of information that are taken in • recognise that one's self-perception is influenced by his perception of his body • know strategies to develop healthy/positive perception of one's body. | Term 3 Week 8 |
| Lessons about Love (Part 1) | 2 (60 mins) | <ul style="list-style-type: none"> • recognise the importance of cultivating friendships with members of the same and opposite sex • recognise what constitutes healthy and unhealthy relationships • recognise the influence of peers on oneself and one's value system • distinguish between various types of love • know that the underlying value for healthy relationships is respect | Term 3 Week 9 |
| | 3 (60 mins) | <ul style="list-style-type: none"> • recognise the importance of developing a friendship before committing to a romantic relationship • recognise what dating involves • know the different levels of physical intimacy in a relationship • know that certain public displays of affection are not considered appropriate behaviour in our society • recognise that it is important to seek their family's views, beliefs and expectations with regard to dating and romantic relationships in teenage years | Term 3 Week 10 |

| UNIT | LESSONS / DURATION | LESSON OBJECTIVES At the end of the lesson, pupils will be able to: | TIME PERIOD |
|---|--------------------------------------|--|---------------|
| "Familiar" Strangers Alert (Part 1) | 4 (60 mins) | <ul style="list-style-type: none"> • reflect on the reasons for people to use social networking sites to make friends or to engage their existing friends • know the usefulness and dangers of making friends over social networking platforms • recognise that the media can influence the way people think, feel and behave • identify ways to protect themselves from negative influences from the media | Term 4 Week 2 |
| | 5 – Part 1 (30 mins) | <ul style="list-style-type: none"> • know the physiological, psychological and social impact of sexual abuse on the individual • recognise the provision of Singapore laws that serves to protect teenagers from sexual perpetrators and persecute those who have committed such crimes • identify sources to seek help and support | Term 4 Week 3 |
| | 5 – Part 2 Main Task (30 mins) | <p>Description of the Main Task:</p> <ul style="list-style-type: none"> • Students are to work on the main task in groups of 4 or 5 • Groups will describe how the media can influence relationships (with self, peers, and the opposite sex) • Groups can choose to present this in the form of a song, short 1-min video, rap, poster or any other preferred mode • To assess learning, teachers may want students to submit a short write up to describe their work or a personal reflection after the main task. | Term 4 Week 5 |

SECONDARY 2

| UNIT | LESSONS / DURATION | LESSON OBJECTIVES At the end of the lesson, pupils will be able to: | TIME PERIOD |
|-----------------------------|--|--|---------------|
| Lessons about Love (Part 2) | 6 (60 mins) | <ul style="list-style-type: none"> • identify why relationships break down • identify the emotions that accompany the breakdown of a relationship • know healthy ways of coping with rejections and breakups • recognise the need to be respectful and responsible in ending a relationship • know ways to seek support when going through a breakdown of relationship and offer support for those going through the same | Term 3 Week 8 |
| | 7 (60 mins) & 8 – Part 1 (30 mins) | <ul style="list-style-type: none"> • recognise the sources of temptation and situations that lead to pre-marital sex • resist pressure to engage in sexual activities • know the consequences of engaging in pre-marital sex • recognise that respect and responsible decision making are important in relationships • recognise the value of sexual abstinence • identify sources to seek help and support when faced with teenage pregnancy | Term 3 Week 9 |
| | 8 – Part 2 Main Task (30 mins) | <p>Description of the Main Task:</p> <ul style="list-style-type: none"> • In groups, students will choose 1 out of 3 given scenarios. • Through the chosen scenario, students will share <ul style="list-style-type: none"> ○ the consequences of pre-marital sex ○ the value of abstinence before marriage ○ skills to say 'no' to temptations or pressure to have sex • Depending on the scenario chosen, groups can present the above through a short skit / presentation, song lyrics/ poem, or a comic strip / poster, 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 9 |

| UNIT | LESSONS / DURATION | LESSON OBJECTIVES At the end of the lesson, pupils will be able to: | TIME PERIOD |
|----------------------------|--------------------|---|----------------|
| At the Crossroads (Part 1) | 9 (60 mins) | <ul style="list-style-type: none"> • describe what pornography is, and why people view pornographic materials • examine the effects of pornography on self and others • know what masturbation is, and its relation to pornography • recognise the harmful consequences of excessive masturbation • recognise that they are able to make responsible decisions to manage their sexual desires • know appropriate sources to obtain accurate information about sex | Term 3 Week 10 |
| | 10 (60 mins) | <ul style="list-style-type: none"> • know/define what gender role is • know the influence of family, culture and society on one's perception of his/her gender role • appreciate/ affirm one's own unique qualities and characteristics as a male or female. • know/define what sexual orientation (heterosexuality and homosexuality) is • recognise the need to treat people with respect regardless of their sexual orientation | Term 4 Week 3 |

UPPER SECONDARY

| Target Levels | Topics/Lessons | GY Learning Outcomes | Time Period |
|---------------|--|---|---------------|
| Sec 3 | Healthy Relationships (within family, between friends and persons of opposite sex) 1 (60mins) | <ul style="list-style-type: none"> discern between healthy and unhealthy relationships identify the essential elements for building healthy relationships: REACH suggest strategies for building healthy relationships from the elements in REACH recognise the harmful effects of continuing in unhealthy relationships and the need to end unhealthy relationships | Term 2 Week 5 |
| Sec 3 | Single Dating: Should I start 2 (60 mins) | <ul style="list-style-type: none"> 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 activities recognise the supportive role of family/parents in the teenagers' activities and relationships | Term 2 Week 6 |
| Sec 3 | Coping with rejection and broken relationships 3 (60 mins) | <ul style="list-style-type: none"> recognise that break-ups may happen in relationships and that one can break up without hurting others explain the process of grief and loss that people experience when a relationship breaks down recognise that they can actually emerge a stronger person after a break up identify healthy ways of dealing with break ups | Term 3 Week 5 |
| Sec 3 | Am I saying "Yes" or "No" to sex 4 (60 mins) | <ul style="list-style-type: none"> reject social pressures to be involved in sexual activities suggest ways to develop intimacy in relationships without resorting to sexual activities | Term 3 Week 6 |

| Target Levels | Topics/Lessons | GY Learning Outcomes | Time Period |
|---------------|--|--|---------------|
| Sec 3 | Teenage Pregnancy- Consequences 5 (60 mins) | <ul style="list-style-type: none"> understand that premarital sex has harmful consequences included 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 | Term 4 Week 6 |
| Sec 4 | Physical intimacy 1 (60 mins) | <ul style="list-style-type: none"> recognise that petting is an act of physical stimulation | Term 2 Week 5 |
| Sec 4 | Influence of the Media on sexuality 2 (60 mins) | <ul style="list-style-type: none"> state the role of the media to inform, educate and entertain and discuss its influence on their values and attitudes towards sexual behaviour and involvement. | Term 2 Week 6 |
| Sec 4 | Teenage Pregnancy – Sexual Abstinence 3 (60 mins) | <ul style="list-style-type: none"> understand the reasons for premarital sex understand the value of sexual abstinence how to refrain from having a sexual relationship | Term 3 Week 5 |
| Sec 4 | Is Sex really touch and go? | <ul style="list-style-type: none"> reflect on the short and long term effects of sexual intimacy on each of the five dimensions of a person-intellectual, emotional, social, physical and morally recognise the progressive nature of actions/behaviours that lead to sexual arousal and intercourse recognise that involvement in teenage sexual activity can prevent them from reaching their future goals set personal boundaries for their sexual behaviours | Term 3 Week 6 |
| Sec 4 | Going Steady – Should I wait? | <ul style="list-style-type: none"> realise what it means to go steady identify some consequences of rushing into going steady | Term 4 Week 6 |

| Target Levels | Topics/Lessons | GY Learning Outcomes | Time Period |
|---------------|----------------|---|-------------|
| | | <ul style="list-style-type: none"> state some benefits of waiting to go steady | |

[eTeens Programme](http://www.moe.gov.sg/education/programmes/social-emotional-learning/sexuality-education/files/eteens-2012.pdf): <http://www.moe.gov.sg/education/programmes/social-emotional-learning/sexuality-education/files/eteens-2012.pdf>

8. *eTeens* is a programme developed by Health Promotion Board, in collaboration with the Ministry of Education, for Secondary 3 students. The programme was introduced to secondary schools in 2007 as the Breaking Down Barriers (BDB) programme, 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 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 Victoria School, the *eTeens* programme will be implemented as follows in 2018:

| Topics/Lessons | Programme Learning Objectives | Time Period |
|---|---|-------------|
| 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 | Term 3 |
| Classroom-based Lesson 1: Decision-Making | <ul style="list-style-type: none"> Understand there are consequences in any decision one makes regarding sexual intercourse Realise that decision-making is a process that can be learnt Understand that one needs correct and accurate information to make the right decisions regarding one’s sexual health Learn to make decisions that will reduce the risk to their sexual health. | Term 3 |
| Classroom-based Lesson 2: Assertiveness | <ul style="list-style-type: none"> Understand what assertive behaviour is Practise responding to persuasion assertively | Term 3 |

| Topics/Lessons | Programme Learning Objectives | Time Period |
|---|--|-------------|
| Classroom-based Lesson 3: Negotiation | <ul style="list-style-type: none"> • Practise negotiating one's way out of a negative situation by applying skills learnt from Lesson 2 • Learn risk reduction for STIs/HIV and assess situations to aid the control of impulses in sexual behaviour | Term 3 |

INFORMATION FOR PARENTS

10. Parents may opt their children out of Growing Years, *eTeens* and/or sexuality education programmes by external providers.
11. This form (Annex A) will be distributed to the parents and is also downloadable from the school's website. A hardcopy of the form, duly completed and signed, is to be submitted to the child's form teacher before the commencement of the workshop.
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 prior to the start of the programme and is also downloadable from the school's website. A hardcopy of the form, duly completed and signed, is to be submitted to the child's form teacher before the commencement of the workshop
13. Parents may wish to attend the school sexuality education programmes with their children. Parents should contact the school to make the necessary arrangements.
14. Parents can contact the school at 62912965 if you would like to discuss or seek clarifications about the school's sexuality education programme.