

## GEYLANG METHODIST SCHOOL (SECONDARY)

### MOE SEXUALITY EDUCATION IN SCHOOLS

1. Sexuality Education (SEd) in schools aims to enable students to understand the physiological, social and emotional changes they experience as they mature, develop healthy and rewarding relationships with others, 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 to:

- (a) Support students in managing their physiological, social and emotional changes as they grow up and develop safe and healthy relationships.
- (b) Guide students to make wise, informed and responsible decisions on sexuality matters.
- (c) Help students develop a moral compass and respect for themselves and others by having positive mainstream values and attitudes about sexuality that are premised on the family as the basic unit of society.

3. The **Key Messages** of Sexuality Education are:

- (a) Love and respect yourself as you love and respect others;
- (b) Build positive relationships based on love and respect (which are the foundation for strong families);
- (c) Make responsible decisions for yourself, your family and society; and
- (d) 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 GEYLANG METHODIST SCHOOL (SECONDARY)'S SEXUALITY EDUCATION PROGRAMME FOR 2026**

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. Character and Citizenship Education (CCE)

### **Sexuality Education Lessons:**

6. The values and attitudes of our youth towards sexuality are increasingly 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 or 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 conviction and an understanding of the possible consequences of sexual behaviour.

7. Through the Sexuality Education lessons, secondary students will have the opportunity to develop a positive self-esteem, develop their character, and expand their understanding and repertoire of skills to deal with various issues related to sexuality, which are of prime concern at this age.

At Geylang Methodist School (Secondary), the following Sexuality Education lessons will be taught in 2026:



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## 2026 SEXUALITY EDUCATION LESSONS IN CCE

# SECONDARY 1

| Unit                              | Lesson Title / Duration                | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g. Term 1 Week 2) |
|-----------------------------------|--|--|--|-------------------------------------|
| Respectful Relationships & Safety | Steady or Not<br>Lesson 1<br>(60 mins) | This lesson helps students understand more about relationship building and the different types of love (e.g. familial, platonic, romantic). They will have the opportunity to better understand the considerations involved in making responsible decisions towards dating and romantic relationships and understand how to build healthy and supportive relationships, both online and offline. | <ul style="list-style-type: none"> <li>recognise the importance of monitoring and managing our emotional reactions, in helpful ways that are reflective of our values and principles</li> <li>recognise that there are different forms of love (e.g. familial, platonic, romantic love)</li> <li>recognise the importance of, and understand what builds healthy and supportive relationships, both online and offline</li> <li>understand what dating is, and recognise that the readiness and interest in dating vary among individuals</li> </ul> | Term 1 Week 5                       |
|                                   | Being Aware, Being Safe<br>Lesson 2    | This lesson focuses on helping students to be safe from the dangers of sexual grooming and on respecting   | <ul style="list-style-type: none"> <li>understand that physical and psychological abuse from others, especially those we know and trust, can</li> </ul>  | Term 2 Week 3                       |

| Unit | Lesson Title / Duration                          | Lesson Overview   | Lesson Objectives<br>At the end of the lesson, students will be able to:  | Time Period<br>(e.g. Term 1 Week 2) |
|------|--|---|---|-------------------------------------|
|      | (60 mins)  | <p>one's right to safety. Students will also learn about the legal provisions against sexual abuse, and the impact of sexual abuse on victims, including the psychological impact on the sense of self.</p> <p><i>This lesson is conducted separately for boys and girls in different classrooms, so that the students will feel more comfortable during the discussions.</i></p>   | have strong negative effects on a person's self-concept   |                                     |
|      | More than Meets the Eye<br>Lesson 3<br>(60 mins) | <p>This lesson touches on two areas relevant to an adolescent's curiosity on matters related to sexuality – masturbation and pornography. Students will gain awareness of the health, legal and moral issues related to viewing, downloading and/or distributing pornography. While students may perceive watching pornography as a private issue without consequences to bear, they will learn that it could lead to addiction and/or other risky sexual behaviours.</p> <p><i>This lesson is conducted separately for boys and girls in different classrooms, so that the students will feel more comfortable during the discussions.</i></p> | <ul style="list-style-type: none"> <li>understand and accept that as we work towards becoming our best self, there will be times when we make mistakes, and recognise the importance of exercising moral courage in facing up to consequences</li> <li>recognise that there are moral and legal consequences of risky sexual behaviours, pornography access and acting irresponsibly or maliciously when online (e.g. spreading of online falsehoods, flouting copyright laws, etc.)</li> </ul> | Term 2 Week 6                       |



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# SECONDARY 2

| Unit                              | Lesson Title/ Duration                       | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g. Term 1 Week 2) |
|-----------------------------------|--|--|--|-------------------------------------|
| Respectful Relationships & Safety | A Role for Everyone<br>Lesson 1<br>(60 mins) | <p>This lesson focus on how the family, culture and society can influence one's perception of their gender roles. Students will learn what gender stereotypes are (e.g. males traditionally as breadwinners and females traditionally as doing household chores) and how gender stereotypes are formed. Students will discuss how one's understanding of gender roles should not be limited by gender stereotypes, for example women can be pilots, while men can be nurses.</p> <p>Students learn to focus on their personal strengths to pursue their interests and build their self-confidence.</p> | <ul style="list-style-type: none"> <li>• know that one's understanding of gender roles should not be limited by gender stereotypes</li> <li>• develop an appreciation of one's own unique qualities and characteristics as a male or female</li> <li>• understand what sexual orientation entails</li> </ul> | Term 1 Week 5                       |

| Unit | Lesson Title/ Duration                            | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g.Term 1 Week 2) |
|------|---|--|--|------------------------------------|
|      |   | Students will also learn about the definitions of biological sex, gender identity, gender expression and sexual orientation. They will learn to treat everyone with respect and empathy.   |  |                                    |
|      | Online Safety Challenge<br>Lesson 2A<br>(60 mins) | <p>This lesson focuses on the issue of online grooming and cyber-flashing. It emphasises the need for help-seeking, peer support and positive peer influence. The lesson encourages the safe and responsible use of social media, and aims to deepen students' conviction, and extend a call to action to students to taking appropriate decisions to safeguard their well-being and safety.</p> <p><i>This lesson is conducted separately for boys and girls in different classrooms, so that the students will feel more comfortable during the discussions.</i></p> | <ul style="list-style-type: none"> <li>recognise one's vulnerability to risky situations and the importance of exercising discretion to reduce risks and avoid negative consequences, both online and offline</li> </ul>   | Term 2 Week 2                      |
|      | Do I or Don't I<br>Lesson 2B<br>(60 mins)         | <p>This lesson focuses on respect for personal boundaries; and how to be safe from risky sexual behaviour, teenage pregnancy and abortion. Students will learn the importance of respecting one another's boundaries in relationships. This lesson emphasises the importance of responsible decision-making, the value of sexual abstinence, the need for help seeking. Students will be aware of Singapore laws protecting</p>  | <ul style="list-style-type: none"> <li>recognise the importance of self-respect and respect for others in relating to members of the opposite sex</li> <li>recognise one's vulnerability to risky situations and the importance of exercising discretion to reduce risks and avoid negative consequences, both offline and online</li> </ul> | Term 2 Week 5                      |

| Unit | Lesson Title/ Duration | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to: | Time Period<br>(e.g.Term 1 Week 2) |
|------|------------------------|--|--|------------------------------------|
|      |                        | minors, such as the legal consequences of having sex with a minor, abortion and the abandonment of babies. |  |                                    |



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# SECONDARY 3

| Unit                              | Lesson Title/ Duration                               | Lesson Overview   | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g.Term 1 Week 2) |
|-----------------------------------|--|---|--|------------------------------------|
| Respectful Relationships & Safety | Love Yourself, Love Others<br>Lesson 1A<br>(60 mins) | This lesson focuses on dating respectfully in healthy relationships. Students will learn about self-esteem, their sources of influence (e.g. friends' perception) on self-esteem, the impact of one's self-esteem on our mental well-being as well as relationships with others. Students will also learn how emotional reactions can affect relationships positively or negatively. Students will also learn that maturity and readiness are important when entering into a dating relationship. | <ul style="list-style-type: none"> <li>know that self-perception and identity have an impact on our self-esteem and how we interact with others and the choices we make, both online and offline</li> <li>understand that expectations of oneself and others may differ and can affect one's emotions, thoughts and behaviours</li> <li>recognise what healthy dating relationships involve and know that readiness is important when entering into a dating relationship</li> </ul> | Term 1 Week 8                      |
|                                   | Mending a Broken Heart Lesson 1B<br>(60 mins)        | Students will learn how to manage their emotions if they were to face a breakup and know that relationship-building involves personal emotions  | <ul style="list-style-type: none"> <li>know that relationship-building involves personal emotions and vulnerabilities, and changes and challenges</li> </ul>   | Term 1 Week 9                      |



| Unit | Lesson Title/ Duration                                   | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:  | Time Period<br>(e.g.Term 1 Week 2) |
|------|--|--|---|------------------------------------|
|      |  | and vulnerabilities, and changes and challenges. Students will also learn that a decision to end a relationship will have consequences on oneself and others, and that grief and loss due to rejections and broken relationships is normal and that one can recover from the experience. They will learn that there are healthy ways of coping with breakdowns in relationships and that family and friends are important pillars of support.  | <ul style="list-style-type: none"> <li>• know that a decision to end a relationship will have consequences on oneself and others</li> <li>• know that grief and loss due to rejections and broken relationships is normal and one can recover from the experience</li> <li>• know there are healthy ways of coping with broken relationships, and family and friends are important pillars of support</li> </ul>  |                                    |
|      | When Respect Takes Centre Stage<br>Lesson 2<br>(60 mins) | This lesson aims to help students think critically and make informed decisions in the contexts of sexting and voyeurism, and encourages students to exert a positive influence as a respectful online user. It will also deepen students' convictions about making moral decisions by taking into consideration the impact of their decisions and actions on their well-being and safety, their loved ones, and the community. Students learn that they have a right and responsibility to be safe and protect their personal space and body. They also learn that sexting, voyeurism and other related sexual offences are never justifiable and they can seek help in times of need. | <ul style="list-style-type: none"> <li>• recognise the importance of being informed of social and moral issues of the day and the need to reflect on these issues, and weigh them against our own moral standpoints as we form our perspectives about them</li> <li>• understand that we strengthen our character when we commit to sound values-based viewpoints (e.g. respect for life) and decisions, and speak and act in alignment with our beliefs</li> </ul> | Term 2 Week 2                      |



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## 2026 SEXUALITY EDUCATION LESSONS IN CCE

# SECONDARY 4

| Unit                              | Lesson Title                                  | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:  | Time Period<br>(e.g. Term 1 Week 2) |
|-----------------------------------|---|--|---|-------------------------------------|
| Respectful Relationships & Safety | Levelling the Ground<br>Lesson 1<br>(60 mins) | This lesson aims to help students think critically about gender stereotypes that exist in our society in the contexts of career and family (e.g. males typically perceived as main breadwinners and females typically perceived as main caregivers in the family), and the impact of these stereotypes on individuals. Students will learn to be aware of possible gender stereotypes that may affect one's family and future decisions. They will also learn to reframe their perspectives and not judge others based on their own or others' values and principles, with regard to gender stereotypes. | <ul style="list-style-type: none"> <li>understand what gender stereotypes comprise, e.g. notions of masculinity and femininity vary over time and space, and are shaped by societal expectations</li> <li>know that imposing gender stereotypes on oneself and others can limit one's experiences, cause harm to the self-esteem of oneself and others and should be avoided</li> </ul> | Term 1 Week 4                       |
|                                   | When Love Hurts<br>Lesson 2<br>(60 mins)      | This lesson aims to help students recognise unhealthy relationships and build their help-seeking skills. Students will learn to identify potential signs of an unhealthy relationship  | <ul style="list-style-type: none"> <li>know there are healthy ways of coping with broken relationships, and family and friends are important pillars of support</li> </ul>  | Term 1 Week 6                       |

| Unit | Lesson Title                                     | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g. Term 1 Week 2) |
|------|--|--|--|-------------------------------------|
|      |  | and recognise the different forms of dating violence. They will get to understand why dating violence occurs, why victims often feel “trapped” in such unhealthy relationships, and how one can get out of such a relationship safely. Students will learn when, where and how to seek help from trusted adults (e.g. family, teachers, school counsellors) in the supportive environment that they have if they or their friends are involved in an unhealthy relationship.   | <ul style="list-style-type: none"> <li>• recognise emotions caused by traumatic situations, e.g. bullying, abuse and dating violence, and understand the physiological and psychological, social impact on victims</li> <li>• understand that we need moral courage and wisdom to recognise and end relationships that are unhealthy and cause harm to our mental and emotional well-being</li> <li>• understand the importance of ensuring that non-verbal messages match with verbal ones, when communicating personal and emotional boundaries in a relationship</li> </ul> |                                     |
|      | For Better or For Worse<br>Lesson 3<br>(60 mins) | This lesson focuses on building a positive relationship with one’s partner in a marriage. Students will understand that while a marriage, defined in Singapore as a union between a man and a woman, requires mutual commitment and effort like the other relationships in their lives, what sets a marriage apart is its lifelong commitment. Students will learn that what really matters in sustaining and maintaining a long-term romantic relationship that leads to marriage, is understanding the other person’s perspective and effectively communicating with each other. | <ul style="list-style-type: none"> <li>• know that long-term romantic relationships leading to marriage involve understanding oneself and others in the intellectual, emotional, social and moral dimensions</li> <li>• know that marriage entails a union between a man and a woman based on love, trust, commitment, and requires mutual effort</li> <li>• understand that conflicts are normal in any relationship, including marriage, and the way in which a couple handles conflict is critical to the success of their marriage</li> </ul>                              | Term 1 Week 9                       |

| Unit | Lesson Title  | Lesson Overview   | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g. Term 1 Week 2) |
|------|---|---|--|-------------------------------------|
|      | There's Always More to a Story<br>Lesson 4<br>(60 mins) | In this lesson, students will revisit the impact of pornography and deepen their understanding on its impact on relationships. Students will also learn about revenge pornography, including its definition and legal provisions. They will also learn that they can turn to trusted adults for help in setting boundaries and overcoming difficulties in making sound decisions, to prevent themselves from encountering danger. | <ul style="list-style-type: none"> <li>understand that we strengthen our character when we commit to sound values-based viewpoints (e.g. respect for life) and decisions, and speak and act in alignment with our beliefs</li> </ul> | Term 2 Week 9                       |



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## 2026 SEXUALITY EDUCATION LESSONS IN CCE

# SECONDARY 5

| UNIT                              | Lesson Title                               | Lesson Overview  | Lesson Objectives<br>At the end of the lesson, students will be able to:   | Time Period<br>(e.g. Term 1 Week 2) |
|-----------------------------------|--|--|--|-------------------------------------|
| Respectful Relationships & Safety | This is Where I Draw the Line<br>(60 mins) | In this lesson, students will understand that different individuals have different emotional and physical boundaries. This lesson highlights the need to respect the boundaries of others and reinforces the importance of showing respect to the opposite sex by using appropriate words and actions. Students will examine personal boundaries from different perspectives and learn the importance of making sound values-based decisions and acting in consideration of the well-being of themselves and others. | <ul style="list-style-type: none"> <li>understand that we strengthen our character when we commit to sound values-based viewpoints (e.g. respect for life) and decisions, and speak and act in alignment with our beliefs</li> </ul> | Term 1 Week 4                       |

**eTeens Programme:**

8. *eTeens* is a programme that was developed by Health Promotion Board, in collaboration with the Ministry of Education, to provide Secondary 3 students with accurate information on STIs, HIV and protection from a health perspective. With the formation of the Communicable Diseases Agency (CDA) on 1 April 2025, the programme would now be managed by CDA's Training and Education Division instead of HPB. *eTeens* is conducted in two segments – a mass talk segment and a classroom-based programme. The desired outcome of the *eTeens* programme is that students are empowered to make wise, informed and sensible decisions to protect themselves from sexually transmitted infectious diseases.

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, and the importance of responsible decision-making and seeking help. Abstinence and upholding family values are the key messages.

**At Geylang Methodist School (Secondary), the *eTeens* programme will be implemented as follows in 2026:**

| Topics/Lessons                                   | Programme Learning Objectives   | Time Period<br>(e.g. Term 3 Week 9) |
|--|---|-------------------------------------|
| Mass Talk delivered through a pre-recorded video | <ul style="list-style-type: none"> <li>Raise awareness and provide knowledge on:               <ul style="list-style-type: none"> <li>a) Sexually transmitted infectious diseases (STIs and HIV): what it is, how it spreads, how to prevent infection mainly through ABC (abstinence, being faithful, correct, and consistent condom use), consequences and impact</li> <li>b) Skills for respecting boundaries (e.g. decision-making, assertiveness, negotiation to say 'no' to peer pressure)</li> <li>c) Managing relationships and risky situations in a healthy way, including avenues for help-seeking.</li> </ul> </li> </ul> | Term 2 Week 5                       |
| Classroom-based Lesson                           | <ul style="list-style-type: none"> <li>Learn to negotiate their way out of a risky situation by applying skills of assertiveness and responsible decision-making</li> </ul>   | Term 2 Week 7                       |

## INFORMATION FOR PARENTS

10. Parents may opt their children out of the Sexuality Education lessons, *eTeens* and/or supplementary sexuality education programmes by MOE-approved external providers.

11. Parents who wish to opt their children out of the **Sexuality Education lessons** need to complete an opt-out form. The opt-out form is attached with the programme letter disseminated to parents at the start of the year on Parents Gateway (PG). The completed form is to be submitted by **23/01/2026**.

12. Parents who wish to opt their children out of the **eTeens programme** need to complete and sign a hardcopy opt-out form. The hardcopy opt-out form will be given to the Sec 3s through their Form Teachers. Information regarding the programme will be disseminated to parents on Parents Gateway (PG). The hardcopy form, duly completed and signed, is to be submitted to the school by the end of **Term 1 2026**.

13. Parents can contact the school at [gmss@moe.edu.sg](mailto:gmss@moe.edu.sg) for discussion or to seek clarification about the school's Sexuality Education programme.