

**OVERVIEW OF ST ANDREW'S JUNIOR COLLEGE'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.

Sexuality Education:

5. The focus for Sexuality Education at Pre-University is on respectful relationships. Specifically, the JC/MI package covers themes of Interpersonal Relationships, Sexual Health, Sexual Behaviour, and Culture, Society and Law woven into the main focus on relationships.

At St Andrew's Junior College, the following Sexuality Education lessons will be taught in 2026:



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2026 SEXUALITY EDUCATION LESSONS IN CCE

PRE-U YEAR 1 / IP YEAR 5

MODULE / THEME	LESSON TITLE / DURATION	Lesson Overview	TIME PERIOD (e.g. Term 1 Week 8)
Developing Healthy Relationships/ Theme 3B 'Sexual Health and Behaviour'	What Are Your #relationshipgoals? (60 mins)	<p><i>What are unhealthy relationships and who can I turn to if I need help? How does one manage aggression, both physical and emotional, in relationships?</i></p> <p>In this lesson, students will learn to navigate challenges in a dating relationship. This includes identifying unhealthy relationships, when to seek help, who to turn to for support and to appreciate that one can emerge stronger and be better prepared for future relationships.</p> <p>Students will have a deeper understanding of what dating and family violence entails and be reminded of the importance of respect for others.</p>	Term 2 Week 4
	If Not Now When (Part 1) (60 mins)	<p><i>Are values such as abstinence of sexual activity before marriage still valid in the world today? Why? Is abstinence a reasonable choice?</i></p> <p>In this lesson, students examine issues related to abstinence and explore the balance between being free to make personal choices and</p>	Term 3 Week 8

MODULE / THEME	LESSON TITLE / DURATION	Lesson Overview	TIME PERIOD (e.g. Term 1 Week 8)
		<p>being responsible for the consequences of their choices. They will understand that, in the face of conflicting voices and perspectives, they need to focus on integrity, and choose to act in accordance with sound values and moral principles.</p> <p>In so doing, students learn to make responsible decisions for self and others, and think through the consequences of doing so.</p>	
	If Not Now When (Part 2) (60 mins)	<p><i>Is one's personal choice more important than considering the impact and consequences of one's choice on others?</i></p> <p>In this lesson, students examine issues related to abortion and the impact of sexually transmitted infections (STIs), and understand that one has to make responsible decisions for both self and others.</p> <p>Students are also taught to consider sexual abstinence before marriage to remove any risks that come with casual sex. The lesson will also focus on being a source of support for others who may be pregnant or have STIs.</p>	Term 3 Week 9



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2026 SEXUALITY EDUCATION LESSONS IN CCE

PRE-U YEAR 2 / IP YEAR 6

MODULE / THEME	LESSON TITLE / DURATION	LESSON OVERVIEW	TIME PERIOD (e.g. Term 1 Week 8)
Developing Healthy Relationships/ Theme 3C 'Society, Culture and the Law'.	Overcoming Stereotypes (60 mins)	<p><i>How does the media portray gender and relationships? How do societal influences affect our understanding of gender stereotypes?</i></p> <p>In this lesson, students will recognise that some segments of society may inaccurately reflect the efforts needed to maintain healthy relationships, leading to skewed assumptions of sexual messages and connotations within relationships.</p> <p>Students will understand how societal influences can skew one's understanding of gender stereotypes (e.g. boys should not cry, and are to suppress emotional sensitivity so as not to seem weak; girls are physically weak and unathletic, and downplay achievements so as to fit in), which can affect interactions and relationships in ways that are harmful to themselves and others.</p>	Term 2 Week 9
	Why is Voyeurism Wrong? (60 mins)	<p><i>Is voyeurism wrong? Why?</i></p> <p>In this lesson, students will examine the relationship between rights and responsibilities by exploring societal expectations,</p>	Term 3 Week 2

MODULE / THEME	LESSON TITLE / DURATION	LESSON OVERVIEW	TIME PERIOD (e.g. Term 1 Week 8)
		<p>the laws that protect teenagers from sexual crimes, and the legal consequences of inappropriate sexual behaviour.</p> <p>Students will examine what makes voyeurism wrong, learn the importance of the law as signposts for desired behaviours and conduct in society, and the importance of one's moral compass in responsible decision-making and choosing to do what is right.</p>	

eTeens Programme:

6. eTeens is a programme that was developed by Health Promotion Board, in collaboration with the Ministry of Education, to provide JC/MI Year 1 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. 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.

7. Students learn the health, social and financial implications of STIs/HIV on an individual and the family, and the importance of responsible decision-making and seeking help. Abstinence and upholding family values are the key messages.

At St Andrew's Junior College, the eTeens programme will be implemented as follows in 2026

Topics/Lessons	Programme Learning Objectives	Time Period (e.g. Term 3 Week 2)
Mass Talk <ul style="list-style-type: none"> • by pre-recorded video from January 2026 	<ul style="list-style-type: none"> (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 of STIs/HIV (b) Skills for respecting boundaries (e.g. decision-making, assertiveness, negotiation to say 'no' to peer pressure to have pre-marital sex) (c) Managing relationships and risky situations in a healthy way, including avenues for help-seeking 	Term 3 Week 7