



P1 Introductory Briefing

Character Development

Primary School Curriculum for Holistic Learning

Subject-based Learning	Character Development
English	Positive Discipline
Mathematics	Character and Citizenship Education (CCE)
Mother Tongue	Programme for Active Learning (PAL)
Physical Education	
Art and Craft	
Music	
Social Studies	



Character and Citizenship Education (CCE) @BGPS



Character and Citizenship Education (CCE) Goals

We aim to develop the following in our students :

Resilience and
Social-
Emotional
Well-being

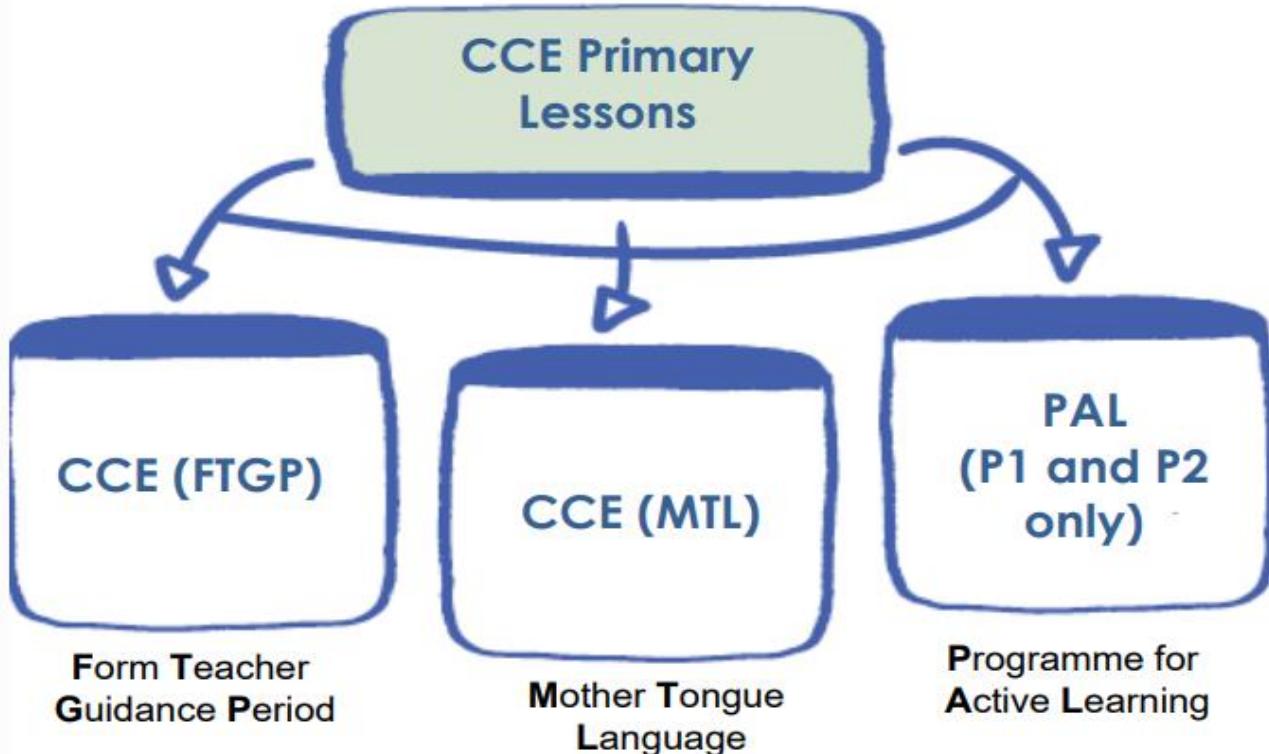
Good Character



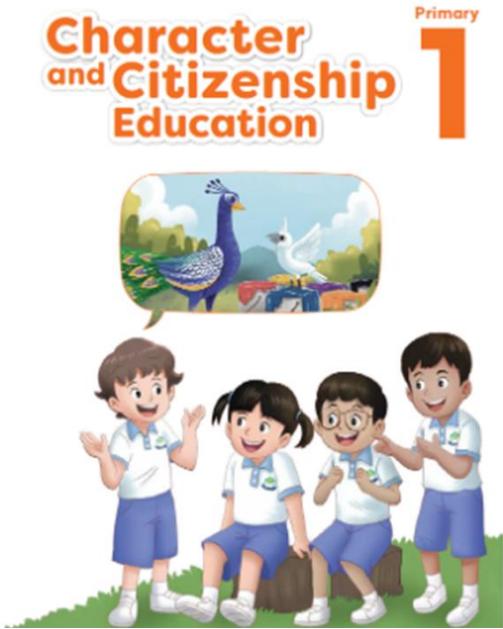
Future
Readiness

Active Citizenship

Character and Citizenship (CCE) Lessons



CCE (MTL)



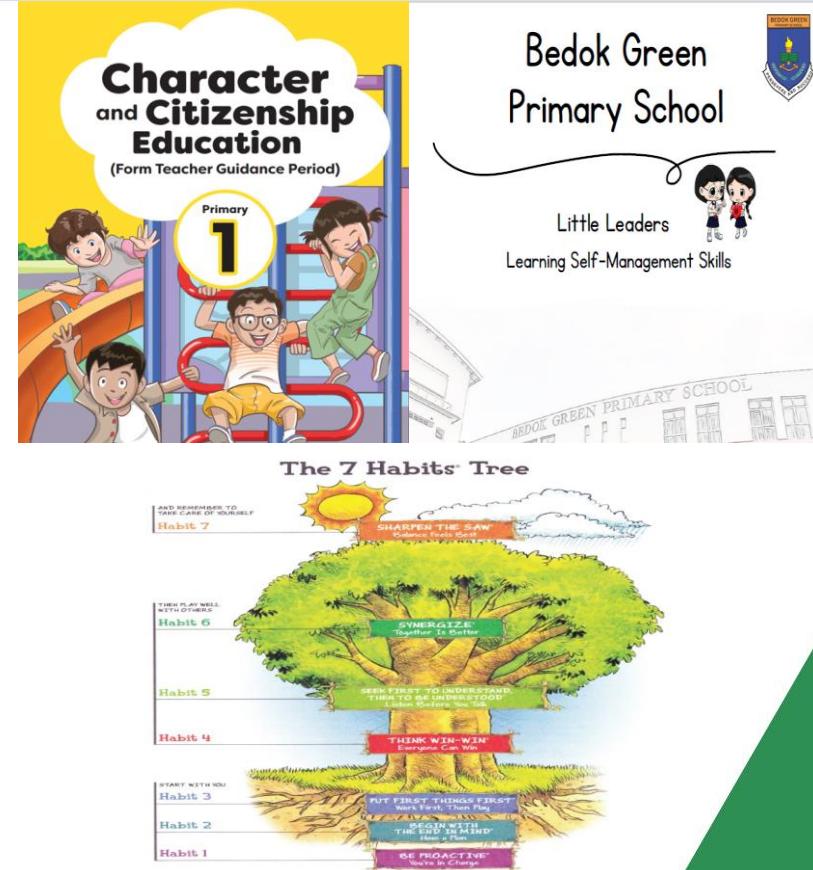
Explicit teaching of values using cultural stories during Mother Tongue Language lessons

- Responsibility
- Resilience
- Integrity
- Care
- Harmony
- Respect

CCE (Form Teacher Guidance Period)

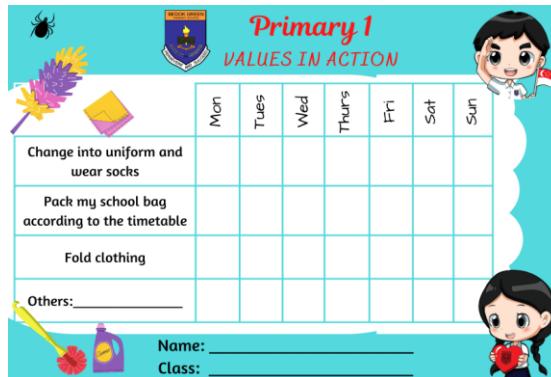
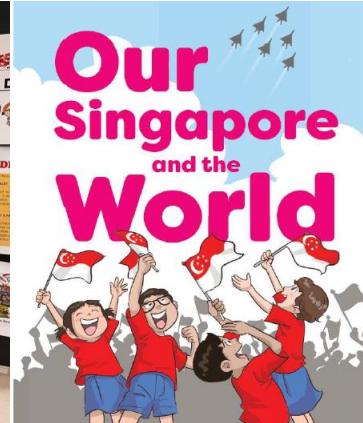
- Explicit teaching and learning of fundamental social-emotional skills, values and citizenship dispositions
- Other content areas in FTGP include

Family Education	Learning how to appreciate and care for family members and friends.
Cyberwellness	Educating students on topics such as cybersafety, cyberuse
Mental Health	Managing their thoughts , feeling and behaviour to cope with relating to others, stresses



CCE (Form Teacher Guidance Period)

National Education	<p>Citizenship Lessons for the Four National Education Commemorative Days</p> <ul style="list-style-type: none">• Total Defence Day• International Friendship Day• Racial Harmony Day• National Day
Values-in - Education	<p>Platforms for them to be responsible and caring citizens in school and at home</p> <ul style="list-style-type: none">• Everyday responsibilities• VIA@home• Environmental Education



During CCE (FTGP) lessons

During CCE(FTGP)* lessons, students will be taught:

- **Basic online safety rules**
 - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
 - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

During CCE (FTGP) lessons

- **Cyber Contacts**
 - Understand that the profiles of strangers that we see online may not be their real identities
 - Recognise the dangers of chatting with strangers online

Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home

Staying Safe in the Cyberworld ②

Family Time!
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

We did this together!

Parent's / Guardian's signature

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can prepare your child/ward for the digital world.

- Helping your child/ward navigate the online world (<https://go.gov.sg/cw-parent-tips-part1>)
- Switching off to switch on (<https://go.gov.sg/cw-parent-tips-part2>)

Programme for Active Learning (PAL)

- Programme only for P1 and P2.
- Offers hands-on and experiential learning (1.5 hours) through the domains of Sports and Games, Outdoor Education, Visual Arts and Performing Arts.



Programme for Active Learning (PAL)

- Explicit teaching of values and social- emotional competencies by FTs or teaching subject teachers.
- Explore and discovering new skills and interests.



Self-awareness

Self-management

Social Awareness

Relationship Management

Responsible Decision-making

PAL Modules

P1 PAL MODULES		
Semester 1	Sports and Games	Visual Arts
Semester 2	Dance	Drama

P2 PAL MODULES		
Semester 1	Dance	Drama
Semester 2	Outdoor Education	Visual Arts

PAL Activities

Reflection Booklets



Drama Module 1

Reaching for the Stars (Lesson 2)

What I learnt from Module 1...

- Become a _____ of personal space.
- R_____ others' personal space.

How can we learn to respect each other's personal space?

In the space below, write or draw how you can respect your friend's personal space?

A large, rounded rectangular box with a thin black border, intended for children to draw or write their responses to the question above.

Date: _____

Working Together (Lesson 1) My Reflection

Am I able to draw the characters on my own?

Self-Efficacy	Yes, I can!	I tried to do it.	No, I can't draw.

Am I able to ask my friends for help when I am stuck at a task? Or do I offer help to those who need it?

Relationship Management - Asking and providing help	Yes, I can All the time!	I do, sometimes.	No, I can't do it.

Did you enjoy today's PAL lesson? Yes / No

What did you like or did not like about the lesson?

5

Date: _____

Roll - A - Monster! (Lesson 2)

To play roll-a-monster, listen to your teacher's instructions. You need to play this game in groups of 3. Draw the monster in the space provided below.

Hello! My name is _____

I can _____

6

Programme for Active Learning (PAL)

Students will learnt to :

- exhibit confidence in what they do and communicate effectively
- exhibit curiosity and positive attitudes to learn
- enjoy group experiences and teamwork



How can Parents support and help?

- Students benefit the most when the home and school environments are attuned to each other.
- Parents are strongly encouraged to emphasise and demonstrate the school values to support their child's holistic development such as

- ✓ affirm your child's effort no matter how small it is.
- ✓ get them to try again and not give up when they experience difficulties.
- ✓ role model in words and actions.
- ✓ encourage your child to carry out simple chores at home , make friends



Positive Discipline @BGPS





Our Philosophy

1. Students learn well where there is order and discipline. At the same time, they need care, encouragement and space to learn from mistakes and improve.
2. Discipline is an educative process, and the goal is to instil self-discipline and good character in students.
3. Disciplinary measures serve as a proxy for consequences of the poor choices made. It is not punishment, and must be meted out fairly, firmly and appropriately.

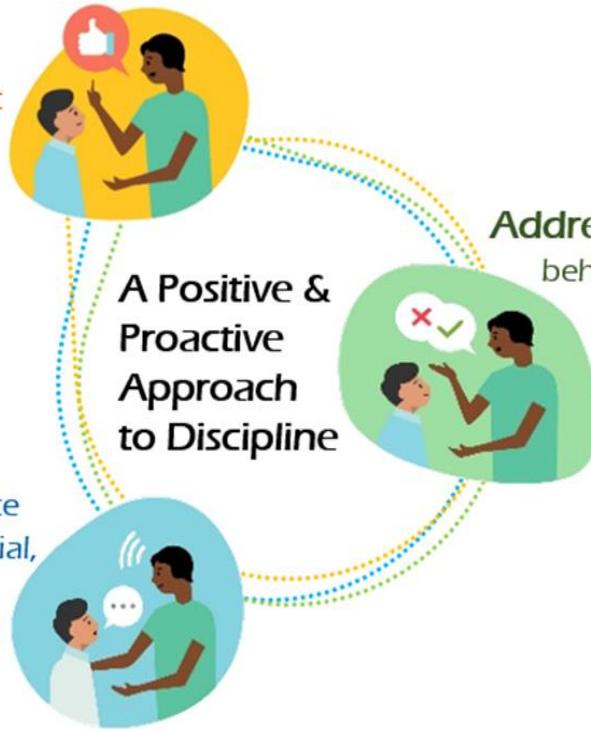
3 Core Practices

Promote a safe and supportive environment and a culture of care

Prevent challenging behaviours from occurring

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions



Address inappropriate behaviour promptly

Correct it before it affects students' development and well-being



Positive Discipline- Discipline with Care, Dignity & Respect

- Help students **understand** how their actions would affect themselves and others.
- Students take **responsibility** to replace inappropriate behaviour and restore relationships with others affected by their actions.
- **Care**- Give due attention to students' physical, emotional and social well-being.
- **Dignity**- Help students preserve the importance and value that they have, which makes them respect themselves.
- **Respect**- Accept that every student is different and show the same level of politeness, honour and care to all students.



Positive Discipline will happen when students

- Obey the school rules (Habit 1).
- Have discipline and self-control (Habit 1).
- Work respectfully with others (Habit 5).
- Understand how their behaviour affect others (Habit 5).



Management of Discipline Issues

What should parents do should an incident occur?

- Keep calm
- Get information from both your child and school
- Contact the form teachers
- Follow up with the form teachers on the actions that will best cater to the well-being of all parties

Thank you!