

Character and Citizenship Education (CCE)

1. What is Character and Citizenship Education?



Character and Citizenship Education (CCE)

- CCE is an integrated programme that is integral to the **holistic development** of our students, leading to **positive life outcomes**.
- CCE aims to develop in our students:



CCE Learning Outcomes

To build student's **foundation in values, social-emotional competencies and citizenship dispositions** at the Primary level.

Core Values (R³ICH)



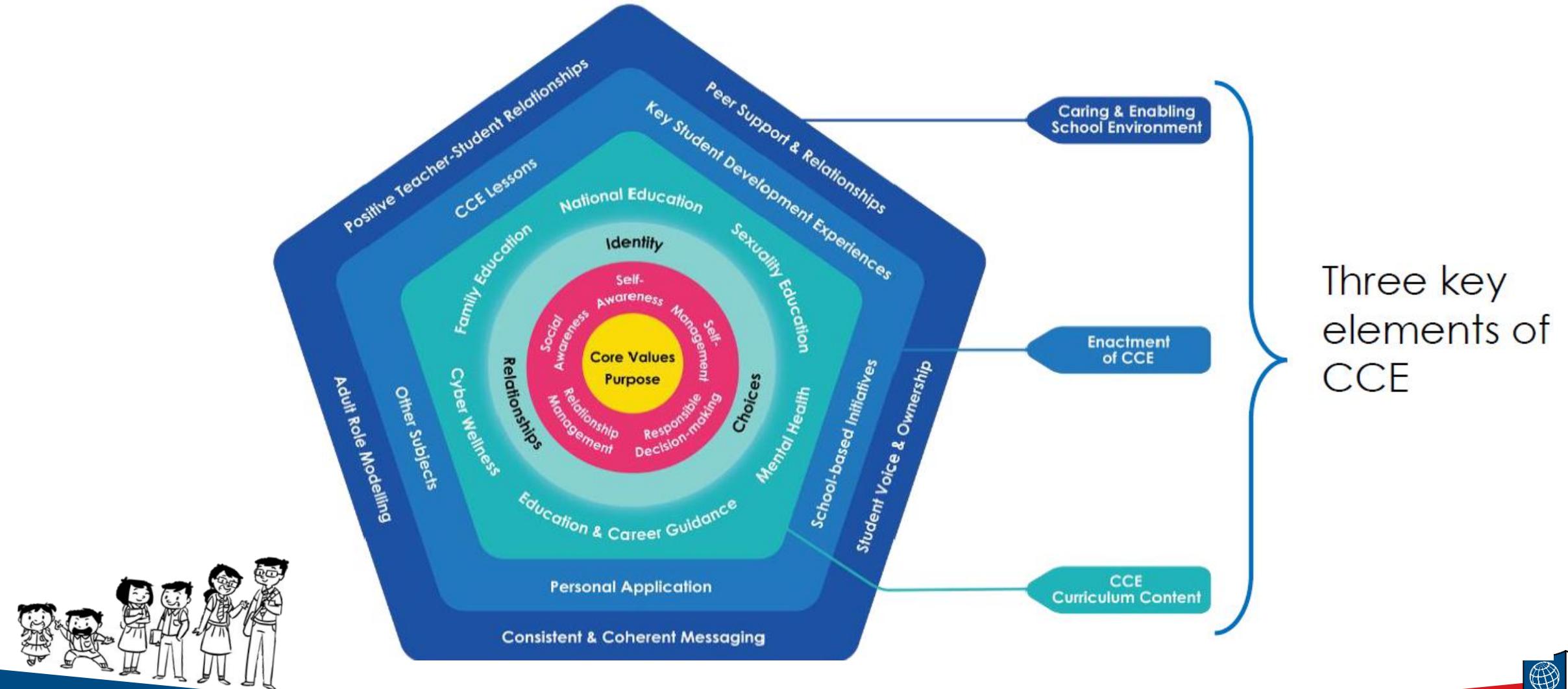
Social and Emotional Competencies



Citizenship Dispositions



CCE Curriculum Frame



Three key
elements of
CCE

Emerging 21st Century Competencies (E21CC)

E21CC are developed through the CCE curriculum and programmes to enable students to thrive while living, learning and working in rapidly changing, highly digitalised, and interconnected environments.



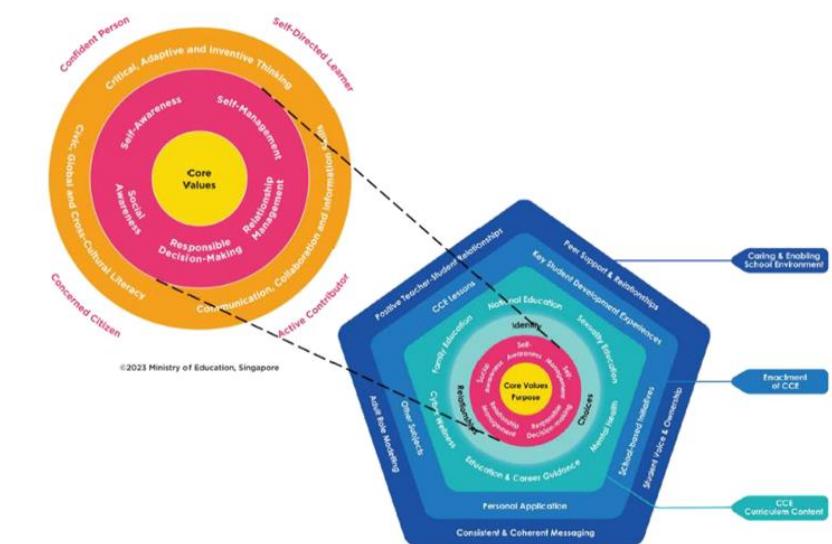
Critical, Adaptive and
Inventive Thinking



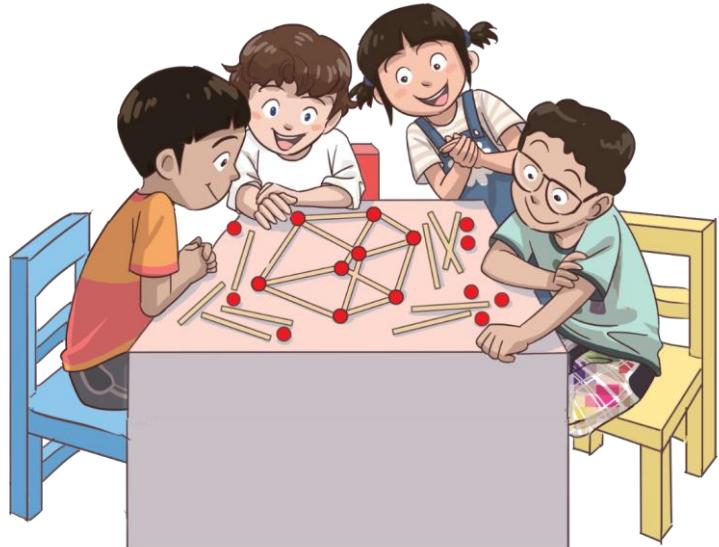
Communication, Collaboration
and Information Skills



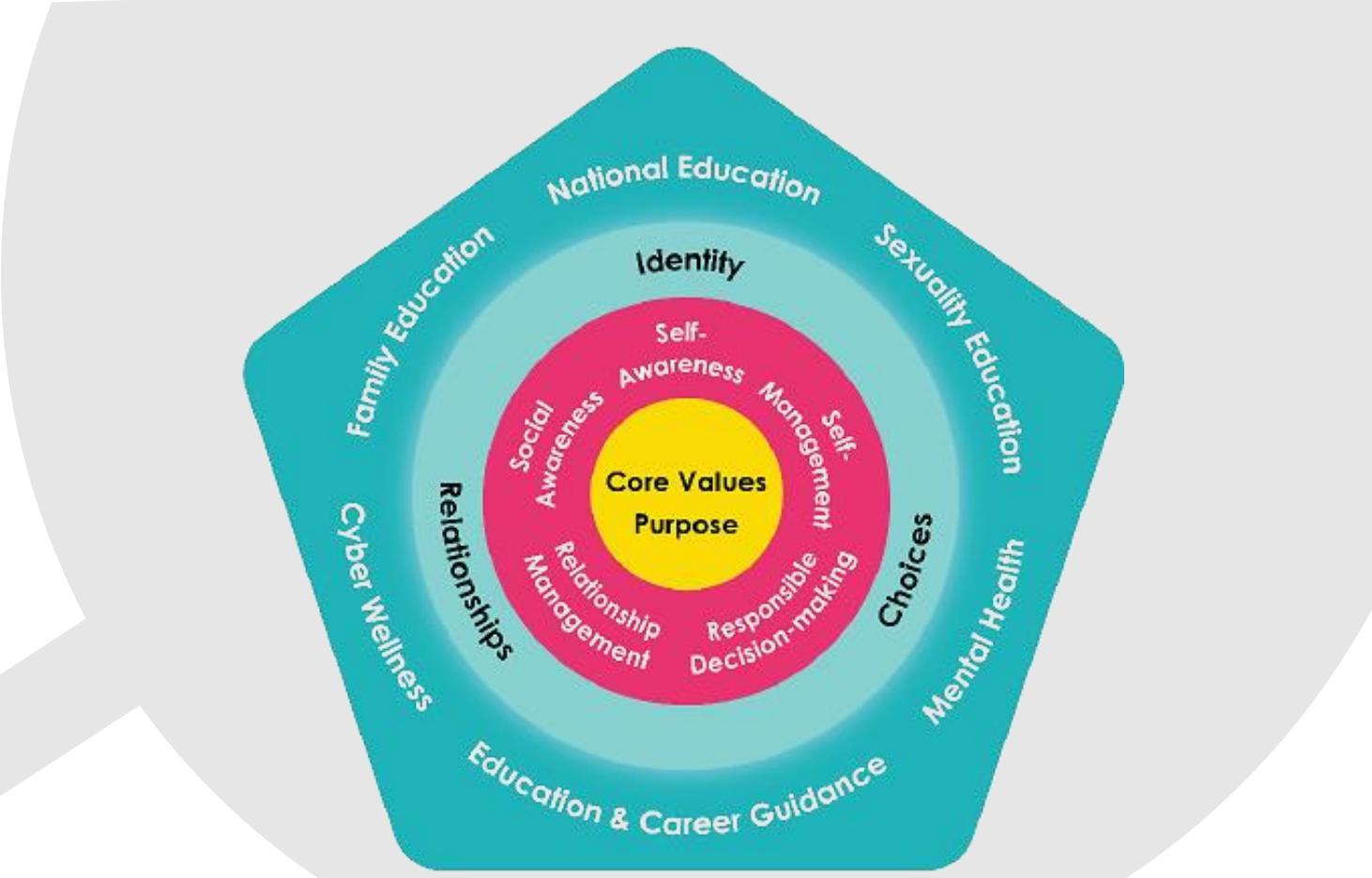
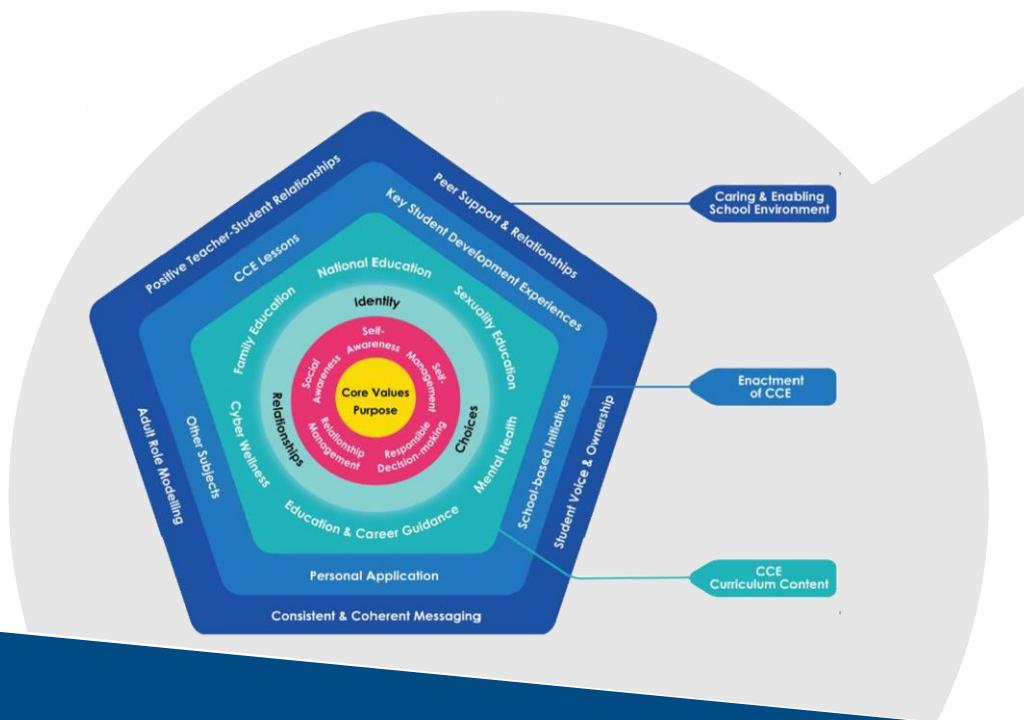
Civic, Global and
Cross-Cultural Literacy



2. What do students learn in CCE?



CCE Curriculum Content



CCE Curriculum Content

CCE lessons are anchored on **3 big ideas...**

Identity

- Who am I?
- Who do I want to be?
- What does my best self look like?

Relationships

- How do I relate to myself, others and the world around me?

Choices

- How do I choose to be?
- How do I choose to act?
- What kind of future do I want?

... and focused on developing a **sense of purpose** in students.

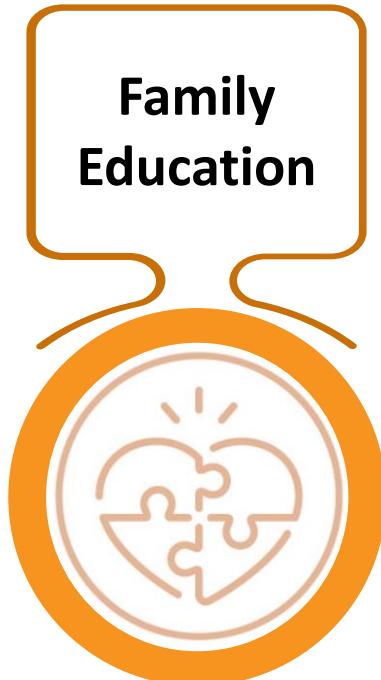


CCE Curriculum Content

Learn and demonstrate **values** and **social-emotional competencies** through **6 content areas**:



**Cyber
Wellness**



**Family
Education**



**Mental
Health**



**National
Education**



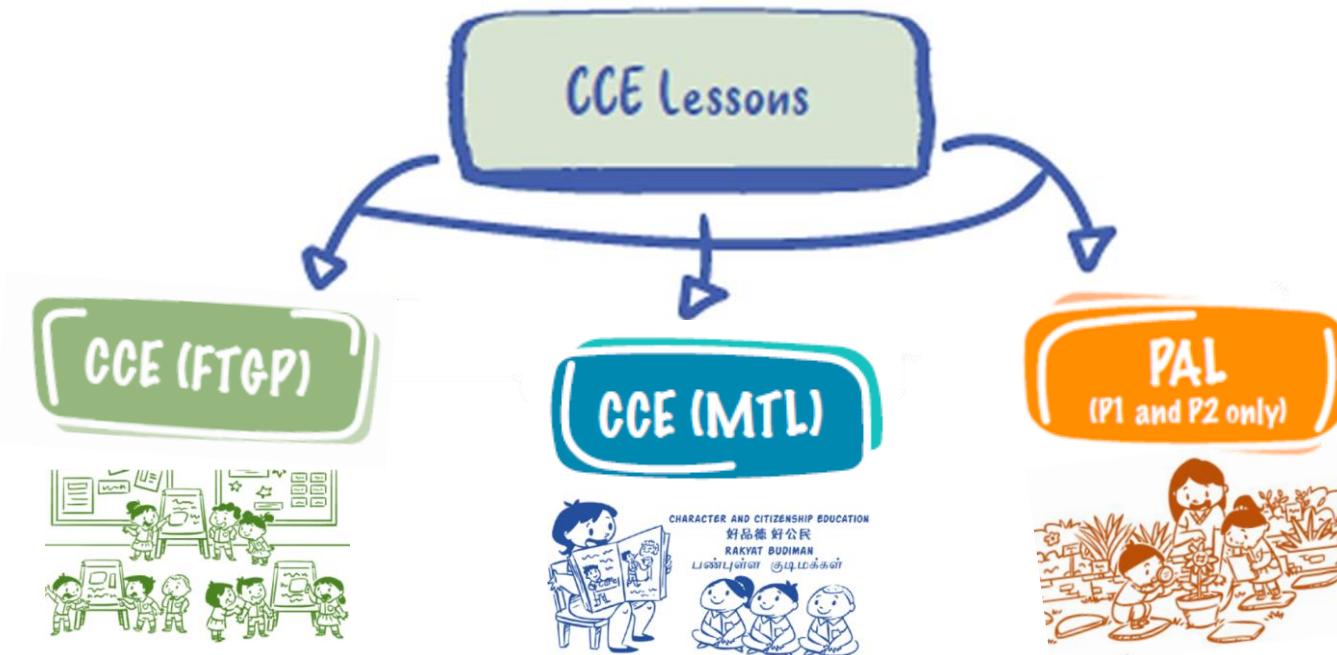
**Education
and Career
Guidance***



**Sexuality
Education***

*covered in P5-6

CCE in the Classroom

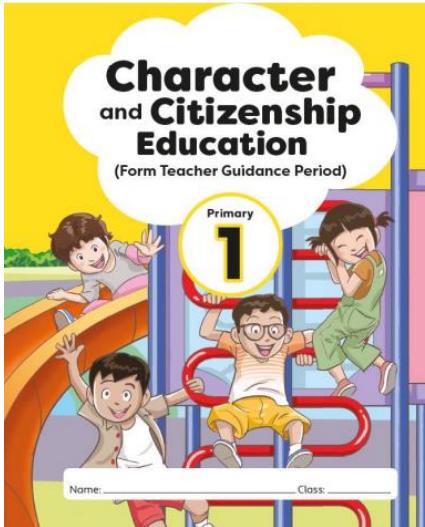


Time provided for teachers to **engage** and **build relationships** with their students through **1-to-1 chat** and **discussions**.

- **Explicit teaching** to address the **holistic developmental needs** of students
- Equip students with **knowledge** and **skills** to better understand and **navigate the real-world**

CCE Lessons

CCE (FTGP) and CCE (MTL) are **complementary**



CCE (FTGP) and CCE (MTL) lessons are based on the same learning outcomes and uses different context or examples. This reinforces learning and is not a repetition



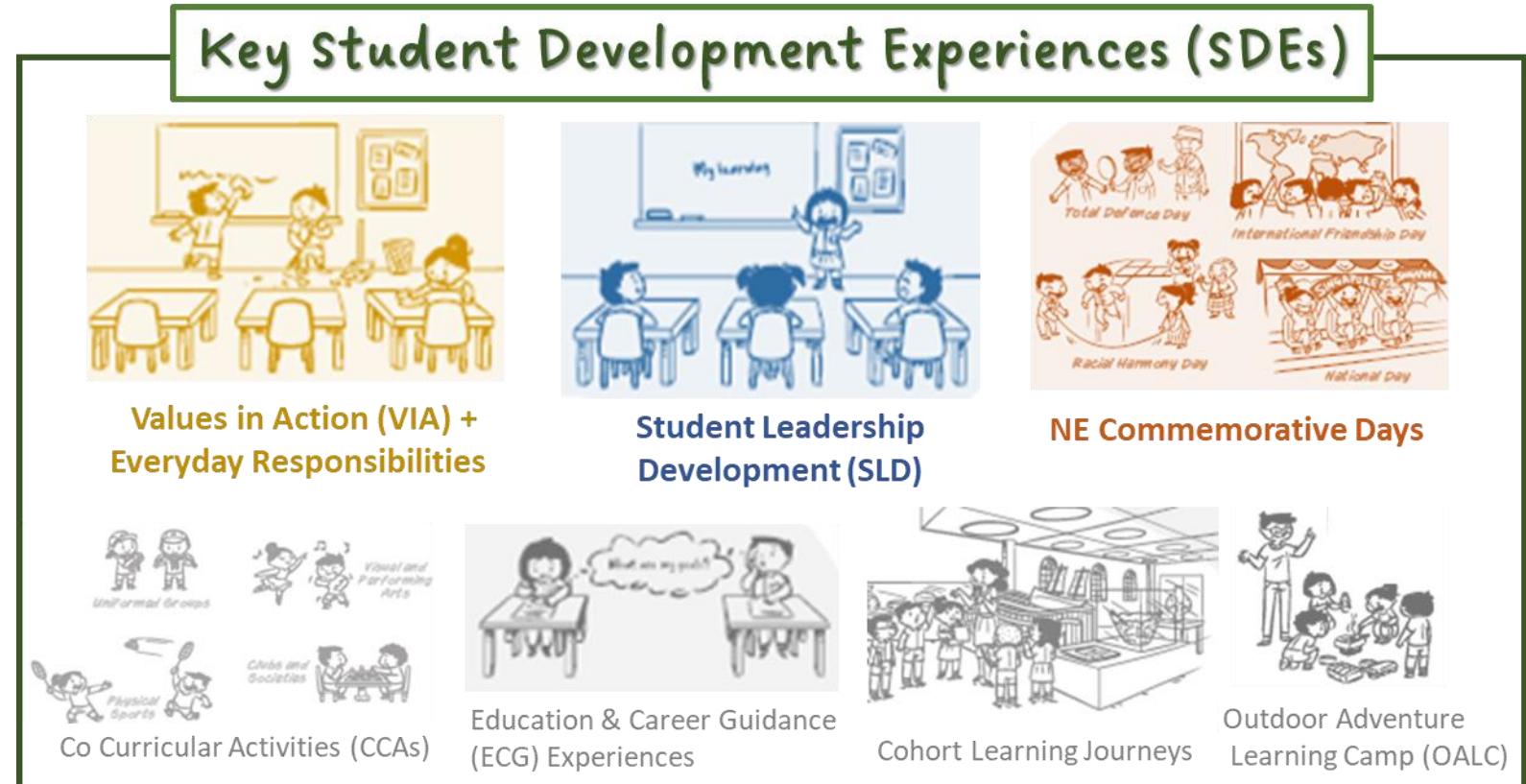
3. The Bendemeer Experience



CCE beyond the Classroom

“Every School Experience a CCE Lesson”

SDEs contribute towards the **holistic development** of our students in the physical, aesthetic, intellectual, moral and social domains.



1. Values in Action (including everyday responsibilities)

Learning experiences that support students' development as **socially responsible citizens** who contribute meaningfully to the **community**.



2. Student Leadership Development

Tier 1 class-based leadership roles provide aspiring leaders with the opportunities to hone their leadership skills.



3. NE Commemorative Days

Student activities are customised to **create holistic learning experiences** on the defining moments in Singapore history.

School-based initiatives

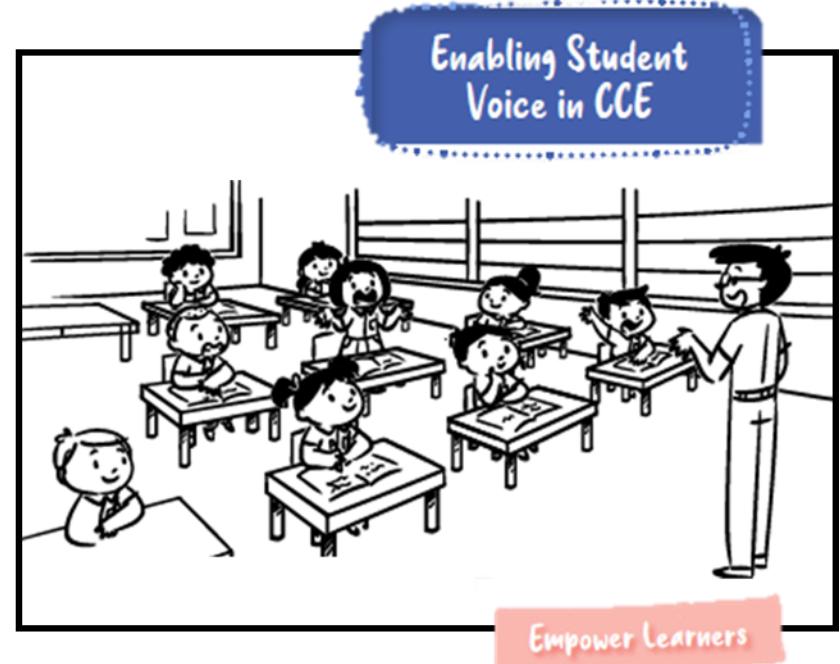
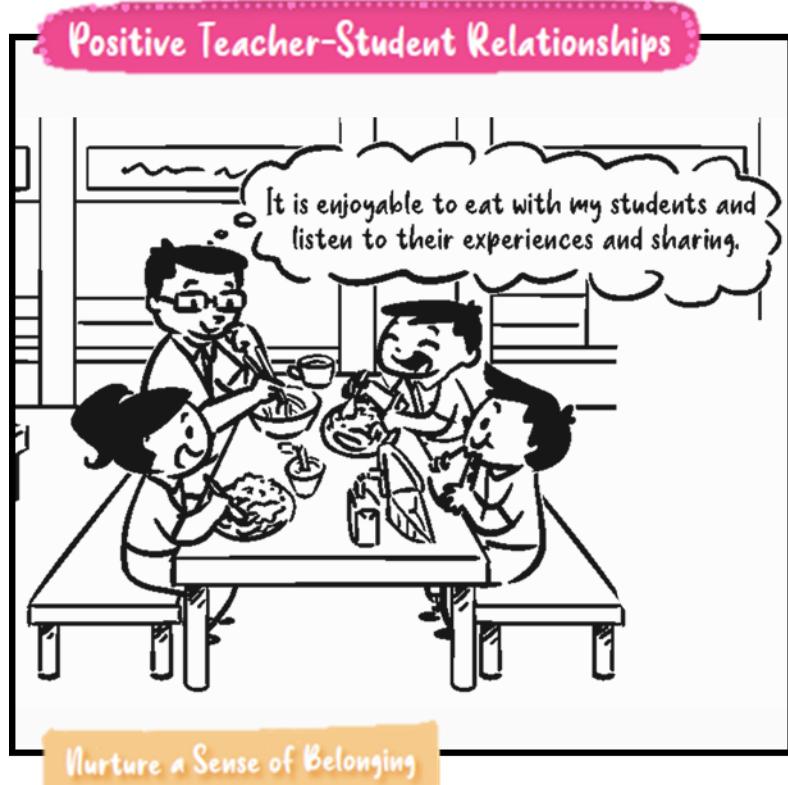
Assembly Talks . ASPIRE Wednesday . Enhanced CCE lessons

Thankful Thursday . Quiet Time Deep Breathing

Let's C.H.A.T! (1:1) session/ Circle Time . Class Picnic



Caring and Enabling School Environment



Our School Values: ASPIRE

Desired Behaviour Outcomes for Primary 1 students:

Adaptability

Handle changes positively and look for opportunities in challenges.

I respect and am open towards the views of others.

Self-Discipline

Control one's words, actions and behaviour and work hard in all that one does.

I am able to control my impulses and demonstrate self-control in the way I interact with others.

Passion

Love for self, family, nation and learning.

I show love and concern to self, family and nation.

I show passion in learning new things, participate actively and work well with others during school activities.



Integrity

Think, speak and live right.

I think before I act and I am aware of there are consequences to my actions and decisions.

Resilience

Keep trying and never give up.

I do not give up easily when facing difficulties.

Empathy

Think, feel and do good for others.

I show understanding and share the feelings of others.



Student Recognition

Affirming **student's achievement** in displaying the school values and **character excellence**.

SCHOOL	<ul style="list-style-type: none">• Star Student Award (Term 1 – 3)• P1 – 5 Otter Award (Term 4)• Well Done Cards	
MINISTRY	<ul style="list-style-type: none">• P1 – 6 Edusave Character Award (ECHA) Demonstration of exemplary character and outstanding personal qualities through behaviour and actions.• P1 – 6 Edusave Award for Achievement, Good Leadership and Service (EAGLES) Demonstration of good conduct, and 21st Century Competencies in a consistent and exemplary manner.• P1 – 2 Edusave Merit Bursary (EMB) Consistent demonstration of positive learning dispositions and good conduct.	

For more information on Edusave Awards and Scholarship, visit: <https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>





4. Home-school partnership



Home-School Partnership

Building **strong bonds** through **shared experiences** and **meaningful conversations**

Word Search

Family Chat Time
Have a conversation with your parents/guardians about keeping safe.

We did this together!
Parent's/Guardian's signature

22 Understand and Care for Myself

Understanding My Feelings 4

Family Chat Time!
Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

A Note to Parents/Guardians:

Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS

- 1 Take time to actively notice and name your child's/ward's emotions together.
- 2 Connect with your child/ward on an emotional level. E.g. Make talking about their feelings a natural part of conversations.
- 3 Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 4 Discuss how your child/ward can manage his/her negative emotions.
- 5 Role model how you manage your emotions appropriately. E.g. Calmly admit that you are upset and take a 10-minute time-out.
- 6 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 7 Guide your child/ward to accept situations that he/she cannot change.
- 8 Have your child/ward share three things that he/she feels thankful about each day.

My child did a good job!
Parent's/Guardian's signature

12 Understand and Care for Myself

In My New School 3

Family Chat Time!
I can...

- Ask my family members/guardians:
 - What was your primary school like?
 - What did you enjoy about primary school?
- Share with my parents/guardians:
 - How I feel about my new school.
 - What I have learnt in school.

We enjoyed Family Time!
Parent's/Guardian's signature

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- Supporting Transition (<https://go.gov.sg/p1fhp-transitionsupport>)
- Social Skills (<https://go.gov.sg/p1fhp-socialskills>)

5 Understand and Care for Myself

Kindsville Mailbox

Hello, friends! Do you know what it means to be resilient? It's about staying strong and not giving up even when things are hard. Can you think of a time when you had to be brave or had to try again when something didn't go right? Or maybe you know a story about someone being strong during a tough time.

Write to Singa and tell him your story.
He would love to hear from you!

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Family Bonding Activities



Useful Parental Tips

Helpful Information and Resources

Kindsville Activity

THANK YOU

A gracious community of passionate learners and confident leaders



Today's Learners. Tomorrow's Leaders