



# Character and Citizenship (CCE) Briefing For P5 Parents 2023

*We are Leaders of  
Character who are Caring,  
Gracious, Discerning &  
Active Citizens.*





## Refreshed CCE Curriculum

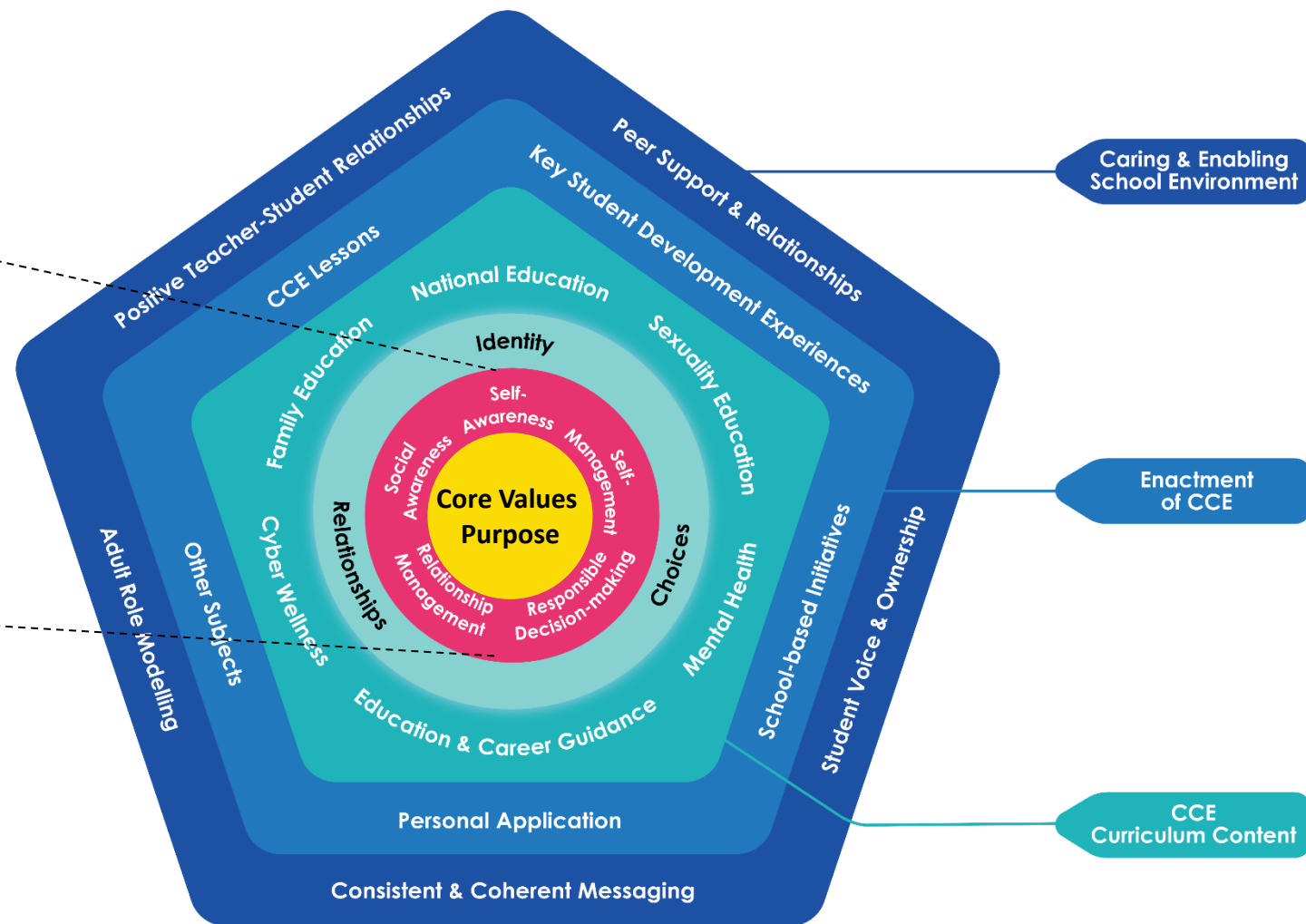
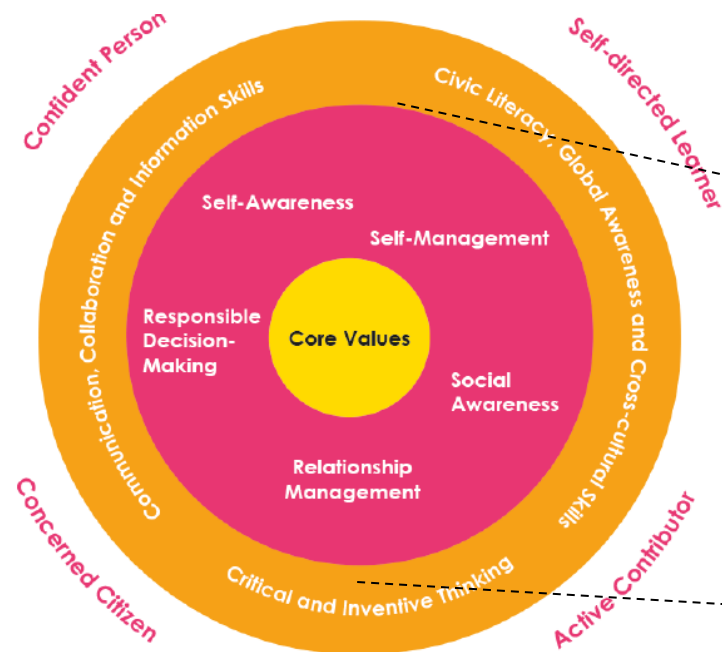
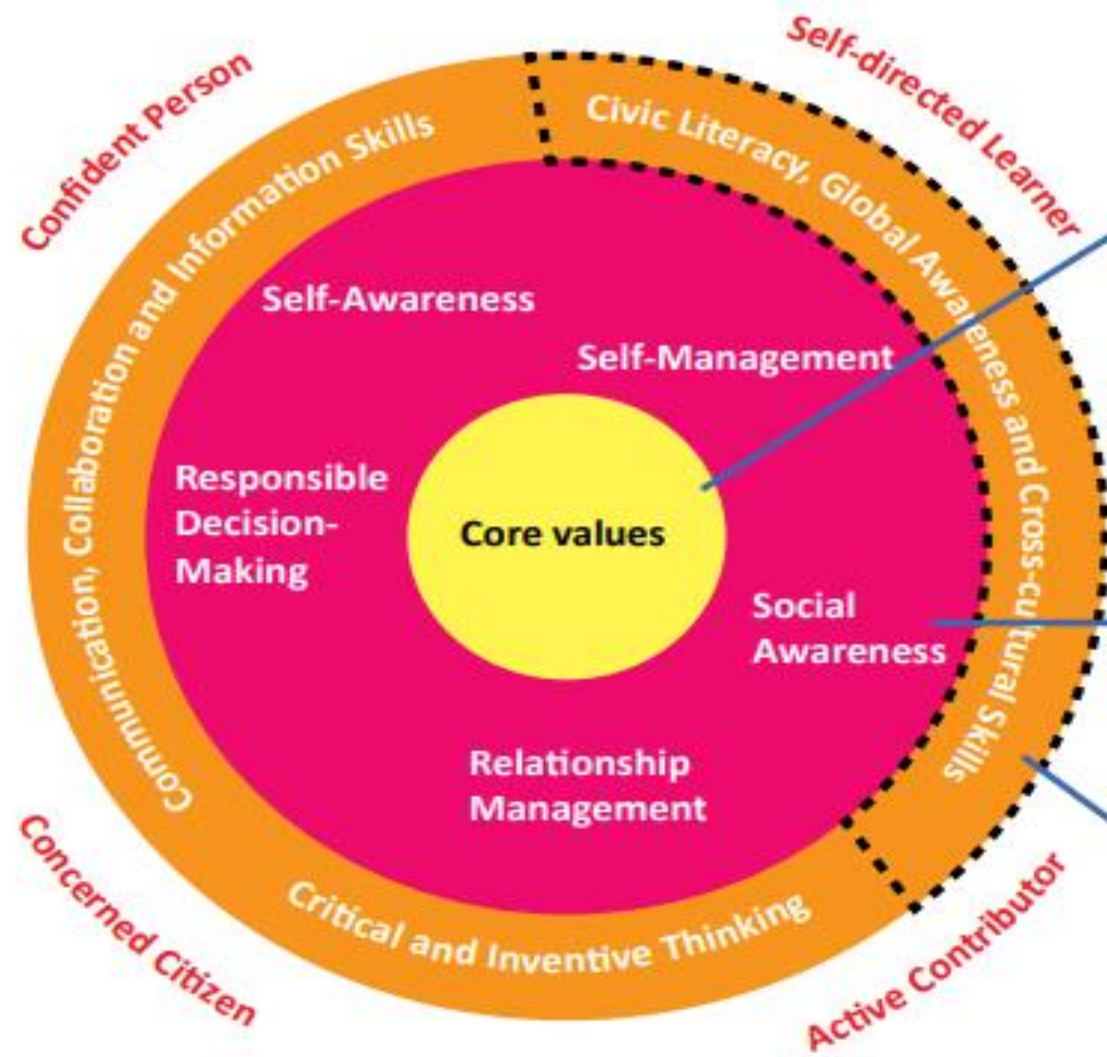




Figure 1: Framework for 21st Century Competencies and Student Outcomes



R3ICH

## Core Values

- Foundation of character
- Provide compass for behaviour

## Social and Emotional Competencies

– skills, knowledge and dispositions that enable students to

- Manage self and relationships effectively
- Make responsible decisions

## Skills related to Citizenship that enable students to:

- Function effectively as active citizens
- Stay rooted to Singapore



## Why do we need to refresh the CCE Curriculum?

**01** Because the world has changed for our children

Mental Health & Resilience



Increasing Influence from Digital Space



Shifting Societal Values



Changing Family Profiles



**02** Because if we don't engage them, someone else will







## School Values

**OUR SCHOOL VALUES-R<sup>3</sup>ICH**

**Respect**  
Valuing Self & Others

- I value the opinion of others.
- I am courteous and show consideration to others.
- I listen to others attentively while they are speaking.
- I treat the belongings of others with care.
- I sing the National Anthem and recite the Pledge with pride.

**Responsibility**  
Taking ownership for one's actions and deeds

- I am accountable for my actions.
- I am committed in everything I do.
- I am self-disciplined and take charge of my own learning.
- I take initiative to act on opportunities.
- I play a part to make the community a better place.

**Resilience**  
Persevering and overcoming obstacles & challenges

- I persevere and do not give up, no matter how challenging the task is.
- I am resourceful and adapt well to changes.
- I view setbacks as learning opportunities.

**Integrity**  
Being trustworthy and consistent in word and deed

- I am honest at all times.
- I have moral courage to stand up for what is right.
- I do the right thing even when no one is watching.

**Care**  
Showing concern, empathy and kindness to others


- I take good care of myself and my belongings.
- I show kindness at all times.
- I show concern and empathy for others.
- I keep the school, neighbourhood and Singapore clean.
- I practise the 3Rs: Reduce, Reuse & Recycle.

**Harmony**  
Getting along well and supporting each other

- I work cooperatively with others towards a common goal.
- I appreciate and accept the different races, religions, languages and cultures of others.
- I build and maintain good relationships.
- I am gracious at all times.

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## School Diary



**Junyuan Primary School  
Student Diary 2023**

*This diary belongs to:*

**Name:** \_\_\_\_\_ ( )

**Class:** \_\_\_\_\_

*Nurturing Every Child in a Vibrant and Caring Environment where Talents Blossom*



## Goals of CCE 2021

**Good  
Character**

**Resilience  
&  
Well-Being**

**Active  
Citizenship**

**Future-  
Readiness**

*We are Leaders of Character who are Caring, Gracious, Discerning & Active Citizens.*



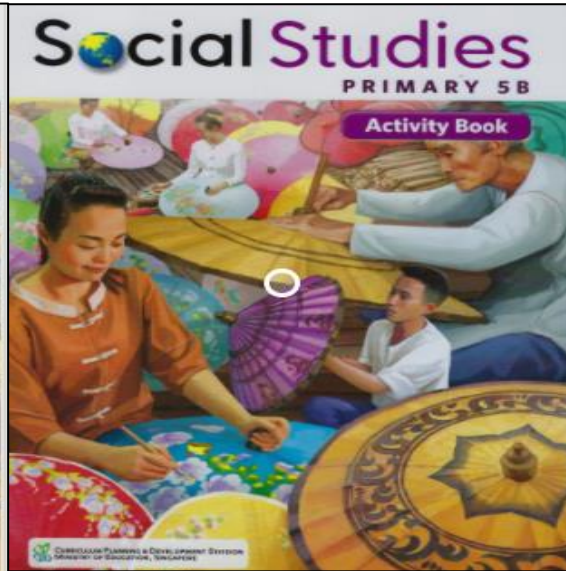
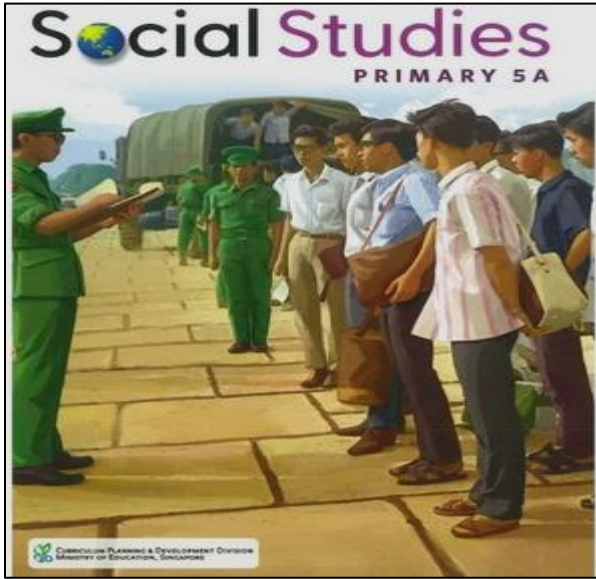
# OVERVIEW OF CCE CURRICULUM

| CCE (FTGP)   | CCE (MTL)  | PAL<br>(P1&2 Only)   | School-based CCE<br>(Mass Assembly)   | Guidance<br>Modules<br>(P5 & P6 Only)   | Social Studies   |
|--|--|--|---|---|--|
| 15 h (30 periods)  | Lower Pri – 30 h<br>(2 periods/week)<br>Upper Pri – 45 h<br>(3 periods/week) | 3 periods /week  | 15 h (30 periods)   | SEd<br>ECG  | 1 period/week<br>(P1/2)<br>2 periods/week (P3/4)<br>3 periods/week (P5/6)  |
| i) SEL Lessons (Executive Functioning Skills*)<br><b>ii) Cyber-wellness Lessons</b><br><b>iii) Family Education Lessons</b><br><b>iv) Mental Well-being Lessons</b><br><b>v) Values in Action (VIA) Lessons</b><br><b>vi) NE Curriculum Injects</b><br>* E.g. organizing, planning, and prioritising; starting tasks and staying focused on them to completion; understanding different points of view; regulating emotions; and self-monitoring | R3ICH Values Lessons using cultural stories conducted in MTL.                | Hands-on and experiential learning through the domains of Sports and Games, Outdoor Education, and Visual and Performing Arts. | i) National Education (NE) Commemorative Events<br>ii) Mass Assembly:<br><i>Other school-based activities or events centred on school values and desired character dispositions such as Current Affairs with Values Embedded (CAVE) Lessons</i> | i) Sexuality Education (SEd) – Growing Years Package (8 h)<br>ii) ECG Lessons in FTGP, Career Talks and Sec Sch Talks | i) Inquiry-based learning<br>ii) Assessed using learning outcomes<br>iii) Field-based learning for learning journeys |





## P5 Social Studies – Understanding Singapore & SEA



### Cohort Learning Journey in Sem 2



*Virtual LJ to Sungei Buloh Wetland Reserve*



*NE Show*



*Onsite LJ to Indian Heritage Centre*





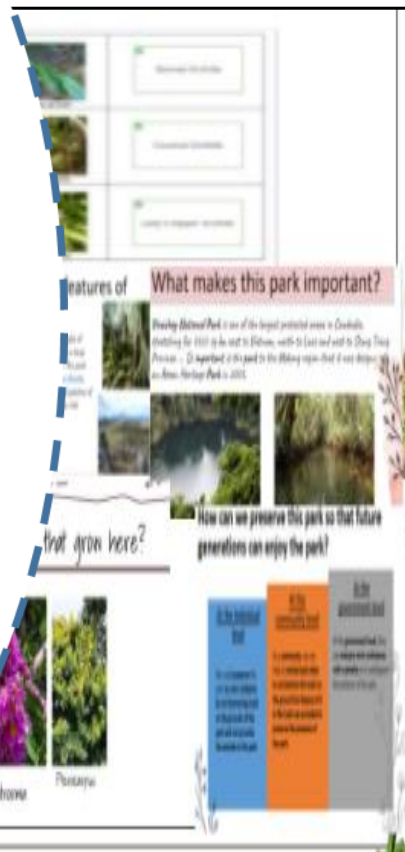
# P5 SS Assessment Plan

Formative Assessment 1 [20%]  
Formative Assessment 2 [20%]  
Formative Assessment 3 [20%]  
Performance Task [20%]  
SS Assessment Quiz [20%]

P5

ce Task  
Park

**Assessment  
Tasks will be  
aggregated  
and  
reported as  
Grades A, B  
or C**





# SEd Lesson for P5

| CCE(FTGP)<br>THEME   | LESSON TITLE /<br>DURATION      | LESSON OVERVIEW  | TIME PERIOD   |
|--|---------------------------------|--|---------------|
|  | The Changes in                  | This lesson focuses on helping students identify the emotions and stress caused by physical changes during puberty. Students                                   | Term 2 Week 4 |
| View school website for more information:<br><a href="https://junyuanpri.moe.edu.sg/departments/character-n-citizenship-education/sexuality-education-programme">https://junyuanpri.moe.edu.sg/departments/character-n-citizenship-education/sexuality-education-programme</a> |                                 |  |               |
|  | Keeping Myself Safe<br>(60 min) | In this lesson, students will learn about sexual abuse, how it can happen during online and offline interactions and the impact of such abuse on victims... .. | Term 2 Week 6 |




## The Changes in Me ①

Date: \_\_\_\_\_

### Reflecting on My Learning

Tick (✓) the box that best describes your level of understanding.

|  | I Need a Little More Help...  | I Am Almost There...  | I Know This!  |
|--|---|---|---|
| Do I know the physical and emotional changes during puberty?             | <input type="radio"/> I am uncertain of the physical and emotional changes. I need help to know what they are.                                    | <input type="radio"/> I know some of the physical and emotional changes.  | <input type="radio"/> I know most of the physical and emotional changes.  |
| Do I know the stresses that may be caused by the changes during puberty? | <input type="radio"/> I am uncertain of the stresses that may be caused by the changes during puberty. I need help in identifying these stresses. | <input type="radio"/> I am able to identify some of the stresses that may be caused by the changes during puberty.            | <input type="radio"/> I am able to identify most of the stresses that may be caused by the changes during puberty.          |
| Do I know the ways to manage these stresses?                             | <input type="radio"/> I am uncertain of the ways to manage them. I need help to know about this.  | <input type="radio"/> I am able to describe some of the ways to manage them but I am not confident if I can apply these ways. | <input type="radio"/> I am able to describe most of the ways to manage them and I am confident that I can apply these ways. |



44 Growing Years

Every person's body is unique and will develop at its own pace.  
Physical changes during puberty do not change the kind of person we are.  
We can continue to develop our unique qualities and skills.

Choose at least one encouragement sticker from page 63 for yourself.

## Family Chat Time

I can...

- reflect on my learning about puberty by completing these sentence starters  
**'I used to think...'**  
**Now I think...'**
- share my reflection with my family members.

**We did it together!**

Parent's / Guardian's signature \_\_\_\_\_

## A Note to Parents/Guardians:

Check out these resources.

- Help your child cope with puberty and self-esteem   
<https://go.gov.sg/teed-resourceparent1>
- Parenting tips: Bonding with your teenager   
<https://go.gov.sg/teed-resourceparent2>

45 Growing Years





# Enhancing Mental Health and Cyber Wellness Education

NEW!

## Staying Safe in the Cyberworld ①

Do you know what the **cyberworld** is?



It is a place to find information.



Anyone can see information that is posted online.



Online information can be shared quickly.



Online information stays in the cyberworld forever.

- Mental Health messages will be explicitly taught in the CCE (FTGP)
- More CCE (FTGP) lessons will include Cyber Wellness content



# JUNYUAN

# PRIMARY SCHOOL

## Family Education

NEW!

School-home partnership is key to the development of good character and citizenship.

### Explicit content in CCE lessons

Unit 2 My Elders, My Guides

Date: \_\_\_\_\_

Lesson 1

**Zhou Chu Seeks Help**

① Zhou Chu was known to be ill-tempered and the villagers disliked him.

② Zhou Chu is a big bully!

③ One day, Zhou Chu heard about "the three evils" in the village and asked an elderly man about them. The first evil is the tiger in the mountain. I will destroy them!

④ The second evil is the dragon in the river.

⑤ A few days later... But he has not returned. Maybe he's dead!

I heard that Zhou Chu has killed the beasts!

Wonderful! All "the three evils" are destroyed.

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CCE (MTL)

Caring for Family and Friends ②

Date: \_\_\_\_\_

In the boxes below, paste stickers that show respectful and disrespectful behaviour at home and in school.

**SCHOOL**

Respectful Disrespectful

Paste sticker from page 51. Paste sticker from page 51.

**HOME**

Respectful Disrespectful

Paste sticker from page 51. Paste sticker from page 51.

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Care and Respect for Others

CCE (FTGP)

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.

My child did a good job!

Parent's / Guardian's signature

**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. Eg. 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. Eg. Practise the breathing or squeezing exercise.
- 5 Role model how you manage your emotions appropriately. Eg. 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.

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Understand and Care for Myself

CCE (FTGP)

**FAMILY TIME**

What can you do to help overcome these challenges? Complete the activity below by ticking the boxes. Identify as many kind choices as you can.

My family and I can do our part during food supply disruptions by:

- ☐ Being flexible with our food choices
- ☐ Rushing to the market or supermarket to buy more food than we need
- ☐ Showing kindness and sharing food with our neighbours and friends
- ☐ Following the news to find out if any food is unsafe for consumption
- ☐ Buying local produce (fresh food that is grown in Singapore farms)

**Did you know?**

The Singapore Food Agency (SFA) ensures and secures a supply of safe food into Singapore.

Ever wondered how SFA maintains food safety? Scan the QR code and watch this video to find out how food inspectors and scientists conduct food safety checks.

SFA has also introduced the Singapore Fresh Produce logo.

When you see this logo on a food packaging in the supermarket, it means the food was grown here!

Scan Me

SG

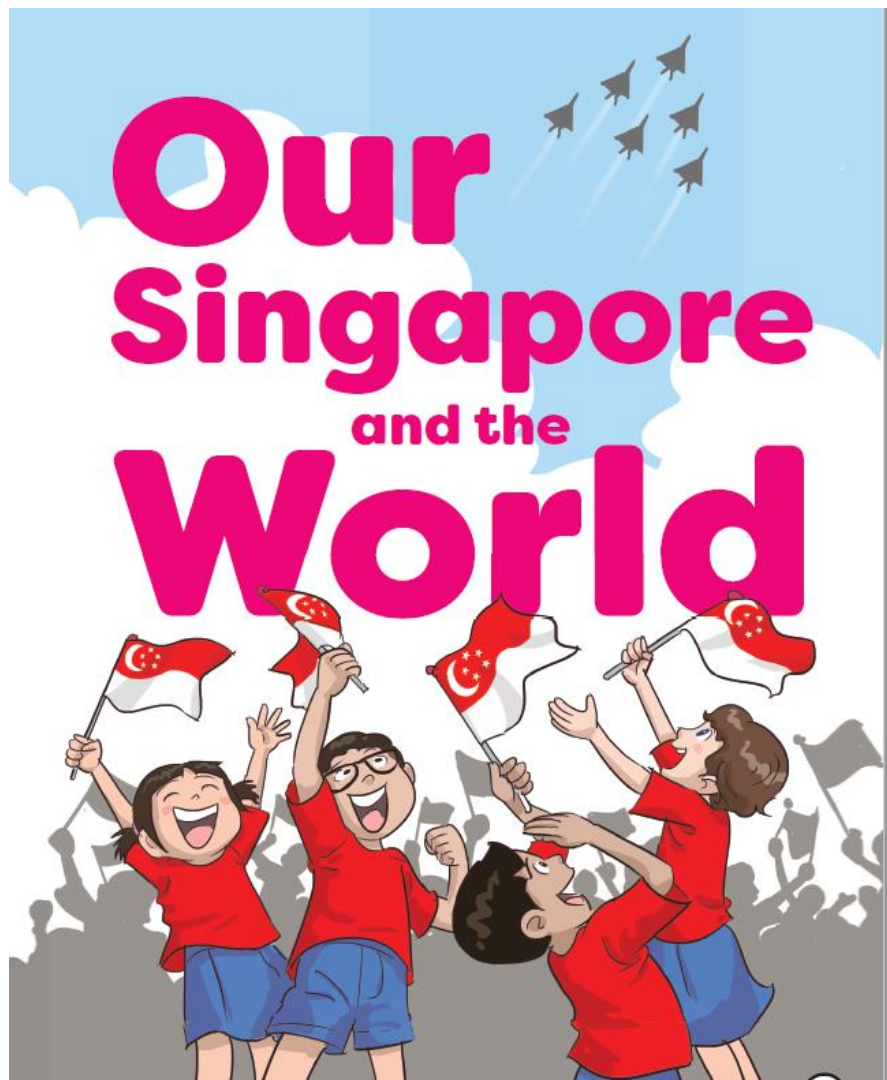
LOCALLY GROWN FRESH PRODUCE

TOTAL DURATION: 9

Kindsville Times



# CCE (FTGP) includes topics related to National Education



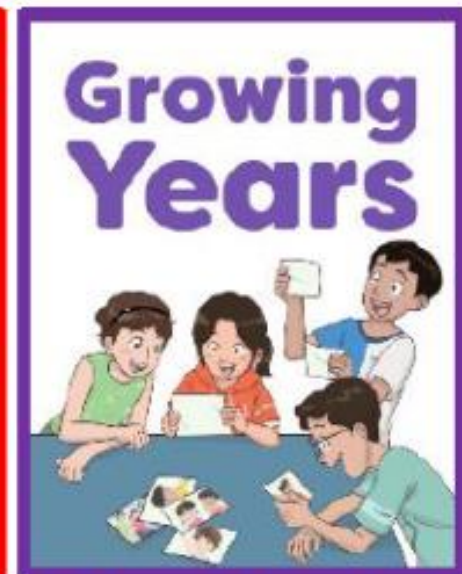
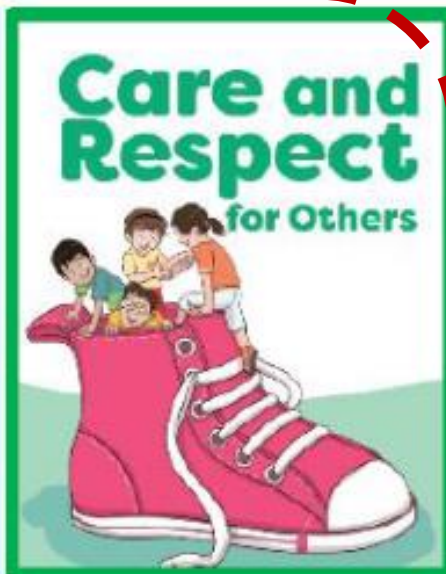
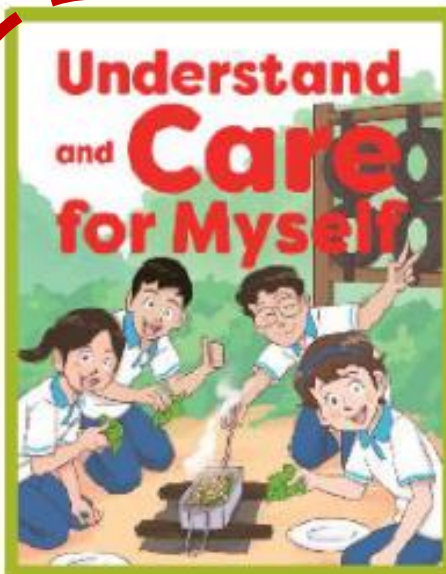
- Lessons for the four National Education commemorative Days:
  - Total Defence Day
  - International Friendship Day
  - Racial Harmony Day
  - National Day
- Lessons for Values in Action





# Coherence between CCE (FTGP) and CCE (MTL) Lessons

## Common Themes



P5 and P6 only

CCE (FTGP) and CCE (MTL)

only CCE (FTGP)

Official (Closed) Non-sensitive



## 2023 VIA Programme

**A WILL TO ACT**

### Be Responsible and Caring Citizens

| Level        | Domains | Level outcomes  |
|--------------|---------|---|
| Whole School | School  | <u>Keep Our School Clean and Green (Everyday Responsibilities &amp; 3R Effort)</u><br>Show care and concern for the environment by <ul style="list-style-type: none"><li>• keeping our school and class environment clean (Everyday Responsibilities)</li><li>• advocate conservation and preservation of our environment (3R effort)</li></ul> |

# 2023 VIA Projects (by level)

## Be Responsible and Caring Citizens

| Level | Domains              | Level outcomes   |
|-------|----------------------|--|
| P1    | Self                 | <b><u>I am a Caring and Respectful Kid - Caring for Family and Friends</u></b><br>Doing simple caring acts for family and friends  |
| P2    | Family               | <b>I am a Caring and Respectful Kid - Understanding my Friends</b><br>Carrying out caring actions towards friends  |
| P3    | School               | <b>I am a Caring and Respectful I kid - I Care for My Classmates</b><br>Contribute actively and positively to improving the school environment   |
| P4    | School/<br>Community | <b>Being an Active Contributor – Befriending people in our school community<br/>P1-4 Buddy and Non-teaching staff appreciation)</b><br>Show care and love to the people in our school community              |
| P5    | Community/<br>Nation | <b>Being an Active Contributor - Befriending people who may have different needs from us</b><br>Reaching out to the people in our school community who have different needs from us                          |
| P6    | Community/<br>Nation | <b>Being An Active Contributor - Befriending the Silver Generation</b><br>Reaching out to the community/nation by demonstrates ways to show appreciation of the issues that affect the nation and the world. |





# Tips For Building Resilience In Our Children

## 1) 14 Ways to Boost Your Child's Mental Wellbeing

[https://www.healthhub.sg/live-healthy/419/boosting\\_childs\\_mental\\_wellbeing](https://www.healthhub.sg/live-healthy/419/boosting_childs_mental_wellbeing)

## 2) Building Resilience through Play

<https://stayprepared.sg/mymentalhealth/articles/building-resilience-through-play/>

## 3) How parents can promote good mental health in children: Health Check Ep 66

<https://omny.fm/shows/health-check-1/what-parents-can-do-to-promote-good-mental-health#sharing>

## 4) Boosting parents' mental health and cyber wellness skills so they can better help their children

<https://www.straitstimes.com/singapore/parenting-education/boosting-parents-mental-health-and-cyber-wellness-skills-so-they-can>





**Let's us work together as a team to groom our children into men and women of good characters and caring citizens filled with positivity and promise for the future.**



**Leaders of Character who are Caring, Gracious, Discerning & Active Citizens.**