



Character and Citizenship (CCE) Briefing For P4 Parents 2025

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





Refreshed CCE Curriculum

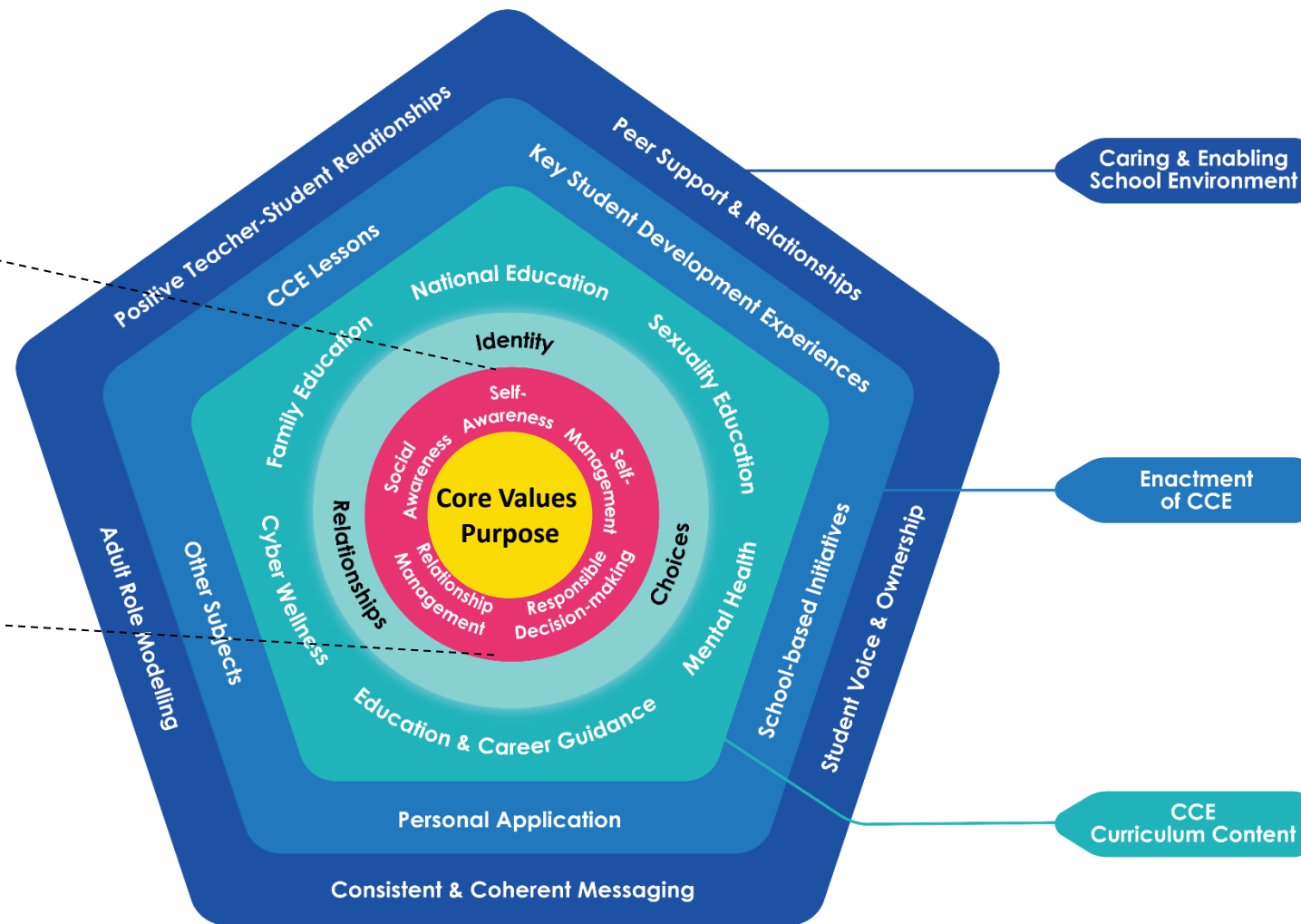
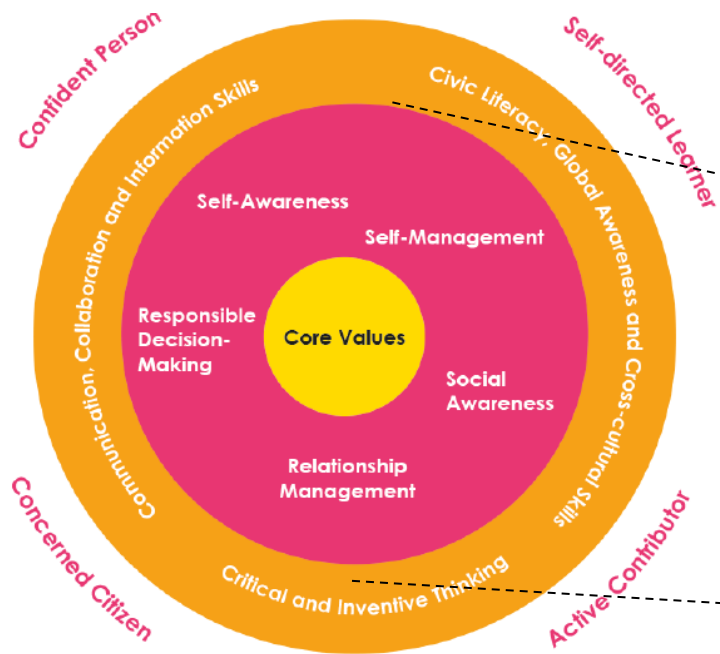
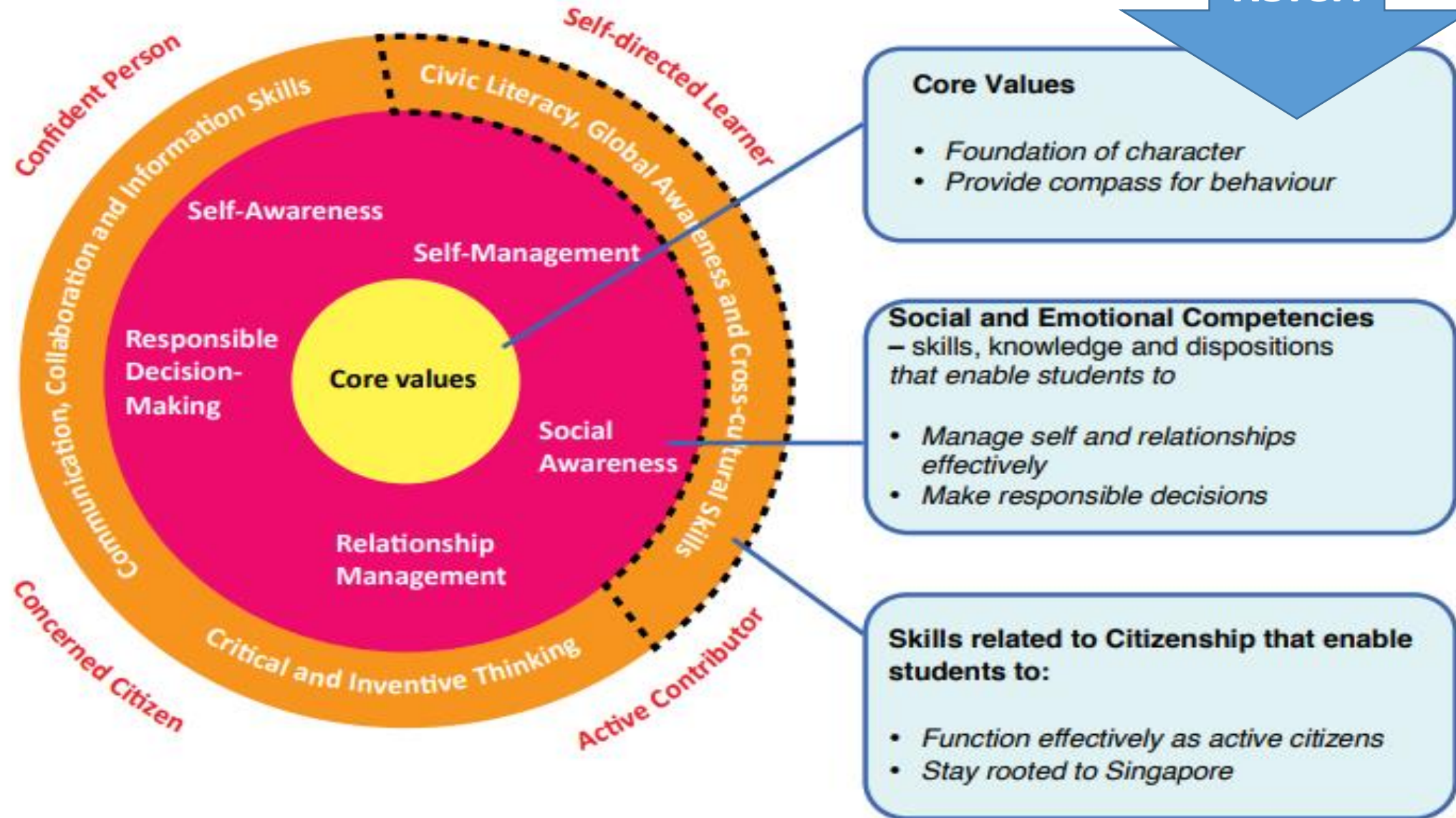




Figure 1: Framework for 21st Century Competencies and Student Outcomes

R3ICH





Goals of CCE 2021

**Good
Character**

**Resilience
&
Well-Being**

**Active
Citizenship**

**Future-
Readiness**



School Values

OUR SCHOOL VALUES – R³ICH

RESPECT
Valuing Self and 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 one another

- 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 friendships.
- I am gracious at all times.

School Diary

Junyuan Primary School Student Diary 2025

Future-Ready Learners . Leaders of Character

Junyuan Primary School

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

Self-Directed Learners

Adaptable Individuals

Confident Communicators

Gracious and Active Citizens

Student Diary 2025

This diary belongs to:

Name: _____ ()

Class : _____

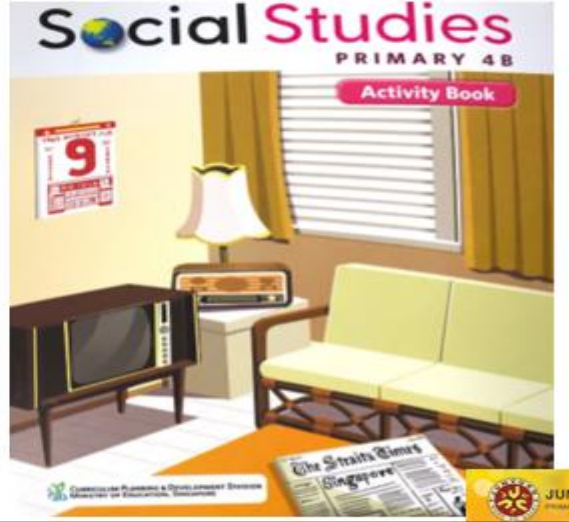
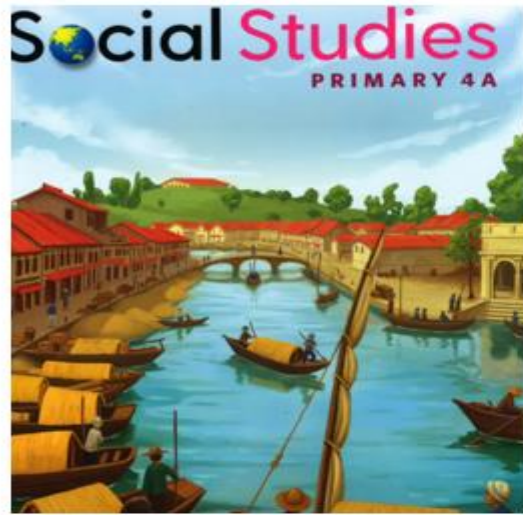
OVERVIEW OF CCE Curriculum

CCE (FTGP)	CCE (MTL)	PAL (P1 & P2 only)	School-based CCE (Mass Assembly)	Guidance Modules (P5 & P6 only)	Social Studies
<p>P123- 1 period/week P456 – 2 periods/ week</p>	<p><i>P123: 2 periods/week</i> <i>P456: 3 periods/week</i></p>	<p>3 periods /week</p>	<p>1 period /week</p>	<p>SEd ECG</p>	<p>1 period/week (P1/2) 2 periods/week (P3/4) 3 periods/week (P5/6)</p>
<ol style="list-style-type: none"> 1. SEL Lessons (Executive Functioning Skills*) 2. Cyber-wellness Lessons 3. Family Education Lessons 4. Mental Well-being Lessons 5. Values in Action (VIA) Lessons 6. National Education (NE) Lessons <p><i>*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</i></p>	<p>R3ICH Values Lessons using cultural stories conducted in MTL.</p>	<p>Hands-on and experiential learning through the domains of:</p> <ol style="list-style-type: none"> i) Sports and Games, ii) Outdoor Education, and iii) Visual and Performing Arts. 	<ol style="list-style-type: none"> 1. National Education (NE) Commemorative Events 2. Mass Assembly: <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> 	<ol style="list-style-type: none"> 1. Sexuality Education (SEd) – Growing Years Package 2. ECG Lessons in FTGP, Career Talks and Sec Sch Talks 	<ol style="list-style-type: none"> 1. Inquiry-based learning 2. Assessed using learning outcomes 3. Field-based learning for learning journeys



P4 Social Studies – Understanding Our Past

Textbooks used based on SS Curriculum



Cohort Learning Journey to Kreta Ayer Heritage Centre



<https://www.facebook.com/p/Junyuan-Primary-School-100069930701241/>

How Raffles Established a British Port in Singapore

These pages are based on multiple sources.

Sir Stamford Raffles went to India to meet Lord Hastings after writing to him on April 1818.

Lord Hastings gave his approval for Sir Stamford Raffles to look for a suitable location (southern end of the Straits of Melaka) to set up a British trading port. He advised Raffles to look for a place that was not already controlled by the Dutch.

Sir Stamford Raffles learned that Singapore used to be a successful trading port in the past. On 28 January 1819, Sir Stamford Raffles and Major Farquhar anchored off St John's Island, which was to the south of Singapore.

Sir Stamford Raffles was greeted by an Orang Laut, who informed him that the Temenggong of Johor lived on the island of Singapore. The Orang Laut also said that the Dutch were not on the island.

Sir Stamford Raffles quickly went to see the Temenggong. The Temenggong, however, informed Sir Stamford Raffles that Singapore belonged to the Sultan of Johor. Sir Stamford Raffles would need the Sultan's permission to set up a British trading port on the island.

STUDENT LEARNING SPACE

View the SLS lesson "William Farquhar" to learn more about him.

@junyuanps



P4 SS Assessment Plan

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

P4 Performance Task

Theme: Understanding Our Past



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



Enhancing Mental Health and Cyber Wellness Education

- **Who Can I Trust Online**
 - Mental Health messages are explicitly taught in the CCE (FTGP)
 - More CCE (FTGP) lessons that include navigating Cyber Space safely



Family Education

NEW!

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

Explicit content in CCE lessons

Family Time Activities

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! Help!

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.

6

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.

35

Care and Respect for Others

CCE (FTGP)

Understanding My Feelings ④

Family Time 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.

12 Understand and Care for Myself

CCE (FTGP)

OUR EVERYDAY RESPONSIBILITIES

Carrying out Everyday Responsibilities is a way of showing care and love for your family and community! Below are pictures of the Kindness Cubbies and Soaper 5 practising these daily good habits.

Have you done any? Tick the boxes below for the ones you have done!

Have you done any? Tick the boxes below for the ones you have done!

I throw my trash into the bin.

I clean up after myself after meals.

I switch the lights off after use.

I help to empty the bin regularly.

I wash my hands and turn off the tap while soaping.

I help with the wipe-down routine of the canteen.

What have you not done? Paste the good habits stickers on your student handbook/personal items to remind yourself to complete them!

Kindsville Times

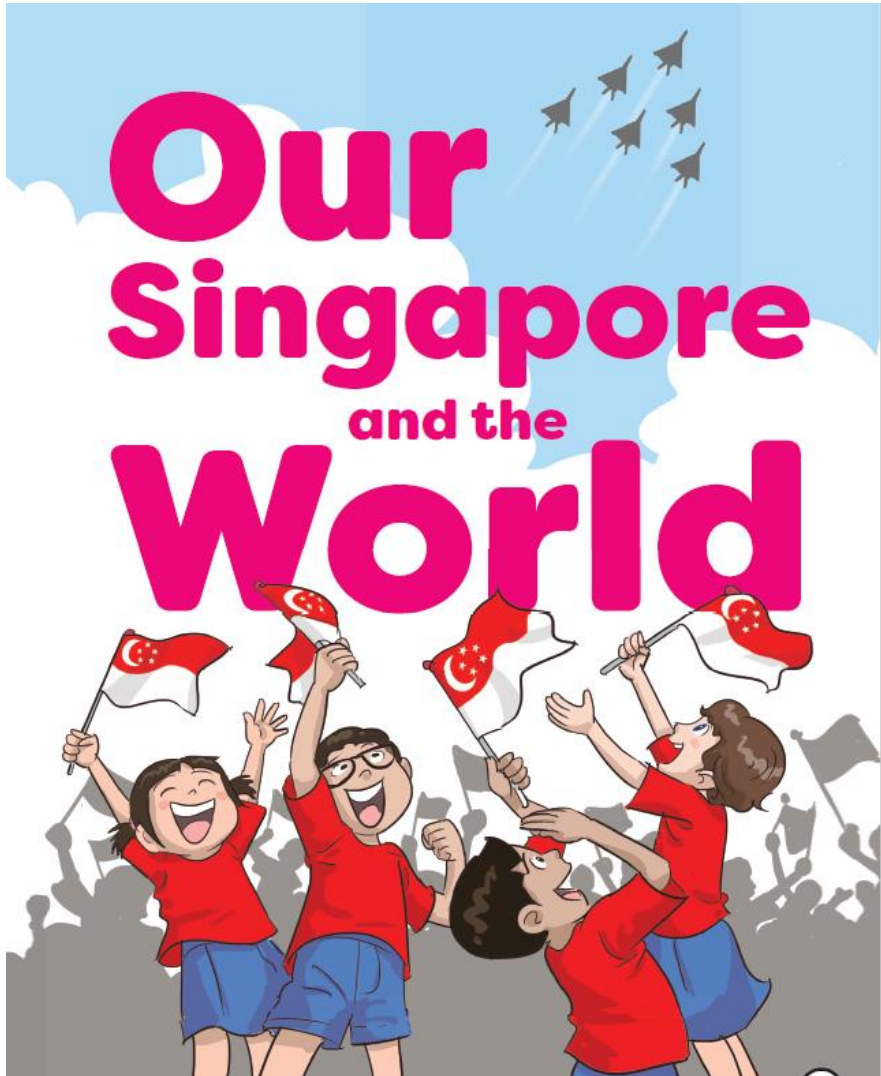


CCE (FTGP) includes topics related to National Education

Lessons for the four National Education commemorative Days:

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

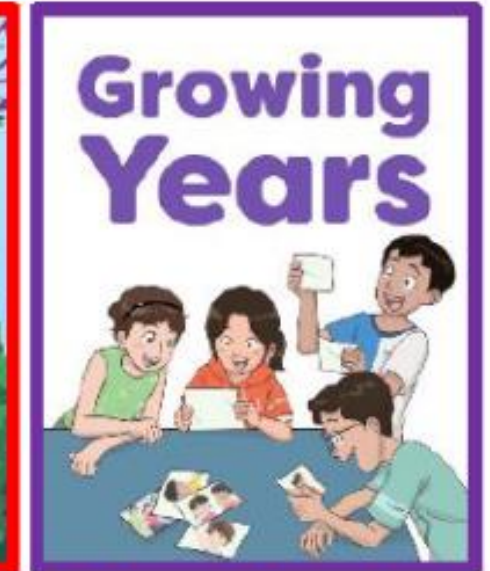
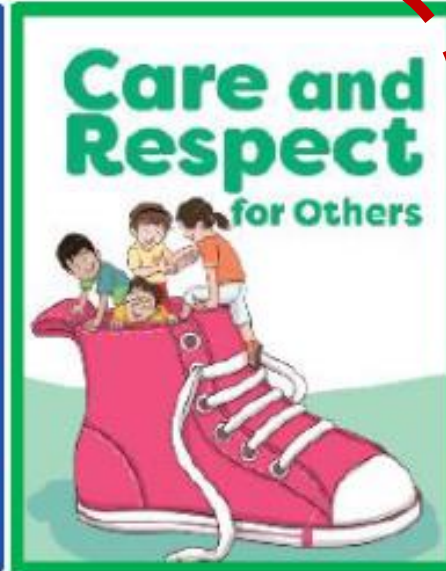
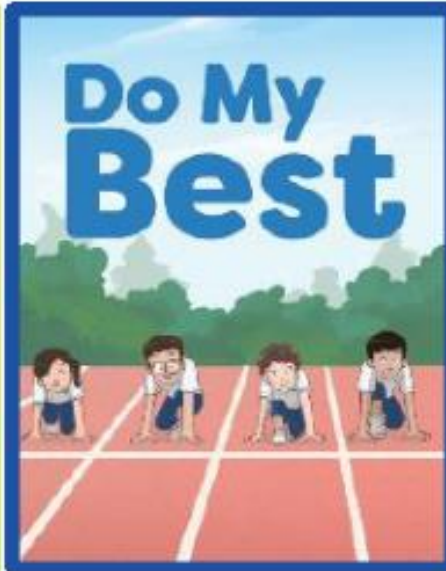
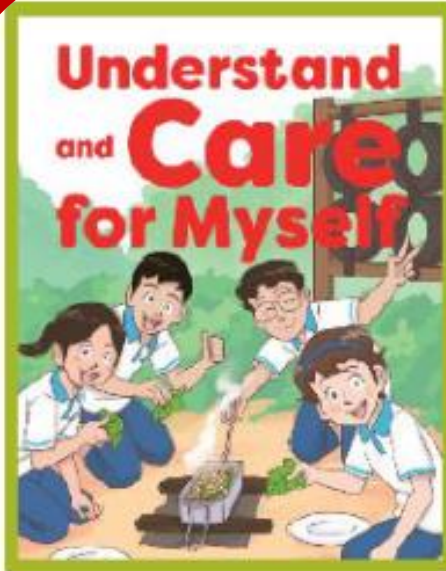
Visit the school websites to look at all the activities done during the NE Events Commemorative Days!





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

Common Themes



CCE (FTGP) and CCE (MTL)

P5 and P6 only

only CCE (FTGP)

Official (Closed)\ Non-sensitive



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 & 3R Effort)</u> Show care and concern for the environment by <ul style="list-style-type: none">• keeping our school and class environment clean (Everyday Responsibilities)• advocate conservation and preservation of our environment (3R effort)

VIA Projects (by level)

Be Responsible and Caring Citizens

Level	Domains	Level outcomes
P1	Self	<u>I am a Caring and Respectful Kid - Caring for Family and Friends</u> Doing simple caring acts for family and friends
P2	Family	I am a Caring and Respectful Kid - Understanding my Friends Carrying out caring actions towards friends
P3	School	I am a Caring and Respectful I kid - I Care for My Classmates Contribute actively and positively to improving the school environment
P4	School/ Community	Being an Active Contributor – Befriending people in our school community (P1-4 Buddy and Non-teaching staff appreciation) Show care and love to the people in our school community
P5	Community/ Nation	Being an Active Contributor - Befriending people who may have different needs from us Reaching out to the people in our school community who have different needs from us
P6	Community/ Nation	Being An Active Contributor - Befriending the Silver Generation 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) Social and Emotional Learning @ Home: The What, Why and How

<https://www.moe.gov.sg/education-in-sg/our-programmes/social-and-emotional-learning/sel-resources-for-parents>

2) Building Resilience In Your Child

<https://www.healthhub.sg/live-healthy/building-resilience-in-your-child>

3) 14 Ways to Boost Your Child's Mental Wellbeing

https://www.healthhub.sg/live-healthy/419/boosting_childs_mental_wellbeing

4) 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>





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.