



Character and Citizenship (CCE) Briefing For P6 Parents 2025

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





Refreshed CCE Curriculum

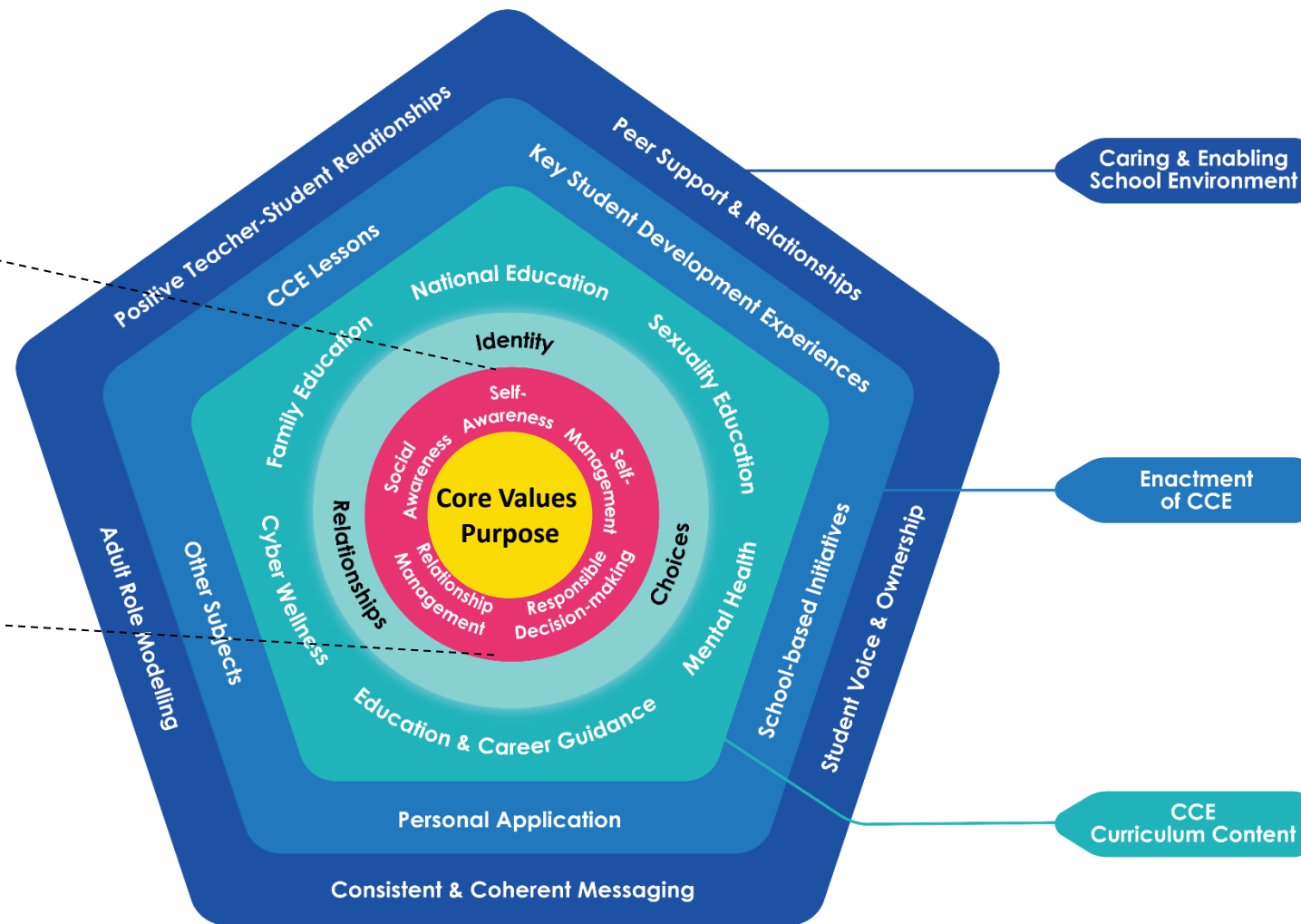
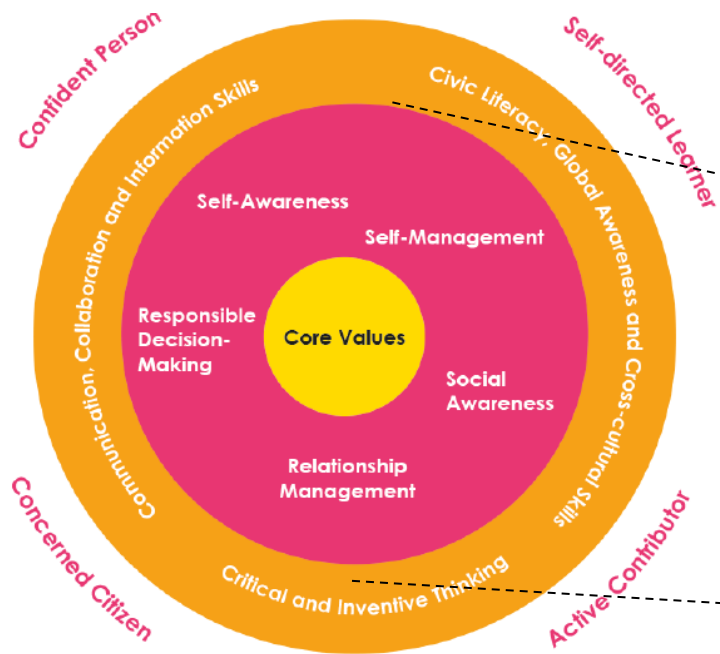
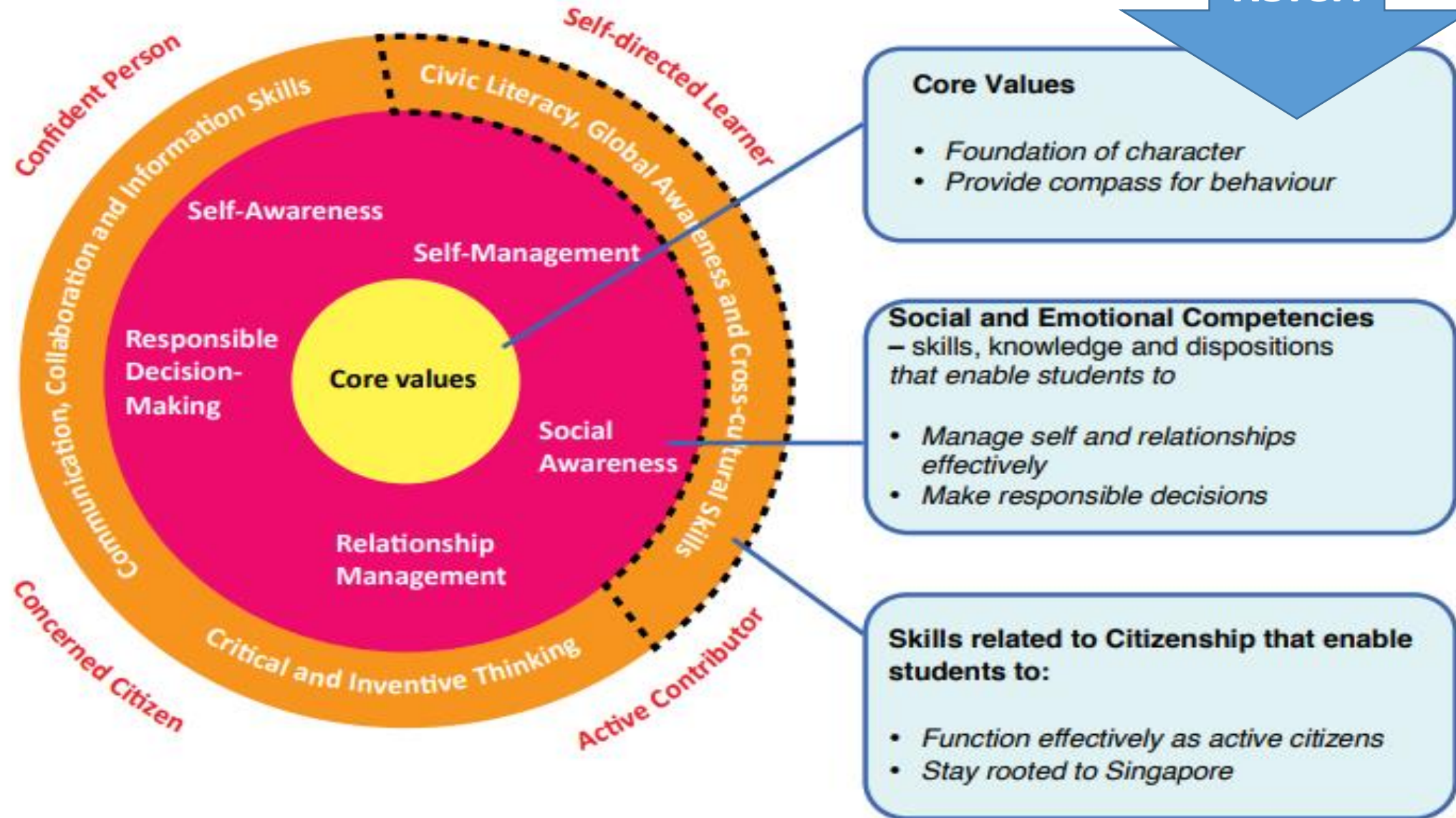




Figure 1: Framework for 21st Century Competencies and Student Outcomes

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&2 only)	School-based CCE (Mass Assembly)	Guidance Modules (P5 & P6 Only)	Social Studies
15 h (30 periods)	<i>P123:</i> <i>2 periods/week</i> <i>P456:</i> <i>3 periods/week</i>	3 periods /week	15 h (30 periods)	SEd ECG	1 period/week (P1/2) 2 periods/week (P3/4) 3 periods/week (P5/6)
<ul style="list-style-type: none"> i) SEL Lessons (Executive Functioning Skills*) ii) Cyber-wellness Lessons iii) Family Education Lessons iv) Mental Well-being Lessons v) Values in Action (VIA) Lessons vi) National Education Lessons <p><small>*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</small></p>	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.	<ul style="list-style-type: none"> i) National Education (NE) Commemorative Events ii) 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> 	<ul style="list-style-type: none"> i) Sexuality Education (SEd) – Growing Years Package (8 h) ii) ECG Lessons in FTGP, Career Talks and Sec Sch Talks (P6 only) 	<ul style="list-style-type: none"> i) Inquiry-based learning ii) Assessed using learning outcomes iii) Field-based learning for learning journeys



Myskillsfuture Portal

Education and Career Guidance Lessons

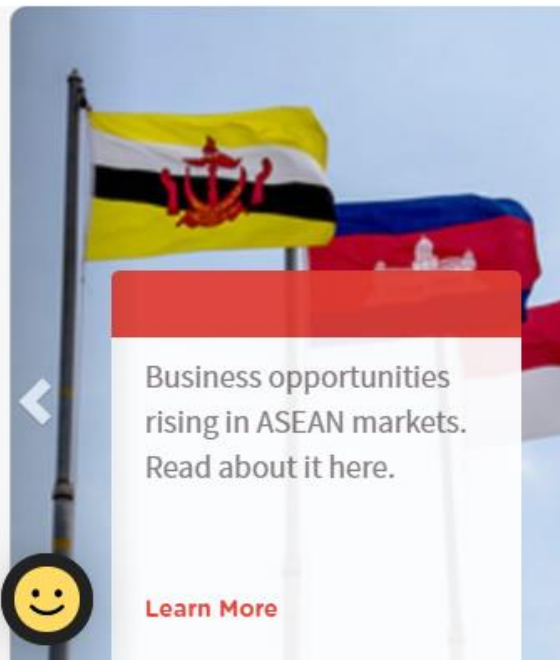
<https://www.myskillsfuture.gov.sg/content/student/en/primary.html>

A Singapore Government Agency Website

MySKILLSfuture

Overview

My Profile



World of Work

Discover the World of Work and learn about the different job roles and industries.

Learn More



Education Guide

Explore the different education options and schools available.

Learn More



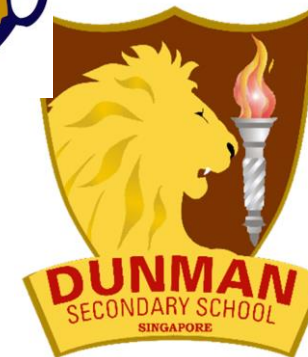
Previous Career Talks

Secondary School Outreach



**Ms Eng Jiayun,
product consultant
at LinkedIn**

**Mr Stephen
Suriyah, owner of
The Original Vadai**





SEd Lesson for P6

CCE(FTGP) THEME	LESSON TITLE / DURATION	LESSON OVERVIEW	TIME PERIOD (e.g. Term 1 Week 2)
		<p>In this lesson, students will learn to distinguish between the characteristics of love and infatuation, and identify the strong emotions that may arise from experiencing the</p> <p>or teasing their peers who may be experiencing the feelings of infatuation and learn to behave maturely towards each other.</p>	<p>4</p> <p>5</p>

View school website for more information:
<https://junyuanpri.moe.edu.sg/departments/character-n-citizenship-education/sexuality-education-programme>



Are We More than Friends? ②

Date: _____

Ways to Cope with Infatuation



What are some **helpful ways** for me to cope?

- **Being aware of my feelings** and telling myself that feelings of infatuation are normal and part of growing up.
- **Talking to a trusted adult** like my parents, teacher or school counsellor.
- **Focusing my time and attention on healthy activities and interests** such as taking a walk, reading a favourite book, playing sports with friends or listening to music.



Why is this helpful?

- Acknowledging my feelings gives me time and space to make responsible decisions.
- A trusted adult can offer emotional support and guidance to act responsibly.
- Feelings of infatuation tend to be short term and these feelings become less intense over time.



What are some ways that are **not helpful and unhealthy**?

- Telling the person whom I like about my feelings immediately.
- Being upset and jealous when I see the person I like talking to other friends.
- Bottling up my thoughts and feelings and not sharing them with someone I trust.



Why is this **not** helpful?

- The other person may not know how to react, and this will affect the friendship in the long term.
- It makes everyone feel awkward and affects the friendships of everyone involved.
- Unhealthy habits may be formed when I try to deal with these strong emotions on my own.



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Growing Years

My Personal Checklist ✓

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

	I Need a Little More Help...	I Am Getting There...	I Learnt This!
Do I know the differences between love and infatuation?	<input type="radio"/> I am not sure of the differences. I need help to know more about this.	<input type="radio"/> I know one to two differences.	<input type="radio"/> I know most of the differences.
Do I know the ways to manage emotions arising from infatuation?	<input type="radio"/> I am not sure how to manage the emotions. I need help to know more about this.	<input type="radio"/> I know one way to manage the emotions.	<input type="radio"/> I know a few ways to manage the emotions.
Do I know the ways to cope with teasing?	<input type="radio"/> I am not sure how to cope with the teasing.	<input type="radio"/> I know one way to cope with	<input type="radio"/> I know several ways to



Family Chat Time

I can...

- share with my family members two helpful and two unhelpful ways to cope with feelings of infatuation.
- ask my family members to share tips on coping with infatuation.

We have done this!

Parent's / Guardian's signature

A Note to Parents/ Guardians:

Check out this resource:

- Let's Talk About... Crushes



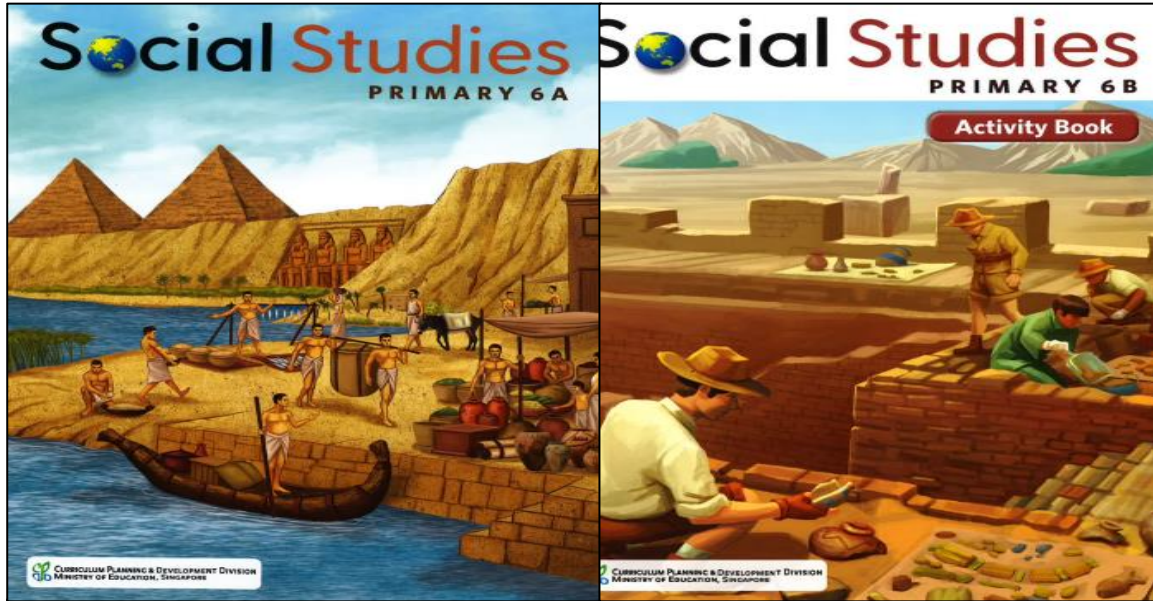
<https://go.gov.sg/hed-resourceparent/>

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Growing Years



P6 Social Studies – Understanding Features and Legacies of Civilisations



How Raffles Established a British Port in Singapore

This presentation is 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 at the 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 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.

Cohort Learning Journey in T1



Cohort LJ to Asian Civilisation Museum

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



P6 SS Assessment Plan

Formative Assessment 1
[30%]

Formative Assessment 2
[30%]

Performance Task
[40%]

P6 Performance

Ancient Civilizations
of India and China



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



Enhancing Mental Health and Cyber Wellness Education

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



Family Education

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!

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 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.

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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

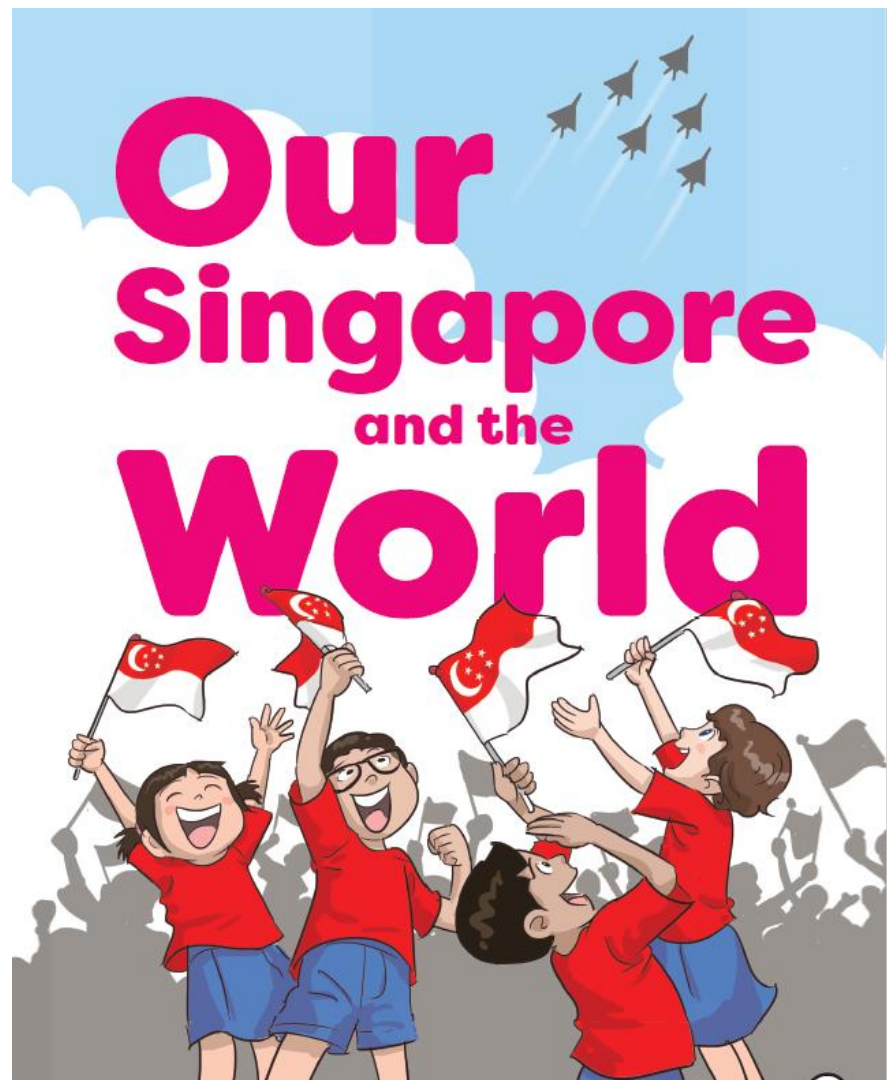
SG LOCALLY GROWN FRESH PRODUCE

TOTAL DIFFICULTY 9

Kindsville Times



CCE (FTGP) will include topics related to National Education



Lessons for the four National Education commemorative Days:

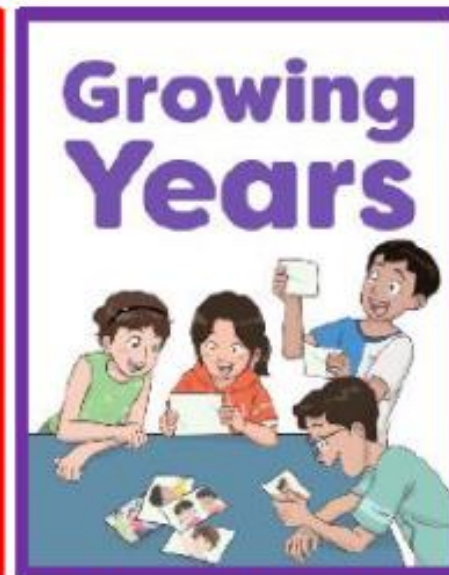
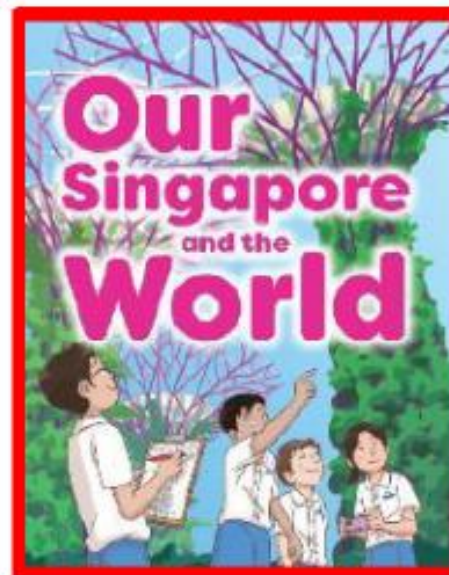
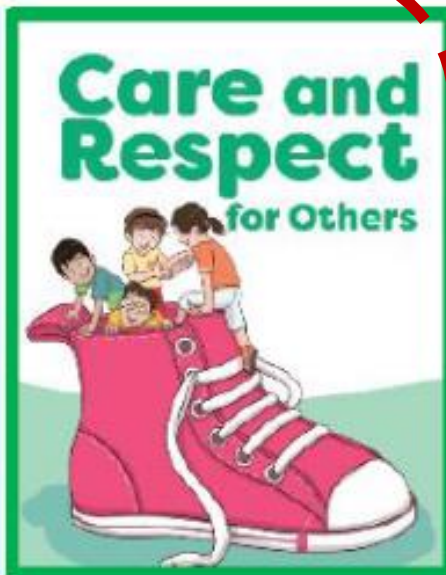
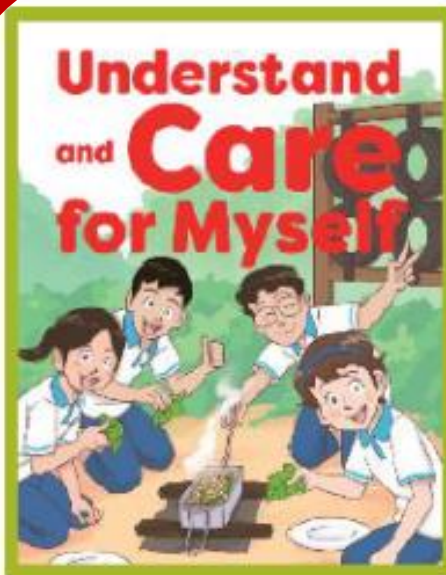
- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

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.

<https://www.junyuanpri.moe.edu.sg/departments/cce/values-in-action-via/>



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 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.