



Character and Citizenship (CCE) Briefing For P3 Parents

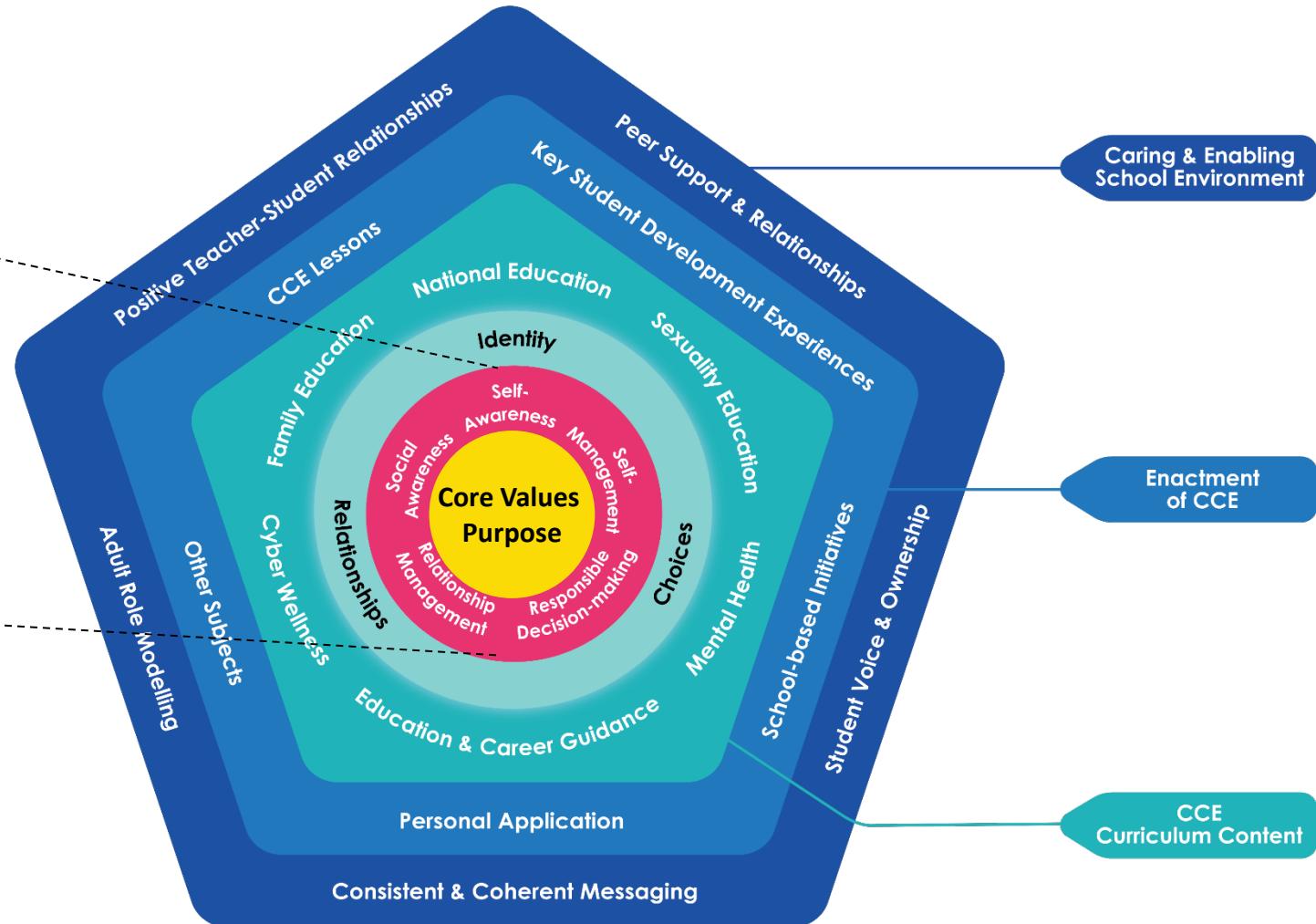
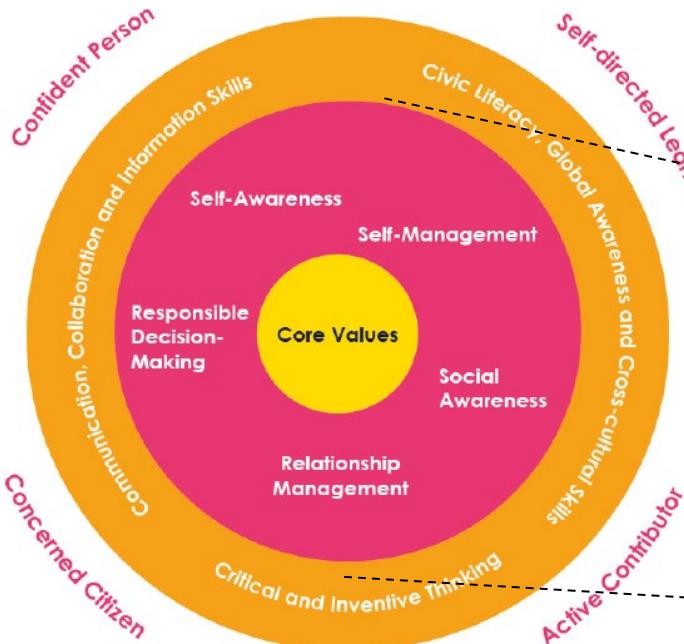
2026

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





Refreshed CCE Curriculum



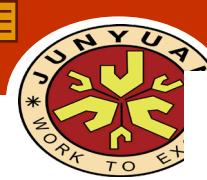
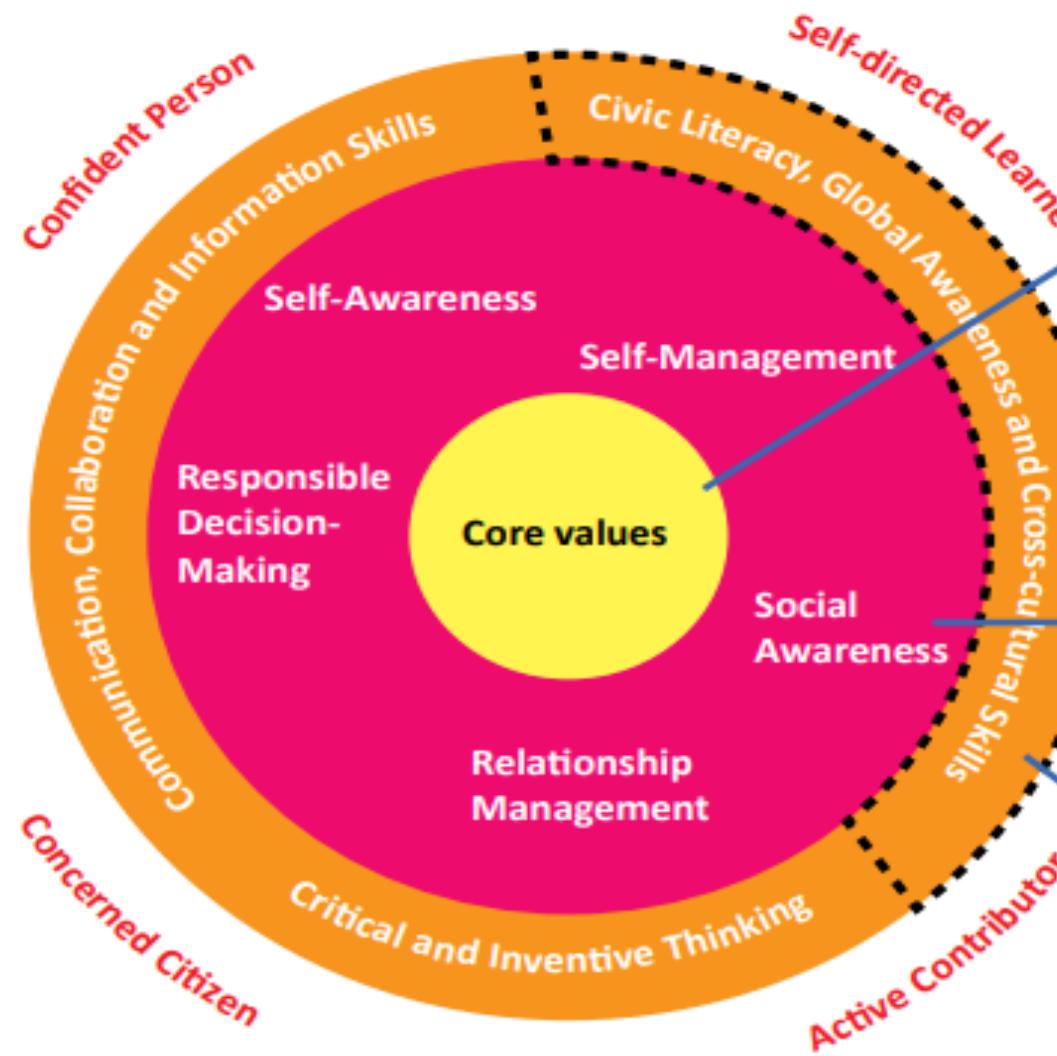


Figure 1: Framework for 21st Century Competencies and Student Outcomes



R3ICH
Values

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*



Goals of CCE 2021

**Good
Character**

**Resilience
&
Well-Being**

**Active
Citizenship**

**Future-
Readiness**



I am a Gracious & Active Citizen.

I can ...



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- ✓ Be kind and **respectful** to everyone
- ✓ **Show my school values** by what I do every day
- ✓ Make my school a **better place**
- ✓ Learn about important things happening **in Singapore and the world**
- ✓ **Listen, share my thoughts respectfully** about the things happening in Singapore and the world **with my friends & family**

- ✓ Respect **different** cultures, traditions, customs & religions
- ✓ **Show care and empathy** for people from different backgrounds.
- ✓ **Take thoughtful actions** to help my school and the community
- ✓ **Understand** how events around the world can **impact** me, my family, and my community
- ✓ **Interact respectfully** with people from Singapore and other countries



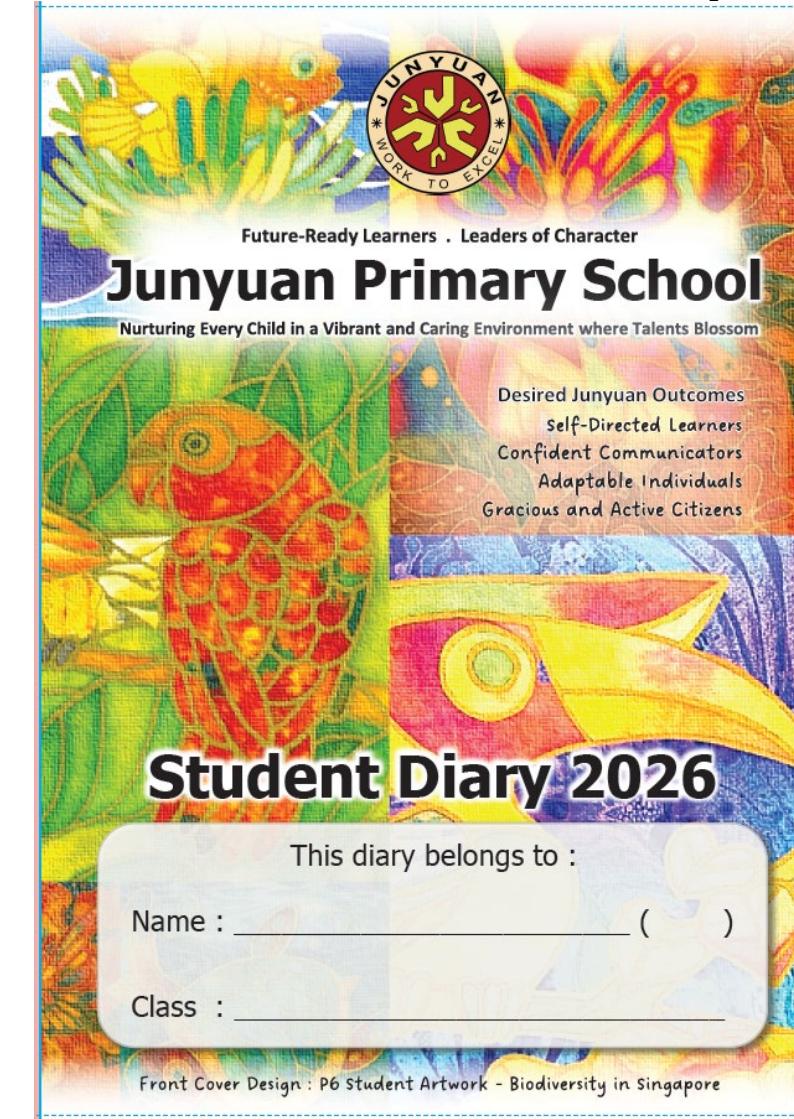
P456



School Values



Student Diary





Listening to Inspirational Values-embedded Stories (LIVES)

1. To listen to school values in the context of moral or inspirational stories
2. To give platform to student to share inspirational or moral stories with our school values embedded to their peers

1

KINDNESS

WHAT IS KINDNESS?

2

'I did not want them to fall sick: Boy who won hearts for sheltering bus passengers from rain

13-year-old Soon Hwee Tze sheltered passengers alighting from a bus.

He helped strangers from 6 buses until his bus came.

Many passengers thanked him and he was happy.

Source: <https://www.straitstimes.com/singapore/i-did-not-want-them-to-fall-sick-boy-who-won-hearts-for-sheltering-bus-passengers-from-rain>

Respect

Compassion

Patience

Inclusivity

Generosity

Empathy

Gratitude

Forgiveness

Let's make our world a better place with one kind act at a time

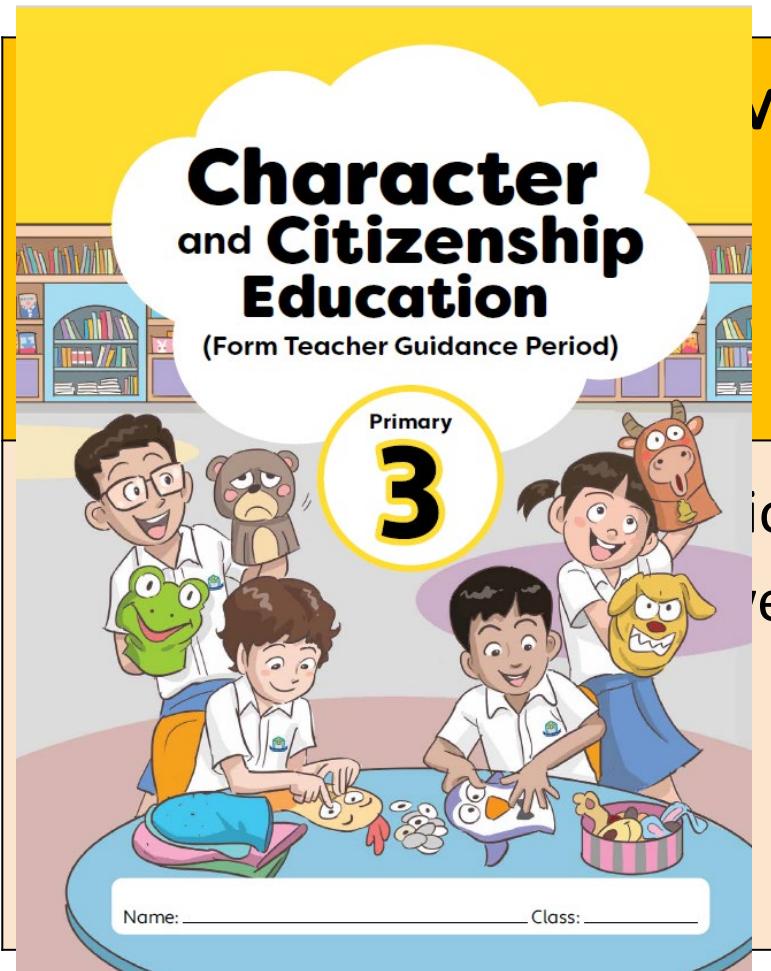
JYPS CCE Signature Programme

OVERVIEW OF CCE Curriculum (P3)

CCE (FTGP)	CCE (MTL)	School-based CCE (Mass Assembly)	Key Student Development Experiences	Social Studies
1 period per week	2 periods per week	1 period per week	VIA (4 periods within CCE (FTGP) Lessons)	2 periods per week

CCE is a school wide experience and hence every other lesson is also a CCE experience.

CCE (FTGP) Lessons (1 period per week)



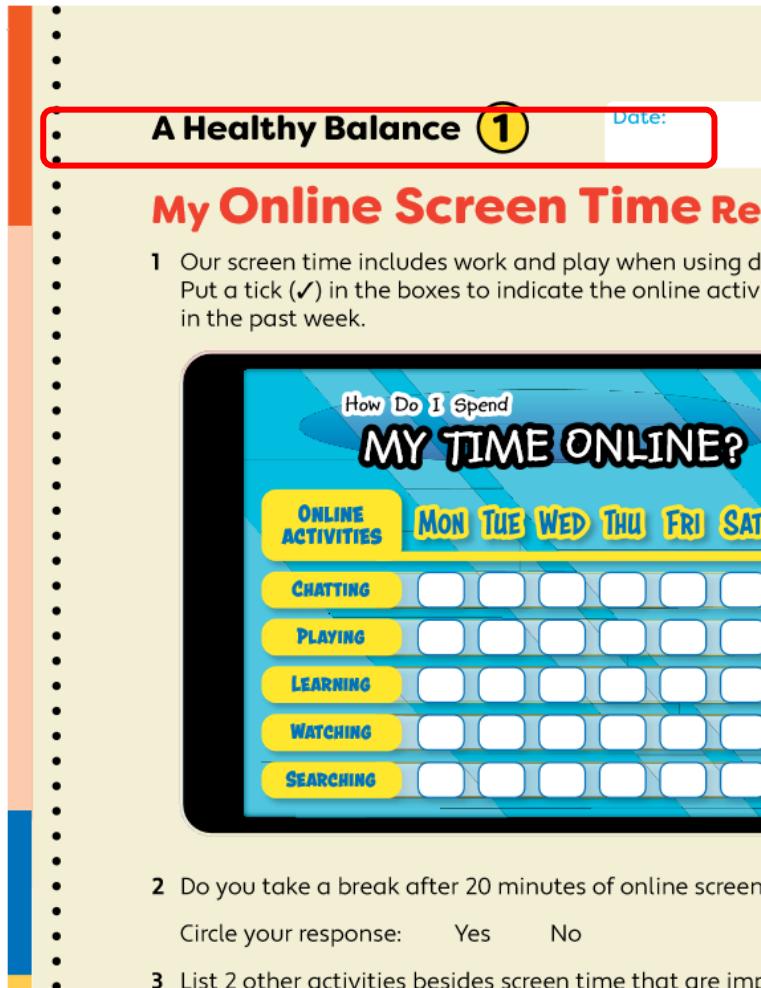
Contents	
Understand and Care for Myself	
Pages 2-5	Taking Up New Roles ①②
Pages 6-10	Appreciating Me ①②③
Do My Best	
Pages 12-16	I Am Resilient ①②③
Pages 17-18	I Think, I Feel, I Act ①②
Pages 19-22	Doing What Is Right ①②
Pages 23-27	A Healthy Balance ①②
Care and Respect for Others	
Pages 30-32	More than Words ①②
Pages 33-36	Being Grateful ①②
Pages 37-40	Being Kind to Our Classmates ①②③
Pages 41-44	When We Disagree ①②③
Our Singapore and the World	
Pages 46-47	Keeping Us Safe
Pages 48-49	Knowing ASEAN
Pages 50-52	Unity in Diversity
Page 53	Unity and Peace
Pages 55-61	Stickers

1. SEL Lessons (Executive Functioning Skills such as organising, starting tasks and regulating emotions)
2. Cyber-wellness Lessons
3. Family Education Lessons
4. Mental Well-being Lessons
5. Values in Action (VIA) Lessons
6. National Education (NE) Lessons
 - More on those in red will be shared later

CCE is a school wide experience and hence every other lesson is also a CCE experience.



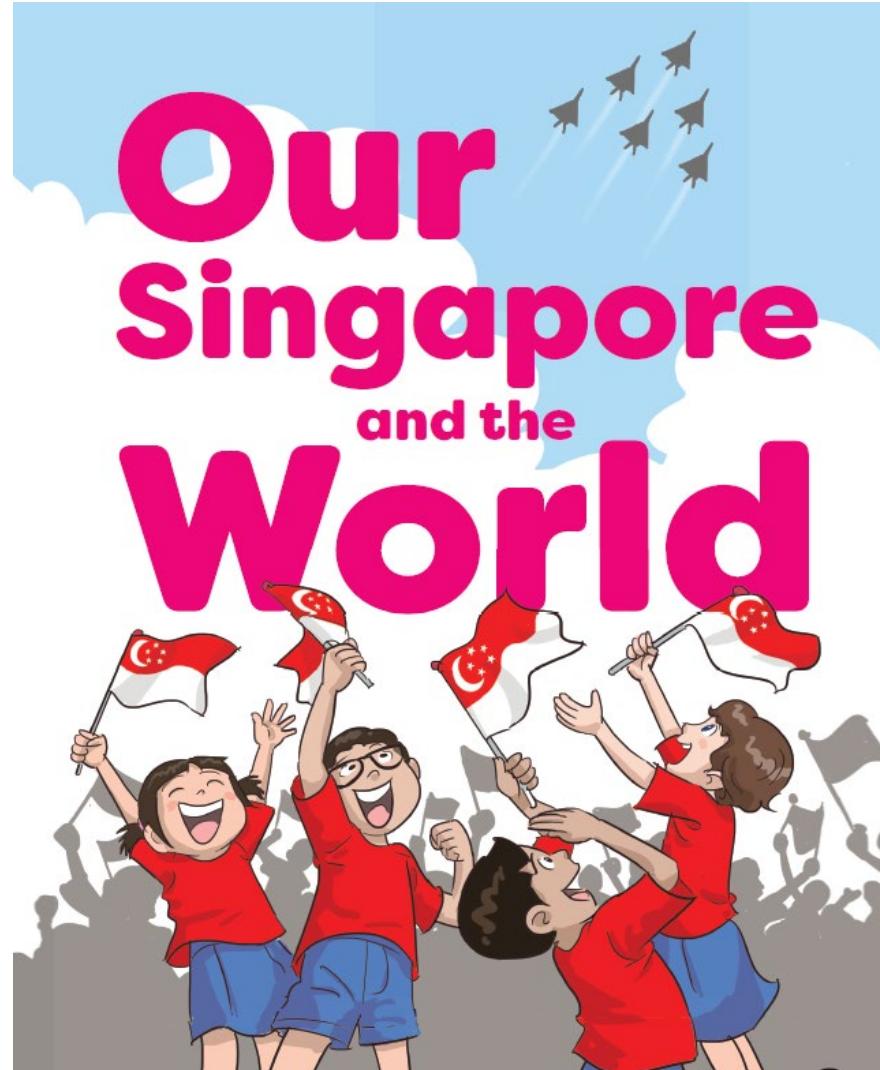
Enhancing Mental Health and Cyber Wellness Education



- Mental Health messages are explicitly taught in the CCE (FTGP)
- More CCE (FTGP) lessons that include navigating cyber space safely



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!

CCE (MTL) Lessons (2 periods per week)

The collage includes four MTL lesson book covers for Primary 3:

- 好品德 好公民 3** (Mandarin): Shows children in a classroom setting.
- Rakyat Budiman 3 Darjah** (Malay): Shows children in a classroom setting.
- பண்புள்ள குடிமக்கள் 3** (Tamil): Shows children in a classroom setting.
- Primary 3** (English): Shows a heart-shaped hot air balloon.

The circular diagram represents the Primary 3 Character Education curriculum, divided into nine units:

- My First Gift** (Unit 1): Lessons 1-2, Pages 1-2. Focus: Understand and Care for Myself.
- My Family** (Unit 2): Lessons 1-3, Pages 3-7. Focus: A Thankful Heart.
- A Thankful Heart** (Unit 3): Lessons 1-3, Pages 8-12. Focus: Do My Best.
- Humility to Listen** (Unit 6): Lessons 1-3, Pages 22-27. Focus: Care and Respect for Others.
- Precious Food** (Unit 5): Lessons 1-3, Pages 18-21. Focus: Our Words, Our Actions.
- I Am Courageous** (Unit 4): Lessons 1-3, Pages 13-17. Focus: Caring for Everyone.
- Many Ideas, One Goal** (Unit 9): Lessons 1-4, Pages 38-42. Focus: Our Words, Our Actions.
- Our Words, Our Actions** (Unit 7): Lessons 1-4, Pages 28-33. Focus: Caring for Everyone.
- Caring for Everyone** (Unit 8): Lessons 1-3, Pages 34-37. Focus: Many Ideas, One Goal.

Character and Citizenship Education Primary 3 is shown on the left, featuring a classroom scene and the text: "Core values are taught through cultural stories unique to each MTL." and "(FIGP) Lessons".

Value experiences and enhance every other lesson is also a CCE



Family Education

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

Explicit content in CCE lessons

Theme 1: My New World

Lesson 4 I'm More Responsible Now!



I will contribute to the well-being of my family by being responsible for my actions and doing some things on my own.

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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 (MTL)

Family Time Activities

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.

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 at the canteen.

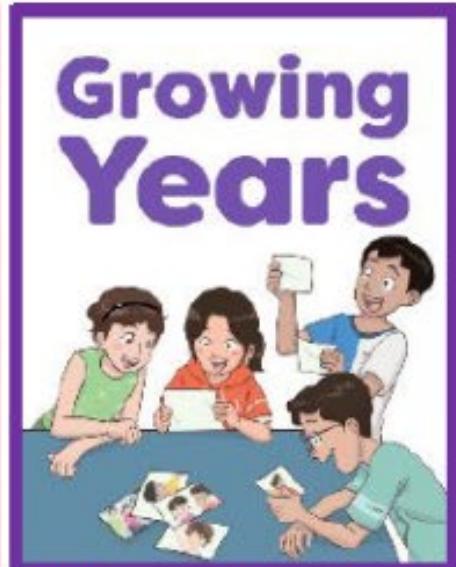
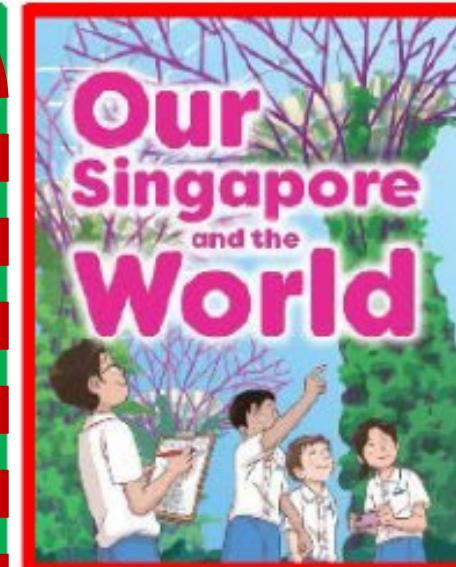
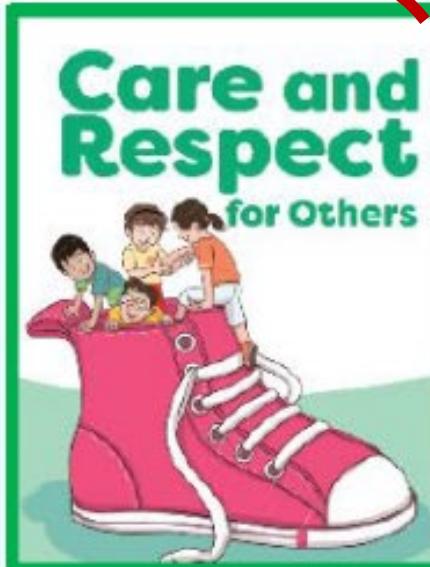
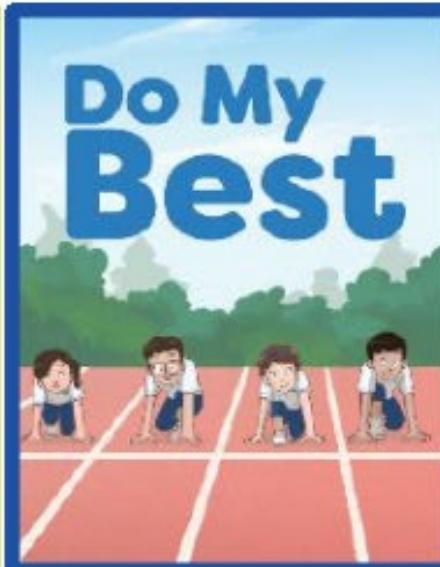
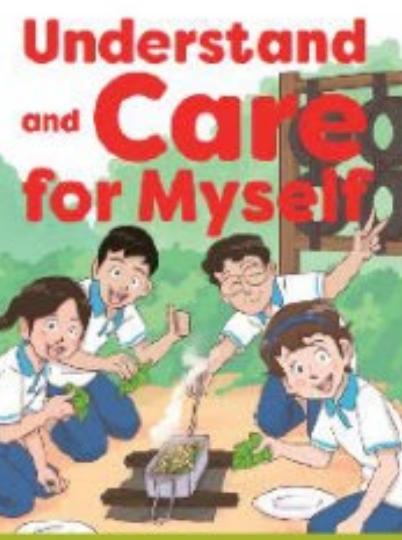
What have you not done? Paste the good habits stickers on your student handbook/personal items to remind yourself to complete them!

Kindsville Times



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

Common Themes



CCE (FTGP) and CCE (MTL)

only CCE (FTGP)

P5 and P6 only



Current Affairs with Values Embedded (CAVE)

1. Strengthen the love and sense of belonging to Singapore in students
2. Encourage students to be aware of current happenings Singapore; and be sensitive and reflective of issues that could arise and affect our nation
3. Reinforce school values and social-emotional competencies in students

1.  P3 & P4 CAVE 4 : Alternative Food Sources
Introduce Corridor Farming and Community Gardens in Tampines

2. Learning Intention
We are learning about:
• The different forms of vegetable farming carried out in Tampines.
• How farming in Singapore helps to
✓ take care of our environment,
✓ ensure that we will always have enough food
✓ bring people together.

3. Success Criteria
I can:
 list the reasons why Singapore want to grow more vegetables and fruits
 Understand the benefits they bring to the environment, and society in Singapore.
 list the ways I can start farming

4.  Do you know why does Singapore want to grow more vegetables locally?

5.  More than 90% of Singapore's food supply is bought from other countries.
Vegetables grown in Singapore are usually free from harmful herbicides or pesticides. This ensures healthier and safer foods for us.

6.  Why do we buy local vegetables and fruits?

7.  They are fresher and taste better.
They are often grown without harmful herbicides or pesticides.

8.  Let's watch
How does Tampines try to grow more vegetables?

9.  **Clarifying Xiamen over flag references** Xiamen says it will work with Indian authorities to

10.  **Rooftop farms and gardens**
Community spirit – care and share
Tampines Block 146
For now, the vegetables and rice grown at Block 146 are distributed to its residents

11. 

12. 

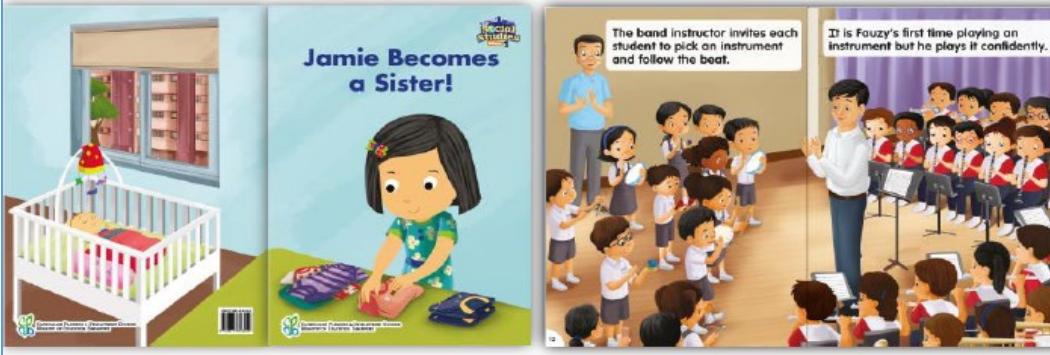
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P3 Social Studies – Understanding Singapore’s Environment & Challenges

Big Books

Interesting storylines with captivating illustrations



Digital Books

Accessible to students for independent reading



Cohort Learning Journey to Geylang Serai Heritage Gallery



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



P3 SS Assessment Plan

P3 Performance Task

*Upcycling Project as an Environment Champion
- Infusion of Values in Education*



An example of a T-shirt upcycled to a tote bag as done in class in Term 1



craftionary.blogspot.com

Toilet rolls upcycled to stationery holder

Formative Assessment 1 [30%]
Formative Assessment 2 [20%]
Performance Task [25%]
SS Assessment Quiz [25%]

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



VIA Programme

A WILL TO ACT

Be Responsible and Caring Citizens

Level	Domains	Level outcomes
Whole School	School	<p><u>Keep Our School Clean and Green (Everyday Responsibilities & 3R Effort)</u></p> <p>Show care and concern for the environment by</p> <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>





| 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.

I am a Gracious and Active Citizen

