



Character and Citizenship (CCE) Briefing For P4 Parents

2026

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





Refreshed CCE Curriculum

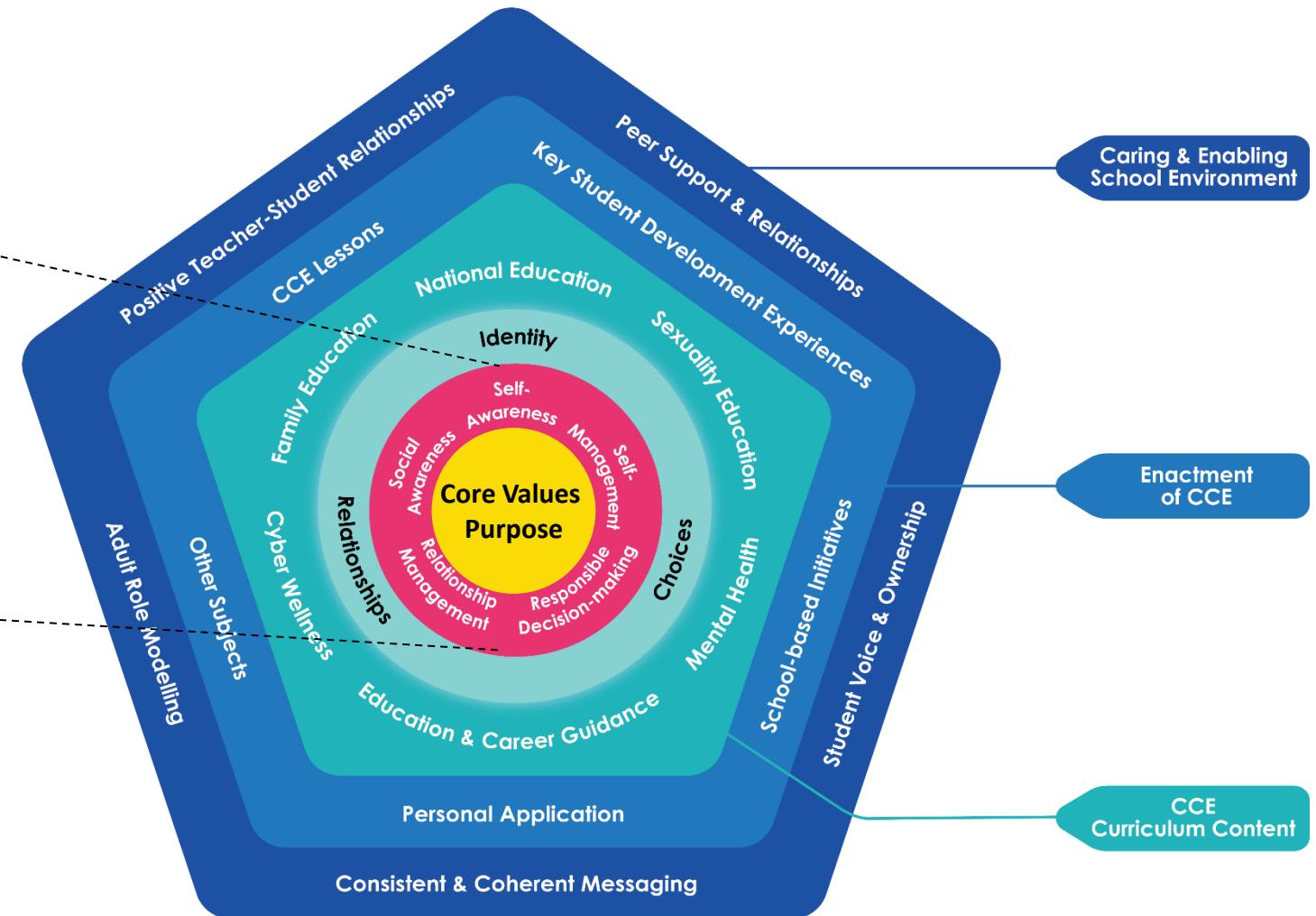
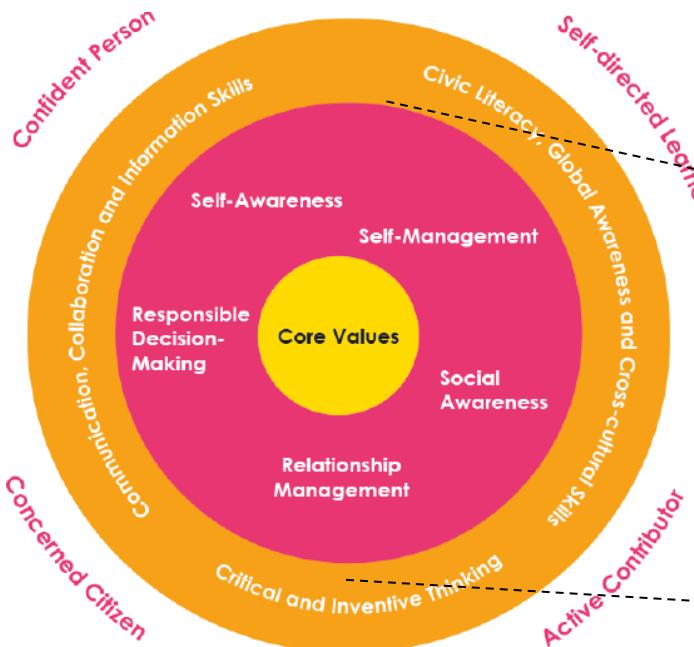
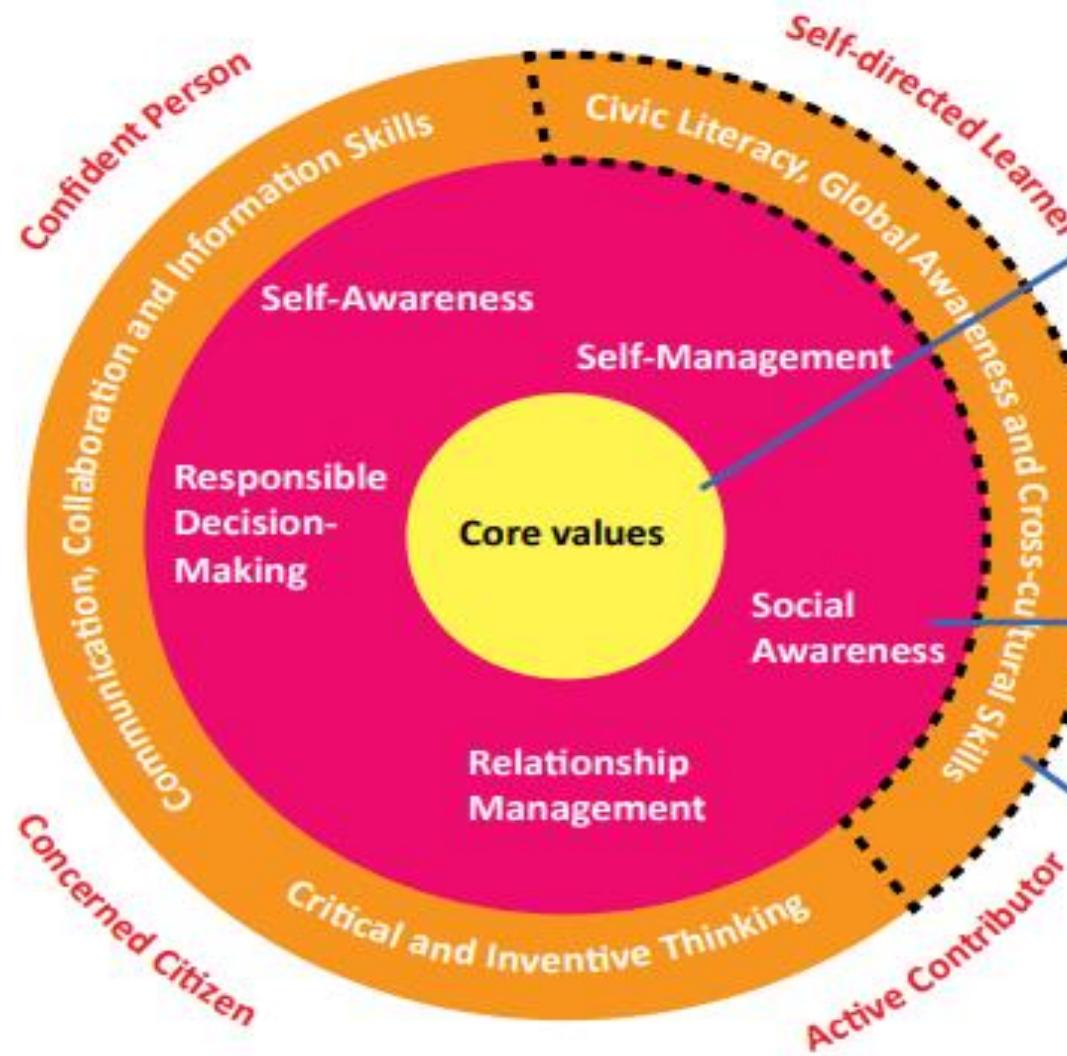




Figure 1: Framework for 21st Century Competencies and Student Outcomes



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 ...



P123

- ✓ 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



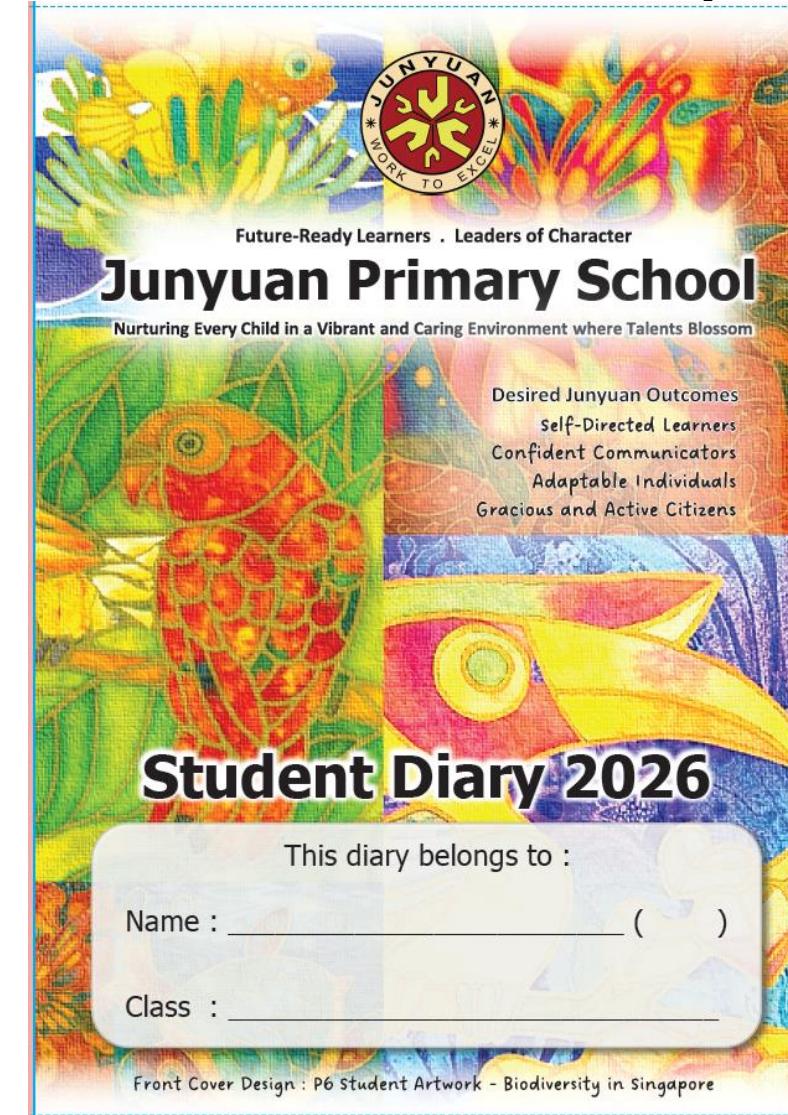
P456



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

KINDNESS

WHAT IS KINDNESS?

1

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>

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

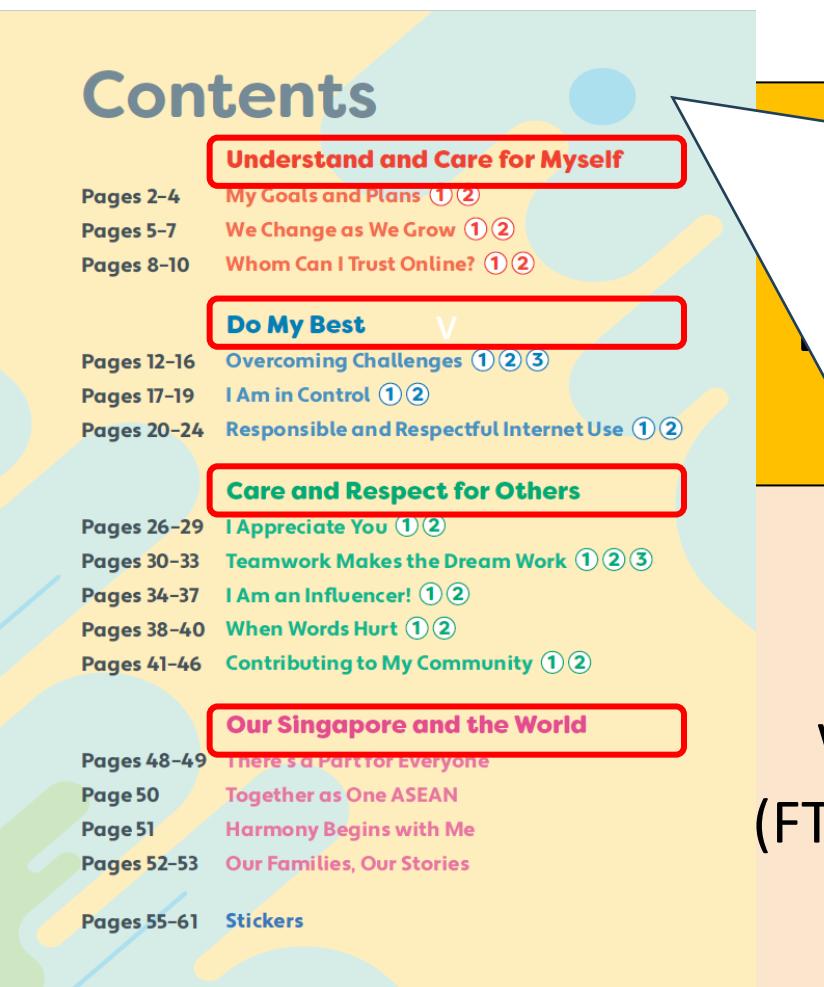
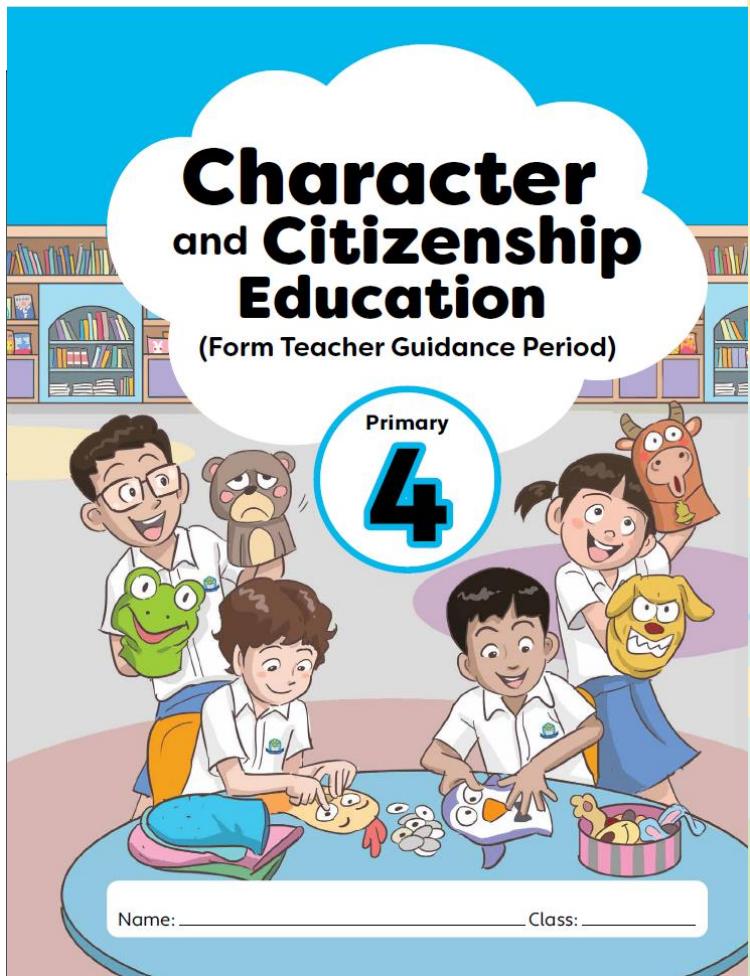
JYPS Signature Programme

OVERVIEW OF CCE Curriculum (P4)

CCE (FTGP)	CCE (MTL)	School-based CCE (Mass Assembly)	Key Student Development Experiences	Social Studies
2 periods per week	3 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 (2 periods per week)



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.



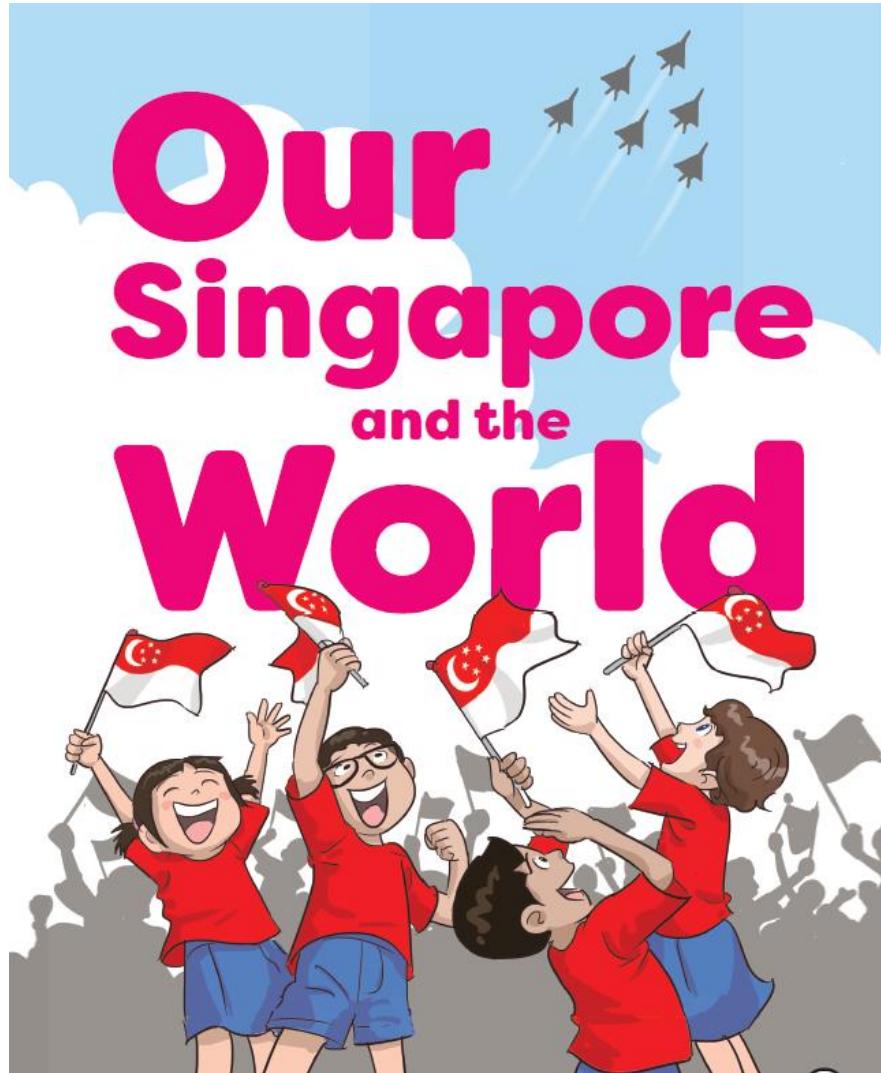
Enhancing Mental Health and Cyber Wellness Education

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



CCE (FTGP) includes topics related to National Education

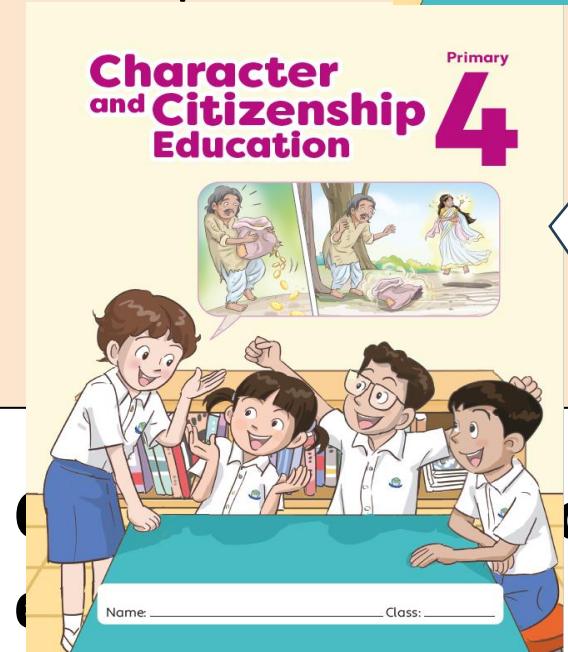
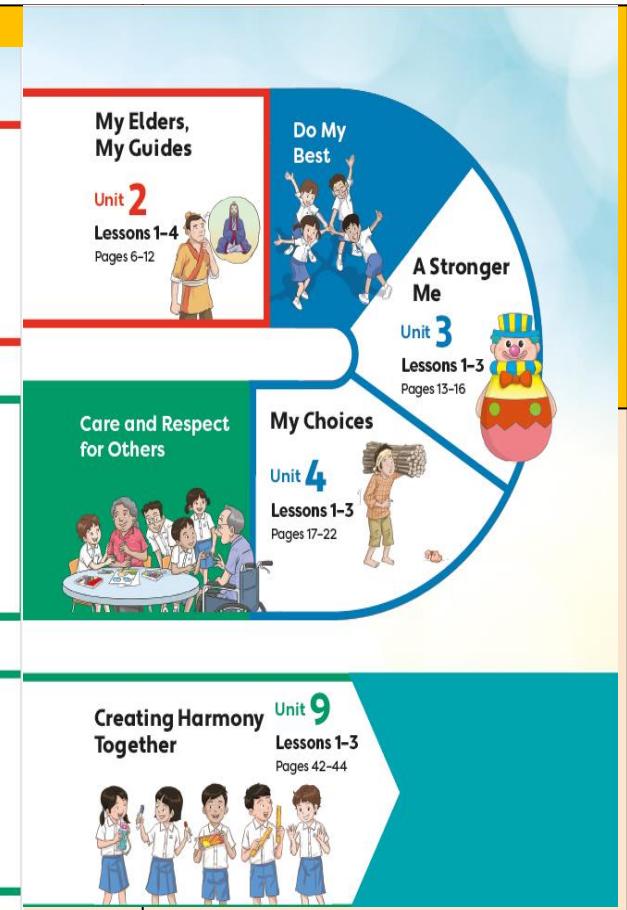
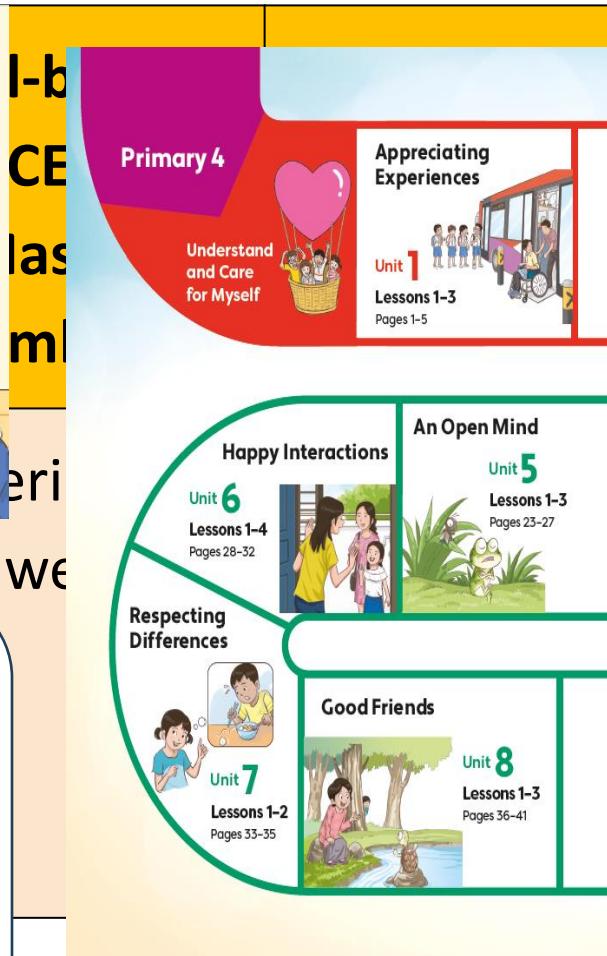
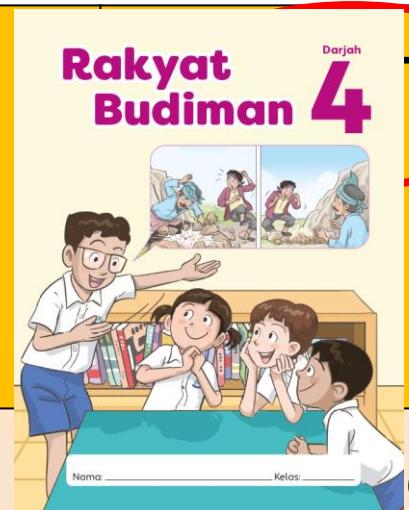
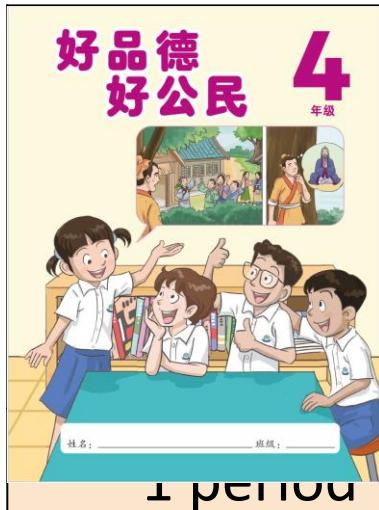


Lessons for the four National Education commemorative Days:

- 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 (3 periods per week)



Core values are taught through cultural stories unique to each MTL.

ence 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

Unit 2 My Elders, My Guides

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... The tiger in the mountain...

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.

Date: _____

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.

Care and Respect for Others

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. Making talk 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

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!

CCE (MTL)

CCE (FTGP)

CCE (FTGP)

Kindsville Times



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.

6. Why do we buy local vegetables and fruits?

7. They are fresher and taste better.

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

9. Tampines Block 146. Rooftop farms and gardens. Community spirit – care and share.

10. For now, the vegetables and rice grown at Block 146 are distributed to its residents.

11. Tampines Block 146. Rooftop farms and gardens. Community spirit – care and share.

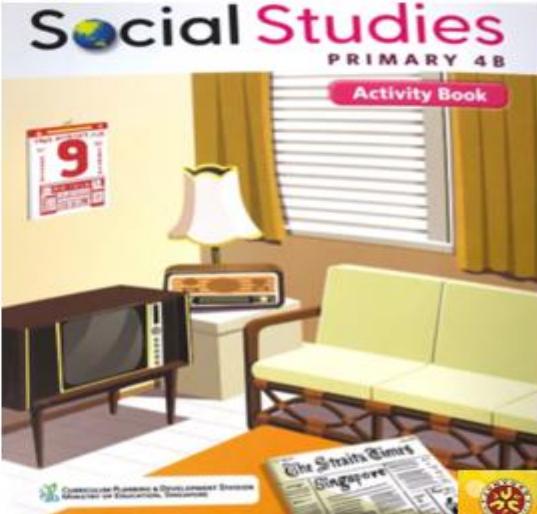
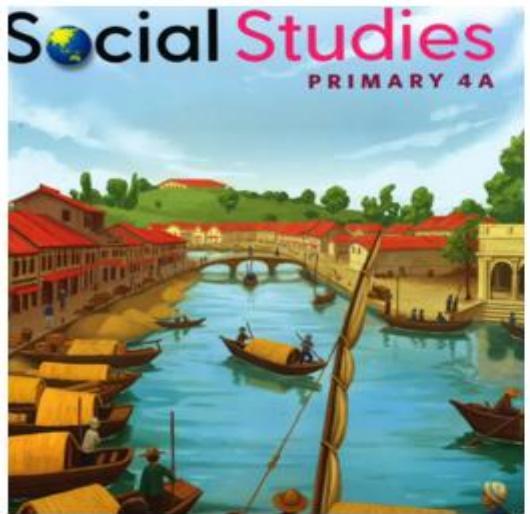
12. TEMASEK HOSPITALITY. A person's hands tending to plants in a garden.

JYPS CCE Signature Programme



P4 Social Studies – Understanding Our Past

Textbooks used based on SS Curriculum



How Raffles Established a British Port in Singapore

Sir Stamford Raffles learnt 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 Temengong¹ of Johor lived on the island of Singapore. The Orang Laut also said that the Dutch were not on the island.

1. The Temengong was the ruler of Johor.

STUDENT LEARNING SPACE

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

gov.sg/slp403

Cohort Learning Journey to Kreta Ayer Heritage Gallery



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

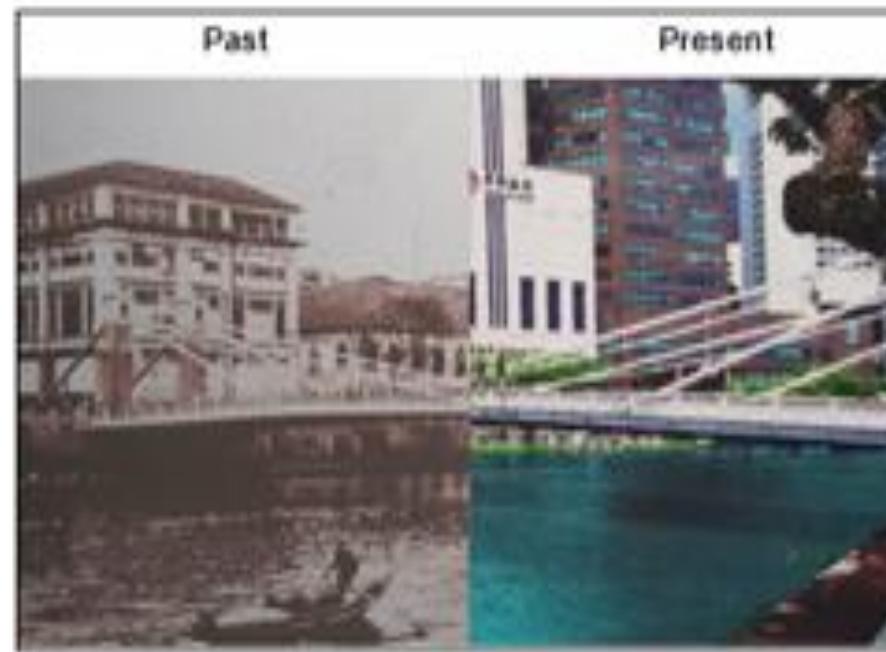


P4 SS Assessment Plan

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



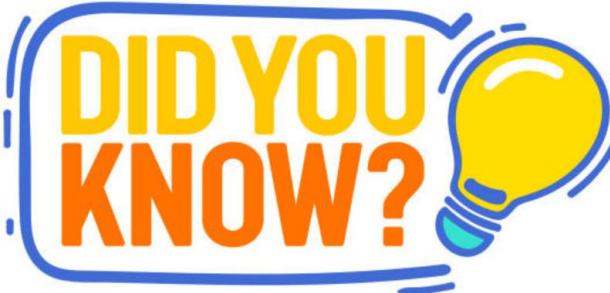
Assessment Tasks will be aggregated and reported as Grades A, B or C



Did You Know?

Did You Know? (DYK 7 2025)

The following snippets of newspaper articles are for Primary 4 to Primary 6 students' reading pleasure and to keep them abreast with the latest happenings in Singapore and around the world.



For students' self-improvement to:

1. Increase the awareness of the interesting activities/event/incidents that have happened or are happening in Singapore
2. Promote the habit of reading widely using reliable and appropriate sources

JYPS Signature Programme

 'Mr Chicken Rice': British teen's love for S'pore's national dish lands him job at popular eatery



<https://www.straitstimes.com/singapore/british-teens-love-for-chicken-rice-spurs-him-to-land-dream-job-at-popular-nam-kee-eatery>

Joshua Alexander Jun Wei Gilby first approached Nam Kee for a job about a year ago, when he was 13.

PHOTOS: SCREENGRABS FROM NAM KEE CHICKEN RICE RESTAURANT/INSTAGRAM

[Read Less](#)

SINGAPORE – He loves chicken rice so much that he used to eat it every week with his grandmother, from the time he was five years old.

 School's Out, Holiday's In! : December Holidays Activities and Events for Kids



 Looking for fun things to do during the December holidays?

Check out these **free activities and exciting events** just for kids!

You can join **craft workshops, outdoor games, and storytime sessions**, or take part in other **fun holiday happenings**. Bring your friends, explore new places, and make wonderful memories — all for free!

 **Holiday Kindness Tip:** While you're having fun, remember to be kind! Smile, share, and help others



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 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

