



Character and Citizenship (CCE) Briefing For P5 Parents

2026

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





Refreshed CCE Curriculum

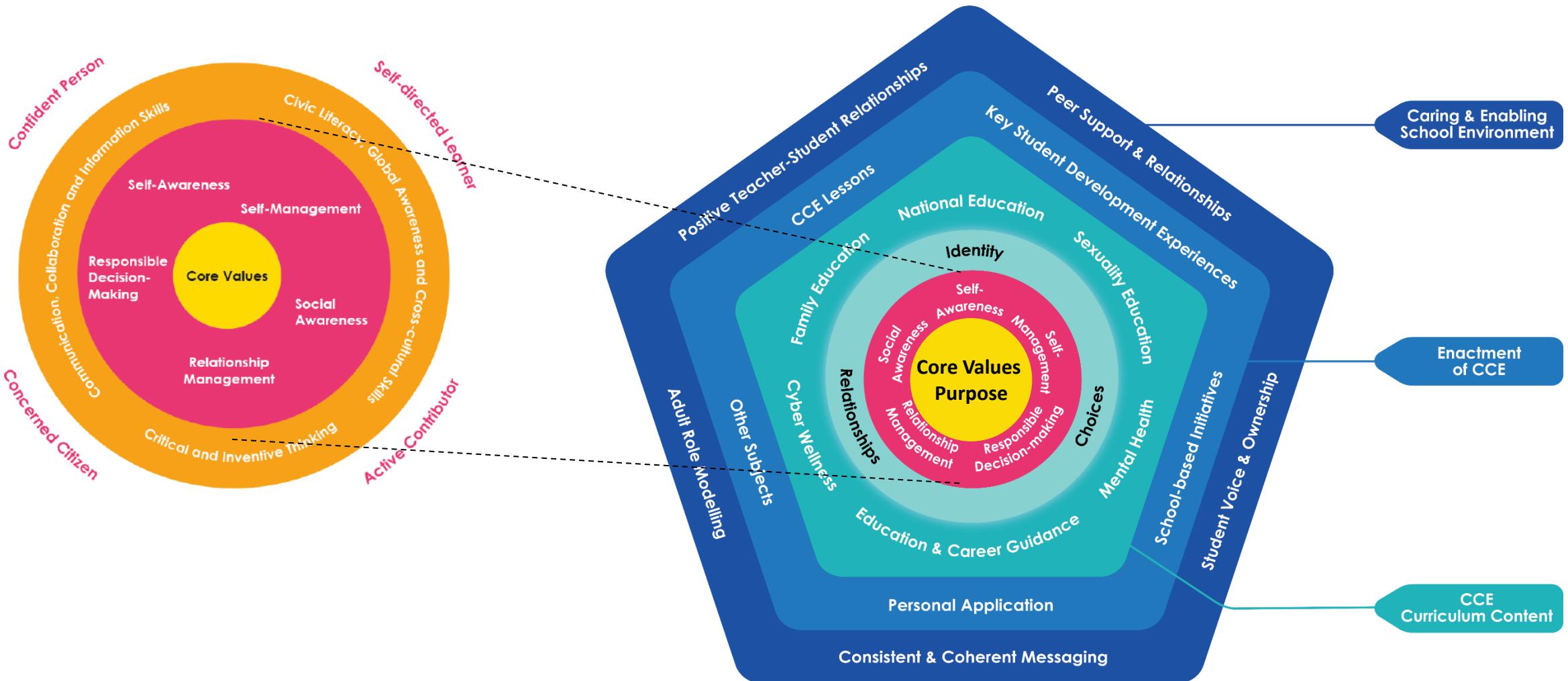
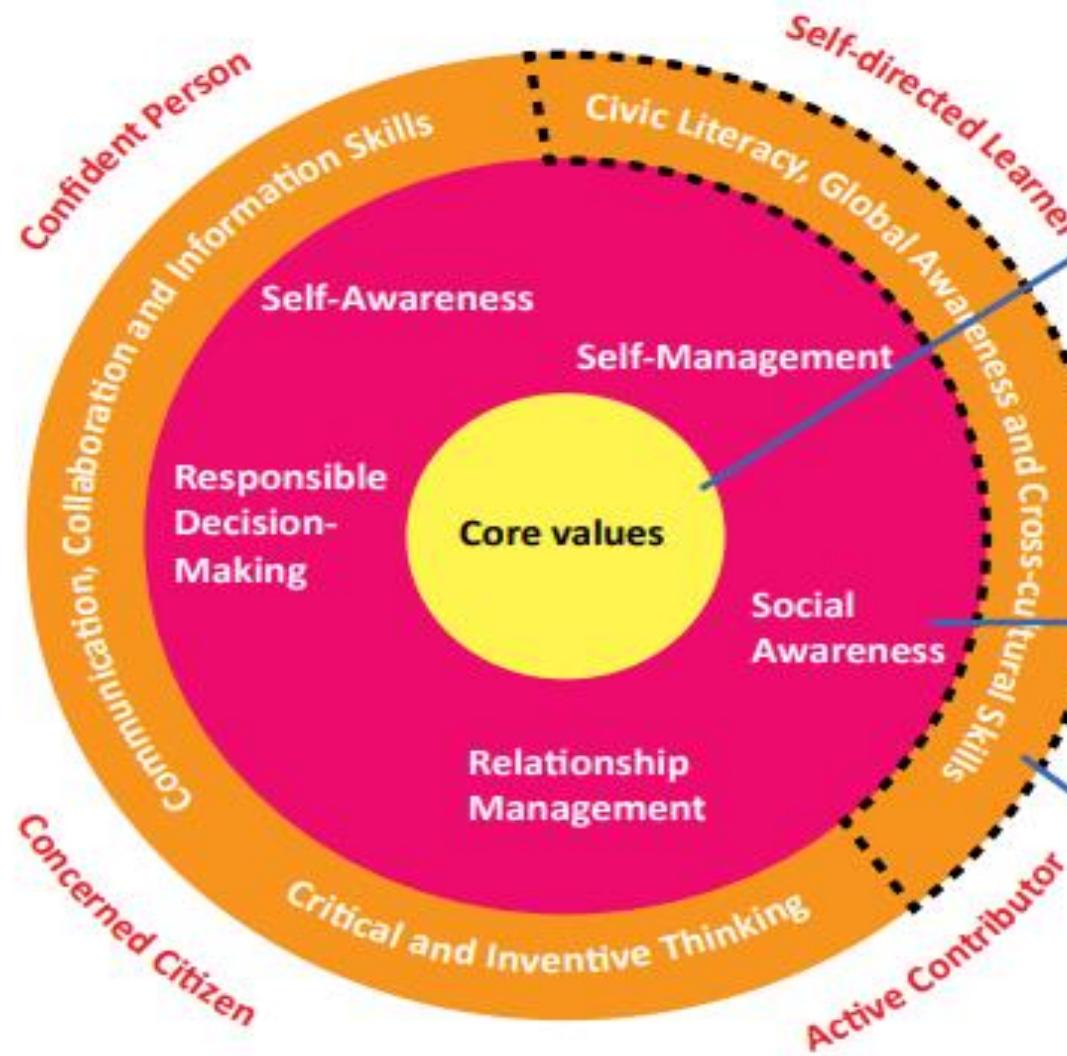




Figure 1: Framework for 21st Century Competencies and Student Outcomes



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



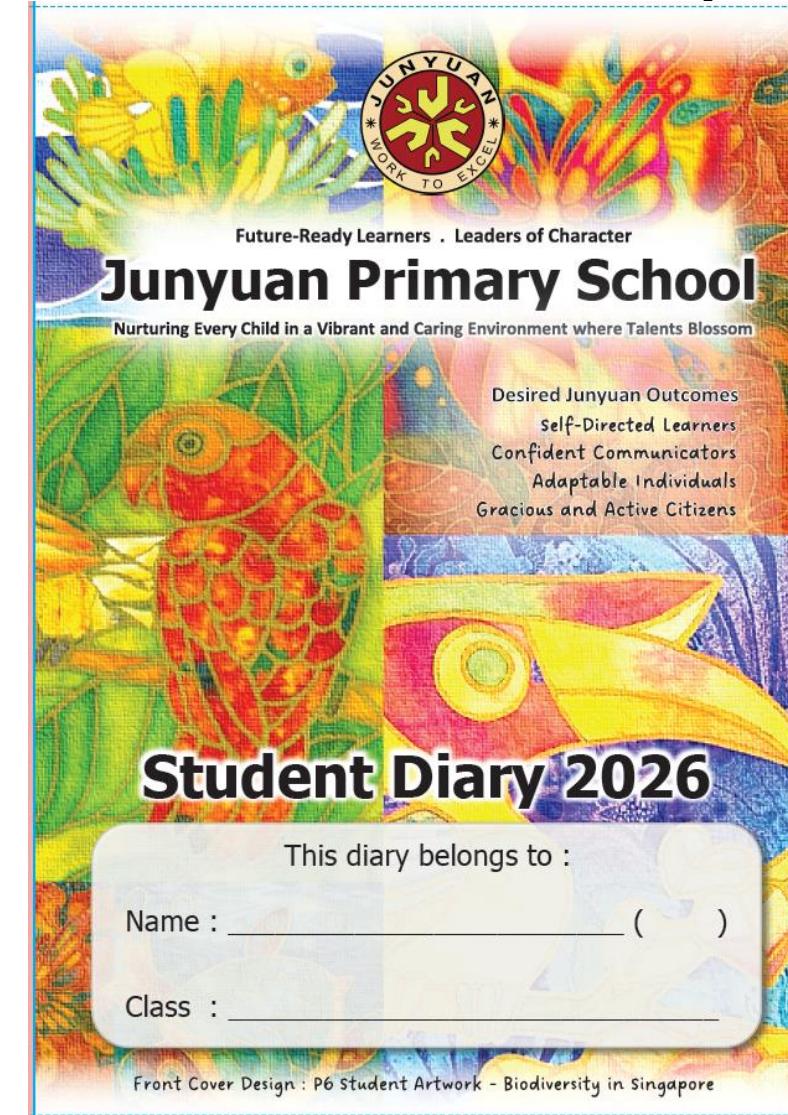
P456



School Values



Student Diary

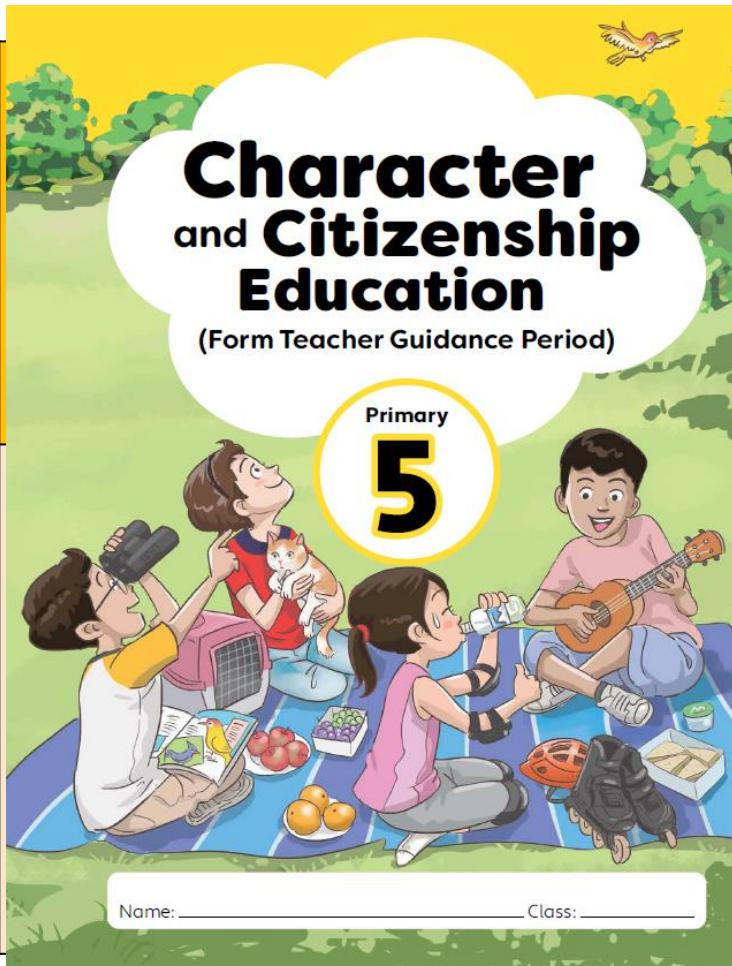


OVERVIEW OF CCE Curriculum (P5 and P6)

CCE (FTGP)	CCE (MTL)	School-based CCE (Mass Assembly)	Key Student Development Experiences	Guidance Modules (P5 & P6 Only)	Social Studies
2 periods per week	3 periods per week	1 period per week	VIA (4 periods within CCE (FTGP) Lessons)	SEd ECG	3 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



Contents

Understand and Care for Myself	
Pages 1-5	New Learning Opportunities ①②
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Pages 9-11	World of Work and Me ①
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Do My Best	
Pages 16-18	Be a Cyber Champion ①②
Pages 19-21	Motivating Me ①②
Pages 22-26	Stressbusters ①②
Care and Respect for Others	
Pages 28-31	Working Harmoniously ①②
Pages 32-35	My Family and I ①②
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Pages 38-39	I Can Be an Upstander ①②
Pages 40-42	Being an Active Contributor ①②
Growing Years	
Pages 44-45	The Changes in Me ①
Pages 46-47	Did You Know? ①
Pages 48-50	Keeping Myself Safe ①
Our Singapore and the World	
Page 52	Keep Calm and Help Others
Page 53	ASEAN Connected
Page 54	Diversity, Our Strength
Pages 55-57	Our Dreams and Hopes for Singapore
Pages 59-61	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
7. ECG and SEd 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.



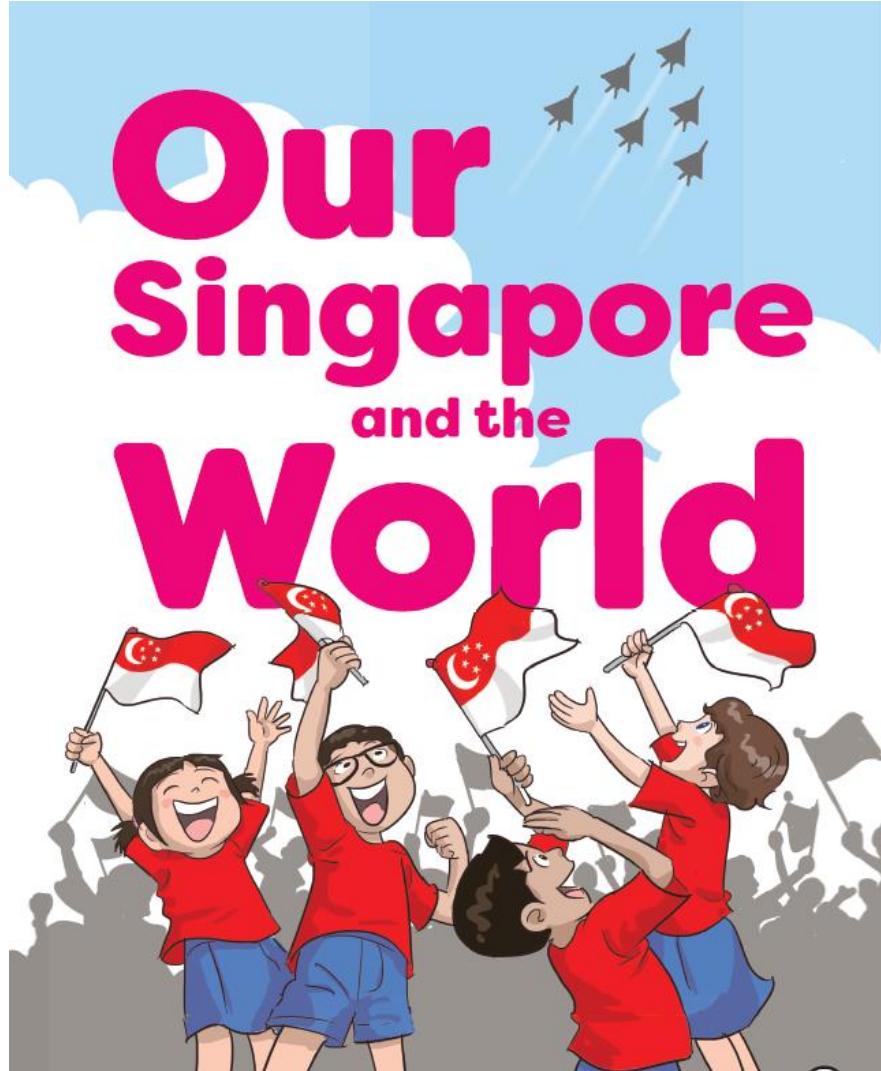
Enhancing Mental Health and Cyber Wellness Education



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



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!



Education and Career Guidance (ECG) Lessons

- Recognise the importance of pursuing interests and exploring how one's life can be purposeful and fulfilling <https://www.myskillsfuture.gov.sg/content/student/en/primary.html>

Home / Education Guide > Singapore Education Landscape (Graduating Cohorts up to AY2026)

Singapore Education Landscape

Explore Pathways

Primary 6 years

Secondary 4-5 years

Exploring My Aspirations ①

Who Am I?

What are my interests?

What are my skills (things I am good at)?

Where Do I Want to Go?

What are my ambitions?

How do I want to improve myself as a person?

Exploring My Aspirations ②

My Educational Pathways

What I am curious to find out about secondary schools:

I need to find out more about the different choices I have before I decide where to go next.

How I feel after exploring the various choices:

Paste sticker from page 61.

Family Activities

- Ask your family members to share their dreams, hopes and aspirations when they were your age and now.
- Explore the [MySkillsFuture Student Portal](#) with your family members and share with them the education pathways you have explored.

We did it together!

Parent's / Guardian's signature

Education Guide

Singapore Education Landscape

Explore Schools/ Educational Institutions

Explore Courses

A Note to Parents/ Guardians:

We encourage you to explore the [MySkillsFuture Student Portal \(Primary\)](#) with your child/ward.

Learn tips on how you can support your child/ward in his/her education journey as he/she discovers more about his/her strengths, interests and skills.

https://go.gov.sg/primary-ecg

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Understand and Care for Myself

Understand and Care for Myself

FUTURE READY LEARNERS . LEADERS OF CHARACTER



SEd Lesson for P5

CCE(FTGP) THEME	LESSON TITLE / DURATION	LESSON OVERVIEW	TIME PERIOD (e.g. Term 1 Week 2)
		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	
G	<p>View school website for more information: https://junyuanpri.moe.edu.sg/departments/character-n-citizenship-education/sexuality-education-programme</p> <p>(60 min)</p>	<p>or teasing their peers who may be experiencing the feelings of infatuation and learn to behave maturely towards each other.</p>	4 5



Growing Years

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.



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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/ed-resourceparent1>

- Parenting tips: Bonding with your teenager

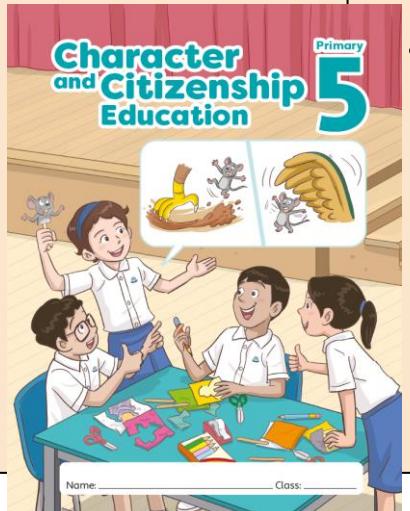
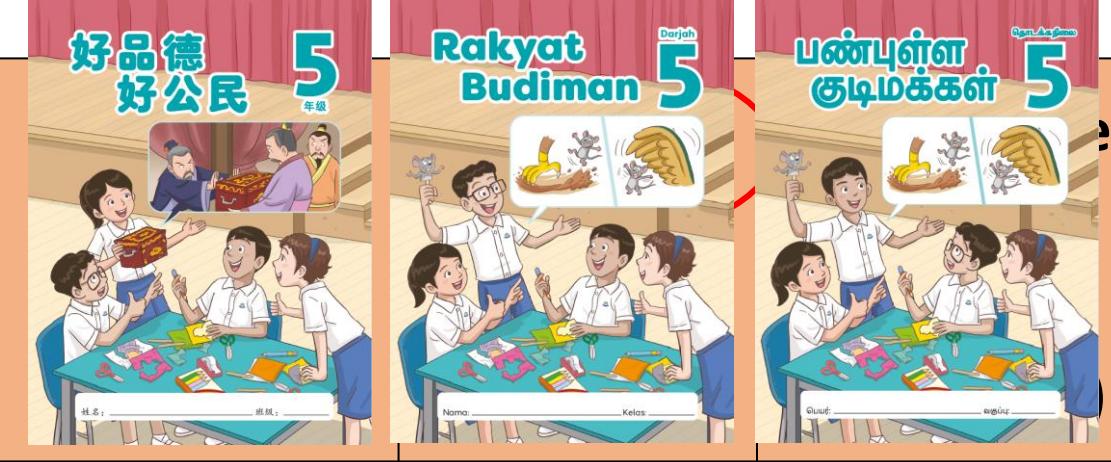


<https://go.gov.sg/ed-resourceparent2>

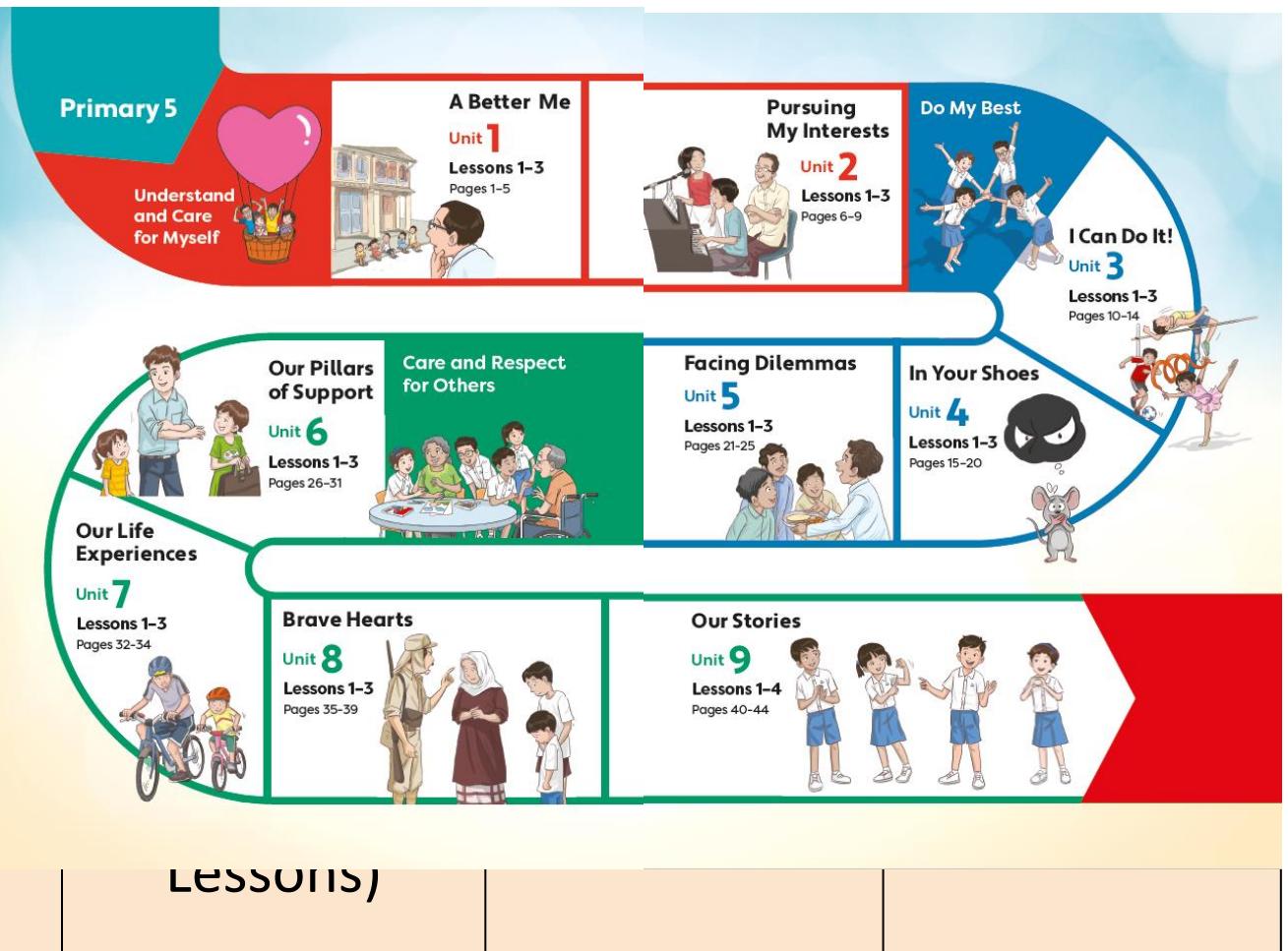
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Growing Years

CCE (MTL) Lessons (3 periods per week)



3 periods per week
Core values are taught through cultural stories unique to each MTL.



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



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

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... 4 I will destroy them! 5 A few days later... But he has not returned. Maybe he's dead! 6 I heard that Zhou Chu has killed the beasts! Wonderful! All "the three evils" are destroyed.

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Respectful Disrespectful

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

Respectful Disrespectful

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

Care and Respect for Others

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

Understanding My Feelings ④

Family 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 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

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.

Scan Me

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!

SG FRESH PRODUCE

TOTAL DEFENCE / 9

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 CAVE 4: Strengthen our food security

2 Learning Intention

We are learning how Singapore innovates to meet our nutritional needs

3 Success Criteria

I can:

- list the sources of food produced in Singapore.
- actively support Singapore's 2030 aim of producing 30% of its nutritional needs locally.

4 Did you know that there is a fish farm in Tampines?

5 Why is the video titled "Tampines our Fish Storey"?

6 Tampines' Innovation

- Launched in November 2023, this is the first container fish farm located in a housing estate.
- This is Tampines' contribution to Singapore's '30 by 30' goal of producing 30% of its nutritional needs locally by 2030.
- This initiative helps to strengthen Singapore's food security.

7 First batch of Jade Perch harvested

This is Jade Perch which is reared in a 20-foot container located 5 minutes away from Tampines Round Market & Food Centre.

This fish contains Omega-3 fatty acids which can improve heart health.

8 First batch of Jade Perch harvested

Fish from Tampines container farm go on sale at market on 15 June 2024

9 Jade Perch cooked in 2 different ways

10 Why support local produce?

Boost food security & support local economy

Made in Singapore

Quality assurance is guaranteed as local produce can be easily traced to the farm source.

Protect our environment

Go green by lowering your carbon footprint.

It's fresh & nutritious

Make Singapore more self-sufficient by ensuring a continuous supply of fresh & safe food.

As farm-to-fork distance shortens, local produce can arrive fresher & retain more nutrients.

11 How can you support?

Choose local produce by looking out for this logo:

SG

What kind of local produce are available?

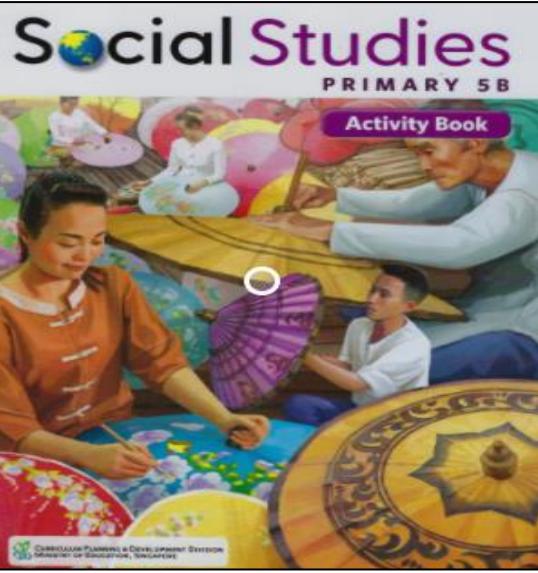
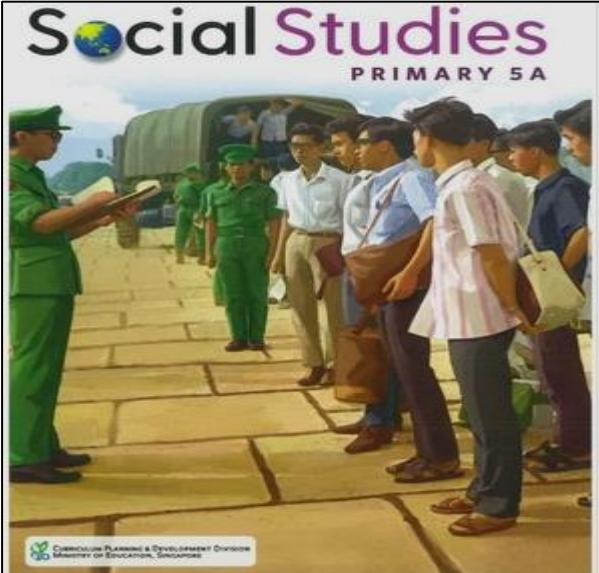
- Cal Am
- Spiral Beans
- Kang Kong
- Red Snapper
- Madame Mushroom
- Hen Shell Eggs (soft-boiled)

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JYPS CCE Signature Programme



P5 Social Studies – Understanding Singapore & SEA



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.

King George III gave his approval for Sir Stamford Raffles to look for a suitable location on the southern end of the Straits of Melaka to set up a British trading port. He advised Sir Stamford 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.

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

QR Code: <http://go.vsg/ssp423>

Cohort Learning Journey in Sem 2



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 Performance Task Asean Heritage Park

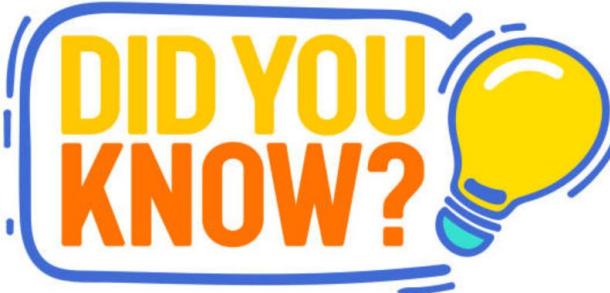
Assessment Tasks will be aggregated and reported as Grades A, B or C



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

