



# Character and Citizenship (CCE) Briefing For P5 Parents 2026

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





## Refreshed CCE Curriculum

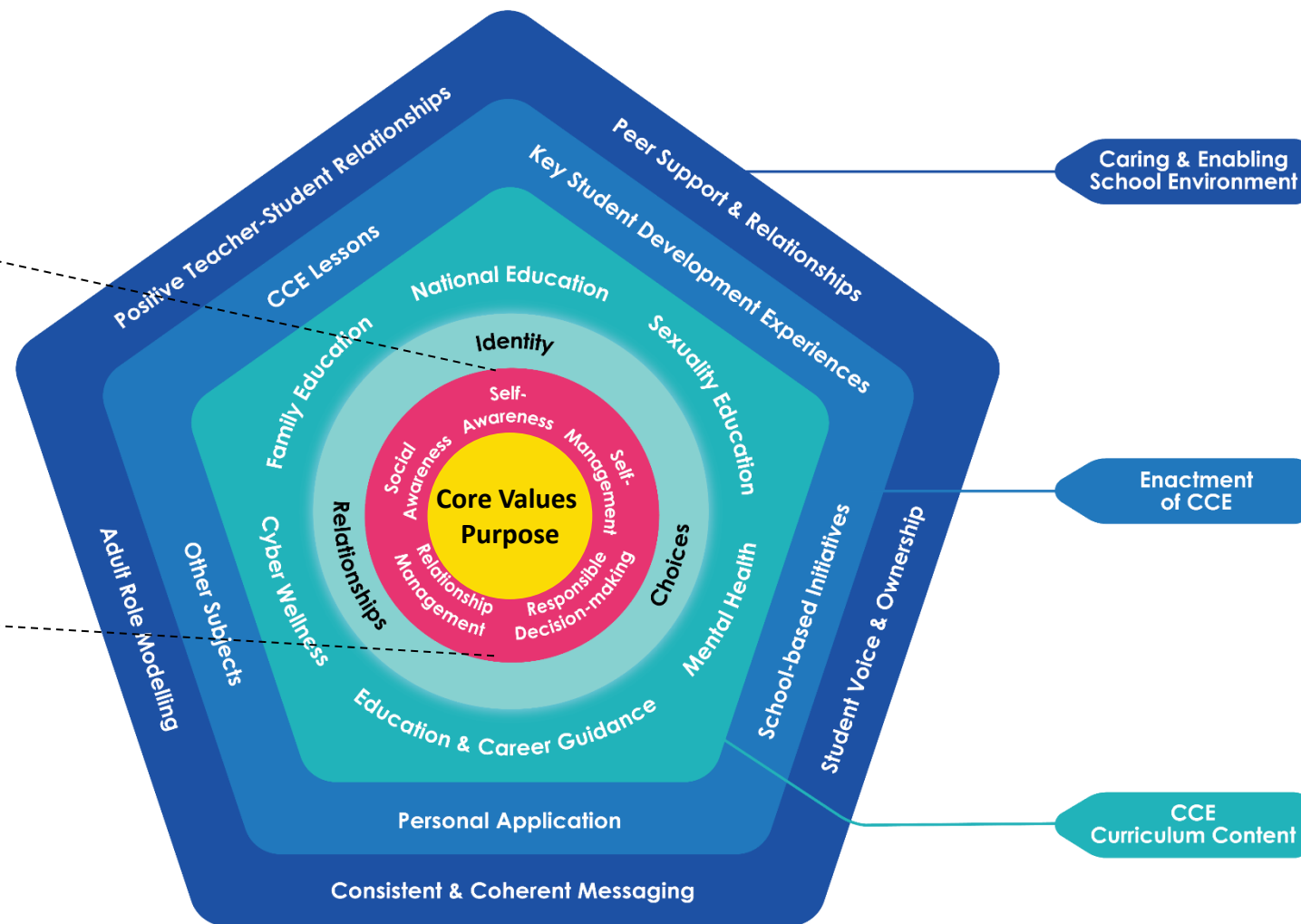
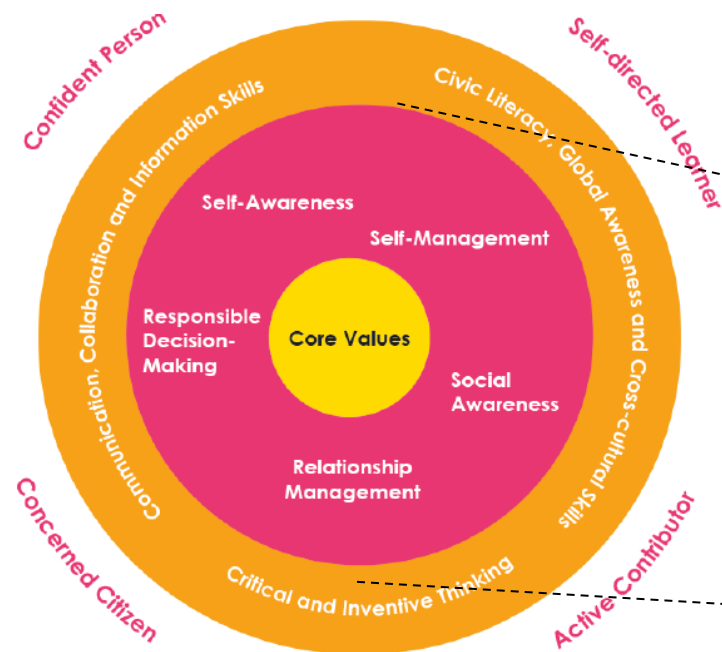
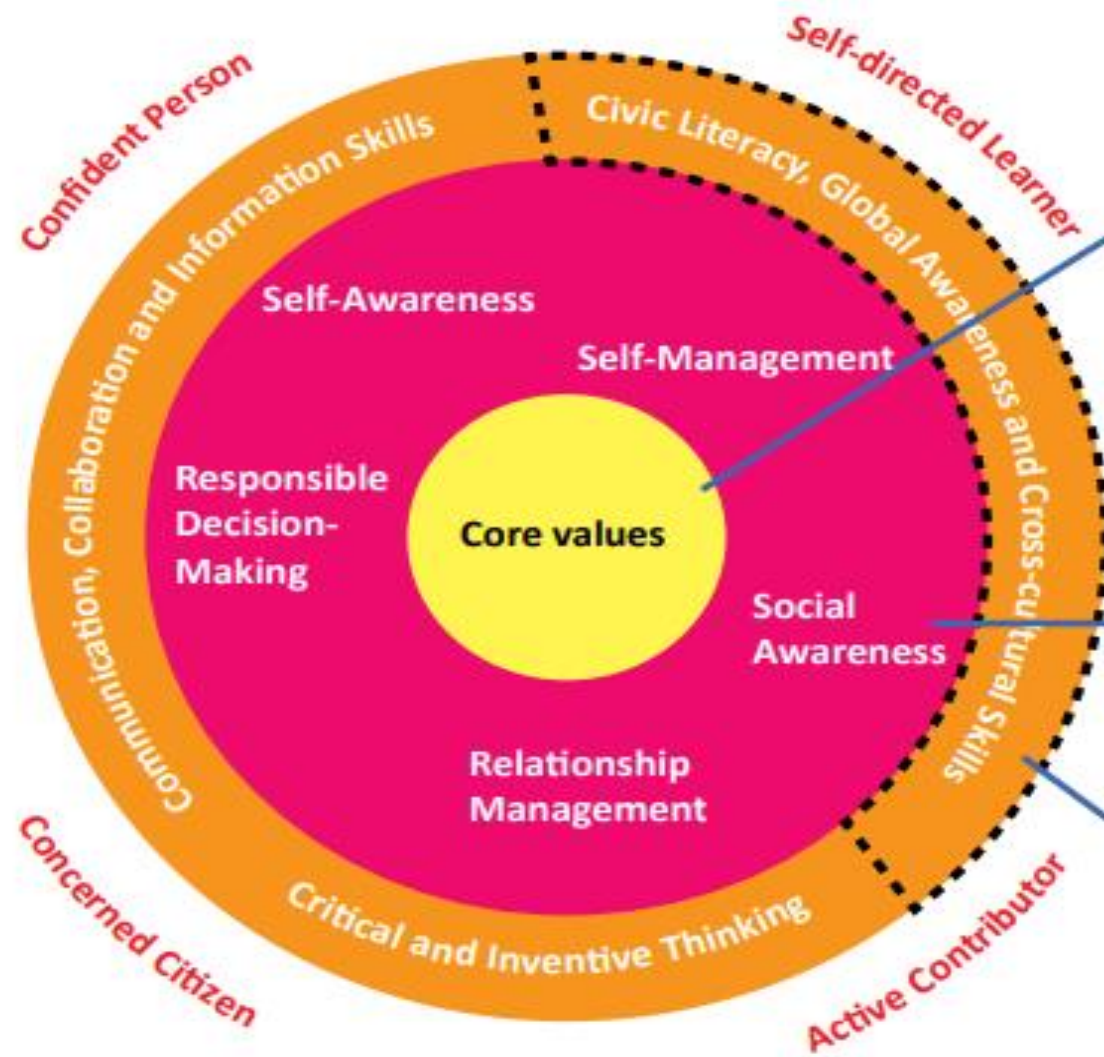




Figure 1: Framework for 21st Century Competencies and Student Outcomes

**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

**OUR SCHOOL VALUES – R<sup>3</sup>ICH**

**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.

**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.

## Student Diary

**Future-Ready Learners . Leaders of Character**

**Junyuan Primary School**

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

**Desired Junyuan Outcomes**

- Self-Directed Learners
- Confident Communicators
- Adaptable Individuals
- Gracious and Active Citizens

**Student Diary 2026**

This diary belongs to :

Name : \_\_\_\_\_ ( )

Class : \_\_\_\_\_

Front Cover Design : P6 Student Artwork - Biodiversity in Singapore

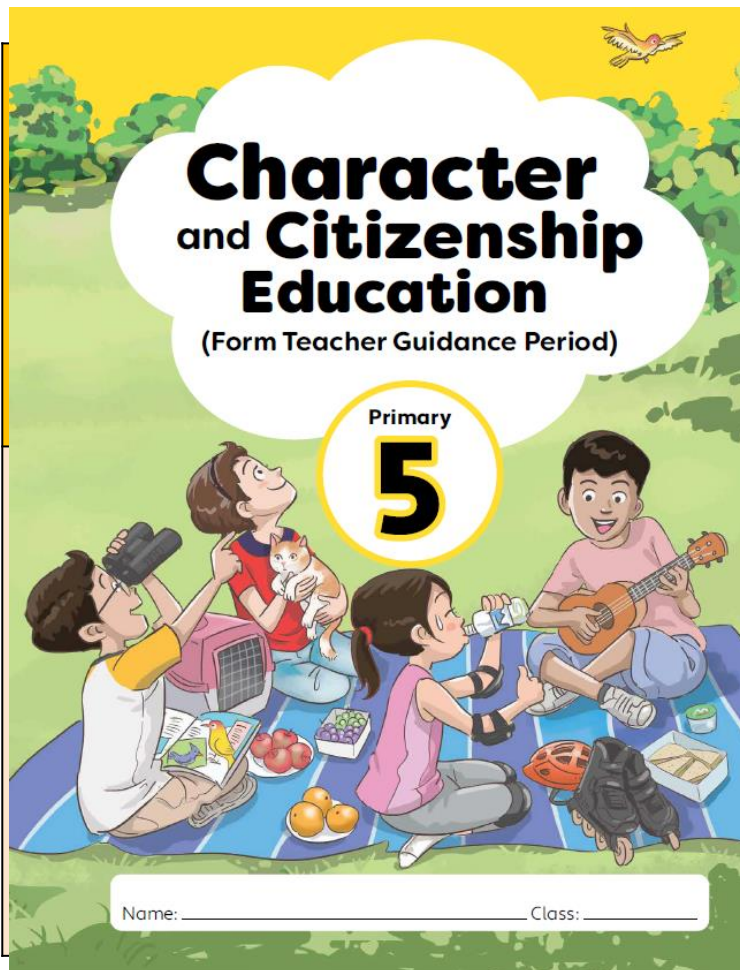
# OVERVIEW OF CCE Curriculum (P5 and P6)

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

Pages 1–5	<b>Understand and Care for Myself</b>
Pages 6–8	New Learning Opportunities ① ②
Pages 9–11	Exploring My Aspirations ① ②
Pages 12–14	World of Work and Me ①
	My Right to Be Safe ①
Pages 16–18	<b>Do My Best</b>
Pages 19–21	Be a Cyber Champion ① ②
Pages 22–26	Motivating Me ① ②
	Stressbusters ① ②
Pages 28–31	<b>Care and Respect for Others</b>
Pages 32–35	Working Harmoniously ① ②
Pages 36–37	My Family and I ① ②
Pages 38–39	An Attitude of Gratitude ①
Pages 40–42	I Can Be an Upstander ① ②
	Being an Active Contributor ① ②
Pages 44–45	<b>Growing Years</b>
Pages 46–47	The Changes in Me ①
Pages 48–50	Did You Know? ①
	Keeping Myself Safe ①
Page 52	<b>Our Singapore and the World</b>
Page 53	Keep Calm and Help Others
Page 54	ASEAN Connected
Pages 55–57	Diversity, Our Strength
	Our Dreams and Hopes for Singapore
Pages 59–61	<b>Stickers</b>

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.





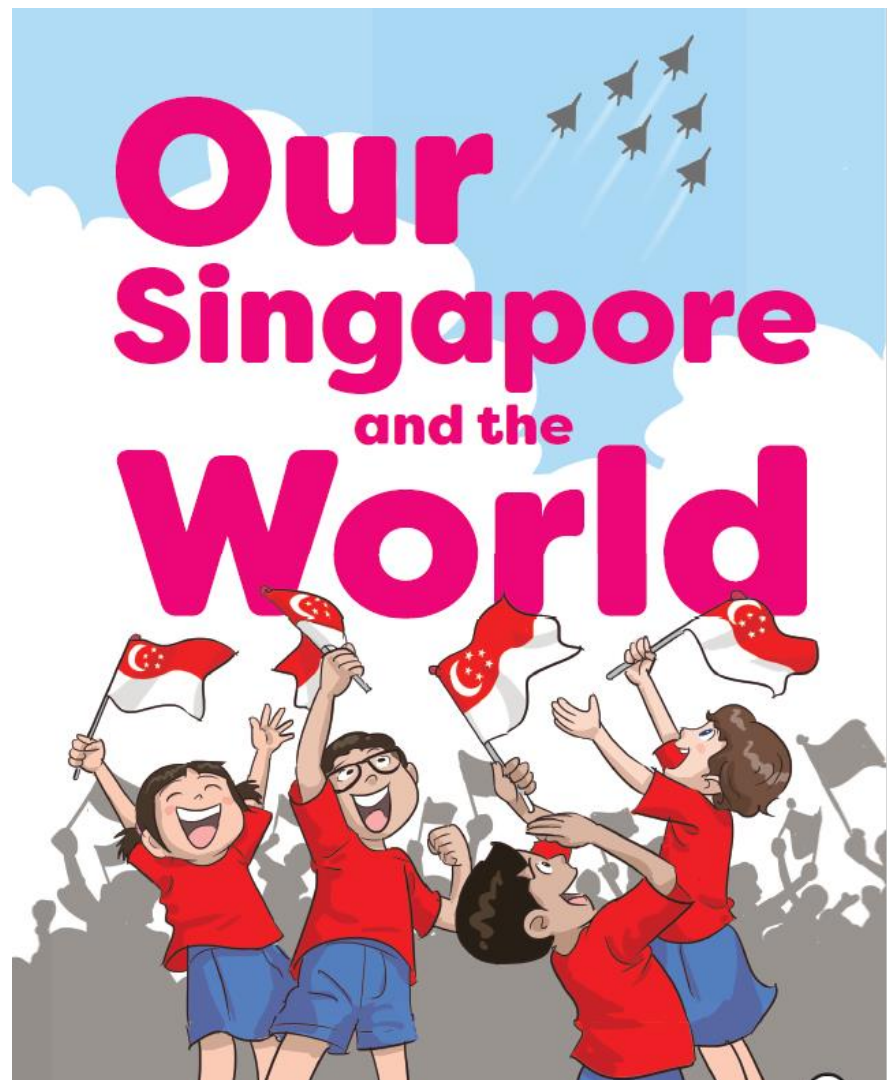
## Enhancing Mental Health and Cyber Wellness Education



- 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

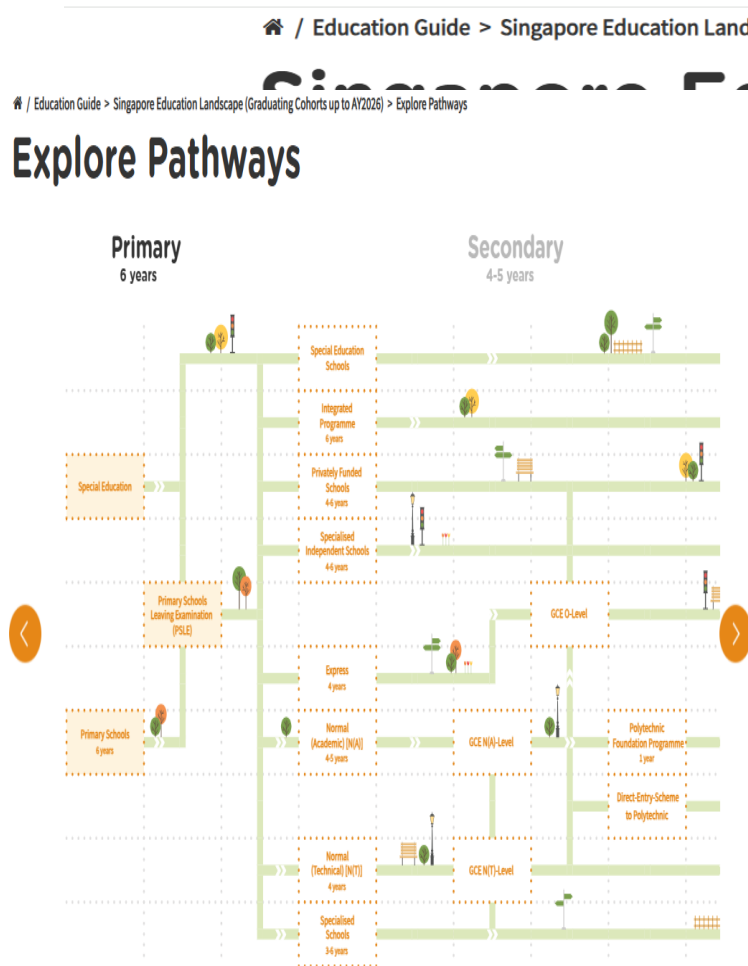
**Visit the school websites to look at all the activities done during the NE Events Commemorative Days!**



## 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>



### Exploring My Aspirations ①

Date: \_\_\_\_\_

#### Who Am I?

**What are my interests?**  
What do I truly enjoy doing? Is there a particular activity/topic that causes me to be curious, excited and motivated? E.g. building things, solving problems, performing, writing, leading groups, public speaking.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What are my skills (things I am good at)?**  
What are some things I am currently good at? (You may also refer to the list above for examples.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Where Do I Want to Go?**

**What are my ambitions?**  
What are the three things I want to do when I start working?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**How do I want to improve myself as a person?**  
What kind of skills do I hope to have as an adult? Which interest do I wish to develop further?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Understand and Care for Myself

### Exploring My Aspirations ②

Date: \_\_\_\_\_

#### My Educational Pathways

I can learn more about my future choices in education by exploring them on the *MySkillsFuture* Student Portal (<https://go.gov.sg/educationlandscape-pri>) and identifying a few pathways that I am interested in.

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.

7 Understand and Care for Myself

### 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

allows students to explore the Singapore Education Landscape and find out more about educational institutions and courses.

- Singapore Education Landscape**  
allows students to chart and compare up to 3 education pathways. They will be assisted by guiding questions and information on the different options in each exploration.
- Explore Schools/Educational Institutions**  
enables students to explore different secondary schools and educational institutions. Students can perform an advanced search based on different criteria such as distinctive programmes and courses.
- Explore Courses**  
provides students with information on the various courses offered by ITE, Polytechnics, Universities, and Arts Institutions.

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:

8 Understand and Care for Myself





## 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			4
			5
	(60 min)	or teasing their peers who may be experiencing the feelings of infatuation and learn to behave maturely towards each other.	



## 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/teed-resourceparent1>

- Parenting tips: Bonding with your teenager



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

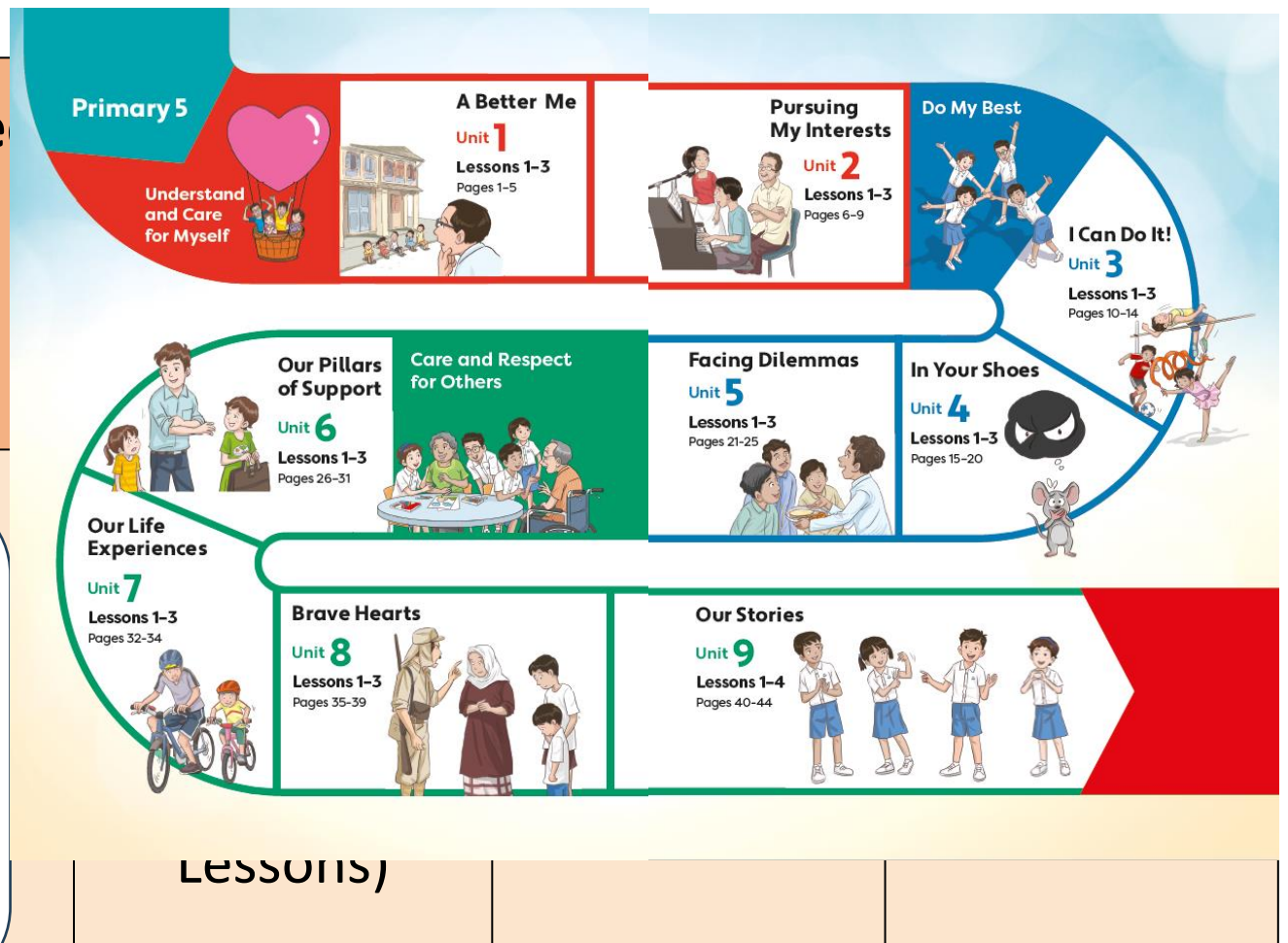
45

Growing Years

# CCE (MTL) Lessons (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. 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.

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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 DURATION: 9

Kindsville Times

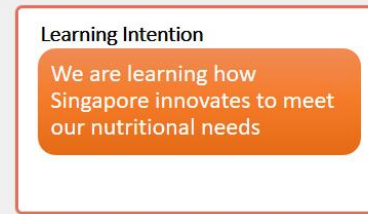


# Current Affairs with Values Embedded (CAVE)

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 \*



2 \*



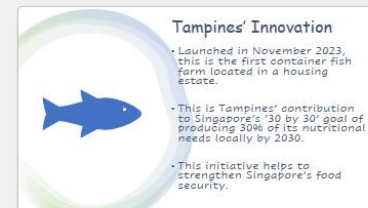
3 \*



4 \*



5 \*



6 \*



7 \*



8 \*



9 \*



10 \*



11 \*



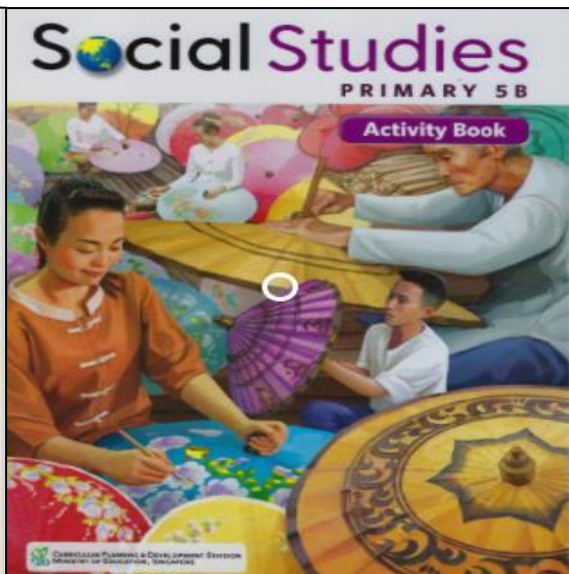
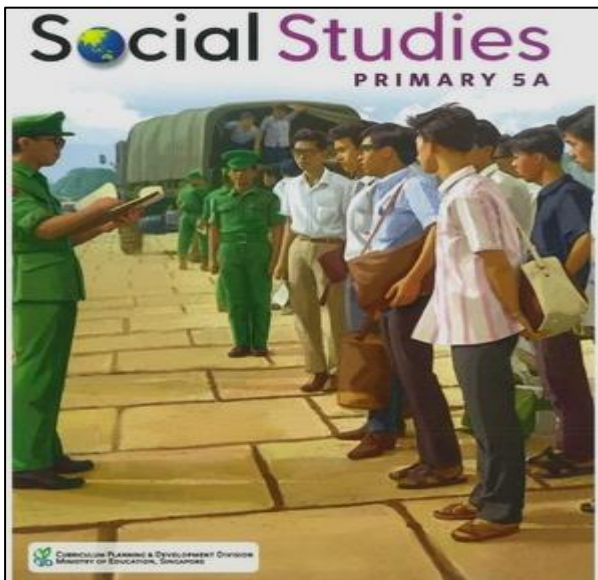
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**JYPS CCE Signature Programme**





## P5 Social Studies – Understanding Singapore & SEA



### Cohort Learning Journey in Sem 2



*NE Show*



**INDIAN HERITAGE CENTRE**

**@ Little India, Singapore**

*Onsite LJ to Indian Heritage Centre*

**How Raffles Established a British Port in Singapore**

This graphic novel is based on multiple stories.

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 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 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.

@junyuan1819423





# 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

Mount Timpoong Hibok-Hibok National Park

About (Hibok-Hibok) Mount Timpoong-Hibok-Hibok National Reserve

Map of Mount Timpoong-Hibok-Hibok (NH)

What makes this park important? (Hibok-Hibok)

What are the natural features of the park?

What makes this park important?

What are the animal species that live here?

What are the plant species that grow here?

Giant muntjac, Litter frog, Small Indian Civet, Cardia, Leythrona, Pongamia

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

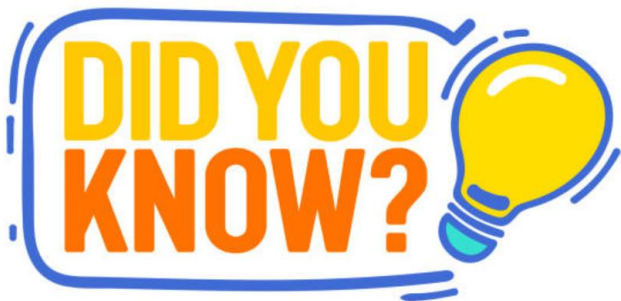


## Did You Know?

### JYPS Signature Programme

#### 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

#### 3 '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.

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





# VIA Projects (by level)

## Be Responsible and Caring Citizens

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

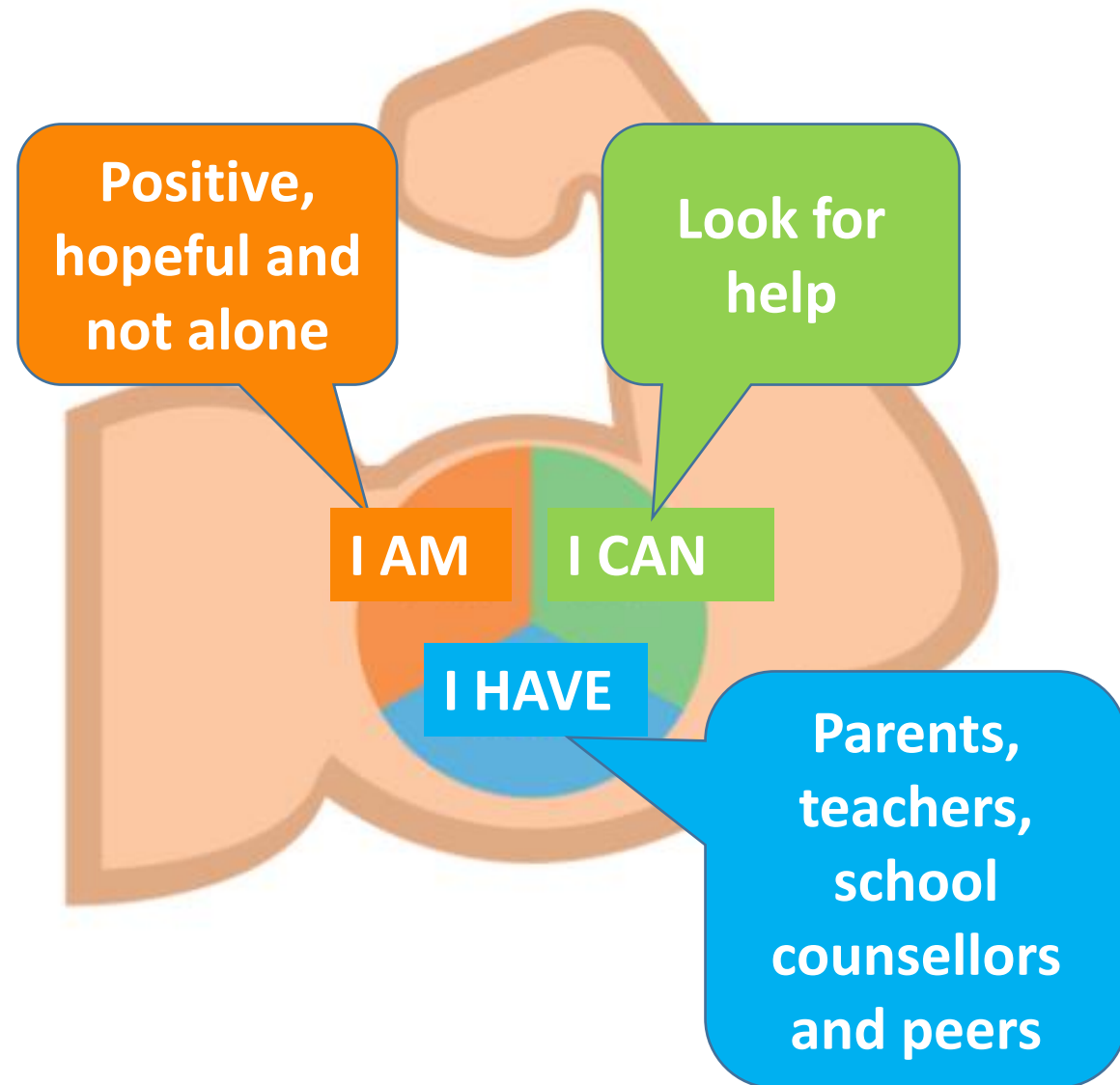
<https://www.moe.gov.sg/education-in-sg/our-programmes/social-and-emotional-learning/self-resources-for-parents>

## 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](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

