

# 2014 SYLLABUS CHARACTER AND CITIZENSHIP EDUCATION PRIMARY



**STUDENT DEVELOPMENT CURRICULUM DIVISION  
MINISTRY OF EDUCATION, SINGAPORE**



Ministry of Education  
SINGAPORE

*“Our education system must... nurture Singapore citizens of good character, so that everyone has the moral resolve to withstand an uncertain future, and a strong sense of responsibility to contribute to the success of Singapore and the well-being of fellow Singaporeans.”*

*Mr Heng Swee Keat, Minister for Education*

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## Understanding Character and Citizenship Education

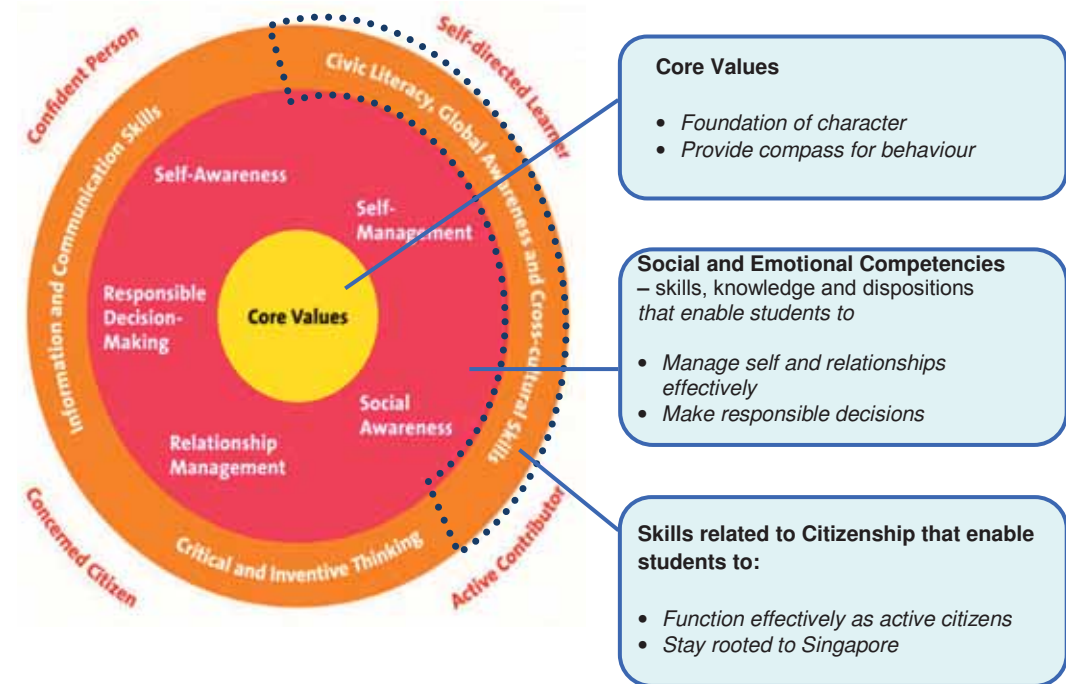
Character and Citizenship Education (CCE) has always been at the heart of Singapore’s education system. In CCE, our students learn to be responsible to family and community; and understand their roles in shaping the future of our nation. The emerging trends and global developments that impact our society, such as societal changes, globalisation and technological advancements are taken into consideration in the development of the CCE curriculum.

The goal of CCE is to inculcate values and build competencies in our students to develop them to be good individuals and useful citizens. Since 1959, various key programmes have been introduced to inculcate values, habits, competencies and skills in our students. Some of these programmes include Civics and Moral Education (CME, 1992), National Education (NE, 1997), Social and Emotional Learning (SEL, 2005), and learning experiences such as Co-Curricular Activities (CCA).

The new CCE curriculum shifts our focus from programmes to a common purpose. The desired outcomes of CCE are aligned to our Key Stage Outcomes (KSOs) and Desired Outcomes of Education (DOE).

CCE is central to the Framework for 21st Century Competencies and Student Outcomes (Figure 1). It emphasises the interconnectedness of the core values, social and emotional competencies and civic literacy, global awareness and cross-cultural skills that are critical for character and citizenship development of our students.

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

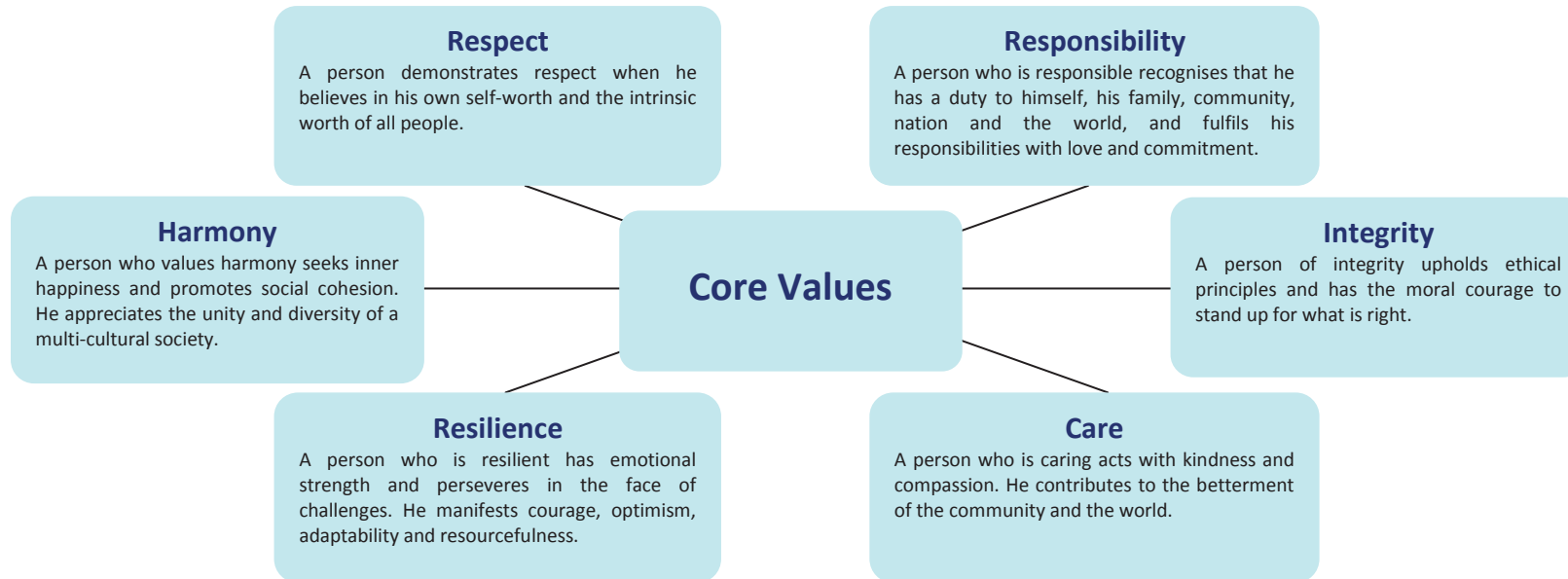


## Core Values

The core values (Respect, Responsibility, Resilience, Integrity, Care and Harmony) are fundamental for a person of good character and a useful citizen of Singapore. They guide students to discern between right and wrong, help them to make responsible choices and become more aware of their roles in society. The core values (Figure 2) are derived from Our Shared Values, the Singapore Family Values, Singapore 21 Vision and the National Education messages (refer to Annex A).



Figure 2: Core Values



## Social and Emotional Competencies

Social and emotional learning (SEL) is the acquisition of skills needed to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively<sup>1</sup>.

Social and emotional competencies (Figure 3) can be categorised into five interrelated domains: self-awareness, self-management, social awareness, relationship management and responsible decision making. The domains of self-awareness and self-management relate to the understanding of self which helps in managing one’s emotions and personal behaviours. The domains of social awareness and relationship management relate to one’s social interactions. In responsible decision making, moral and ethical choices have to be made with regard to how one handles oneself, relate to others and deal with challenging situations.



**Figure 3: Social and Emotional Competencies**



<sup>1</sup> CASEL: Collaborative for Academic, Social and Emotional Learning.

## Skills Related to Citizenship Competencies

The skills related to citizenship competencies are articulated in the components of the domain of civic literacy, global awareness and cross-cultural skills in the Framework for 21<sup>st</sup> Century Competencies and Student Outcomes. They enable students to function effectively as concerned citizens who stay rooted to Singapore (Figure 4). This aligns with the goal of CCE to nurture our students to be citizens of good character.



**Figure 4: Components of the Civic Literacy, Global Awareness and Cross-Cultural Skills**





## Learning Outcomes

The Learning Outcomes (LOs) of CCE (Figure 5) state what we want our students to learn and attain. The CCE core values are embedded in the eight LOs. LOs 1 to 4 depict different aspects of character building that are interrelated and feature social and emotional competencies. LOs 5 to 8 are guided by key tenets of 21<sup>st</sup> Century citizenship and arranged according to attributes of citizenship such as identity, culture, and active, responsible engagement as a member of society.

**Figure 5: Character and Citizenship Education Learning Outcomes**

- LO1** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO2** Act with integrity and make responsible decisions that uphold moral principles
- LO3** Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO4** Be resilient and have the ability to turn challenges into opportunities
- LO5** Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
- LO6** Value Singapore's socio-cultural diversity, and promote social cohesion and harmony
- LO7** Care for others and contribute actively to the progress of our community and nation
- LO8** Reflect on and respond to community, national and global issues, as an informed and responsible citizen

## Components in CCE

The components in CCE comprise CCE lessons, Form Teacher Guidance Period (FTGP), school-based CCE and CCE Guidance Module.

The CCE syllabus provides the knowledge, skills, values and attitudes to be taught explicitly during CCE lessons, FTGP and school-based CCE. A separate syllabus has been developed for Sexuality Education (SEd) for Primary 5 to Primary 6 students to meet their developmental needs.

Components in CCE	What it refers to
<b>CCE Lessons</b>	Teaching of values, knowledge and skills for CCE in Mother Tongue Languages
<b>Form Teacher Guidance Period (FTGP)</b>	Teaching of social and emotional competencies (including Cyber Wellness and Education and Career Guidance and) and building teacher-student relationship
<b>School-based CCE</b>	Could include <ul style="list-style-type: none"><li>• assembly programmes linked to CCE</li><li>• lessons on school values</li></ul>
<b>CCE Guidance Module</b>	<ul style="list-style-type: none"><li>• Sexuality Education (SEd)</li></ul>

## Curriculum Time

The total curriculum time (Primary) for CCE comprises CCE lessons (one hour for lower primary and one and a half hours for upper primary), half an hour of FTGP and half an hour of Assembly each week. The total curriculum time for CCE for the Lower and Upper Primary levels is 60 and 75 hours respectively. The CCE syllabus will be delivered through CCE lessons, FTGP and school-based CCE. The structures for curriculum time for Primary levels are shown in Figures 6 to 8.

### CCE lessons:

CCE lessons in the Primary levels are taught in the Mother Tongue Languages (MTL). For students who offer the non-Tamil Indian Languages (NTIL), namely, Bengali, Punjabi and Urdu as their Mother Tongue and for those who are exempted from taking MTL, CCE will be taught in English. To cater to these students, Instructional Materials (IMs) will also be available in English.

### Form Teacher Guidance Period (FTGP):

SEL is explicitly taught during FTGP. In addition, form teachers bond with students through interaction activities within the period. Lessons on Cyber Wellness (CW), Education and Career Guidance (ECG) and protection from abuse (Primary 1 to Primary 4) have been incorporated in FTGP lessons to address specific issues, reinforce the core values and social and emotional competencies to enable students to apply them to the specific contexts.

**School-based CCE:**

Schools will be given the space and flexibility to customise and deliver their school-based CCE over 11 to 15 hours per year. School-based CCE could include activities which focus on school values, such as assembly programmes and lessons on school values.

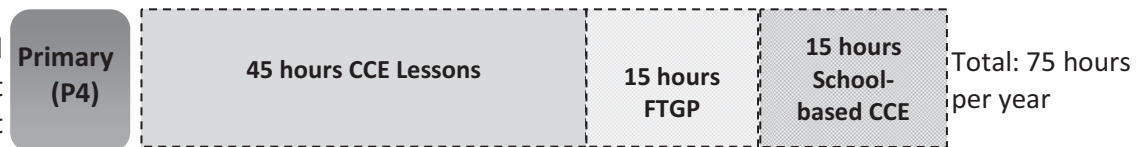
**CCE Guidance Module:**

The compulsory CCE Guidance Module, namely, SEd (delivered through the Growing Years series), has specific objectives and content which address issues associated with child and adolescent development. Schools are required to set aside 4 hours a year in Primary 5 and 6 to deliver SEd as shown in Figure 8.

**Figure 6: Curriculum Time for Lower Primary (P1-P3)**



**Figure 7: Curriculum Time for Upper Primary (P4)**



**Figure 8: Curriculum Time for Upper Primary (P5- P6)**



## Guiding Principles in Developing the CCE Syllabus

### 1. Student-centric, values-driven education

In the design of the CCE syllabus, age-appropriateness is a critical consideration. The CCE syllabus draws upon various child development theories (Annex B) that provide insights on how students at various stages think, develop and learn. Teachers will provide opportunities for students to

- construct their understandings from their daily experiences with others; and
- engage in experiential learning and interact with peers of different abilities.

### 2. Balanced Representation of character and citizenship

Good character is essential in developing good citizens. To develop into good citizens, teachers will encourage students to

- make responsible choices that are anchored in sound moral principles;
- display moral courage in standing up for what is right;
- have emotional strength and manifest optimism, adaptability and resourcefulness to work with our national constraints yet firmly believe that there are opportunities for them to thrive and succeed;
- show concern to others and look beyond their own interests to those of others in the family, school, community, nation and the world; and
- offer their time and effort to serve the community.

### 3. Expanding domains from self to the world

The development of children and adolescents takes place in the context of an ecosystem of relationships (Bronfenbrenner, 1979). Teachers will encourage students to put values into practice within the context of real-life situations in the family, school, community, nation and the world. Studies have shown that students embrace their social roles as they interact with the world around them and act with consideration of the consequences of their actions on themselves and others.

### 4. Students' life experiences as possible contexts

Teachers will use students' life experiences to form possible contexts for the delivery of CCE so that students can better retain the knowledge, skills and values taught to them. Students learn more effectively when they process new information or knowledge in a context that is familiar to them. It is therefore important for students to recognise what values and social and emotional competencies look like in practice. The increasing complexity of the life experiences from lower primary to upper primary creates the spiralling and the progression for the learning of knowledge, skills, values and attitudes in CCE.

## **Guiding Principles for Teaching and Learning**

### **1. Every teacher a CCE teacher**

Teachers are best placed to lead and uphold the core values. Teachers will role model and create learning opportunities to shape and instil in every student the core values. Teachers will develop in each of them a sense of self-worth and confidence, a spirit of resilience, care and compassion for others. Teachers will take ownership of their professional development to equip themselves with the expertise and competencies to nurture every student to become an active citizen of good character.

### **2. Values are both taught and caught**

Values are taught when they are explicitly expressed through the knowledge and skills encapsulated in the CCE learning outcomes. Values are caught when students see values lived out in different learning experiences, first in the role models and significant adults to them, then in their own lives. The quality of teacher-student relationships and a caring environment will be essential to the character development of the students.

### **3. Engaging students through varied modes of delivery**

Students learn values through instruction, skills practice, role modelling by teachers or peers, and positive reinforcement during structured lesson time and teachable moments. Teachers will provide learning experiences, such as the four National Education commemorative days, Values in action (VIA), co-curricular activities for the learning and application of values, knowledge, skills and attitudes.

### **4. Parents as key partners**

Parents are the key navigators of their children's growth. Students benefit the most when the home and school environments are attuned to each other. A number of studies have connected home-school collaboration to better learning, healthy self-esteem, more positive attitudes and behaviour in life. Hence, schools will engage and collaborate with parents to provide the necessary family care, support and reinforcement at home. Effective communication of the school's CCE programmes and the provision of platforms for parents' active involvement in schools will help parents become engaged partners.

## Three Big Ideas in CCE

The three overarching big ideas of Identity, Relationships and Choices are the core concepts in CCE to enable students to develop key understandings.

**Identity:** Having a sense of identity involves embracing a set of values and ideals. A well-developed identity gives one a sense of one's strengths, weaknesses, and individual uniqueness (Marcia, 1966)<sup>2</sup>. The development of self-understanding is significant in middle and late childhood, especially from 8 to 11 years of age. Children have a need for a sense of competence and industry before moving towards identity formation in adolescence (Erikson, 1950<sup>3</sup>, 1968<sup>4</sup>). It enables students to achieve self-knowledge, take responsibility for their actions and relate well with others (Young, 1991)<sup>5</sup>. Studies which investigated the relationship between values, choices and behaviour show that values make up part of one's self determination and thus, contribute to one's sense of identity (Holland, 2002)<sup>6</sup>.

**Relationships:** Relationships engage children in the community to help them define who they are, what they can become, and how and

why they are important to other people<sup>7</sup>. Social constructivists advocate that cognitive development originates from interaction with others (Vygotsky, 1962, Bandura, 1977)<sup>8</sup>. The role of social contexts is central to child development (Bronfenbrenner, 1986)<sup>9</sup>. Children experience their world as an environment of relationships, and these relationships affect all aspects of their development: cognitive, social, emotional, physical, and moral. In middle and late childhood, children show an increase in perspective taking ability (Selman, 1980)<sup>10</sup>, which coupled with empathy<sup>11</sup>, are foundational to relating to others.

**Choices:** Values guide one's choices and choices reveal a person's character and value system. Choices, which influence one's behaviour, are based on values (Wilis, 1998)<sup>12</sup>. Students need values to make choices and understand why certain choices are right or wrong (Berkowitz, 2005)<sup>13</sup>. Choices are necessary to help students act upon values, to do what they believe to be right, even in the face of pressure and temptation (Lickona, 1991)<sup>14</sup>. Thus, choices are platforms that enable students to apply and clarify their values.

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<sup>2</sup> Marcia, J. E., (1966), Development and validation of ego identity status, *Journal of Personality and Social Psychology* 3, pp. 551-558.

<sup>3</sup> Erikson, E.H. (1950). *Childhood and society*. New York: W. W. Norton.

<sup>4</sup> Erikson, E.H. (1968). *Identity: Youth and crisis*. New York: W. W. Norton.

<sup>5</sup> Elliot, S.N, Kratochwill, T.R, Littlefield Cook, J., Travers, J.F (2000) *Educational Psychology* (3rd Ed) pp 102, MCGraw Hill, USA.

<sup>6</sup> Holland, R.W (2002), Motivated Decision Making; Effects of Activation and Self-Centrality of Values on Choices and Behaviour, *Journal of Personality and Social Psychology* Vol 82, No. 3, pp. 434-447.

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<sup>7</sup> National Scientific Council on the Developing Child(2004). Young children develop in an environment of relationships. Working Paper No. 1, Harvard University. Retrieved from <http://www.developingchild.net>

<sup>8</sup> J. Santrock, V. Woloshyn, T. Gallagher, T. Petta, Z. Marini (2010), *Educational Psychology* (3rd Canadian Edition), McGraw-Hill Higher Education pp53.

<sup>9</sup> Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

<sup>10</sup> Selman, R. (1980). *The growth of interpersonal understanding*. New York: Academic Press.

<sup>11</sup> Preston, S.D., & de Waal, F.B.M. (2002). Empathy: Its ultimate and proximate bases. *Behavioral and Brain Sciences*, 25, 1-72.

<sup>12</sup> Wilis, C.(1998).Cooperative Extension, *Decision Making The Foundation for Responsible Behaviour* 7/98.

<sup>13</sup> Berkowitz,M. (2005), What works in character education: A research-driven guide for educators. Retrieved July 18, 2012, from Character education partnership database.

<sup>14</sup> Lickona, T. (1991), *Educating For Character*, New York: Bantam.

## Key Understandings and Key Questions

Key understandings and overarching key questions are crafted to unpack each big idea. Overarching key questions are identified to guide and stimulate discussions in the classroom. For each domain, key questions are further identified from overarching key questions to guide students to think about the habits, values, attitudes, competencies and skills that they have to handle diverse life experiences.

	Big Idea 1: Identity	Big Idea 2: Relationships	Big Idea 3: Choices
<b>Synopsis</b>	<p><i>Identity, Relationships and Choices, are interconnected and impact one another.</i></p> <ul style="list-style-type: none"> <li>• Students need to know who they are in order to relate positively with others.</li> <li>• The relationships they forge shape their identity and influence the choices they make.</li> <li>• The ability to make good choices impacts their understanding of their own identity and the relationships they form.</li> </ul> <p>The three big ideas need to be anchored on values to form the support structure for students to live their life as persons of good character and useful citizens in a globalised world.</p>		
<b>Key Understandings</b> (These are what the students need to know.)	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>• Identity is complex.</li> <li>• Identity shapes perceptions and relationships.</li> </ul>	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>• Relationships are fundamental to life.</li> <li>• Relationships change over time.</li> </ul>	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>• Choices shape character.</li> <li>• Choices affect self and others.</li> </ul>
<b>Overarching Key Questions</b> (These questions guide students to develop the key understandings.)	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What is different about me?</li> <li>• How do I see people and the world around me?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I define relationships?</li> <li>• Why build relationships?</li> <li>• How do my relationships affect others and me?</li> </ul>	<ul style="list-style-type: none"> <li>• Who can I be?</li> <li>• What choices do I make?</li> <li>• How do I make choices?</li> </ul>

Domains		Key Questions		
		Identity	Relationships	Choices
<b>Self</b>	<b>Being who I am and Becoming who I can be</b>	How am I similar to others? How am I different from others?	How does the way I perceive and manage myself affect my relationship with others?	How are the choices I make good for others and me?
<b>Family</b>	<b>Strengthening Family Ties</b>	Who am I in my family?	How do I build and maintain relationships in my family?	How would my actions affect my family and myself?
<b>School</b>	<b>Fostering Healthy Friendships and Team Spirit</b>	How am I a friend to others? What are our roles when we work in a team?	Who are my friends? How do we work well together?	What do I want in a friendship? How would we use our strengths to build a team?
<b>Community</b>	<b>Understanding Our Community and Building an Inclusive Society</b>	What is an inclusive society to us?	How do we understand and relate to others in an inclusive society?	What are our roles in building an inclusive society?
<b>Nation</b>	<b>Developing a Sense of National Identity and Nation Building</b>	What makes us Singaporeans?	How do my relationships with others contribute to nation building?	How would we demonstrate our commitment to the well-being of Singapore?
<b>*World</b>	<b>Being an Active Citizen in a Globalised World</b>	What does it mean to be an active citizen in a globalised world?	How do we interact with the people in a globalised world?	How would we use our strengths and abilities to meet the needs of a globalised world?

*\*The domain of World applies only to P5-P6.*



## Character and Citizenship Education Syllabus Content for Primary Levels

### Domain: Self

#### Focus: Being who I am and Becoming who I can be

#### Learning Outcomes:

**LO 1:** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

**LO 2:** Act with integrity and make responsible decisions that uphold moral principles

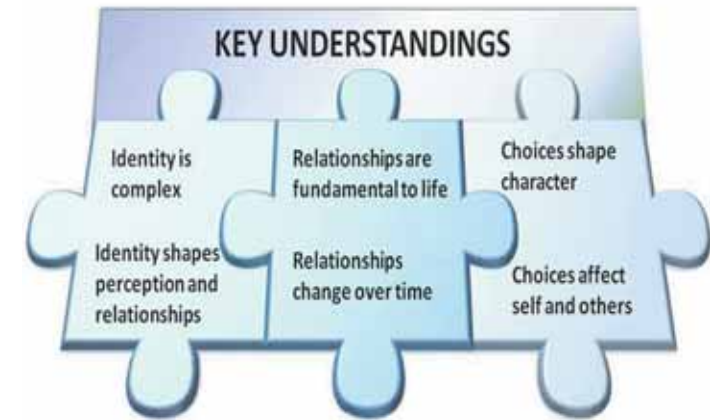
**LO 4:** Be resilient and have the ability to turn challenges into opportunities

#### Key Questions:

**Identity:** How am I similar to others? How am I different from others?

**Relationships:** How does the way I perceive and manage myself affect my relationship with others?

**Choices:** How are the choices I make good for others and me?



CONTENT		P1-P2	P3-P4	P5-P6
KNOWLEDGE	<b>Perception of Self</b>			
	• Know that everyone is unique and different	✓		
	• Know personal likes and dislikes; and strengths and weaknesses	✓		
	• Know the ways to demonstrate one's abilities, strengths, personal qualities, skills and interests		✓	✓
	• Know the reasons for valuing one's abilities, strengths, personal qualities, skills and interests			✓
	<b>Understanding Emotions</b>			
	• Know a variety of emotions	✓	✓	
	• Know that some emotions such as anger, fear, guilt, anxiety and stress, etc, make one feel uncomfortable	✓	✓	
	• Understand that uncomfortable emotions and impulsive behaviours have consequences	✓	✓	
	• Know ways to manage uncomfortable emotions and impulsive behaviour	✓	✓	✓
• Know that emotions that make one feel uncomfortable can spur one to take responsible actions for self-improvement		✓	✓	

	CONTENT	P1-P2	P3-P4	P5-P6
KNOWLEDGE	<ul style="list-style-type: none"> <li>Understand that one's thoughts can affect one's emotions and behaviours</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>Recognise the symptoms and behaviours of stress and anxiety</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>Know what causes stress and anxiety</li> </ul>			✓
	<b>Knowing My Priorities</b>			
	<ul style="list-style-type: none"> <li>Know the importance of setting simple learning goals</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Know what goals are and the reasons for setting them</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>Know ways to be focused on achieving goals and aspirations</li> </ul>			✓
	<b>Changes in Life</b>			
	<ul style="list-style-type: none"> <li>Know the changes around one's life</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Understand and accept that there are changes in life</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>Know that challenges come with changes and what one can do about them <ul style="list-style-type: none"> <li>Know ways to cope with changes</li> <li>Know where and when to seek help</li> <li>Know what it means to be resilient and what can be done to be a resilient person</li> <li>Understand the factors that contribute to resilience</li> </ul> </li> </ul>	✓	✓	✓
	SKILLS	<b>Knowing Myself</b>		
<ul style="list-style-type: none"> <li>View self positively <ul style="list-style-type: none"> <li>Express positive statements about oneself</li> <li>Present oneself positively to others</li> <li>Identify personal skills, attitudes and values to help oneself overcome changes and challenges</li> </ul> </li> </ul>		✓	✓	✓
<ul style="list-style-type: none"> <li>Recognising Emotions <ul style="list-style-type: none"> <li>Use a variety of words to describe emotions</li> <li>Describe variety of emotions and identify factors contributing to one's emotions</li> <li>Describe feelings of stress and anxiety and identify factors contributing to the stress and anxiety</li> </ul> </li> </ul>		✓	✓	✓
<b>Managing Emotions</b>				
<ul style="list-style-type: none"> <li>Demonstrate appropriate ways to manage uncomfortable emotions</li> </ul>		✓		
<ul style="list-style-type: none"> <li>Develop appropriate ways to <ul style="list-style-type: none"> <li>express and manage uncomfortable emotions in a variety of contexts</li> </ul> </li> </ul>			✓	✓

	CONTENT	P1-P2	P3-P4	P5-P6
SKILLS	<ul style="list-style-type: none"> <li>○ manage the negative impact of others' expectations</li> </ul>			✓
	<ul style="list-style-type: none"> <li>● Process emotions and reflect on impact and consequences of actions on others and self</li> </ul>			✓
	<b>Stress Management</b>			
	<ul style="list-style-type: none"> <li>● Identify symptoms and behaviours linked to stress and anxiety</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>● Develop appropriate ways to manage stress and anxiety</li> </ul>		✓	✓
	<b>Impulse control</b>			
	<ul style="list-style-type: none"> <li>● Recognise when one has acted impulsively</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>● Develop alternative behaviours that bring about positive consequences</li> </ul>		✓	✓
	<b>Help seeking</b>			
	<ul style="list-style-type: none"> <li>● Seek help when faced with challenges</li> </ul>	✓	✓	✓
	<b>Goal-setting</b>			
	<ul style="list-style-type: none"> <li>● Set simple learning goals</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>● Set realistic goals for self-development and work towards achieving them</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>● Monitor one's progress, and refine one's learning goals and plans</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>● Develop helpful thoughts for self-motivation</li> </ul>			✓
	<b>Responsible Decision Making</b>			
	<ul style="list-style-type: none"> <li>● Consider possible options and consequences in making decisions</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>● Make decisions based on a sound value system</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>● Reflect on how one's actions can affect others</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>● Stand up for what is right despite the challenges faced</li> </ul>	✓	✓	✓
<b>Reflection</b>				
<ul style="list-style-type: none"> <li>● Think back and learn from <ul style="list-style-type: none"> <li>○ one's experiences</li> </ul> </li> </ul>	✓			
<ul style="list-style-type: none"> <li>○ Experiences of others</li> </ul>		✓	✓	
<ul style="list-style-type: none"> <li>● Think positively about life's challenges</li> </ul>			✓	

CONTENT		P1-P2	P3-P4	P5-P6
VALUES	<b>Responsibility:</b>	✓	✓	✓
	• in caring for one's own well being			
	• in making decision	✓	✓	✓
	<b>Respect</b> for self	✓	✓	✓
	<b>Resilience</b> as demonstrated through having emotional strength	✓	✓	✓
ATTITUDES	Self-efficacy and belief in one's competence	✓	✓	✓
	Having a lively curiosity about things in life	✓	✓	✓
	Self-discipline	✓	✓	✓
	Courage and perseverance to face changes and challenges	✓	✓	✓
	Self-motivation to achieve goals	✓	✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:		
Possible Contexts for Primary 1 to Primary 2	Possible Contexts for Primary 3 to Primary 4	Possible Contexts for Primary 5 to Primary 6
<ul style="list-style-type: none"> <li>• First day of school</li> <li>• Adapting to the changes on the first day of school</li> <li>• Getting used to routines</li> <li>• Managing myself without my parents' help</li> <li>• Learning new subjects</li> <li>• Making new friends</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustment to new class size</li> <li>• Settling into my new class</li> <li>• Learning new subjects</li> <li>• Finishing my homework</li> <li>• Taking formal examinations</li> <li>• Choosing a CCA</li> <li>• Joining a CCA</li> <li>• Planning my time</li> <li>• Handling money and house-keys</li> <li>• Making my way to school and home safely</li> <li>• Knowing people online</li> <li>• Experiencing physical changes</li> </ul>	<ul style="list-style-type: none"> <li>• Being a leader</li> <li>• Taking national examinations</li> <li>• Choosing a secondary school</li> <li>• Facing setbacks and obstacles</li> </ul>

## Domain: Family

### Focus: Strengthening Family Ties

#### Learning Outcomes:

**LO 1:** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness

**LO 2:** Act with integrity and make responsible decisions that uphold moral principles

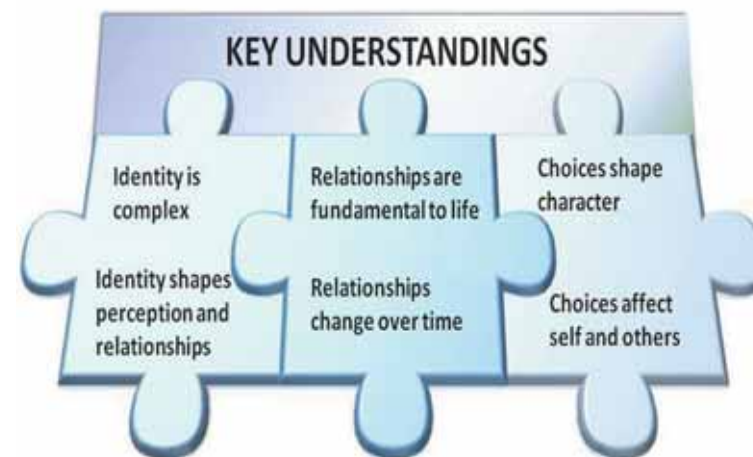
**LO 3:** Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

#### Key Questions

**Identity:** Who am I in my family?

**Relationships:** How do I build and maintain relationships in my family?

**Choices:** How would my actions affect my family and myself?



CONTENT		P1-P2	P3-P4	P5-P6
<b>KNOWLEDGE</b>	<b>Positive Family Relationships</b>			
	• Know what positive family relationships look like	✓	✓	✓
	• Understand the importance of one's roles and responsibilities in the family	✓	✓	✓
	<b>Family Issues</b>			
	• Know when and where to seek help when family is in need		✓	✓
	• Understand the ways of dealing with changes in family		✓	✓
	<b>Care for family</b>			
• Understand the importance of being caring to others at home	✓	✓	✓	
• Know the ways to				
○ care for others at home	✓	✓		
○ contribute towards improving the lives of others at home			✓	
<b>SKILLS</b>	<b>Building and maintaining positive relationships</b>			
	• Listen attentively to what is said and respond appropriately	✓	✓	

	CONTENT	P1-P2	P3-P4	P5-P6
<b>SKILLS</b>	• Speak in a respectful manner to others	✓	✓	✓
	• Show care and consideration for others	✓	✓	✓
	• Value others in the family		✓	✓
	• Identify feelings of others from their non-verbal cues		✓	✓
	• Seek clarification with, and express one's thoughts and feelings appropriately to others		✓	✓
	• Put others in the family first			✓
	<b>Perspective Taking</b>			
	• Recognise the thoughts and feelings of others	✓	✓	
	• Show sensitivity towards others in the family in various situations		✓	✓
	<b>Conflict Resolution</b>			
	• Show appropriate ways of handling disagreement with others at home	✓	✓	✓
	<b>Help-Seeking</b>			
	• Seek help from family members	✓	✓	✓
	<b>Help-Providing</b>			
	• Provide help when family faces challenges		✓	✓
	<b>Responsible Decision Making</b>			
	• Consider possible options and consequences in making decisions	✓	✓	✓
	• Make decisions based on a sound value system	✓	✓	✓
• Reflect on how one's actions can affect others	✓	✓	✓	
• Stand up for what is right despite the challenges faced		✓	✓	
<b>Reflection</b>				
• Think back on how the values of care, respect and responsibility were shown to others at home and learn how to express these values better	✓	✓	✓	
<b>VALUES</b>	<b>Responsibility</b> in the family	✓	✓	✓
	<b>Care</b> for the thoughts, feelings and concerns/needs of others at home	✓	✓	✓
	<b>Harmony</b> in the family	✓	✓	✓
	<b>Respect</b> for others at home	✓	✓	✓

CONTENT		P1-P2	P3-P4	P5-P6
ATTITUDES	Humility in interacting with others at home	✓	✓	✓
	Valuing others who are different in the family	✓	✓	✓
	Empathy for others at home	✓	✓	✓
	Confidence that one can make a difference in the family	✓	✓	✓
	Sharing with and putting others first in the family	✓	✓	✓
	Taking initiative to contribute towards improving the lives of others at home	✓	✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:		
Possible Contexts for Primary 1 to Primary 2	Possible Contexts for Primary 3 to Primary 4	Possible Contexts for Primary 5 to Primary 6
Performing VIA: <ul style="list-style-type: none"> <li>• Making my own bed</li> <li>• Greeting others at home</li> <li>• Keeping study area clean</li> <li>• Clearing up after meals</li> </ul>	<ul style="list-style-type: none"> <li>• Helping out with household chores</li> <li>• Spending time with my family</li> <li>• Getting along with my siblings and playmates</li> <li>• Helping out with home celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Spending time with my family</li> <li>• Taking care of my family members</li> <li>• Taking initiative to plan and celebrate special occasions involving family members</li> </ul>

**Domain: School**

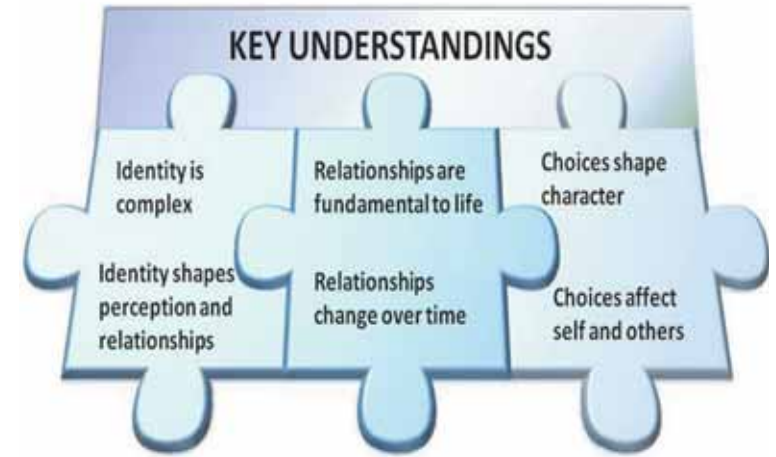
**Focus: Fostering Healthy Friendships and Team Spirit**

**Learning Outcomes:**

- LO 1:** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- LO 2:** Act with integrity and make responsible decisions that uphold moral principles
- LO 3:** Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- LO 7:** Care for others and contribute actively to the progress of our community and nation

**Key Questions**

- Identity:** How am I a friend to others? What are our roles when we work in a team?
- Relationships:** Who are my friends? How do we work well together?
- Choices:** What do I want in a friendship? How can we use our strengths to build a team?



CONTENT		P1-P2	P3-P4	P5-P6
KNOWLEDGE	<b>Healthy Friendships</b>			
	• Know the ways of starting friendships	✓		
	• Recognise what healthy friendships are and know why they are important		✓	✓
	• Know that there can be conflicts in friendships and the ways to resolve them		✓	✓
	<b>Working in Teams</b>			
	• Know the ways for effective communication when working in teams:			
	○ Taking turns to speak	✓		
	○ Understanding the need for rules	✓		
	○ Listening attentively to others	✓	✓	
	○ Participating actively		✓	
○ Expressing oneself appropriately		✓	✓	
○ Respect different opinions		✓	✓	
• Know ways to handle disagreements:	✓	✓		



CONTENT		P1-P2	P3-P4	P5-P6
KNOWLEDGE	○ Alerting teachers			
	○ Reminding group members to respect different opinions		✓	✓
	<b>Care for others</b>			
	• Know ways to show care for others	✓	✓	✓
	• Know that one should be sensitive towards thoughts and feelings of peers and online friends		✓	✓
	• Understand the importance of caring for others		✓	✓
	<b>Negative relationships</b>			
• Know what negative relationships are and how they look like	✓	✓		
• Know that negative relationships affect one's self-esteem and team's synergy		✓	✓	
• Know when and where to seek help when faced with negative relationships	✓	✓	✓	
SKILLS	<b>Building and maintaining positive relationships</b>			
	• Listen attentively to what is said and respond appropriately	✓	✓	
	• Speak in a respectful manner to others	✓	✓	✓
	• Show care and consideration for others	✓	✓	✓
	• Value others in the school		✓	✓
	• Identify feelings of others from their non-verbal cues		✓	✓
	• Seek clarification with, and express one's thoughts and feelings appropriately to others		✓	✓
	• Put others in the school first			✓
	<b>Perspective Taking</b>			
	• Consider the thoughts and feelings of others	✓	✓	✓
	• Recognise that others can respond differently to the same situation		✓	✓
	• Being sensitive to the feelings of others			✓
	<b>Conflict resolution</b>			
	• Show ways to handle disagreement with others		✓	✓
	<b>Help-Seeking</b>			
	• Seek help from others when faced with challenges	✓	✓	✓
	<b>Help-Providing</b>			
• Provide help to others who are facing challenges		✓	✓	

	CONTENT	P1-P2	P3-P4	P5-P6
<b>SKILLS</b>	<b>Responsible Decision Making</b>			
	• Consider possible options and consequences in making decisions	✓	✓	✓
	• Make decisions based on a sound value system	✓	✓	✓
	• Reflect on how one's actions can affect others	✓	✓	✓
	• Stand up for what is right despite the challenges faced		✓	✓
<b>Reflection</b>				
	• Think back and learn from experiences with others in school	✓	✓	✓
<b>VALUES</b>	<b>Respect</b> for others	✓	✓	✓
	<b>Responsibility:</b>			
	• in making decisions	✓	✓	✓
	• towards others		✓	✓
	<b>Resilience</b> as demonstrated through emotional strength in the face of challenges	✓	✓	✓
	<b>Integrity</b> and moral courage in standing up for what is right	✓	✓	✓
	<b>Care</b> for others' thoughts, feelings and concerns/needs	✓	✓	✓
<b>Harmony</b> with others	✓	✓	✓	
<b>ATTITUDES</b>	Consideration for others' thoughts, feelings and concerns/needs	✓	✓	✓
	Valuing others who are different	✓	✓	✓
	Empathy for others	✓	✓	✓
	Humility in interacting with others	✓	✓	✓
	Confidence that one can make a difference in school		✓	✓
	Sharing and putting others first		✓	✓
	Taking initiative to contribute towards improving the lives of others in school		✓	✓

<b>The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:</b>		
<b>Possible Contexts for Primary 1 to Primary 2</b>	<b>Possible Contexts for Primary 3 to Primary 4</b>	<b>Possible Contexts for Primary 5 to Primary 6</b>
<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Bullying and teasing</li> <li>• Communicating and interacting with peers</li> <li>• Participating in school events and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Helping friends</li> <li>• Being a leader</li> <li>• Managing bullying and abuses</li> <li>• Being a friend</li> <li>• Working together</li> <li>• Being in a CCA</li> <li>• Performing VIA</li> <li>• Experiencing peer pressure</li> <li>• Having conflicts with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends through social media</li> <li>• Communicating with others online</li> <li>• Managing online bullying and abuses</li> <li>• Facing defeat and failure</li> <li>• Going on learning journeys</li> <li>• Being a role model to juniors</li> <li>• Being a buddy to juniors</li> <li>• Planning and organising school events</li> </ul>

## Domain: Community

### Focus: Understanding Our Community and Building an Inclusive Society

#### Learning Outcomes:

**LO 6:** Value Singapore's socio-cultural diversity, and promote social cohesion and harmony

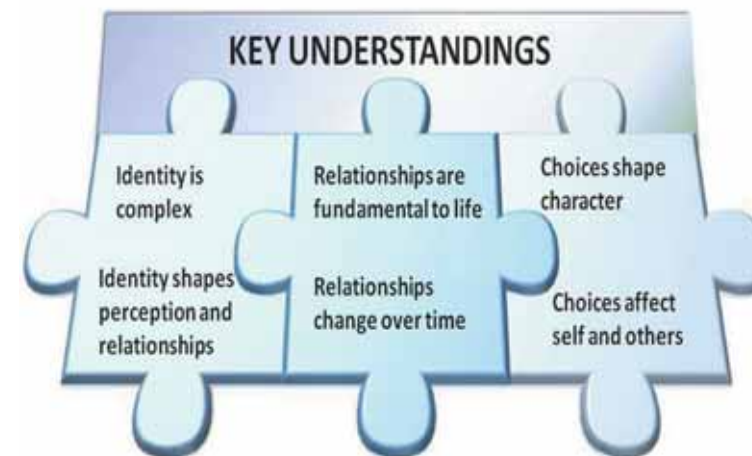
**LO 7:** Care for others and contribute actively to the progress of our community and nation

#### Key Questions

**Identity:** What is an inclusive society to us?

**Relationships:** How do we understand and relate to others in an inclusive society?

**Choices:** What are our roles in building an inclusive society?



	CONTENT	P1-P2	P3-P4	P5-P6
KNOWLEDGE	<b>Cultures and practices</b>			
	• Understand the richness of cultural festivals in Singapore	✓		
	• Understand the diversity of religious festivals and practices in Singapore		✓	
	• Understand the varied food practices and different books of wisdom from the religious groups			✓
	<b>Social cohesion and harmony</b>			
	• Understand that social cohesion and harmony is			
	○ getting along with friends of other races, cultures and nationalities	✓		
	○ interacting and getting along with friends from other socio-cultural groups <sup>15</sup>		✓	
	○ important to create better learning and living with other socio-cultural groups			✓
	○ having a culture of respect for one another's views	✓	✓	✓
• Know ways to respect people of other races and cultures	✓	✓	✓	
• Know ways to care for and contribute towards improving the lives of others			✓	
• Understand the roles and responsibilities as a member of the community			✓	

<sup>15</sup> Diverse socio-cultural groups/ settings comprise other races, religions, cultures, nationalities and/or social status. These include international students and new citizens.

	CONTENT	P1-P2	P3-P4	P5-P6
KNOWLEDGE	<b>Caring for the Community</b>			
	<ul style="list-style-type: none"> <li>• Understand that a caring person: <ul style="list-style-type: none"> <li>○ takes an interest in others' well-being</li> <li>○ shows empathy to understand the needs of others</li> <li>○ takes initiative to help others</li> </ul> </li> </ul>			✓
	<ul style="list-style-type: none"> <li>• Understand the importance of being caring to others in the community</li> </ul>			✓
SKILLS	<b>Building and maintaining positive relationships</b>			
	<ul style="list-style-type: none"> <li>• Listen attentively to what is said and respond appropriately</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>• Show care and consideration for others of different races and cultures</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>• Share with friends from other socio-cultural groups</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>• Identify feelings of others from their non-verbal cues</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>• Seek clarification and express one's thoughts and feelings appropriately with friends from other socio-cultural groups</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>• Use appropriate ways to provide help to friends from other socio-cultural groups</li> </ul>			✓
	<b>Perspective-taking</b>			
	<ul style="list-style-type: none"> <li>• Show sensitivity to how friends from other socio-cultural groups think, feel and behave, and put oneself in their shoes</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>• Recognise the strengths in others</li> </ul>			✓
	<b>Reflection</b>			
	<ul style="list-style-type: none"> <li>• Think back and learn from experiences with others in the community</li> </ul>	✓	✓	✓
VALUES	<b>Respect</b> for the			
	<ul style="list-style-type: none"> <li>• diversity of food and cultural festivals in Singapore</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>• religious festivals and places of worship in Singapore</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>• food practices and books of wisdom from the different socio-cultural groups</li> </ul>			✓
	<b>Care</b> for the feelings and needs of others	✓	✓	
	<b>Harmony</b> with others	✓	✓	
ATTITUDES	Being non-judgmental	✓	✓	✓
	Being appreciative of Singapore's diversity	✓	✓	✓

CONTENT		P1-P2	P3-P4	P5-P6
ATTITUDES	Empathy for others	✓	✓	✓
	Sharing and putting others first		✓	✓
	Valuing others who are different		✓	✓
	Humility in interacting with others			✓
	Confidence that one can make a difference			✓
	Taking initiative to contribute towards improving the lives of others			✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:		
Possible Contexts for Primary 1 to Primary 2	Possible Contexts for Primary 3 to Primary 4	Possible Contexts for Primary 5 to Primary 6
<ul style="list-style-type: none"> <li>Communicating with friends of other races</li> <li>Participating in Racial Harmony Day</li> </ul>	<ul style="list-style-type: none"> <li>Meeting people who are different in the society</li> <li>Going on learning journeys</li> <li>Participating in Racial Harmony Day</li> </ul>	<ul style="list-style-type: none"> <li>Performing VIA, including caring for the environment and animals</li> <li>Going on learning journeys</li> <li>Participating in Racial Harmony Day</li> </ul>

**Domain: Nation**

**Focus: Developing a Sense of National Identity and Nation Building**

**Learning Outcomes:**

**LO 5:** Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building

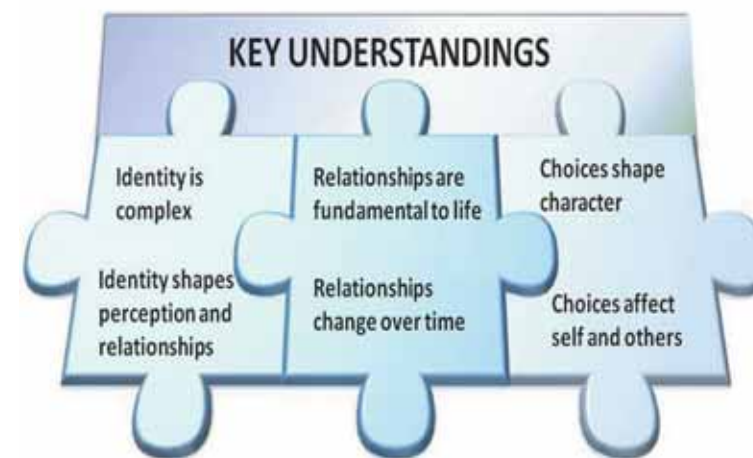
**LO 8:** Reflect on and respond to community, national and global issues, as an informed and responsible citizen

**Key Questions**

**Identity:** What makes us Singaporeans?

**Relationships:** How do my relationships with others contribute to nation building?

**Choices:** How do we demonstrate our commitment to the well-being of Singapore?



CONTENT		P1-P2	P3-P4	P5-P6
<b>KNOWLEDGE</b>	<b>National Identity</b>			
	• Know the Singapore heritage and culture and how it has influenced our unique way of life	✓		
	• Understand that national identity:			
	○ involves knowing the Singapore heritage and culture and how it has influenced our unique way of life		✓	✓
	○ is important because it gives one a sense of belonging		✓	✓
	○ shapes the Singaporean culture			✓
	• Know how one can contribute to shaping the national identity and culture by:			
	○ respecting multi-culturalism	✓		
	• Understand how one can contribute to shaping the national identity and culture by:			
	○ respecting multi-culturalism		✓	✓
○ appreciating and embracing other cultures			✓	
<b>Nation Building</b>				
• Know the five pillars contributing to the total defence of Singapore	✓			
• Understand how one can demonstrate commitment and play a role to the total defence of Singapore		✓	✓	
• Awareness of current issues faced by Singapore and the implications			✓	

	CONTENT	P1-P2	P3-P4	P5-P6
<b>SKILLS</b>	<b>Perspective-taking</b>			
	• Consider the feelings, thoughts and points of view of others	✓		
	○ from the same age-group		✓	
	○ in school			✓
	○ from the community and nation			✓
	<b>Responsible Decision Making</b>			
	• Consider possible options and consequences in making decisions	✓	✓	✓
	• Make decisions based on a sound value system	✓	✓	✓
	• Reflect on how one's actions can affect others	✓	✓	✓
	• Stand up for what is right despite the challenges faced		✓	✓
<b>Reflection</b>				
• Think back and learn from experiences of Singapore			✓	
• Reflect on how one's experiences build a sense of belonging	✓			
○ to Singapore		✓	✓	
○ by taking pride in and commitment to Singapore		✓	✓	
<b>VALUES</b>	<b>Care</b> for Singapore	✓	✓	✓
	<b>Loyalty</b> to Singapore	✓	✓	✓
	<b>Responsibility</b> towards Singapore	✓	✓	✓
	<b>Respect</b> for our national identity	✓	✓	✓
	<b>Civic responsibility</b> in being informed about national issues		✓	✓
	<b>Resilience</b> for the total defence of Singapore			✓
<b>ATTITUDES</b>	Sense of belonging to Singapore	✓	✓	✓
	Love for Singapore	✓	✓	✓
	Optimism and confidence in Singapore's future	✓	✓	✓
	Being concerned about what affects Singapore		✓	✓
	Commitment to the well-being of Singapore			✓
	Being proactive to keep oneself informed			✓



<b>The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:</b>		
<b>Possible Contexts for Primary 1 to Primary 2</b>	<b>Possible Contexts for Primary 3 to Primary 4</b>	<b>Possible Contexts for Primary 5 to Primary 6</b>
<ul style="list-style-type: none"> <li>• Participating in flag raising ceremony</li> <li>• Commemorating Total Defence Day</li> <li>• Celebrating National Day</li> </ul>	<ul style="list-style-type: none"> <li>• Commemorating Total Defence Day</li> <li>• Celebrating National Day</li> </ul>	<ul style="list-style-type: none"> <li>• Commemorating Total Defence Day</li> <li>• Attending National Education (NE) show</li> <li>• Celebrating National Day</li> <li>• Participating in exchange programmes or field trips</li> </ul>

**Domain: World\***

**Focus: Being an Active Citizen in a Globalised World**

*\*This domain applies to only P5-P6.*

**Learning Outcome:**

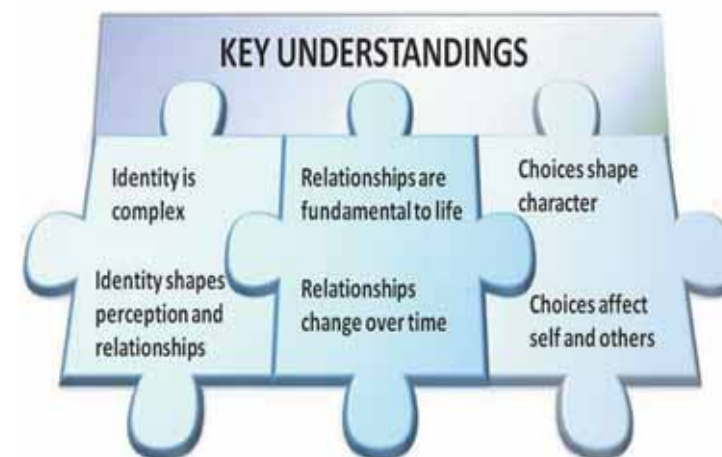
**LO 8:** Reflect on and respond to community, national and global issues, as an informed and responsible citizen

**Key Questions**

**Identity:** What does it mean to be an active citizen in a globalised world?

**Relationships:** How do we interact with the people in a globalised world?

**Choices:** How would we use our strengths and abilities to meet the needs of a globalised world?



CONTENT		P5-P6
KNOWLEDGE	<b>Active Citizen</b>	
	<ul style="list-style-type: none"> <li>Recognise the qualities of an informed and responsible citizen in a globalised world</li> <li>Know one’s role in Singapore</li> <li>Being interested about current issues faced by regional countries and the implications</li> </ul>	✓
SKILLS	<b>Perspective taking</b>	✓
	<ul style="list-style-type: none"> <li>Consider different points of view to make decisions based on sound values</li> </ul>	✓
	<b>Help- providing</b>	
	<ul style="list-style-type: none"> <li>Provide help to others who are facing challenges</li> </ul>	✓
	<b>Reflection</b>	
	<ul style="list-style-type: none"> <li>Think back and learn from experiences from regional countries</li> </ul>	✓
VALUES	<b>Respect</b> for others	✓
	<b>Responsibility</b> in helping others	✓
	<b>Care</b> for others’ thoughts, feelings and concerns / needs	✓
ATTITUDES	Empathy for others	✓
	Being concerned about what affects the world	✓
	Being pro-active to keep oneself informed	✓

**The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:**

**Possible Contexts for Primary 5 to Primary 6**

- Celebrating International Friendship Day
- Appreciating others through experiences in VIA
- Participating in exchange programmes or field trips

## Pedagogy

The CCE pedagogy is drawn from the Constructivist Theories. The teaching of CCE is process-based and focuses on the “why” and “how” instead of “what”. The teaching approaches aim to facilitate the learning of skills and internalisation of values through action and reflection as learners learn best when they are actively engaged.

Teachers can use a repertoire of process-based approaches and select relevant instructional strategies to engage students in the learning of CCE. The teaching approaches are elaborated in the following page.

**Figure 9: CCE Pedagogy**

**Process-based Approaches**

- Story Telling Approach
- Consideration Approach
- Cognitive Development Approach
- Experiential Learning Approach
- Modified Values Clarification Approach

A process-based teaching approach comprises instructional strategies such as:

- Role-playing
- Dialoguing
- Cooperative Learning
- Reflection
- Clarify, Sensitise, Influence (CSI) questioning process
- Thinking Routines
- Group work
- Circle Processes

## **Process-based teaching approaches**

### **a. Story-telling Approach**

Story-telling Approach involves telling stories, both fictional and real-life, to facilitate the internalisation of values. Teachers can use a variety of cultural stories, stories of heroes and everyday stories to help students understand the need to practise good values, and for students to clarify their feelings through reflection exercises. It is important to choose appropriate stories according to the students' age and interests.

Students are guided in identifying personal beliefs and values when they relate their personal experiences, construct their own stories or consider another person's story. The approach requires open-ended questioning, clarifying, summarising, building on each person's contributions and encouraging students to respond to one other.

### **b. Consideration Approach**

Consideration Approach builds on empathy and aims to develop a caring personality. The crucial question to ask in perspective-taking is "How would you feel if you were that person?" A student learns that making a moral decision involves taking into consideration the impact of that decision on others. By adopting the perspective of the other person, the student attempts to understand the thoughts and feelings of that person and develops a balanced view of the situation. This is done through employing strategies such as role-playing and questioning.

### **c. Experiential Learning Approach**

In Experiential Learning Approach, students go through a cycle of experiences, observation, reflection and application as they engage in learning in and out of classroom. Students are given experiences and

platforms that enable them to reflect on values, concepts and ideas, and to internalise the values through the application of skills and knowledge learnt in real-world situations. By deriving meaning from doing, students are more likely to take ownership of their learning and transfer their learning into new situations when they have experienced it. Students reflect, evaluate and make decisions based on the values they have internalised and put their values into action.

### **d. Cognitive Development Approach**

Cognitive Development Approach is based on Lawrence Kohlberg's theory of moral development. Students are encouraged to respond to real or hypothetical moral dilemma situations and guided to rank their responses according to Kohlberg's stages of moral reasoning. This process will help students to examine their motives behind their actions and raise their level of self-awareness. Teachers may use this taxonomy to gauge students' level of moral reasoning and use the CSI (Clarify-Sensitise-Influence) process of questioning to enable students to progress from a self-centred perspective to higher stages of moral development, focusing on societal and universal perspectives.

### **e. Modified Values Clarification Approach**

Modified Values Clarification Approach involves a step-by-step process that helps students to make well-considered decisions. Students are also stimulated to think about and clarify their values through examining their personal feelings and behaviour patterns using rational thinking, empathy and emotional awareness. By applying strategies such as dialoguing and cooperative learning, teachers will guide students to make decisions based on a sound value system that includes values upheld by society. The Responsible Decision Making process includes identifying and evaluating options, making a decision, taking a stand and living according to one's convictions.

## **Assessment**

Assessment is an important aspect of learning and teaching and it should be effectively used to support the holistic development of our students. Figure 10 outlines the overview of assessment in CCE.

### **Role of assessment**

Assessment is integral to the CCE learning process. The Constructivist Theories promote students as active players in their own learning and recommend students to be part of the assessment process. Hence, assessment practices for CCE need to move towards assessment for learning. Timely and comprehensive feedback on the students' learning motivates them to achieving their goals for CCE.

### **Areas to be assessed**

The assessment in CCE is designed to check students' understanding of values, and their development of social and emotional competencies and skills related to citizenship.

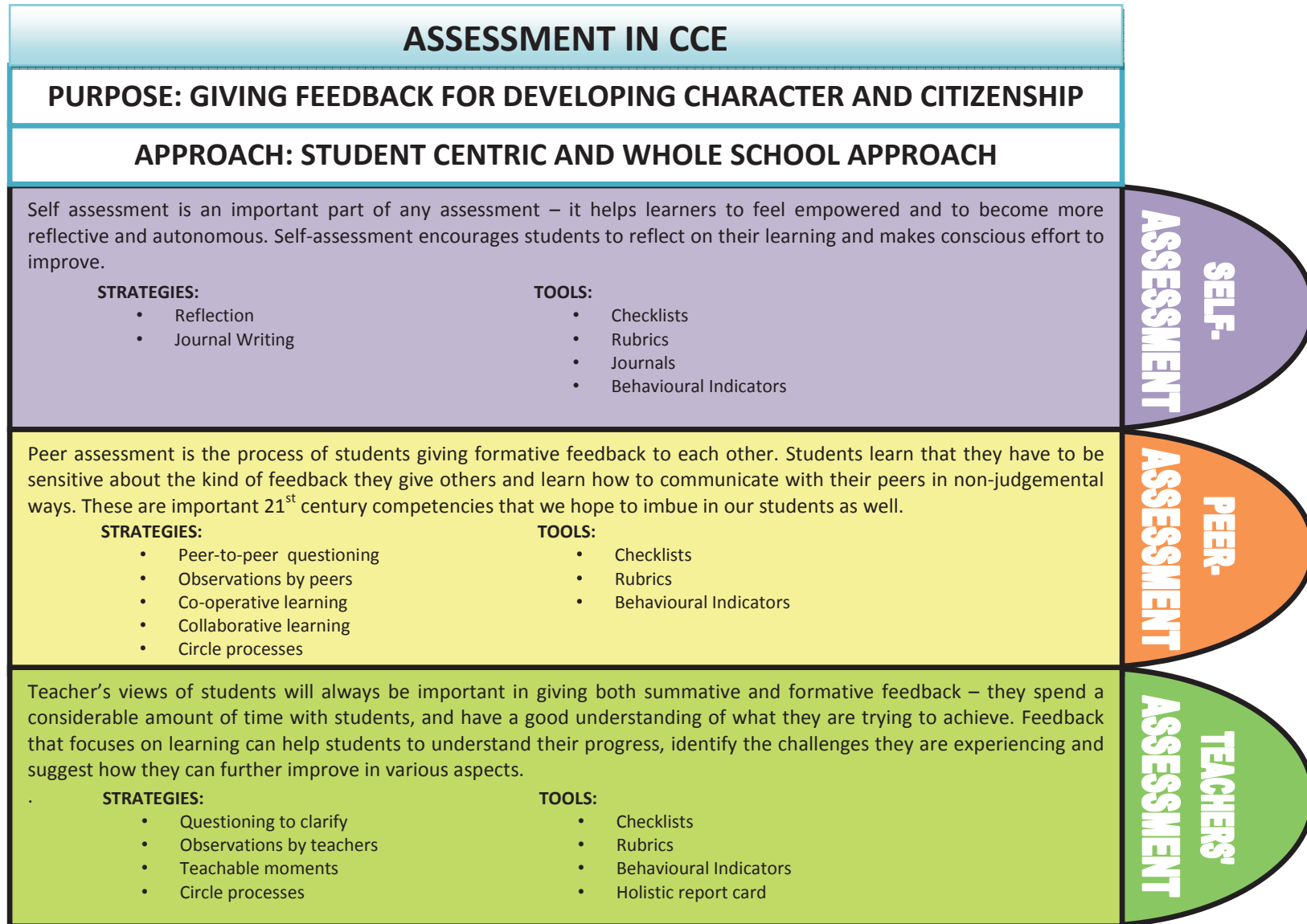
### **Approach to assessment**

The approach to assessment for learning in CCE puts students at the centre of decision making. Using a variety of tools and strategies in authentic assessment tasks keeps students interested and allows a deeper understanding of students' learning.

Students can contribute towards their learning process through self and peer assessment. They should be involved in making judgements of their own work, monitoring their own progress and learning to set goals for themselves. Students need to understand clearly what is expected of them in the assessment tasks. Therefore, each assessment task is to be accompanied by assessment criteria that are clear to the teachers and effectively communicated to the students.

Collaborations among teachers to discuss assessment matters support understanding students' learning from different perspectives and hence ensure a more holistic feedback of the students' progress in CCE.

Figure 10: Modes of Assessment in CCE



## A MAPPING OF CCE VALUES WITH OUR SHARED VALUES, SINGAPORE FAMILY VALUES, SINGAPORE 21 VISION AND NATIONAL EDUCATION MESSAGES

The core values (Respect; Responsibility; Resilience; Integrity; Care and Harmony) are fundamental to developing a person of good character and a useful citizen of Singapore. The core values are derived from Our Shared Values, the Singapore Family Values, Singapore 21 Vision and the National Education messages. A mapping of core values with Our Shared Values<sup>16</sup>, Singapore Family Values<sup>17</sup>, Singapore 21 Vision<sup>18</sup> and National Education Messages<sup>19</sup> is reflected below.

Core Values	Our Shared Values	Singapore Family Values	Singapore 21 Vision	National Education Messages
Respect	<ul style="list-style-type: none"> <li>Community support and respect for the individual</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Every Singaporean matters</li> <li>Opportunities for all</li> </ul>	<ul style="list-style-type: none"> <li>Singapore is our homeland; this is where we belong</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>Nation before community &amp; society above self</li> </ul>	<ul style="list-style-type: none"> <li>Filial responsibility</li> <li>Commitment</li> </ul>	<ul style="list-style-type: none"> <li>The Singapore Heartbeat</li> </ul>	<ul style="list-style-type: none"> <li>We must ourselves defend Singapore</li> </ul>
Resilience	-	<ul style="list-style-type: none"> <li>Commitment</li> </ul>	<ul style="list-style-type: none"> <li>The Singapore Heartbeat</li> <li>Strong families: Our foundation and our future</li> </ul>	<ul style="list-style-type: none"> <li>No one owes Singapore a living</li> <li>We have confidence in our future</li> </ul>
Integrity	-	<ul style="list-style-type: none"> <li>Commitment</li> </ul>	-	<ul style="list-style-type: none"> <li>We must uphold meritocracy and incorruptibility</li> </ul>

<sup>16</sup> Shared Values. (1991). Singapore: Singapore National Printers, [http://infopedia.nl.sg/articles/SIP\\_542\\_2004-12-18.html](http://infopedia.nl.sg/articles/SIP_542_2004-12-18.html)

<sup>17</sup> <http://app1.mcys.gov.sg/portals/0/Summary/publication/Family-Matters-Abridged.pdf>. Retrieved 12 Oct 2011 and <http://www.nfc.sg/pdf/media/NFC2010ClosingEvent.pdf> , retrieved 12 Oct 2011

<sup>18</sup> <http://www.singapore21.org.sg/>

<sup>19</sup> MOE(2007) Report of the Committee on National Education, [http://www.nexus.gov.sg/imindef/mindef\\_websites/topics/nexus/whats\\_ne.html](http://www.nexus.gov.sg/imindef/mindef_websites/topics/nexus/whats_ne.html)



Core Values	Our Shared Values	Singapore Family Values	Singapore 21 Vision	National Education Messages
Care	<ul style="list-style-type: none"> <li>Family as the basic unit of society</li> </ul>	<ul style="list-style-type: none"> <li>Love, care and concern</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>The Singapore Heartbeat</li> <li>Strong families: Our foundation and our future</li> </ul>	<ul style="list-style-type: none"> <li>Singapore is our homeland; this is where we belong</li> </ul>
Harmony	<ul style="list-style-type: none"> <li>Racial and religious harmony</li> <li>Consensus, not conflict</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>The Singapore Heartbeat</li> <li>Strong families: Our foundation and our future</li> </ul>	<ul style="list-style-type: none"> <li>We must preserve our racial and religious harmony</li> </ul>

1. **Respect.** Two important areas of focus are that of respect for the beliefs and traditions of others, and respect for the law and fundamental liberties. This complements the focus of community support, respect for the individual in *Our Shared Values*, and mutual respect in the *Singapore Family Values*.
2. **Responsibility.** A person who is responsible recognises that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment. This is echoed in *Our Shared Values*, which focuses on nation before community and society above self. It ties in well with the *Singapore Family Values* of filial responsibility and commitment.
3. **Resilience and Integrity.** Integrity contributes to building trust within the family which is the basic unit in society; whilst resilience in the face of setbacks and crisis helps the individual to exercise responsibility for oneself. Both these values are integral to the *Singapore Family Value* of Commitment. Through these values, students learn to uphold ethical principles, have the moral courage to stand up for what is right, and have the emotional strength to persevere – two values with clear emphases on commitment. A key concept to be taught in the value of resilience is what makes a resilient family, and why resilience in the family is important.
4. **Care.** The focus is caring for others in various contexts – their families, friends, the school, the community, the nation and the world. This ties in well with the focus on caring for the family in *Our Shared Values* of family as the basic unit of society, and the *Singapore Family Values* of love, care and concern, as well as communication.
5. **Harmony.** This value focuses on maintaining good relationships, promoting social togetherness, appreciating the unity and diversity of a multicultural society. To achieve this, students will explore harmony in the family and community, relating to others, promoting peace and stability in the world. This complements well with *Our Shared Values* of racial and religious harmony, and consensus, not conflict.

## Child Development Theories and Applications for the CCE Syllabus

<b>Theory of Cognitive Development (Jean Piaget)</b>	
<p>In Piaget's view, cognitive development involves changes in cognitive process and abilities. The concrete operational stage begins at 7 till approximately 11. During this time, students' thought processes become more organized and they can think more logically. They recognize that their own perspectives and feelings are not necessarily shared by others<sup>20</sup>. They are capable of deductive reasoning and can draw logical inferences from information they are given, even though they cannot imagine things independent of their immediate experience.</p> <p>The formal operational stage begins at approximately age 12 and lasts into adulthood. Students at this stage are capable of hypothetical-deductive reasoning, analogical reasoning and reflection. When confronted with a problem, they can formulate hypotheses and then deduce conclusion from them. Instead of relying solely on previous experiences, students begin to consider possible outcomes and consequences of actions. Students are able to introspect and are more self-conscious<sup>21</sup>.</p>	
<b>Applications</b>	<p>The concrete operational stage applies to students from Primary 1 to Primary 5. Teachers should take egocentrism into account when planning experiences, such as providing opportunities for rotating leadership in the classroom, for students to learn to take turns to be leaders. Concrete props such as puppets can be used to communicate to students about hypothetical issues. A wide variety of experiences such as learning journeys, story -telling, role-playing and art projects can be used as teaching strategies<sup>22</sup>.</p> <p>The formal operational stage applies to students from Primary 6 to Secondary 5. Since deductive logic skills emerge at this stage, hypothetical situations can be introduced. This may include issues which are not experienced by individual students, but are critical for them to have the knowledge to manage, such as, addiction, bullying and abuse. Hypothetical dilemmas can be used for discussion and to develop students' moral reasoning. Since students at this stage are able to introspect, teachers can challenge students by planning problem-specific questions to help them think critically about the issue at hand and enhance their moral reflection by keeping reflection journal<sup>23</sup>.</p>

<sup>20</sup> Ormrod, J.E, (2008). Educational Psychology, Developing Learners (6th ed). (pp.32) Pearson, New Jersey.

<sup>21</sup> G. Vessels (1998), Character and Community Development ( pp.31), Praeger, London.

<sup>22</sup> Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.47). Thomson Learning, California .

<sup>23</sup> T. Lickona (1991). Educating for Character, How schools can teach respect and responsibility, (pp 266). Bantam Books, New York.

### Theory of Moral Development (Lawrence Kohlberg)

Kohlberg believes that moral judgement develops along a three-level, six-stage continuum. Each of the three levels; pre-conventional, conventional and post-conventional, is composed of two stages, which describe the structure of thinking individuals use as they reason through a moral dilemma.

Kohlberg's moral reasoning theory is developmental and the stages unfold in an invariant sequence. Children always go from stage 1 to stage 2 to stage 3 and so forth. They do not skip stages or move through them in mixed-up orders<sup>24</sup>. Not all children necessarily reach the highest stages as they might lack intellectual stimulation. However, they can be helped to progress beyond their current stage. Students will remain at their current stage of moral reasoning unless they are helped to develop higher-stage reasoning<sup>25</sup>.

Primary 1 – 2 students are able to reason up to pre-conventional stage 2. They are reward-seeking and have an individualistic perspective. Hence, they may exchange favours to satisfy their own needs.

Primary 3 – 5 students are able to reason up to conventional level stage 3. They seek to gain approval by being good and caring to people who are significant to them.

Primary 6 to Secondary 2 students are able to reason up to conventional level stage 4. They view right as doing one's duty and obey laws to maintain society as a whole.

Secondary 3 to Secondary 5 students are able to reason up to post-conventional levels, which includes stages 5 and 6. They are able to uphold basic rights, values and laws. They are able to uphold higher social commitments and show principled moral reasoning.

<sup>24</sup> Kohlberg identified these stages on the basis of his 20 year study of 58 male subjects. Subsequent research with females as well as males has confirmed Kohlberg's stages. He began longitudinal interviews when his subjects were 10, 13 and 16. Every three years, he went back and re-interviewed them, presenting the same set of moral dilemmas to see how and if their thinking had changed.

<sup>25</sup> T. Lickona (1991). *Educating for Character, How schools can teach respect and responsibility*, (pp 248). Bantam Books, New York.

<b>Theory of Moral Development (Lawrence Kohlberg)</b>	
<b>Applications</b>	<p>Kohlberg's levels of moral reasoning are used as one of the strategies in the teaching of CCE, in handling life experiences which pose moral dilemmas.</p> <p>Teachers can use controversial moral dilemmas to stimulate discussions in the classroom to know how their students think. Then they can take the next step to help them develop their moral reasoning towards greater maturity.</p> <p>In a discussion on morals, teachers could use questions to prompt students to raise students' self-awareness and to encourage them to move from a self-centred perspective to another-centred perspective. To raise the level of moral reasoning in students, teachers could mix students of different stages of moral reasoning in discussion groups<sup>26</sup>.</p>

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<sup>26</sup> T. Lickona (1991). Educating for Character, How schools can teach respect and responsibility, (pp 245). Bantam Books, New York.

### Cognitive Constructivist Theory (Jean Piaget and John Dewey)

The main goal of constructivist education is for children to become autonomous, life-long learners whose thoughts and actions are guided by reason, conviction and commitment. Children cannot become autonomous intellectually or morally, if adults take an authoritarian position in their lives all the time.

Cognitive constructivism approaches learning and knowing from the learner's perspective. The Cognitive Constructivist Theory proposes that teachers cannot impose knowledge on students. Instead, learners construct their understandings from their day-to-day experiences within mutual, cooperative relationships with social others within their environment<sup>27</sup>. Familiar experiences enable them to assimilate new information and modify their understanding according to the new data<sup>28</sup>. Learning activities should be whole, authentic, real and should result in something meaningful other than a grade.

#### Applications

Contextual learning is rooted in a constructivist approach to teaching and learning. Life experiences based on students' interactions with peers and adults provide a context for learning knowledge, skills and values. Social interaction provides opportunities for cognitive conflict and cooperation, which encourages students to articulate their views to stimulate higher-order thinking.

The process-based approach used in the teaching of CCE is drawn from the Constructivist Theory. According to the constructivists, learners learn best through active engagement. Teachers provide opportunities for experiential learning to help students discover information to attain a deeper understanding. Hence, the teaching approaches used should be student-centred and focus on "why" and "how" instead of "what". There is less emphasis on direct teaching of specific skills and more emphasis on learning in a meaningful context.

Teachers in the constructivist classroom ask thoughtful questions and give sufficient wait time for students to be reflective. Teachers take on the role of a facilitator and pose questions to students such as, "How did you arrive at your answer?" to explore students' thinking<sup>29</sup>. As learning activities should be whole, authentic and real, students should work on projects in groups such as VIA, which are meaningful to the students and provide platforms for them to learn and apply values.

<sup>27</sup> L.P. Nucci, D. Narvaez (2008), Handbook of Moral and Character Education, pp 273. Routledge, UK

<sup>28</sup> Strommen, E. F., & Lincoln, Bruce (1992). Constructivism, technology and the future of classroom learning. Education & Urban Society. v24, n4, 466-477

<sup>29</sup> Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.427). Thomson Learning, California

### Theory of Psychosocial Development (Erik Erikson)

The stages of psychosocial development as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. However, mastery of a stage is not required to advance to the next stage.

Erikson's Psychosocial Stage 4 - Industry vs. Inferiority applies to children from ages 6 to 12. Children encounter the challenges of school, functioning as a member of a family and relating to peers. A child who experiences failure at tasks, or is denied the opportunity to discover and develop their own capabilities and potential, might possibly develop an inferiority complex in comparison with his peers. On the other hand, children who are encouraged and commended by parents and teachers develop a feeling of competence. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful and develop an inferiority complex. At this stage, the child's most significant relationships would normally reside within the school and neighbourhood.

Erikson's Psychosocial Stage 5 - Identity vs. Role confusion applies to students from ages 12 to 18. This fifth stage corresponds to the crossroads of life. What is unique about the stage of identity is that it is a sort of synthesis of the earlier stages and an anticipation of later ones. At this stage, youth has a certain unique quality in a person's life; it is a bridge between childhood and adulthood. During adolescence, children explore their own identity through social interactions and attempt to "fit in" with their peers and social environments. At this stage, students develop a strong affiliation with their peers. They will also develop a strong need to personally explore different roles, try and learn new things as a bid to discover for themselves, who they really are and what values, and beliefs form the person they are. Those who receive proper encouragement and reinforcement from significant others in their lives will emerge from this stage with a strong sense of self and a feeling of independence. If not, they will suffer role confusion and a lack of identity. They will be confused about who they are and how they can relate positively with people and the environment they are living in.

<b>Theory of Psychosocial Development (Erik Erikson)</b>	
<b>Applications</b>	<p>The Primary school years are for the development of a sense of competence and self-confidence. School provides many opportunities for children to gain the recognition of their teachers, parents and peers by completing tasks assigned to them e.g. solving addition problems, creating things, running errands for their parents and teachers, making a model building during art and craft lesson and so on. If children are encouraged to make and do things and are then praised for their effort, they begin to demonstrate industry by being diligent, persevering at tasks until completion, and putting work before pleasure. Children should also be given ample opportunities for social interactions and develop social skills.</p> <p>As students make the transition from Primary to Secondary school, they are likely to experience some role confusion – mixed ideas and feelings about the ways in which they fit into society. They struggle to belong in a social group and to be accepted and affirmed by their peers, who play a significant role in shaping their identity. However, they would need to recognise positive and negative relationships so that they can develop their identity under healthy influences. Most adolescents achieve a sense of identity regarding who they are and where their lives are headed for, and when they receive proper guidance and encouragement from significant others in their lives like their peers, parents and teachers.</p> <p>Teachers play an important role in the formation of students’ sense of self at every stage as they would need to be observant and competent in helping students gain skills to overcome their problems, develop competency/mastery at each stage.</p>

### Sociocultural Theory of Cognitive Development (Lev Vygotsky)

Vygotsky believed that social interactions have an impact on learners' cognitive development. He distinguishes between the tasks that can be performed with adult guidance tasks that can be completed independently by learners. He used the term 'Zone of proximal development' (ZPD) to define learning that takes place when a child accomplishes a task with the assistance of an adult and the term 'Zone of actual development' to describe what a child can accomplish independently. According to Vygotsky, "What the child can do in cooperation today, he can do alone tomorrow." Therefore, instruction must be orientated towards the future of the child's development and teachers unlock the advanced mental functions in a learner that are currently in an embryonic state<sup>30</sup>.

Higher-order mental processes, such as reasoning and problem-solving, are accomplished with the help of psychological tools such as language. Adults or more capable peers teach these tools during daily interactions through exchange of ideas and ways of thinking, and the co-created ideas allow learners to develop their knowledge, ideas, attitudes and values<sup>31</sup>.

<p><b>Applications</b></p>	<p>As social interactions with people who are more advanced in their thinking are important in cognitive development, opportunities should be provided for students to converse and learn with teachers and peers of higher ability. This can be done through platforms such as cooperative learning and peer tutoring.</p> <p>In ZPD, teachers can develop students' abilities by guiding them towards performing tasks which are beyond their current capacity. Teachers first need to ascertain the student's Zone of actual development, then work out an instructional plan that utilises the student's ability to work within the Zone of proximal development by providing appropriate scaffolding to unlock the student's advanced mental functions<sup>32</sup>. Teachers must consider students' prior experiences when designing curricula and adjust classroom learning experiences to the learners' current skills and knowledge level, to allow students to 'connect' with the learning materials in order to guide them in fully developing their abilities.</p>
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<sup>30</sup> Galina Dolya (2007), Vygotsky in action in the early years, The 'key to learning' curriculum, (pp. 9). Routledge, New York

<sup>31</sup> Anita Woolfolk (1980) Educational Psychology (pp41). Pearson, Boston

<sup>32</sup> Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.59). Thomson Learning, California.



## Glossary of Terms

Terms	Definition
Act	To regulate one's behaviour in accordance to advice or information
Apply	To put to practical use
Appreciate	To value or having high regards for something
Be aware / Know	To be informed of something
Consider	To keep in mind of something
Demonstrate	To display or show by actions
Describe	To give an account or representation in words
Develop	To work out in detail or to grow gradually
Embrace	To receive or accept willingly
Express	To put thoughts into words
Identify	To be able to distinguish the person or thing from the others
Recognise	To accept, to become conscious of, or to be aware of, a fact
Reflect	To think deeply about something
Show	To make a particular attitude, quality or feeling clear to others
Understand	To know and comprehend the nature or meaning of someone or something

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CHIJ Toa Payoh Primary School  
Chongfu Primary School  
Compassvale Primary School  
Concord Primary School  
Corporation Primary School  
De La Salle Primary School  
Elias Park Primary School  
Endeavour Primary School  
Geylang Methodist Primary School  
Greenridge Primary School  
Griffths Primary School  
Haig Girls School  
Hong Wen School  
Innova Primary School  
Juying Primary School  
Lakeside Primary School  
Lianhua Primary School

Kranji Primary School  
MacPherson Primary School  
Maha Bodhi School  
Mayflower Primary School  
Meridian Primary School  
Monfort Junior School  
Nanyang Primary School  
New Town Primary School  
Radin Mas Primary School  
River Valley Primary School  
Opera Estate Primary School  
Qihua Primary School  
Pasir Ris Primary School  
St Anthony's Primary School  
St Stephen School  
Princess Elizabeth Primary School  
Poi Ching School  
Rulang Primary School  
Telok Kurau Primary School  
Teck Whye Primary School  
Temasek Primary School  
Yew Tee Primary School  
Zhonghua Primary School

### **Secondary Schools**

Ang Mo Kio Secondary School  
Assumption English School  
Broadrick Secondary School  
Bukit Panjang Government High School  
Bedok South Secondary School  
Bedok View Secondary school  
Bowen Secondary School  
Chua Chu Kang Secondary School  
Commonwealth Secondary School  
Chung Cheng High School (Main)  
Chung Cheng High School (Yishun)  
Dunman Secondary School  
East View Secondary School  
Evergreen Secondary School  
Fajar Secondary School  
Fuchun Secondary School  
Jurong Secondary School  
Juying Secondary School  
Junyuan Secondary School  
Kuo Chuan Presbyterian Secondary School  
Montfort Secondary School  
MacPherson Secondary School  
Northland Secondary School  
Pei Hwa Secondary School  
Pioneer Secondary School

Presbyterian High School  
Punggol Secondary School  
Queentown Secondary School  
Serangoon Garden Secondary School  
Shuqun Secondary School  
St. Andrew's Secondary School  
St Gabriel's Secondary School  
Swiss Cottage Secondary School  
Springfield Secondary School  
Tanjong Katong Secondary School  
Tanjong Katong Girl's School  
Unity Secondary School  
Woodlands Ring Secondary School  
Yishun Town Secondary School  
Yuan Ching Secondary School  
Yusoff Ishak Secondary School  
Zhenghua Secondary School

### **Junior College**

Anglo Chinese Junior College  
Tampines Junior College

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