

Character and Citizenship Education

Primary 5 & 6

Learners driven by Passion . Leaders guided by Values

Respect . Responsibility . Resilience . Integrity . Care . Harmony



Focus of Character and Citizenship Education (CCE) *at West Spring*

To develop students who

- are grounded in school values
- take ownership in character development
- are rooted to Singapore
- are wise in making responsible decisions



We aim to develop the following in our students:

Good Character

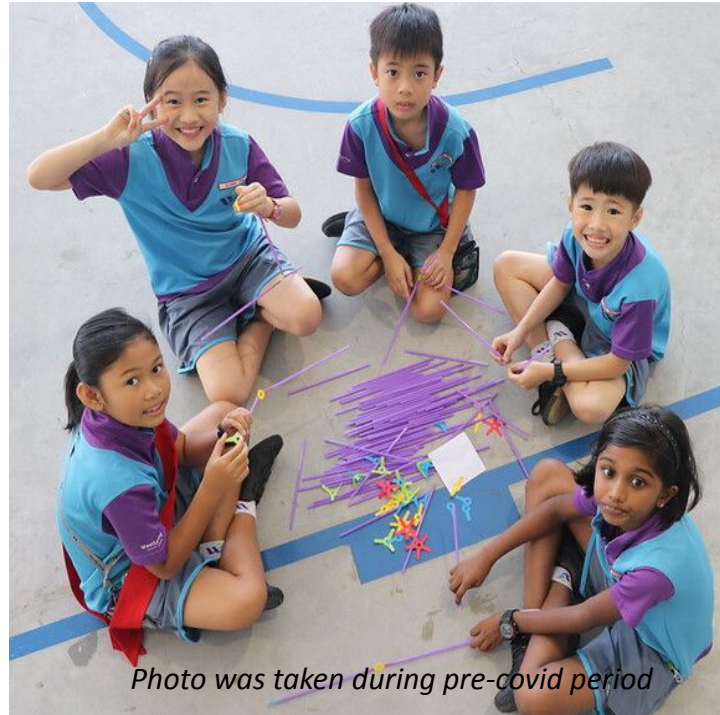


Photo was taken during pre-covid period

Resilience and
Social-Emotional
Well-Being

Future Readiness

Active Citizenship

CCE Lessons on value and social emotional competencies

The explicit teaching of values and social emotional competencies is conducted through the following lessons:

- Form Teacher Guidance Period (FTGP)
- CCE Mother Tongue Languages - CCE(MTL)

Social Emotional Competencies explicitly nurtured through FTGP (Non-exhaustive)

- **Develop self-awareness and self-management skills to achieve personal effectiveness and well-being**
 - Recognise the factors that influence one's self-perception and identity.
 - Develop different strategies to regulate emotions for positive outcomes.
- **Develop social awareness and manage relationships for personal and social well-being**
 - Value and express gratitude towards family, friends and others. Develop the skills of respectful communication to build relationships.
 - Develop strategies to work harmoniously and resolve conflicts.
- **Make responsible decisions and act on them**
 - Consider the consequences of one's decisions and actions on oneself and others. Recognise the importance of making values-based decisions in handling dilemmas.
 - Seek to understand the views of others by thinking and feeling from their perspectives when making decisions or forming opinions.

**Values
explicitly
taught
through
CCE
(MTL)**

Responsibility



I know my duty and carry it to the best of my ability

Care



I show care and concern for others

Respect



I will be respectful and considerate to others

Harmony



I work and interact well with others

Integrity



I am honest and will stand up for what is right

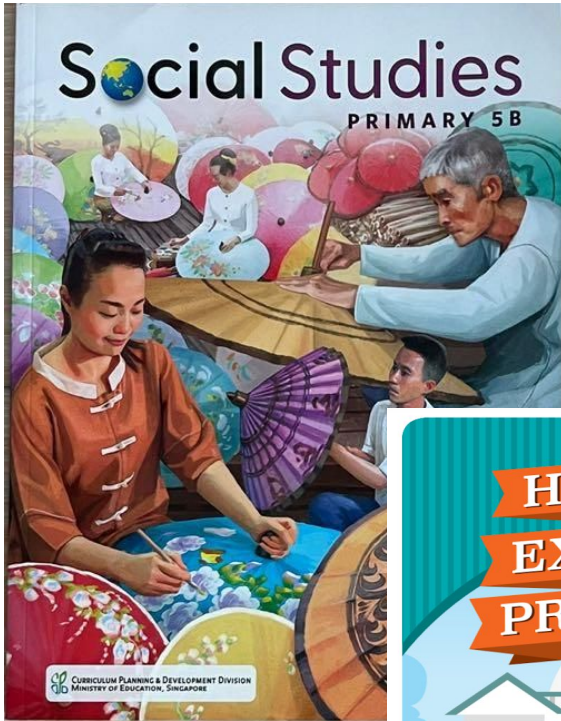
Resilience



I will never give up easily

Citizenship Dispositions

- Citizenship Education is explicitly taught through Social Studies and Values in Action (VIA) programme.
- Through these, we hope to nurture the following citizenship dispositions in our students:
 - Sense of Belonging
 - Sense of Identity
 - Sense of Reality
 - Will to act



Focus of Social Studies

Level of Study

Part 1 – Understanding Singapore’s Development as a Nation (P5)

Part 2 – Understanding Southeast Asia’s Diversity and Interconnectedness (P5)

Understanding Features and Legacies of Civilizations (P6)

Inquiry Focus

Part 1: How has Singapore developed as a nation since her independence? (P5)

Part 2: What makes up Southeast Asia and how are the countries interconnected? (P5)

How are the legacies of the civilizations seen in our lives today? (P6)



Values in Action (VIA)

- Values in Action (VIA) provides the platform for students to serve the needs of the community in a variety of ways.
- Through VIA, students will have the opportunities to learn and care about Singapore, demonstrate active citizenship, learn skills and values related to working in groups and interacting with others in the public sphere.

Values In Action (VIA)

**We can
Contribute
Beyond**
(Volunteerism)

Volunteerism (Student-Initiated Projects)

Selected students may even volunteer and initiate VIA projects through our partnerships with external agencies to contribute further to the community.

We can Contribute
(Level VIA)

Level VIA (Student-Initiated Activities)

For level VIA, lesson time is allocated for students to brainstorm and plan projects that contribute to family, school and community.

I can Contribute
(Personal)

Everyday Responsibilities

At the personal level, students develop a sense of responsibility and care for their own shared spaces and adopting sustainable practices in school and at home

Every school experience is a CCE lesson

- CCE is also **implicitly** taught through all other school subjects and programmes.
- Students are given opportunities to be guided to learn, apply and demonstrate values, character, social-emotional competencies, and citizenship dispositions.

Process-oriented approach in CCE Assessment

- Students' character growth and development are aspects of learning that are not easily measured.
- A process-oriented approach is adopted in the assessment of CCE that aims to encourage students' character growth and development. It is a continuous process that occurs through a variety of experiences.
- Teachers encourage students to work towards developing their best selves by giving them timely and meaningful feedback on their behaviour, actions, and choices.
- Students will have an understanding of where they are in their learning and what to do next to progress further.

CCE Assessment in West Spring Primary School

Activating learners to support themselves and their peers

- Questioning
- Discussions
- Group work
- Teachable Moments



WHERE IS THE LEARNER NOW?

WHERE IS THE LEARNER GOING?

ACTIVATING LEARNERS

CLARIFYING LEARNING

HOW DOES THE LEARNER GET THERE?



CLASSROOM LEARNING TEAM

Clarifying learning with and for learners

- Questioning
- Conferencing
- Feedback/ Comments



Providing feedback that moves learners forward

- Comments/ HDP Remarks
- Rubrics/ Checklist
- Personal Qualities
- VITAL
- Triologue

PROVIDING FEEDBACK

ELICITNG EVIDENCE

Eliciting evidence of learning through a variety of methods

- Activity Book
- Teacher Observations
- Behavioural Indicators
- Teacher Observations
- Peer Observations
- Performance Tasks
- Presentations
- Projects
- Reflections
- Rubrics



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Values Education Programme

where parents become part of the school



West Spring Primary actively collaborates with parents in our Values Education Programmes. Parents are often invited to share their expertise and contribute actively to the development of our West Springers through various activities.

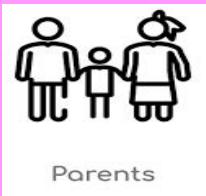
Values Education at Home

- Students benefit the most when the home and school environments are attuned to each other.
- Parents are strongly encouraged to emphasise and demonstrate the school values to support their child's holistic development.
- Some examples are shown on the next slide

PARENTS AS KEY PARTNERS



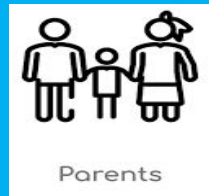
Greet the staff in school when they meet them.



Greet parents and family members in the morning.



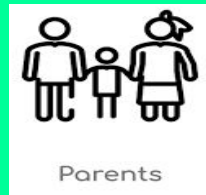
Return the used utensils after finishing their meals during recess.



Encourage your child to carry out simple chores at home.



Try again and not give up when they experience difficulties or failures.



Affirm your child's effort no matter how small it is.



Understand their classmates better and learn how to get along well with others.



Encourage your child to make friends with neighbours and other children they meet in the neighbourhood.



Always be honest such as to return items that they have found to the rightful owner.



Role model examples of honest behaviour.

Thank you

For queries on CCE, please contact:

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