

CIVICS AND MORAL EDUCATION SYLLABUS

Primary

2007



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Overview

CIVICS AND MORAL EDUCATION (PRIMARY) SYLLABUS

INTRODUCTION

Values are the foundation of a person's character. They determine his beliefs and his attitudes towards life, the people around him and the world at large. Civics and Moral Education (CME) focuses on developing the moral well-being of our pupils by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, others and the environment. While the family plays a significant role in shaping moral development in a child, the school also plays an equally important role in equipping him with knowledge and life skills, and nurturing in him correct attitudes so that he will develop into a morally upright, caring and responsible individual and citizen.

RATIONALE

The Civics and Moral Education (Primary) Syllabus is designed to anchor our young in sound moral principles. It is important for them to be morally upright and understand the relevance of moral values in a modern society. Pupils need to be equipped with social and emotional competencies to be able to live out their values in an effective manner.

Being equipped with these values and competencies will enable them to make wise decisions amidst the vast array of choices available to them. As citizens, our young need to cultivate values which develop a sense of belonging to Singapore and build confidence in the future of our nation.

The following considerations were made in the development of the CME syllabus:

- **Emerging Trends** that may affect the social environment and norms, such as
 - a rapidly ageing population
 - changing family structures due to dual-income nuclear families and higher divorce rates
 - globalisation
 - greater competition in a knowledge-based economy with higher job mobility and economic re-structuring
 - rapid advancements in technology (e.g. Information Technology and the Life Sciences)

- Alignment with the **Desired Outcomes of Education** at the end of primary school level in which pupils should
 - be able to distinguish right from wrong
 - have learnt to share and put others first
 - be able to build friendships with others
 - have a lively curiosity about things
 - be able to think for and express themselves
 - take pride in their work
 - have cultivated healthy habits
 - love Singapore

- Provision of opportunities for pupils to learn the values and competencies outlined in the framework for **Social and Emotional Learning (SEL)**

- Alignment between the **needs of pupils** at different developmental stages and pedagogical considerations, e.g. language suitability, selection of topics, design of activities, interdisciplinary project work and assessment
- The unique **multicultural heritage** of our nation that upholds values like service to the nation and community above self, the appreciation of different cultures, the importance of family togetherness, filial responsibility, the respect and care of the elderly in society, nurturing the younger generation, thrift, diligence, respect for authority and the belief in social order
- Incorporation of Economic Literacy, Financial Literacy and ethical issues in the life sciences

GOAL OF CME

The overarching goal of CME is to nurture a person of good character, who is caring and acts responsibly towards self, family, school, community, nation and the world. It attempts to answer the questions below which serve to guide pupils and teachers in their understanding and expectations of CME:

- **Who am I?**
 - What are my values and beliefs? Do they make me a person of good character?
 - How do I apply my values and beliefs?
 - What are my goals? How meaningful are they?
 - How can I prepare myself for the future?
 - How do I relate to others and the environment?
- **What are my roles and how can I contribute in**
 - my family?
 - my community?
 - the nation?
 - the world?

- **Who are we as a nation?**
 - What constitutes our national identity?
 - What does our country mean to us?
 - How can we play our part in the global community?

SYLLABUS FRAMEWORK

Nurturing Good Values

The CME syllabus is based on the principle that an individual's beliefs, attitudes and behaviour stem from his personal values. It is thus important to focus on nurturing sound personal values in our pupils so as to develop good character in them. For pupils to internalise and practise good values, they should know what good values are, be able to reflect on and come to an understanding of why it is necessary to uphold good values and also be provided with opportunities to put the values into practice. This can be achieved through understanding the relationship between moral knowing, moral feeling and moral action¹ in the development of a morally upright individual. (See **Figure 1**)

Moral knowing refers to the cognitive aspect of morality which involves knowing what is right and good. Pupils will be able to define good values, formulate sound moral principles and explain what constitutes good character and right conduct. The skills related to moral reasoning, critical thinking, responsible decision making and problem-solving, and effective communication also form an important part of moral knowing.

Moral feeling refers to the affective aspect of morality and constitutes the bridge² between moral knowing and moral action. It involves a sincere belief in and commitment to uphold good values. It inspires us to carry out actions that are in accordance with the values and beliefs

¹Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books, 1992. 53-62.

²Ryan, Kevin and Thomas Lickona. "Character Development: The Challenge and the Model". *Character Development in Schools and Beyond*. Washington, DC: The Council for Research in Values and Philosophy, 1992. 19.

we hold. Moral feeling also motivates us to consider the consequences of our actions and the feelings of others when faced with moral issues. Self-reflection skills are important in building greater self awareness and helping us align our thoughts and actions.

Moral action refers to doing the right thing, where we base our decisions and actions on moral knowing and moral feeling. It not only comprises the will and competencies required to engage in moral action, but also the development of good habits³ as a result of consistently engaging in moral action. The implication of this is that pupils must be provided with many and varied opportunities to put good values into practice. Relevant skills for moral action include social and communication skills such as those related to goal setting and conflict resolution.

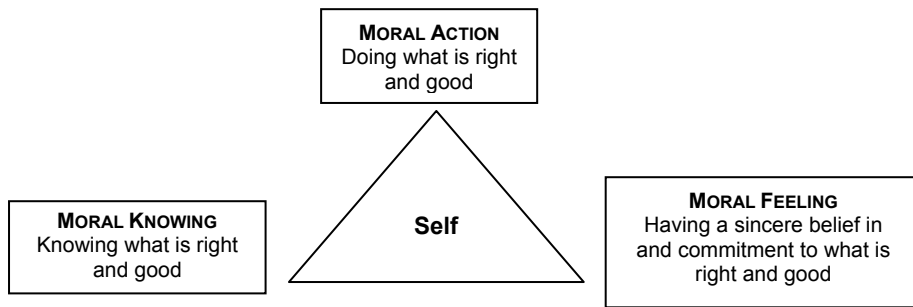


Figure 1: Relationship between moral knowing, moral feeling and moral action

When behaviour and actions are consistently moral, and rooted in moral knowing and feeling, the individual, featured at the core of the triangle (See **Figure 1**), develops into a person of good character. We thus need to ensure that the right values are in place to elicit appropriate conduct from our pupils. The individual at the core also emphasises the need to develop a moral person from within. We want to nurture intrinsic motivation in our pupils so that they will act from the

³Ryan, Kevin and Thomas Lickona. "Character Development: The Challenge and the Model", *Character Development in Schools and Beyond*. (Washington, DC: The Council for Research in Values and Philosophy, 1992. 20.

basis of their own beliefs and value system rather than from external compulsion or rewards.

Putting Values into Practice

To nurture sound values, we need to put the values learnt into practice within the context of real-life situations in the family, school, community, nation and the world. As shown in **Figure 2**, the concentric circles radiating outwards highlights the social role of the individual as he interacts with the world around him. He will be taught to consider his role, and the consequences of his actions on himself and others in his family, school, community, nation and the world. He will be encouraged to feel for others when making decisions and to also align his actions with his values.

OBJECTIVES

In order to achieve the goal of nurturing good character in our pupils, it

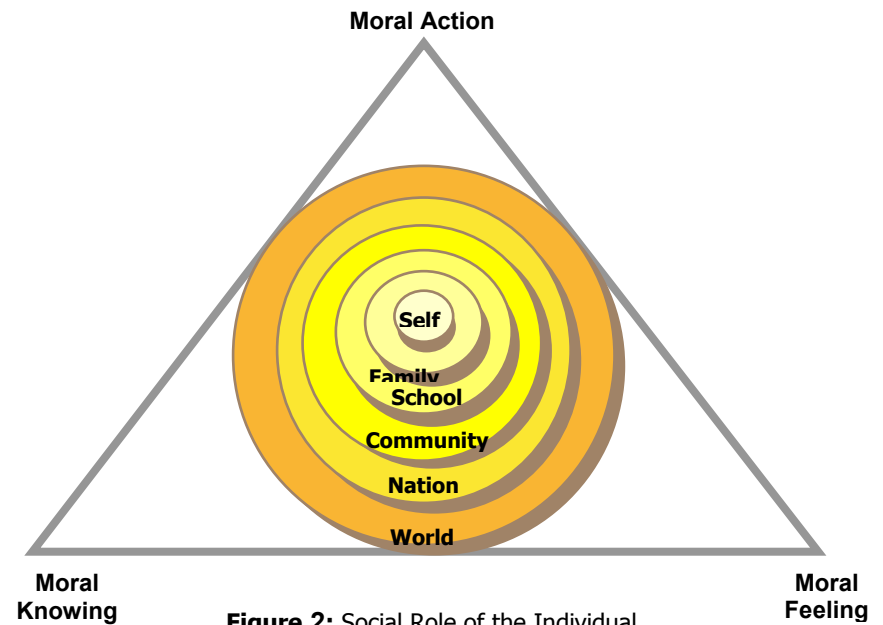


Figure 2: Social Role of the Individual

is essential that pupils acquire the relevant knowledge, skills and attitudes related to moral knowing, moral feeling and moral action. The objectives in CME for moral knowing, moral feeling and moral action are stated below:

Objectives for Moral Knowing

At the end of the CME (Primary) programme, pupils will be able to:

- know what is right and good
- formulate sound moral principles
- know the principles involved in making sound moral decisions
- understand the importance of family and their role in it
- consider multiple perspectives when making moral decisions
- be open-minded and non-judgmental when considering the views of others
- practise moral reasoning and critical thinking when making decisions
- understand the need to maintain social cohesion and the importance of racial and religious harmony
- know the values essential to the well-being of our nation including *Our Shared Values* and the *Singapore Family Values*
- know their role in the community, nation and the world

Objectives for Moral Feeling

At the end of the CME (Primary) programme, pupils will be able to:

- develop a sincere belief in and commitment to uphold and practise moral values
- recognise the need to clarify their values and actions through understanding their feelings, so that they can consciously take a moral stand
- consider the feelings of others when faced with moral issues
- develop intrapersonal skills e.g. self-reflection

Objectives for Moral Action

At the end of the CME (Primary) programme, pupils will be able to:

- base their decisions and actions on moral knowing and moral feeling
- put good values into practice
- develop good habits as a result of consistently engaging in moral action
- cultivate good social and communication skills
- be responsible in their actions
- promote harmony and social cohesion in a multiracial and multi-religious society

VALUES

The CME syllabus focuses on six core values, namely Respect, Responsibility, Integrity, Care, Resilience and Harmony, which form the foundation upon which good character is built. These values complement and reinforce *Our Shared Values*, the *Singapore Family Values*, the *Singapore 21 Vision* and the *National Education* messages. They will guide pupils to discern between right and wrong, and will help them to not only make responsible choices, but also become more aware of their role in society. Other values, concepts and attitudes related to these core values e.g. adaptability, entrepreneurship and creativity will also be taught to further reinforce and substantiate pupils' understanding of the six core values.

The definition of the six core values are as follows:

▪ **Respect**

A person demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

▪ **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.

- **Integrity**

A person of integrity upholds ethical principles and has the moral courage to stand up for what is right.

- **Care**

A person who is caring acts with kindness and compassion. He contributes to the betterment of the community and the world.

- **Resilience**

A person who is resilient has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.

- **Harmony**

A person who values harmony maintains good relationships and promotes social togetherness. He appreciates the unity and diversity of a multi-cultural society.

SOCIAL AND EMOTIONAL LEARNING (SEL)

Social and Emotional Learning (SEL) is the acquisition of skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively.

The social and emotional competencies are:

- **Self Awareness**

Pupils who have a clear understanding of their own strengths, inclinations and weaknesses will develop positive self-concept, self-worth and a sense of self efficacy. Being aware of own emotions and behaviour is fundamental to managing own behaviour.

- **Self Management**

Being skilled in self management enables pupils to manage their own emotions, exercise self-discipline, take personal responsibility and develop organisational skills to enhance personal outcomes.

- **Social Awareness**

Pupils who are aware of the needs, values, strengths and weaknesses of others develop a deeper understanding and respect for others. Being aware of how others feel and their dreams enables pupils to develop empathy and appreciation for diversity. Social awareness is fundamental for developing good interpersonal relationships.

- **Relationship Management**

Effective relationship management skills are essential for the development of one's social well-being. It involves the skills for effective communication, social engagement, building relationship, working collaboratively, negotiation and conflict management.

- **Responsible Decision Making**

Responsible decision making is essential for personal and social well-being. It requires critical thinking skills which allow one to make responsible and informed decisions, and evaluate these decisions based on personal, social, moral and ethical considerations. It also involves translating these decisions into actions and having the courage and conviction to stand and live by them.

The teaching of social emotional competencies complements the teaching of values and facilitates the translation of value into action.

TEACHING OF CIVICS AND MORAL EDUCATION

Teaching Approaches

In the teaching of CME, a process-based approach is preferred to a content-based approach. Content-based approaches focus on the learning of facts and information, and are largely teacher-centred. Process-based approaches are pupil-centred and focus on learning “why” and “how” instead of “what”. They aim to facilitate the learning of skills and to internalise values through action.

The approaches should be used in combination whenever possible.

- **Cultural Transmission Approach**

The Cultural Transmission Approach emphasises the inculcation of desirable values which are upheld by our society and are also significant in our cultural heritage. These values are transmitted to pupils through various means e.g. role-modelling, sharing of cultural practices and maintaining discipline. The Cultural Transmission Approach also refers to the school culture which can promote and facilitate positive moral development in pupils. Teachers can facilitate internalisation of desirable values through reflection activities.

- **Narrative Approach⁴ (Story-Telling)**

The Narrative Approach is based on the understanding that people make sense of the world and their experiences through stories or the construction of stories. Here, pupils come to recognise and clarify their values through the process of story-telling and reflection. They are guided in identifying personal beliefs and values when they relate their personal experiences, construct narratives or consider another person's story. The Narrative Approach requires open-ended questioning, clarifying, summarising, building on each person's contributions and encouraging pupils to respond to one another.

- **Consideration Approach (Perspective-Taking)**

The Consideration Approach focuses on empathy and aims to develop a caring personality. The crucial question to ask in this approach is, "How would you feel if you were in this situation or if you were that person?" A pupil 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 pupil attempts to understand the thoughts and feelings of that person and develops a balanced view of the situation.

- **Action Learning Approach⁵**

The Action Learning Approach focuses on experiential learning. Pupils are engaged in projects within the school and community. This approach enables pupils to internalise the values through the

⁴ Vitz, Paul C. "The Use of Stories in Moral Development: New Psychological Reasons for an Old Education Method". *American Psychologist* 45: 709 – 720. 1990

⁵ Revans, R. *ABC of Action Learning*. London: Lemos & Crane, 1998.

application of skills and knowledge learnt in real-world situations. Pupils reflect, evaluate and make decisions on their own value systems and communicate them to others.

- **Cognitive Development Approach (Moral Reasoning)**

The Cognitive Development Approach, based on Kohlberg's theory of moral development⁶, uses the process of moral reasoning to help pupils progress from a self-centred perspective to a higher stage of moral development, focusing on societal and universal perspectives.

- **Modified Values Clarification Approach (Responsible Decision Making)**

The Modified Values Clarification Approach aims to help pupils clarify their values through examining their personal feelings and behaviour patterns using rational thinking and emotional awareness. Teachers guide pupils to make decisions based on a sound value system that includes values upheld by society.

Teaching Strategies

In CME lessons, teachers are encouraged to use a variety of strategies that incorporate co-operative learning, whole-brain processing, and experiential learning. This will help pupils acquire content knowledge and skills, work co-operatively with others, engage in creative and critical thinking, and apply what they have learnt in real-life situations in their moral development and growth. The application of the strategies should also take into account the different learning styles, interests and maturity levels of pupils.

IMPLEMENTATION

Whole-School Approach

A whole-school approach is necessary for effective values education. Apart from the formal teaching of CME, school-wide programmes provide pupils with opportunities for experiential learning so that they are able to internalise the values taught and translate them into action. In addition, the school administration and teachers play a crucial role in guiding pupils in their moral development.

⁶ Kohlberg, L. "The child as a moral philosopher". *Psychology Today*. 1968. 25 – 30

▪ **Community Involvement Programme (CIP)**

Community Involvement Programme (CIP) is conducted within and outside the school curriculum. This programme requires every pupil to participate actively and meaningfully in contributing to the community for at least six hours per academic year. The programme provides pupils with experiential learning opportunities to develop character, competence and commitment as responsible citizens and future leaders. This helps to nurture the spirit of volunteerism.

▪ **Service-Learning (S-L)**

Service-Learning is a teaching and learning approach using community involvement as a vehicle to create a rich learning environment for pupils. Learning takes place when the CIP activity is developed to make explicit connections between learning outcomes, namely service and academic goals, and the community involvement experience. It is a structured approach that takes into consideration the need to engage pupils in service that meets real community needs, identify learning outcomes to link the pupils' service experiences to the school curriculum, prepare pupils mentally and physically for the service tasks and provide a structured process for pupils' reflections.

▪ **Other Programmes and Activities**

Some programmes and activities that contribute to the whole-school approach in values education include

- Co-Curricular Activities (CCA)
- Pastoral Care & Career Guidance (PCCG)
- Sexuality Education
- National Education (NE)

Cross Curricular Links

In the teaching of CME, it is good to make links to other subjects and programmes to make learning more meaningful. Pupils would be able to make connections across fields of knowledge and generate new knowledge. Using cross-curricular links enhances pupils' moral development and creativity, as they would learn to apply the values acquired in CME in other areas of learning.

Schedule

This syllabus will be implemented in 2007 starting with Pri 1 and 2. The schedule for the phasing in of the syllabus is given below.

| Level | Year of Implementation |
|-------------|------------------------|
| Pri 1 and 2 | 2007 |
| Pri 3 and 4 | 2008 |
| Pri 5 and 6 | 2009 |

Medium of Instruction

Lessons are to be conducted in the official mother tongue (MT) languages, namely, Malay, Chinese and Tamil.

Curriculum Time

Civics and Moral Education is taught two periods at the lower primary (P1 to P3) and three periods at the upper primary (P4 to P6).

Resources

The Curriculum Planning and Development Division of the Ministry of Education (MOE) produces the new CME instructional materials for the teaching and learning of Civics and Moral Education. The instructional materials comprise of digital and printed instructional resources for teachers and printed books for the pupils.

The digital instructional resources include multimedia resources and self-paced pupil modules. Teachers are strongly encouraged to use the digital instructional resources to conduct meaningful and engaging CME lessons.

Teachers may also use other relevant resources produced by other divisions of MOE, other ministries, the Media Corporation of Singapore and Singapore Press Holdings.

ASSESSMENT

Assessment in CME needs to take into account the complex nature of values transmission and learning. Pupils are assessed on their ability to show an understanding of values and moral principles, and apply the processes involved in moral reasoning, responsible decision making and problem-solving. Assessment should be broad-based and multidimensional, and designed according to the developmental needs and levels of the pupils.

As CME focuses on character development, emphasis should be on formative assessment.

Formative Assessment

In formative assessment, the focus is on helping pupils to learn developmentally. This happens when the teacher gives consistent and specific feedback to pupils in the learning process or engages them in self-reflection. This may be done through oral feedback, rubrics or checklists. Formative assessment should be carried out in a continuous, day-to-day basis through various strategies that provide opportunities to involve and guide pupils in the discussion of complex and challenging issues. It will enhance the link between assessment and learning.

Formative assessment serves to:

- identify pupils' strengths and weaknesses in learning;
- provide timely feedback to teachers and parents for early intervention;
- motivate pupils for independent learning and to improve future performance;
- help pupils develop self awareness.

Some suitable modes for formative assessment are

- portfolio assessment
- journaling
- pupil's self-reflection
- self and peer evaluation
- role play
- project work
- service-learning

Respect

A person demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

RESPECT

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------|--|---|--|
| 1. Appreciating myself | Pupils will be able to: <ul style="list-style-type: none"> • know and appreciate themselves | <ul style="list-style-type: none"> • <u>How do I describe myself?</u> Some of the ways are: <ul style="list-style-type: none"> – physical traits and qualities – hobbies • <u>What do I like about myself?</u> This includes: <ul style="list-style-type: none"> – the things that I can do – my talents and abilities – developing my strengths and doing my best | <ul style="list-style-type: none"> • Care • Responsibility • Self-concept • Self-confidence • Self-esteem • Self-respect • Self-worth • Every Singaporean matters (Singapore 21) • Cultivate healthy habits (DOE) • Self awareness |

RESPECT

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------|---|---|---|
| 2. Appreciating others | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> understand and appreciate others | <ul style="list-style-type: none"> <u>Why is it important for me to show appreciation to others?</u> We should appreciate everyone's contributions to the family, school and community. <u>How do I appreciate others?</u> Some of the ways are: <ul style="list-style-type: none"> – thanking them – showing care and concern for them – being sensitive to their feelings | <ul style="list-style-type: none"> Care Integrity Consensus, not conflict (Our Shared Values) Racial and religious harmony (Our Shared Values) Mutual respect (Singapore Family Values) Learn to share and put others first (DOE) Build friendships with others (DOE) Social Bonding We must preserve racial and religious harmony (NE) Declaration of Religious Harmony Social awareness Relationship management |

RESPECT

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------------------|---|--|---|
| 3. Appreciating my school | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know and appreciate the school • practise ways of living up to the expectations of the school | <ul style="list-style-type: none"> • <u>What do I like about my school?</u> Some aspects are: <ul style="list-style-type: none"> – the members of the school community, e.g. principal, teachers, attendants, bus drivers – the school environment – the school culture • <u>How can I be a good pupil?</u> Some of the ways are: <ul style="list-style-type: none"> – abiding by school rules – wearing my school uniform with pride – upholding the good name of the school – singing the school song with pride – behaving well outside school, e.g. during excursions or field trips | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity • Respect • Social Bonding • Social awareness |

RESPECT

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------------|---|--|---|
| 4. Loving Singapore | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ▪ appreciate Singapore ▪ know the ideals of our nation ▪ explore and practise ways of upholding the ideals of our nation | <ul style="list-style-type: none"> • <u>What do I love about Singapore?</u> Singapore is: <ul style="list-style-type: none"> – clean – stable and peaceful – a garden city – a multiracial society • <u>What do I know about Singapore?</u> I know about Singapore's: <ul style="list-style-type: none"> – national achievements – heritage and culture • <u>How do I show respect for Singapore?</u> Some of the ways are: <ul style="list-style-type: none"> – singing the national anthem and reciting the pledge with pride – upholding the good name of the nation, especially when I am abroad | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity • Responsibility • Nation before community and society above self (Our Shared Values) • The Singapore Heartbeat (Singapore 21) • Love Singapore (DOE) • Singapore is our homeland; this is where we belong (NE) • We must preserve racial and religious harmony (NE) • Declaration of Religious Harmony |

RESPECT

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------|--|--|---|
| 1. Building self-respect | Pupils will be able to: <ul style="list-style-type: none"> • know their strengths and weaknesses • demonstrate commitment towards self-improvement | <ul style="list-style-type: none"> • <u>What am I good at?</u> Things that I am good at are: <ul style="list-style-type: none"> – things that I can do well – my talents – my strengths • <u>How can I improve myself?</u> By building my strengths and knowing my weaknesses, I show self-respect. This can be done by: <ul style="list-style-type: none"> – being aware of my abilities – knowing how to improve myself | <ul style="list-style-type: none"> • Care • Responsibility • Self-esteem • Self-respect • Self-worth • Every Singaporean matters (Singapore 21) • Cultivate healthy habits (DOE) • Self awareness |

RESPECT

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|----------------------|---|---|---|
| 2. Being considerate | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the need to be sensitive to others • demonstrate sensitivity to others | <ul style="list-style-type: none"> • <u>Why do I need to be aware of the likes and dislikes of others?</u> Some of the reasons are: <ul style="list-style-type: none"> – to build harmonious relationships – to gain the trust and respect of others – to appreciate them for who they are • <u>How do I treat others with consideration and sensitivity?</u> Some of the ways are: <ul style="list-style-type: none"> – being polite to others – being patient to others – being aware of their feelings – asking for permissions to use their things | <ul style="list-style-type: none"> • Care • Harmony • Consensus, not conflict • Social Bonding • Racial and religious harmony (Our Shared Values) • Mutual respect (Singapore Family Values) • Learn to share and put others first (DOE) • Build friendships with others (DOE) • We must preserve racial and religious harmony (NE) • Declaration of Religious Harmony • Social awareness • Relationship management |

RESPECT UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------|--|--|--|
| 3. Doing my school proud | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the vision and goals of the school • demonstrate ways to live up to the school's vision • achieve the school's goals | <ul style="list-style-type: none"> • <u>What does my school expect of me?</u> Some of my school's expectations of me are: <ul style="list-style-type: none"> – being a good and responsible pupil – being a good and responsible citizen – behaving well at all times • <u>How do I live up to the expectations of my school?</u> Some of the ways include: <ul style="list-style-type: none"> – knowing the school's vision and goals – working together with other members of the school to achieve the school's vision and goals | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity |

RESPECT UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------|--|--|--|
| 4. Doing my nation proud | <p>Pupils will be able to :</p> <ul style="list-style-type: none"> ▪ uphold the ideals of our nation and be committed to achieving them | <ul style="list-style-type: none"> ▪ <u>What can I do to make my nation proud of me?</u> Some of the ways are: <ul style="list-style-type: none"> – using my strengths and talents to contribute to the progress of our nation – valuing other citizens and appreciating their beliefs, culture and religion – working with other citizens to contribute to nation building | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity • Responsibility • Social Bonding • The Singapore Heartbeat (Singapore 21) • Active Citizens: Making a Difference to Society (Singapore 21) • Love Singapore (DOE) • We have confidence in our future (NE) • Economic Literacy |

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.

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------------|--|---|---|
| 1. Being a responsible child | Pupils will be able to: <ul style="list-style-type: none"> ▪ practise self responsibility ▪ know their roles in the family ▪ carry out their roles and responsibilities in the family | <ul style="list-style-type: none"> • <u>How should I be responsible towards myself?</u> Some of the ways are: <ul style="list-style-type: none"> – doing things that I can manage independently – develop a good habit of saving • <u>What are the roles that I play in the family?</u> Some of the roles are: <ul style="list-style-type: none"> – child – grandchild – sibling | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Respect • Family as the basic unit of society (Our Shared Values) • Singapore Family Values • Strong families: Our Foundation and Our Future (Singapore 21) • Learn to share and put others first (DOE) • Self management • Social awareness |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|--|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>What are my responsibilities in my family?</u> Some of my responsibilities include: <ul style="list-style-type: none"> – listening to the advice of my parents – being an eager and diligent learner – loving my parents, siblings and other family members – helping my parents with simple domestic chores | |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-----------------------------|--|--|--|
| 2. Being a good team member | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of teamwork • understand the importance of being a good team member • demonstrate characteristics of a good team member | <ul style="list-style-type: none"> • <u>Why is teamwork important?</u> Teamwork helps us to achieve more than what an individual is capable of. • <u>Why is it important to be a good team member?</u> A good team member: <ul style="list-style-type: none"> – helps the team achieve its goals – helps to create a pleasant and harmonious work environment | <ul style="list-style-type: none"> • Appreciation • Care • Honesty • Respect • Relating to others • Social Bonding • Consensus, not conflict (Our Shared Values) • Learn to share and put others first (DOE) • Build friendships with others (DOE) • Relationship management |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|---|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>How can I be a good team member?</u> Some of the ways are: <ul style="list-style-type: none"> – encouraging each other – valuing each other's contributions – admitting to our mistakes – sharing responsibilities – listening actively – being open-minded – doing our best – choosing the right leader e.g. prefects, monitors, councillors | |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------------------------------|--|---|---|
| 3. Being socially responsible | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of social responsibility • demonstrate social responsibility | <ul style="list-style-type: none"> • <u>What is social responsibility?</u> Some examples of being socially responsible in school are: <ul style="list-style-type: none"> – taking care of school property e.g. not littering, not vandalising, handling library books with care – returning plates and cutlery after use in the canteen – practising good hygiene habits e.g. sneezing into a tissue • <u>Why must I be socially responsible?</u> Some of the reasons are: <ul style="list-style-type: none"> – to create a better environment – to contribute to the well-being of others | <ul style="list-style-type: none"> • Appreciation • Care • Respect • Nation before community and society above self (Our Shared Values) • Active Citizens; Making a Difference to Society (Singapore 21) • Cultivate healthy habits (DOE) • Social awareness |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|--|--------------------------------------|
| | | <ul style="list-style-type: none">• <u>What should I do to be a socially responsible person?</u> Some of the ways are:<ul style="list-style-type: none">– using the school property with care– keeping the school clean | |

RESPONSIBILITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------------|--|---|---|
| 4. Abiding by rules and laws | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know the importance of having rules and laws • abide by rules and laws | <ul style="list-style-type: none"> • <u>What are some rules and laws that one should abide by?</u> Some of the examples are: <ul style="list-style-type: none"> – school rules – national laws and regulations e.g. road safety rules, no littering, spitting, vandalism, animal abuse • <u>Why is it important to obey rules and laws?</u> Some of the reasons are: <ul style="list-style-type: none"> – for personal safety – to ensure orderly behaviour in school e.g. observing proper movement when moving to classes – for the well-being of self and others in society | <ul style="list-style-type: none"> • Appreciation • Care • Respect • Nation before community and society above self (Our Shared Values) • Distinguish right from wrong (DOE) • Social awareness |

RESPONSIBILITY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------------------|--|--|--|
| 1. Being self-disciplined | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of self-discipline • demonstrate self-discipline | <ul style="list-style-type: none"> • <u>What is self-discipline?</u> Self-discipline refers to managing oneself well and not being distracted in completing things that should be done, e.g. being on-task when completing schoolwork. • <u>Why is self-discipline important?</u> Some of the reasons are: <ul style="list-style-type: none"> – to develop good habits – to achieve our goals – to earn the respect of others – to be a useful and effective person | <ul style="list-style-type: none"> • Responsibility • Cultivate healthy habits (DOE) • Economic Literacy • Financial Literacy • Self management |

RESPONSIBILITY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|--|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>What should I do as a self-disciplined person?</u> Some of the ways are: <ul style="list-style-type: none"> – informing parents of one's whereabouts – being discerning when using the Internet e.g. not surfing for unhealthy content – managing time well – doing schoolwork on time – using money wisely e.g. have savings, not spending unnecessarily | |

RESPONSIBILITY UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------------------|---|--|--|
| 2. Being a responsible team leader | Pupils will be able to: <ul style="list-style-type: none"> • know the qualities of a good team leader • practise ways of being a good team leader | <ul style="list-style-type: none"> • <u>How can I be a good team leader?</u> Some qualities I can practise are: <ul style="list-style-type: none"> – setting a good example – being humble and open to the ideas of others – encouraging members to cooperate and communicate – helping members focus on achieving team goals – sharing responsibilities fairly among members – recognising the strengths of each member | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity • Respect • Social Bonding • Consensus, not conflict (Our Shared Values) • Learn to share and put others first (DOE) • Relationship management |

RESPONSIBILITY UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------------------------|--|--|---|
| 3. Being a good citizen | Pupils will be able to: <ul style="list-style-type: none"> • understand the responsibilities of a citizen • demonstrate ways of being a good citizen | <ul style="list-style-type: none"> • <u>How can I be a good citizen?</u> Some qualities I can practise are: <ul style="list-style-type: none"> – upholding laws and regulations – upholding the ideals of the nation – upholding the good name of the nation – taking care of public property – defending the nation – choosing the right leaders e.g. leaders of the community – doing one’s best for the nation – understanding the constraints of the nation e.g. scarcity of natural resources | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Integrity • Respect • Social Bonding • Nation before community and society above self (Our Shared Values) • Every Singaporean matters (Singapore 21) • Active citizens: Making a Difference to Society (Singapore 21) • Love Singapore (DOE) • Singapore is our homeland; this is where we belong (NE) • We must ourselves defend Singapore (NE) |

Integrity

A person of integrity upholds ethical principles and has the moral courage to stand up for what is right.

INTEGRITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-----------------|---|---|---|
| 1. Being honest | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of being honest • demonstrate honesty | <ul style="list-style-type: none"> • <u>What is honesty?</u> Honesty involves being true to myself and others in both words and deeds. When I am honest, I am truthful and sincere. I do not lie, cheat or steal. • <u>Why must I be honest?</u> Some of the reasons are: <ul style="list-style-type: none"> – to gain the trust and respect of others – to build harmonious relationships with others • <u>How can I be an honest person?</u> An honest person: <ul style="list-style-type: none"> – admits one's mistakes – tells the truths – returns items that do not belong to him – does not copy when doing work or cheat in tests | <ul style="list-style-type: none"> • Fairness • Moral courage • Respect • Trustworthiness • Distinguish right from wrong (DOE) • Self awareness |

INTEGRITY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|----------------------|--|---|--|
| 2. Being trustworthy | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of being trustworthy • demonstrate trustworthiness | <ul style="list-style-type: none"> • <u>What is trustworthiness?</u> Trustworthiness is being reliable. When we are trustworthy, we honour our word and consistently act with responsibility towards others • <u>Why must I be trustworthy?</u> By being trustworthy, I will <ul style="list-style-type: none"> – gain the trust of others – build harmonious relationships with others – make morally responsible decisions • <u>How can I be a trustworthy person?</u> A trustworthy person: <ul style="list-style-type: none"> – keeps promises – does not gossip about others – has moral courage e.g. points out immoral acts that they witness | <ul style="list-style-type: none"> • Fairness • Honesty • Moral courage • Respect • Trustworthiness • Distinguish right from wrong (DOE) • Self awareness |

INTEGRITY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------|---|--|--|
| 1. Being fair | Pupils will be able to: <ul style="list-style-type: none"> • know the importance of fairness • demonstrate fairness | <ul style="list-style-type: none"> • <u>What is fairness?</u> Fairness involves respecting other's ability to achieve their goals and not being prejudiced against others. • <u>Why must I be fair to others?</u> Fairness brings about: <ul style="list-style-type: none"> – equality – justice – harmony and peace | <ul style="list-style-type: none"> • Honesty • Moral courage • Respect • Trustworthiness • Opportunities For All (Singapore 21) • Distinguish right from wrong (DOE) • We must uphold meritocracy and incorruptibility (NE) • Social awareness • Self management • Responsible decision making |

INTEGRITY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|---|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>How can I be fair to others?</u> Some of the ways are: <ul style="list-style-type: none"> – engaging in moral reasoning before acting – being aware of our own selfish motives and deciding against them when making decisions – upholding rules and regulations without fear or favour e.g. when assuming the roles of leaders – upholding meritocracy e.g. selecting leaders based on merit | |

INTEGRITY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---|--|---|---|
| <p>2. Standing up for what is right</p> | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of moral courage • demonstrate moral courage in difficult situations | <ul style="list-style-type: none"> • <u>Why must I stand up for what is right?</u> By doing so, I can: <ul style="list-style-type: none"> – gain the trust and respect of others – build harmonious relationships with others – make morally responsible choices • <u>What must I do to stand up for what is right?</u> Some of the ways are: <ul style="list-style-type: none"> – abide by rules and regulations even when not observed by others – report criminal acts that I witness e.g. theft, animal abuse – be fair to others e.g. respect intellectual property rights, be honest – make ethical decisions, e.g. when doing research in life sciences | <ul style="list-style-type: none"> • Fairness • Honesty • Moral courage • Respect • Trustworthiness • Distinguish right from wrong (DOE) • We must uphold meritocracy and incorruptibility (NE) • Self awareness • Responsible decision making |

Care

A person who is caring acts with kindness and compassion. He contributes to the betterment of the community and the world.

CARE

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------|---|--|---|
| 1. Taking care of myself | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of cultivating good habits • demonstrate good habits in self-care • practise personal safety | <ul style="list-style-type: none"> • <u>How do I look after myself?</u> Some of the ways are: <ul style="list-style-type: none"> – cultivating good habits – keeping myself safe from harm • <u>How do I ensure my own safety?</u> Some of the ways are: <ul style="list-style-type: none"> – handling dangerous objects with care – protecting myself from suspicious strangers – seeking help from adults | <ul style="list-style-type: none"> • Integrity • Responsibility • Self-concept • Self-confidence • Self-esteem • Self-respect • Self-discipline • Self-worth • Every Singaporean matters (Singapore 21) • Cultivate healthy habits (DOE) • Self awareness • Responsible decision making |

CARE LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------------------------|--|--|--|
| 2. Caring for my family | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the need to love and care for their family • demonstrate love and care for their family | <ul style="list-style-type: none"> • <u>Why do I need to show love and care for my family?</u> Showing love and care for my family helps to create a happy and harmonious home. • <u>What can I do to care for my family?</u> Some of the ways are: <ul style="list-style-type: none"> – showing empathy and concern for them e.g. giving comfort to family members who are ill – showing sensitivity towards family members' feelings – remembering and celebrating occasions special to family members e.g. birthdays, fathers' day and mothers' day – spending time with family members e.g. taking part in family functions | <ul style="list-style-type: none"> • Appreciation • Care • Harmony • Respect • Family as the basic unit of society (Our Shared Values) • Singapore Family Values • Strong Families: Our Foundation and Our Future (Singapore 21) • Learn to share and put others first (DOE) • Social awareness |

CARE LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|------------------------|---|--|---|
| 3. Being a good friend | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the qualities of a good friend • understand how to build and maintain good friendships | <ul style="list-style-type: none"> • <u>What are the qualities of a good friend?</u> A good friend is honest, trustworthy and caring. He or she is interested in my well-being and helps me become a better person. • <u>What can I do to be a good friend?</u> Some of the ways are: <ul style="list-style-type: none"> – being honest – avoiding actions that will bring about conflicts – being polite when we speak to each other – apologising when we make mistakes – forgiving them when they make mistakes – keeping our promises – appreciating them for who they are | <ul style="list-style-type: none"> • Appreciation • Care • Honesty • Respect • Social Bonding • Emotional Intelligence • Relating to others • Consensus, not conflict (Our Shared Values) • Build friendships with others (DOE) • Relationship management |

CARE

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------------------------------|--|---|---|
| 4. Caring for the environment | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • appreciate and care for the environment | <ul style="list-style-type: none"> • <u>What do I appreciate about the environment?</u> I appreciate the beauty and the ecosystem. • <u>Why do I need to care for the environment?</u> Some of the reasons are: <ul style="list-style-type: none"> – ensuring that the environment is conducive for living – we depend on the environment for air, water, food and other natural resources • <u>What can I do to care for the environment?</u> Some of the ways are: <ul style="list-style-type: none"> – using the school and public property with care – keeping the environment clean and green | <ul style="list-style-type: none"> • Appreciation • Respect • Responsibility • Curious about things (DOE) • Cultivate healthy habits (DOE) • Singapore is our homeland; this is where we belong (NE) • Responsible decision making |

CARE LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-----------------------|--|--|--|
| 5. Caring for animals | Pupils will be able to: <ul style="list-style-type: none"> • demonstrate ways of caring for animals | <ul style="list-style-type: none"> • <u>How can I show care for the animals?</u> Some of the ways are: <ul style="list-style-type: none"> – not ill-treating them – rendering help when necessary e.g. by calling relevant authorities like SPCA when I witness animal abuse | <ul style="list-style-type: none"> • Appreciation • Respect • Responsibility • Responsible decision making |

CARE UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------------------|---|---|---|
| 1. Contributing to family well-being | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand that all family members play a part in building unity and bringing happiness to the home • contribute to the unity and happiness of the family | <ul style="list-style-type: none"> • <u>Why must I contribute to the well-being of my family?</u> It takes effort from all members to build a happy and harmonious home. • <u>What can I do to contribute to the well-being of my family?</u> Some of the ways are: <ul style="list-style-type: none"> – upholding the good name of my family – being aware of my family income and expenses – being understanding and not burdening my family with unnecessary demands | <ul style="list-style-type: none"> • Appreciation • Harmony • Respect • Family as the basic unit of society (Our Shared Values) • Singapore Family Values • Strong Families: Our Foundation and Our Future (Singapore 21) • Learn to share and put others first (DOE) • Economic /Financial Literacy • Relationship management |

CARE

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-----------------------------|--|---|---|
| 2. Caring for the community | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know the importance of caring for people in the community, especially the less fortunate • demonstrate ways of caring for people in the community, especially the less fortunate | <ul style="list-style-type: none"> • <u>Why do I care for the people in my community, especially the less fortunate?</u> Our nation is our home and it is our responsibility to take good care of our people and think of their future. • <u>What can I do to care for the people in my community, especially the less fortunate?</u> Some of the ways are: <ul style="list-style-type: none"> – helping the less fortunate in my country e.g. actively contributing in community services and charity drives – being a friend in need e.g. lending a listening ear – being a helpful neighbour e.g. watering their plants when neighbours are away | <ul style="list-style-type: none"> • Appreciation • Empathy • Respect • Responsibility • Social Bonding • Volunteerism • Community support and respect for the individual (Our Shared Values) • Every Singaporean Matters (Singapore 21) • Active Citizens: Making a Difference to the Society (Singapore 21) • Learn to share and put others first (DOE) • Build friendships with others (DOE) • Relationship management |

CARE UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------------------------|--|--|---|
| <p>3. Protecting the environment</p> | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of protecting the environment • contribute to the protection and conservation of the environment | <ul style="list-style-type: none"> • <u>Why is it important to protect the environment?</u> Some of the reasons are: <ul style="list-style-type: none"> – to continue living in a healthy environment – to be aware that damage done to the environment is irreversible – to know that the cost of repairs is expensive • <u>What can I do to protect the environment?</u> Some of the ways are: <ul style="list-style-type: none"> – use products that are not harmful to the environment, e.g. non-CFC product – being involved in recycling activities e.g. sorting rubbish to help in recycling efforts | <ul style="list-style-type: none"> • Appreciation • Respect • Responsibility • Distinguish right from wrong (DOE) • Social awareness |

Resilience

A person who is resilient has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.

RESILIENCE

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--------------------|---|---|---|
| 1. Handling change | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know how to adapt to changes in life | <ul style="list-style-type: none"> • <u>What are some changes in my life?</u> Some of the changes are: <ul style="list-style-type: none"> – changes in the family e.g. arrival of a newborn, death and separation, and change in lifestyle – adapting to new environments e.g. going to school, making new friends – coping with school work – failure in school – parental pressure • <u>How am I affected by the changes?</u> Identify the feelings towards the changes: <ul style="list-style-type: none"> – sadness – stress – discouragement – disappointment | <ul style="list-style-type: none"> • Adaptability • Optimism • Resourcefulness • Opportunities for all (Singapore 21) • Self awareness |

RESILIENCE

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|--|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>How can I handle changes well?</u> Some of the ways are: <ul style="list-style-type: none"> – focusing on what we can do rather than what we cannot do – trying and learning something new e.g. making a new friend – coming up with alternatives to solving problems | |

RESILIENCE LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------------------------|---|---|--|
| 2. Being a keen learner | Pupils will be able to: <ul style="list-style-type: none"> • know the importance of learning • demonstrate a keen desire to learn | <ul style="list-style-type: none"> • <u>What is learning all about?</u> Learning is acquiring new knowledge and skills such as: <ul style="list-style-type: none"> – picking up a new game or sport – learning how to use the computer • <u>How does learning help me?</u> Learning helps me to: <ul style="list-style-type: none"> – cope with changes and new situations – prepare for the future • <u>How can I be a keen learner?</u> Some of the ways are: <ul style="list-style-type: none"> – not being afraid of asking questions – being curious – enjoying finding out new knowledge – being enthusiastic when participating in discussions – persevere when they encounter difficulties | <ul style="list-style-type: none"> • Appreciation • Creativity • Lifelong learning • Resourcefulness • Curious about things (DOE) • Economic Literacy • Self management |

RESILIENCE

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------------|--|---|--|
| 1. Being optimistic | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know the importance of being optimistic • remain optimistic in times of difficulty | <ul style="list-style-type: none"> • <u>What is optimism?</u> An optimistic person is: <ul style="list-style-type: none"> – positive – resilient – adaptable • <u>How can I be optimistic?</u> Some of the ways are: <ul style="list-style-type: none"> – focusing on possible solutions and not on what cannot be done – finding alternative solutions to a problem – responding constructively to criticism and advice – not dwelling on negative happenings or feelings – being open-minded and receptive to changes | <ul style="list-style-type: none"> • Adaptability • Optimism • Resourcefulness • Opportunities for all (Singapore 21) • Curious about things (DOE) • No one owes Singapore a living (NE) • We have confidence in our future (NE) • Self awareness • Self management |

RESILIENCE

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|---------------------|--|--|---|
| 2. Being determined | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of being determined • demonstrate determination in achieving goals | <ul style="list-style-type: none"> • <u>Why is having determination important?</u> Determination can help to overcome setbacks, such as: <ul style="list-style-type: none"> – not doing well in schoolwork – not being able to do something well e.g. dancing and playing the piano – failure e.g. in tests and examinations – problems within the family e.g. financial difficulties arising from retrenchment • <u>What can I do to achieve my goals?</u> Some of the ways are: <ul style="list-style-type: none"> – seeing failures as challenges – practising hard at a skill – not giving up | <ul style="list-style-type: none"> • Adaptability • Optimism • Resourcefulness • Emotional strength • Commitment (Singapore Family Values) • No one owes Singapore a living (NE) • We have confidence in our future (NE) • Economic Literacy • Financial Literacy • Self management |

RESILIENCE

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|----------------------|---|--|---|
| 3. Being resourceful | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the importance of being resourceful • demonstrate resourcefulness in problem solving | <ul style="list-style-type: none"> • <u>What is resourcefulness?</u> A resourceful person is: <ul style="list-style-type: none"> – adaptable – creative and innovative – not afraid to seek help – not afraid of confiding in others • <u>Why is it important to be resourceful when facing difficulties?</u> Some of the reasons are: <ul style="list-style-type: none"> – to find alternative ways of problem-solving – to find out different ways of looking at things – to find ways of coping well | <ul style="list-style-type: none"> • Adaptability • Creativity • Innovativeness • Lifelong learning • Curious about things (DOE) • No one owes Singapore a living (NE) • We have confidence in our future (NE) • Economic Literacy • Financial Literacy • Self management |

RESILIENCE

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-------|-----------------------|--|--------------------------------------|
| | | <ul style="list-style-type: none"> • <u>How can I be a resourceful person?</u> Some of the ways are: <ul style="list-style-type: none"> – being committed to self- improvement – reading widely – being open to suggestions and ideas – being receptive change being able to see new perspective | |

Harmony

A person who values harmony maintains good relationships and promotes social togetherness. He appreciates the unity and diversity of a multicultural society.

HARMONY

LOWER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|--|--|---|---|
| 1. Interacting with friends of different races | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • interact with friends of other races • take the initiative to interact with friends of other races | <ul style="list-style-type: none"> • <u>Why is it important to make friends with people of different races?</u> Some of the reasons are: <ul style="list-style-type: none"> – we are a multiracial society – to understand each other – to build a harmonious living environment – to enhance peace and stability • <u>What can I do to interact better with friends of other races?</u> Some of the ways are: <ul style="list-style-type: none"> – knowing simple greetings – knowing their cultures and practices – being sensitive to their needs – taking part in their cultural celebrations | <ul style="list-style-type: none"> • Appreciation • Care • Respect • Social Bonding • Consensus, not conflict (Our Shared Values) • Racial and religious harmony (Our Shared Values) • Build friendships with others (DOE) • We must preserve racial and religious harmony (NE) • Declaration of Religious Harmony • Social awareness |

HARMONY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|-----------------------------------|--|--|---|
| 1. Celebrating cultural diversity | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> know and appreciate some of the religious and cultural practices in our multiracial society | <ul style="list-style-type: none"> <u>What are some of the examples of religious and cultural events and practices in our multiracial society?</u> Some of the examples are: <ul style="list-style-type: none"> Muslims: e.g. greetings, prayers five times daily prayers Chinese: e.g. reunion dinners, Chinese New Year Hindus: e.g. Thaipusam, baby naming ceremony <u>What can I do to appreciate the different cultures in my multi-racial society?</u> Some of the ways are: <ul style="list-style-type: none"> finding out more about them taking part in various cultural celebrations being sensitive to the practices of the various customs and beliefs | <ul style="list-style-type: none"> Appreciation Care Social Bonding Respect Racial and religious harmony (Our Shared Values) We must preserve racial and religious harmony (NE) Declaration of Religious Harmony Social awareness |

HARMONY

UPPER PRIMARY

| Topic | Learning Objective(s) | Scope | Concepts / Related Values / Messages |
|----------------------------------|---|--|--|
| 2. Friendship with other nations | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand the need to establish and maintain ties with other countries • know how each can contribute to maintain good relationship with other countries | <ul style="list-style-type: none"> • <u>Why must we build friendships with other countries?</u> Some of the reasons are: <ul style="list-style-type: none"> – to build working ties with them – to build world peace and stability – to help each other in times of need e.g. sharing of resources • <u>What can we do to maintain good relationship with other nations?</u> Some of the ways are: <ul style="list-style-type: none"> – knowing and understanding their culture e.g. participate in International Friendship Day – adhering to their rules and regulations when we travel | <ul style="list-style-type: none"> • Appreciation • Care • Interdependence • International Friendship • Peace • Respect • Social Community • World Community • We have confidence in our future (NE) • Economic Literacy • Social awareness |