

CIVICS AND MORAL EDUCATION SYLLABUS

PRIMARY SCHOOL

**CURRICULUM PLANNING AND DEVELOPMENT DIVISION
MINISTRY OF EDUCATION
SINGAPORE**

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INTRODUCTION

The onset of a borderless world community coupled with rapid changes in society make it pertinent that the Civics and Moral Education (Primary) syllabus be revised to ensure the continued provision of a sound ballast for our children in the development of their moral character and in fostering their love and commitment to the nation. The Civics and Moral Education (Primary) programme seeks to build in the children the requisite knowledge, skills and attitudes that will enable them to adequately handle competing and conflicting demands while holding firmly to their moral integrity, and fulfilling their roles as responsible citizens. This is in tandem 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

RATIONALE

In developing the Civics and Moral Education (Primary) syllabus, due consideration has been given to the following factors:

- The developmental stages and readiness of children to understand and apply moral concepts, values and principles have been taken into account to help decide the depth and breadth to be covered at the different levels.
- The alignment of the Civics and Moral Education (Primary) content with national and societal needs is vital as we are helping children make connections between the school and the nation or society at large. The fragility of our country as a small nation set in a multi-racial context with its vulnerabilities and constraints requires that our children learn from young how to live harmoniously with people different from themselves, and to cultivate good habits of action and mind that enable them to work efficiently with others and cope well in times of change and uncertainties.

In the revised Civics and Moral Education (Primary) syllabus, further factors have also been taken into account :

- The advancement in technology has opened for our children an unprecedented vast array of choices. This necessitates

the strong emphasis on skills of moral reasoning and creative thinking in making decisions and handling moral dilemmas.

- The impact of globalisation poses a constant challenge to one's loyalty and commitment to the nation as a citizen. A greater emphasis to develop the sense of belonging to and identity with the nation, and responsibility as citizens must be given to help our children cultivate that emotional bonding to Singapore from young.
- The use of guiding principles to ensure relevance and applicability independent of situations underlies every theme with its concomitant learning outcomes. This is of critical importance as the fast pace of technological progress continues to spearhead changes in all spheres, making obsolete quickly the present. The use of guiding principles further allows key values and themes to be dealt with at a more generic level which is not situation-bound but transcends specific contexts. This facilitates content reduction in the curriculum and creates opportunities for greater incorporation of information technology (IT) skills in classroom teaching without the subject losing its effectiveness in helping the moral and social development of the child.

GOAL OF CIVICS AND MORAL EDUCATION

The goal of Civics and Moral Education is to nurture a whole and balanced person, with a strong sense of moral values, good interpersonal relationships, one who will contribute to the well-being of society and the nation, and eventually to the world at large.

OBJECTIVES OF CIVICS AND MORAL EDUCATION

▣ Knowledge Objectives

At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:

- identify the values that contribute to building their moral character such as honesty, respect, personal responsibility, perseverance and moral courage
- understand family's traditions and know the qualities that build family unity such as love, care, responsibility towards and appreciation for family members, respect among family members, commitment, and upholding of the family's name
- understand the principles of teamwork and graciousness that will enable them to work well with others in school and the community
- understand some concerns of the community and identify the ways they could contribute to the community

- know some of the customs, traditions and beliefs of the different races in Singapore
- be aware of the ideals of the nation and identify behaviour befitting a responsible citizen

▣ Skills Objectives

At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:

- apply the skills of moral reasoning and creative thinking in decision making, problem-solving and moral dilemmas - defining the problem, examining all alternatives, predicting possible consequences, evaluating their choices and selecting the course of action
- understand and share in another person's feelings
- show care and concern for others
- demonstrate good inter-personal skills with others including people of different races and different abilities
- co-operate and collaborate with each other in team work
- work with others to arrive at a consensus when differences in opinions arise
- show graciousness towards others through considerate, courteous and thoughtful behaviour
- demonstrate filial acts towards parents and grandparents

- use their talents and abilities to serve others in community work
- contribute to total defence by participating in related activities organised for them

▣ Attitudes Objectives

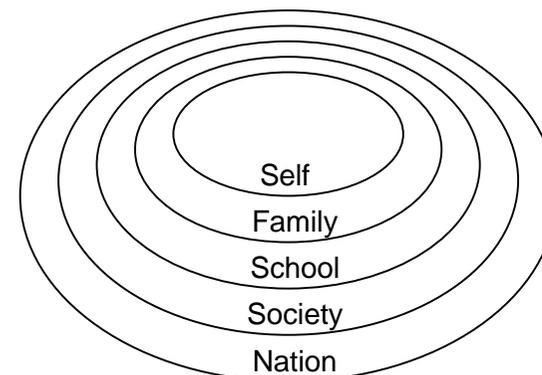
At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:

- have confidence in their abilities and potential
- have moral courage and personal responsibility
- show perseverance in the face of difficulties and a willingness to rise to challenges
- display a willingness to care for, share with and help others
- have respect for their parents, grandparents and the elderly
- recognise and accept others who are different from them
- be supportive of the efforts and achievements of others
- have respect for people from different racial groups and their cultures
- show civic consciousness and an awareness of their behaviour as responsible citizens
- demonstrate a willingness to serve the community and society
- show a sense of belonging to and love for Singapore as their homeland

THEMES IN THE SYLLABUS

To enable us to realise the goal and objectives of the Civics and Moral Education programme in our primary school pupils, five broad themes are drawn up. These themes reflect the structure of relationships that pupils will be inducted into, beginning first from Self, moving on to the Family and School, and finally extending to the Society and the Nation. Within the parameters of relationships extending from Self to the Nation, pupils are equipped with knowledge, skills and attitudes that reflect the values and principles deemed important and good, and upheld by society, which include Our Shared Values, Singapore Family Values and the Desired Outcomes of Education.

Themes Built Into The Framework Of Relationships



The five themes which are built into the framework of relationships are:

| | |
|-----------|------------------------------|
| Theme I | Character Building |
| Theme II | Bonding with Family |
| Theme III | Sense of Belonging to School |
| Theme IV | Being Part of Society |
| Theme V | National Pride and Loyalty |

IMPLEMENTATION

▣ Supportive Structures for an effective Civics and Moral Education programme

For the Civics and Moral Education programme to be implemented effectively, schools are strongly recommended to provide the five E's - *Example, Explanation, Exhortation, Environment* and *Experience* - as supportive structures to the programme.

- *Example*

Adults in the school who apply the values and principles taught in Civics and Moral Education lessons serve as exemplary models to pupils.

- *Explanation*

Teachers who constantly give reasons for actions will lead pupils to understand and accept the moral principles involved. An understanding of the reasons underlying the actions will enable pupils to apply the values they have internalised to new situations.

- *Exhortation*

Teachers who constantly remind pupils to practise the values taught can help them modify their behaviour.

- *Environment*

The climate of the school, the way activities are conducted and the inter-personal relationships in the school should reinforce the CME lessons taught in the classroom.

- *Experience*

The school is a structured environment for pupils to practise what they have learnt and to learn from their mistakes. Opportunities should be created for pupils to practise care for others, to accept responsibilities and to make decisions.

RESOURCES

Print materials for teaching Civics and Moral Education are produced by the Curriculum Planning and Development Division of Ministry of Education (MOE). Schools may tap on relevant non-print materials produced by the Educational Technology Division of MOE. However, to further enhance classroom teaching, schools have the flexibility to include relevant resources produced by the National Education Branch, other divisions of MOE, other ministries, the Television Corporation of Singapore and Singapore Press Holdings. The use of appropriate IT resources is also strongly encouraged.

CURRICULUM TIME

Civics and Moral Education is taught 2 periods at the lower primary (P1 to P3) and 3 periods at the upper primary (P4 to P6).

MEDIUM OF INSTRUCTION

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

ASSESSMENT AND EVALUATION

As the social and moral development of a child contributes to the building of a balanced individual, schools need to assess how much and how well a child has learnt through the Civics and Moral Education programme. To measure pupils' learning in Civics and Moral Education in terms of knowledge, skills and attitudes, teachers are given the discretion to decide on their modes of assessment. Some suggested modes are as follows:

- behavioural / conduct checklists¹
- personal responses and answers given by a child in the Civics and Moral Education workbook
- simple projects² that reflect understanding and grasp of a moral concept, value or principle and where observation on how the children co-operate and behave in the group is made

¹ the Civics and Moral Education teacher can work on the checklist with the form teacher to counter-check a pupil's behaviour

In awarding pupils' final grade in Civics and Moral Education, consideration must be given to their participation in the Community Involvement Programme.

The ultimate test, however, is whether pupils demonstrate the following traits in their daily life at home, in school and in the community:

- integrity of behaviour
- respect and personal responsibility
- graciousness and team spirit
- civic consciousness
- patriotism

² this can be done in collaboration with projects in other subjects such as MT, Art and Social Studies



CIVICS AND MORAL EDUCATION
SYLLABUS CONTENT

CHARACTER BUILDING

Lower Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|--|--|---|---|--|
| <p>Understanding and developing oneself</p> <p>Having personal responsibility and self-discipline</p> <p>Being a person of integrity</p> | <p>Pupils will be able to :</p> <ul style="list-style-type: none"> • display a positive self-concept • show a sense of personal responsibility and accountability • demonstrate integrity | <ul style="list-style-type: none"> • self-concept • self-esteem • personal responsibility • self-discipline • honesty • moral uprightness | <ul style="list-style-type: none"> - building a positive self-concept - positive attitudes in the face of set-backs - handling tasks with care - quality in work done - commitment to both studies and non-academic activities - cultivation of good habits of orderliness - basic courtesies - careful use of resources - safety precautions in school and at home - practising honesty regardless of being observed - honouring one's word - respect for the property of others | <p>self-respect love for self</p> <p>responsibility diligence commitment</p> <p>consideration responsibility patience</p> <p>honesty trustworthiness respect</p> |

CHARACTER BUILDING

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|-----------------------|--|---|--|--|
| Confidence in oneself | Pupils will be able to : <ul style="list-style-type: none"> • display self-confidence and willingness to develop one's strengths for better performance | <ul style="list-style-type: none"> • self-esteem | <ul style="list-style-type: none"> - identifying and enhancing one's strengths - knowing one's abilities and potential - seizing opportunities and putting in one's best | trust in self-worth |
| Doing one's best | <ul style="list-style-type: none"> • understand that perseverance, diligence and responsible behaviour are necessary for success | <ul style="list-style-type: none"> • personal responsibility | <ul style="list-style-type: none"> - cultivating habits of giving quality work - responsible decision-making - life-long learning - long-term and short-term goal-setting - constant upgrading to meet challenges | responsibility diligence perseverance love for learning |
| Being fair | <ul style="list-style-type: none"> • make fair decisions under all circumstances | <ul style="list-style-type: none"> • fairness | <ul style="list-style-type: none"> - giving fair treatment for every one | fairness objectivity |
| Having moral courage | <ul style="list-style-type: none"> • show the courage to stand up for what is morally right | <ul style="list-style-type: none"> • moral courage | <ul style="list-style-type: none"> - defending the truth in all situations - admitting one's wrong doings and facing the consequences | moral courage integrity |

BONDING WITH FAMILY

Lower Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|--|---|---|--|--|
| Loving and respecting parents and grandparents | Pupils will be able to : <ul style="list-style-type: none"> • demonstrate love and respect for parents and grandparents. | <ul style="list-style-type: none"> • love and care • filial responsibility • respect | <ul style="list-style-type: none"> - showing affection and concern for parents and grandparents - appreciating the love of parents and grandparents - respecting parents and grandparents by showing propriety in one's communication with and behaviour towards them | love and care * filial responsibility* communication* |
| Understanding and appreciating family members | <ul style="list-style-type: none"> • show love, respect and appreciation for family members | <ul style="list-style-type: none"> • mutual love and respect • appreciation for others | <ul style="list-style-type: none"> - understanding and empathy for family members - communication among family members - using proper terms of address for family members - recognising and valuing the good qualities of family members | respect consideration for others communication* mutual respect* family unity |

* Singapore Family Values

BONDING WITH FAMILY

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|---|--|--|---|--|
| <p>Family unity - valuing family's traditions and building cohesiveness</p> | <p>Pupils will be able to :</p> <ul style="list-style-type: none"> • demonstrate and contribute towards family unity | <ul style="list-style-type: none"> • family heritage • family cohesiveness | <ul style="list-style-type: none"> - understanding of one's cultural and family background - meaningful participation in the different family practices e.g. festivals, outings, special occasions - sense of identity and belonging to the family - qualities in building family cohesiveness - upholding family honour | <p>family unity</p> <p>commitment* consideration compassion co-operation communication* mutual respect*</p> |
| <p>Being filial</p> | <ul style="list-style-type: none"> • explain the importance of filial responsibility and demonstrate acts of being filial | <ul style="list-style-type: none"> • filial responsibility | <ul style="list-style-type: none"> - meeting the needs of parents and grandparents | <p>love, care and concern* filial responsibility*</p> |

* Singapore Family Values

SENSE OF BELONGING TO SCHOOL

Lower Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|------------------------------------|--|---|--|---|
| Understanding the School's ideals | Pupils will be able to : <ul style="list-style-type: none"> • show knowledge of ideals and vision of one's school | <ul style="list-style-type: none"> • ideals and vision of the school | <ul style="list-style-type: none"> - school song - school badge, flag and motto - school attire | respect for school pride in school loyalty to school |
| Building a caring school community | <ul style="list-style-type: none"> • contribute towards building a caring school community | <ul style="list-style-type: none"> • caring school community | <ul style="list-style-type: none"> - maintaining a clean environment - care and respect for members in the school community - graciousness and support shown to the efforts and achievements of others in the school. | care respect responsibility graciousness spirit of sportsmanship meritocracy |

SENSE OF BELONGING TO SCHOOL

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|---------------------------|--|---|---|--|
| Being proud of the school | Pupils will be able to: <ul style="list-style-type: none"> • show a sense of pride for the school • recognise their roles as responsible members of the school community | <ul style="list-style-type: none"> • pride in school • responsible membership | <ul style="list-style-type: none"> - upholding of the school's name in line with the school's vision or mission - active participation in and support for school activities - responsible use of school facilities | loyalty to school pride in school responsibility |
| Accepting differences | <ul style="list-style-type: none"> • recognise and accept differences in abilities and opinions among their school mates | <ul style="list-style-type: none"> • acceptance of differences | <ul style="list-style-type: none"> - existence of differences in abilities and talents of others - mutual support and help in areas of differences - arriving at consensus when differences of opinions arise | respect consideration mutual support consensus, not conflict [®] |
| Promoting team spirit | <ul style="list-style-type: none"> • demonstrate team spirit when working with others | <ul style="list-style-type: none"> • team work | <ul style="list-style-type: none"> - importance of teamwork - qualities of teamwork | co-operation responsibility commitment mutual support |

[®] Our Shared Values

BEING PART OF SOCIETY

Lower Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|---|---|---|--|---|
| <p>Obeying rules and laws</p> <p>Living in harmony with people of different races</p> | <p>Pupils will be able to :</p> <ul style="list-style-type: none"> • understand and obey rules and laws • interact with people of different races • express appreciation of living in a multi-racial society | <ul style="list-style-type: none"> • rules and laws • multi-racialism • racial harmony | <ul style="list-style-type: none"> - contribution of rules and laws to the 'common good' - respecting school rules and laws - assisting enforcement authorities - basic courtesies - learning and playing with friends and neighbours of other races - recognising and accepting differences in the practices and beliefs of other races | <p>respect</p> <p>co-operation</p> <p>civic responsibility</p> <p>justice</p> <p>neighbourliness</p> <p>respect for others</p> <p>sensitivity</p> <p>racial harmony</p> |

BEING PART OF SOCIETY

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|---|---|--|--|---|
| Gracious Behaviour | Pupils will be able to : <ul style="list-style-type: none"> • demonstrate a sense of civic-discipline and responsibility towards public property | <ul style="list-style-type: none"> • responsibility towards public property | <ul style="list-style-type: none"> - handling of public property with care and consideration - contribution to the cleanliness of public facilities and the environment | consideration graciousness responsibility |
| Respecting the customs, traditions and beliefs of different races | <ul style="list-style-type: none"> • demonstrate respect for and appreciation of the beliefs, customs and traditions of different races | <ul style="list-style-type: none"> • racial harmony | <ul style="list-style-type: none"> - respect for and appreciation of the cultures of different races | respect racial harmony |
| Caring for the community | <ul style="list-style-type: none"> • show respect and care for the elderly and needy in the community participate voluntarily in community work | <ul style="list-style-type: none"> • community involvement | <ul style="list-style-type: none"> - understanding towards, acceptance and care for the elderly and needy - appreciating the contributions of the elderly and handicapped - sharing of time, talents and material wealth to build the community | respect care generosity commitment |

NATIONAL PRIDE AND LOYALTY

Lower Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|--|--|--|--|---------------------------------------|
| Knowing the National Flag, Anthem and Pledge | Pupils will be able to : <ul style="list-style-type: none"> • identify with and show respect for the national flag, anthem and pledge | <ul style="list-style-type: none"> • national symbols • sense of belonging to the nation | <ul style="list-style-type: none"> - decorum and respect during flag raising and lowering ceremonies - singing of the national anthem with feeling - correct recitation of the pledge | respect pride in nation loyalty |
| Being proud of Singapore | <ul style="list-style-type: none"> • demonstrate a sense of pride and loyalty to Singapore | <ul style="list-style-type: none"> • patriotism | <ul style="list-style-type: none"> - appreciating Singapore as our homeland - recognition of our nation's achievements - singing of national songs with pride - participation in national activities e.g. National Day | patriotism |

NATIONAL PRIDE AND LOYALTY

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|---|--|--|---|---|
| Understanding the ideals of the nation | Pupils will be able to : <ul style="list-style-type: none"> • understand the meaning and significance of national symbols | <ul style="list-style-type: none"> • ideals and vision of the nation | - meaning and significance of the national flag, anthem, pledge and crest | patriotism |
| Being a responsible citizen | <ul style="list-style-type: none"> • contribute to building up the good name of the country • understand the democratic process in Singapore | <ul style="list-style-type: none"> • responsible citizenship • responsible voting • equality of citizens before the law • equal opportunities for citizens | - putting nation before community, society above self @ - upholding the name of Singapore - being concerned for national affairs as "one people, one nation" - purpose of voting - responsibilities of citizens in voting | responsibility sacrifice incorruptibility unity meritocracy fairness responsibility equality |
| Knowing Singapore's constraints and vulnerabilities | <ul style="list-style-type: none"> • understand some of the constraints and vulnerabilities faced by Singapore | <ul style="list-style-type: none"> • Singapore's constraints and vulnerabilities | - responsible use of scarce resources of land and water - proper development of human resources | sensitivity adaptability responsibility |

@ Our Shared Values

NATIONAL PRIDE AND LOYALTY

Upper Primary

| TOPICS | LEARNING OUTCOMES | CONCEPTS | SCOPE | VALUES |
|-------------------------------------|---|---|--|---|
| Defending Singapore | Pupils will be able to : <ul style="list-style-type: none"> • contribute to the defence of the nation | <ul style="list-style-type: none"> • total defence | <ul style="list-style-type: none"> - meaning and aspects of total defence - participation in various activities related to total defence - giving support to those in national service | patriotism preparedness confidence in our nation |
| Appreciating good leadership | <ul style="list-style-type: none"> • show appreciation for good leadership | <ul style="list-style-type: none"> • good governance | <ul style="list-style-type: none"> - traits of good leadership | incorruptibility meritocracy |
| Meeting the challenges ahead | <ul style="list-style-type: none"> • identify the opportunities available for Singapore's growth and development | <ul style="list-style-type: none"> • adaptability and staying ahead | <ul style="list-style-type: none"> - continual learning | adaptability creativity |
| Relationship with ASEAN / the world | <ul style="list-style-type: none"> • identify and display appropriate types of behaviour at the individual and national level which can promote good relationship with ASEAN countries and the rest of the world | <ul style="list-style-type: none"> • brotherhood of nations • interdependence | <ul style="list-style-type: none"> - knowing ASEAN cultures and showing sensitivity - knowing the flags of ASEAN nations - respecting nations in ASEAN and the world - showing compassion and generosity towards peoples of countries stricken by calamities | mutual understanding and respect sensitivity peace and stability harmony |

Semestral Grading System for Civics & Moral Education (Primary)*

| SEMESTER I | | | |
|--|---|---|--|
| Grade | A | B | C |
| Descriptors | <ul style="list-style-type: none"> • Has very good knowledge and skills in subject • Shows very positive attitudes towards self and others | <ul style="list-style-type: none"> • Has adequate knowledge and skills in the subject • Shows positive attitudes towards self and others | <ul style="list-style-type: none"> • Has some knowledge and skills in the subject • Shows positive attitudes to some extent towards self and others |
| SEMESTER II | | | |
| Grade | A | B | C |
| Descriptors | <ul style="list-style-type: none"> • Has very good knowledge and skills in subject • Shows very positive attitudes towards self and others • Has met the minimum requirement of 6 hours of community involvement | <ul style="list-style-type: none"> • Has adequate knowledge and skills in the subject • Shows positive attitudes towards self and others • Has met the minimum requirement of 6 hours of community involvement | <ul style="list-style-type: none"> • Has some knowledge and skills in the subject • Shows positive attitudes to some extent towards self and others • Has not met the minimum requirement of 6 hours of community involvement |
| <p>Remarks : _____ has completed _____ hours of community involvement.</p> <p style="text-align: center;"><i>(Name of pupil)</i> <i>(Number)</i></p> | | | |

*For each grade, all criterion must be met in each description before awarding the grade