P1 Introductory Briefing

Character Development

Empowered Learners
Persons of Strength & Character

Primary School Curriculum for Well-rounded Learning

Subject-based Learning	Character Development
English	Positive Discipline
Mathematics	Programme for Active Learning (PAL)
Mother Tongue	Character and Citizenship Education (CCE)
Physical Education	
Art and Craft	
Music	
Social Studies	

Positive Discipline @BGPS

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Our Philosophy

1.Students learn well where there is order and discipline. At the same time, they need care, encouragement and space to learn from mistakes and improve.

2.Discipline is an educative process, and the goal is to instil self-discipline and good character in students.

3.Disciplinary measures serve as a proxy for consequences of the poor choices made. It is not punishment, and must be meted out fairly, firmly and appropriately.

3 Core Practices

Promote a safe and supportive environment and a culture of care

Prevent challenging behaviours from occurring

Address inappropriate behaviour promptly

Correct it before it affects students' development and well-being

A Positive & Proactive Approach to Discipline

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions

Positive Discipline- Discipline with Care, Dignity & Respect

- Help students understand how their actions would affect themselves and others.
- Students take responsibility to replace inappropriate behaviour and restore relationships with others affected by their actions.
- Care- Give due attention to students' physical, emotional and social well-being.
- Dignity- Help students preserve the importance and value that they have, which makes them respect themselves.
- Respect- Accept that every student is different and show the same level of politeness, honour and care to all students.

Positive Discipline will happen when students

- obey the school rules (Habit 1).
- have discipline and self-control (Habit 1).
- work respectfully with others (Habit 5).
- understand how their behaviour affect others (Habit 5).

Management of Discipline Issues

What should parents do should an incident occur?

- Keep calm
- Get information from both your child and school
- Contact the form teachers
- Follow up with the form teachers on the actions that will best cater to the well-being of all parties

PAL@BGPS

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Ministry of Education
SINGAPORE

Programme for Active Learning

PROGRAMME FOR ACTIVE LEARNING

PAL Objectives

- Provides pupils broad exposure to the 4 PAL domains
- Nurtures pupils in the 3Cs and social-emotional competencies

PAL Learning Outcomes

- Nurturing the 3Cs:
  Confidence, Curiosity and Cooperation Skills in pupils

5 PAL Learning Characteristics

1. Experiential in nature
2. Encompasses learning in a creative way
3. Provides opportunities for children to create
4. Incorporates values and social-emotional learning
5. Fun and enjoyable

5 Key Practices of the PAL Teacher

1. Models curiosity and expresses joy in learning
2. Uses varied and engaging pedagogies to facilitate creative and hands-on learning
3. Allows pupils' inquiry and interest to drive the direction of learning during lessons
4. Facilitates pupils' learning with open-ended questions that prompt sharing and reflection
5. Creates a learning environment that welcomes play, exploration and teamwork

Useful links to PAL resources on OPAL: http://subjects.opal.moe.edu.sg/pal

Programme for Active Learning (PAL)

Social Emotional Competencies

- Self-awareness
- Social awareness
- Self-management
- Relationship management
- Responsible decision-making

Programme for Active Learning (PAL)

To encourage learning beyond the classroom, PAL gives your child the chance to hone his/her Social Emotional Competencies while discovering new skills and interests.

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PAL Module Domains

Physical Domain		Aesthetics Domain	
Sports and Games	Outdoor Education	Visual Arts	Performing Arts

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PAL Modules

P1 PAL MODULES		
Semester 1	Sports and Games	Visual Arts
Semester 2	Dance	Drama

P2 PAL MODULES		
Semester 1	Dance	Drama
Semester 2	Outdoor Education	Visual Arts

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PAL Implementation

Total of 8 modules from P1 to P2

Each lower primary class will cover 1 PAL module each term

1.5 hours (3 periods) per week during curriculum time

PAL lessons facilitated by FTs or teaching subject teachers

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PAL Lessons

PAL Activities

Reflection Booklets

Drama Module 1

Reaching for the Stars (Lesson 2)

What I learnt from Module 1...

- Become a_____ of personal space.
- R_____ others' personal space.

How can we learn to respect each other's personal space?

In the space below, write or draw how you can respect your friend's personal space?

Date: _____

Working Together

(Lesson 1)

My Reflection

Am I able to draw the characters on my own?

	Yes, I can!	I tried to do it.	No, I can't draw.
Self-Efficacy			

Am I able to ask my friends for help when I am stuck at a task? Or do I offer help to those who need it?

	Yes, I can All the time!	I do, sometimes.	No, I can't do it.
Relationship Management – Asking and providing help			

Did you enjoy today's PAL lesson? Yes / No

What did you like or did not like about the lesson?

_____

_____

5

Date: _____

Roll – A – Monster! (Lesson 2)

To play roll-a-monster, listen to your teacher's instructions. You need to play this game in groups of 3. Draw the monster in the space provided below.

Hello! My name is _____

I can

_____

_____

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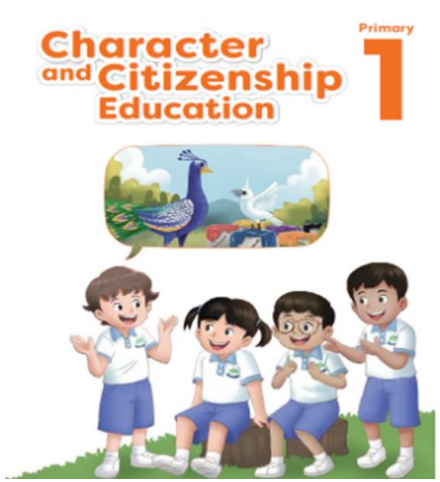
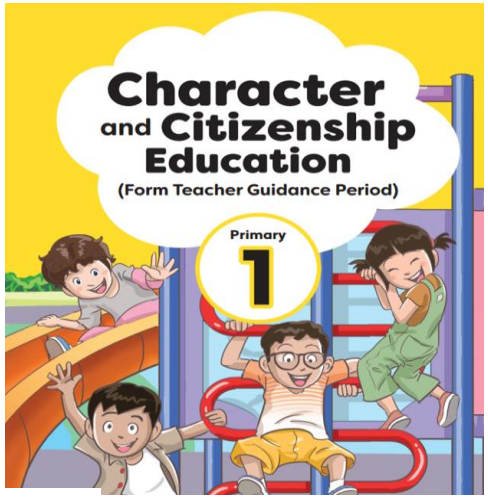
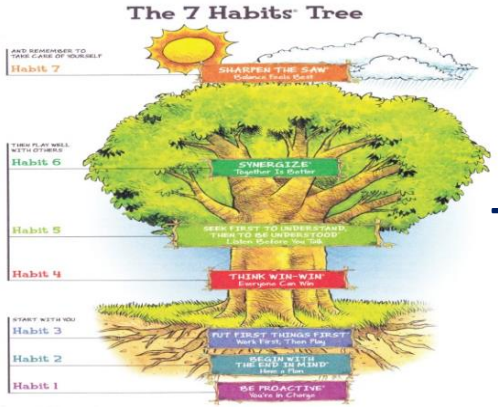
Character and Citizenship Education (CCE)

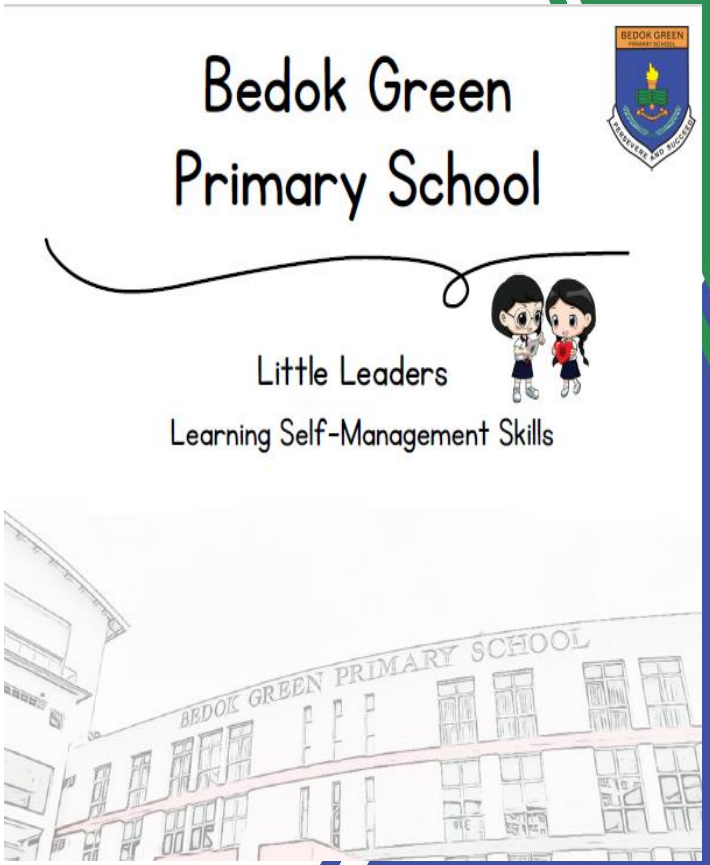






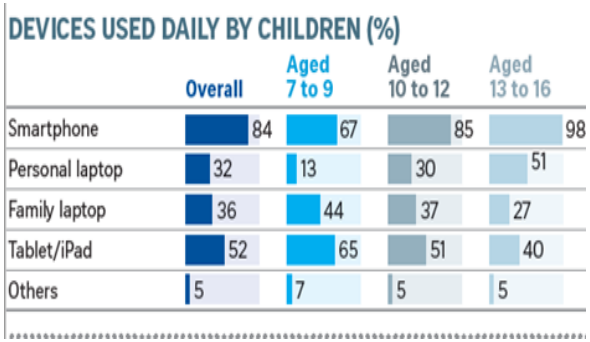
The Leader In Me :

7 habits



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
  - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
  - maintain a **positive presence in cyberspace**; and
  - be **safe and responsible users of ICT**.

During CCE (FTGP) lessons

During CCE(FTGP)* lessons, students will be taught:

- **Basic online safety rules**
  - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
  - Understand the risks of disclosing personal information

E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

During CCE (FTGP) lessons

- **Cyber Contacts**
  - Understand that the profiles of strangers that we see online may not be their real identities
  - Recognise the dangers of chatting with strangers online

Parents are strongly encouraged to participate in the "**Family Time**" activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home

E.g. Family Time in the lesson on Staying Safe in the Cyberworld

Cyber Wellness Programmes in School

- Peer Support Champions to advocate Cyber Wellness in class
- Safer Internet Week (Term 1)
- Recess activities
- Cyber Wellness Advocacy talk (Term 3)
- External Cyber Wellness workshop for parents (from Health Promotion Board (HPB), Cyber Security Agency (CSA), Digital for Life,)

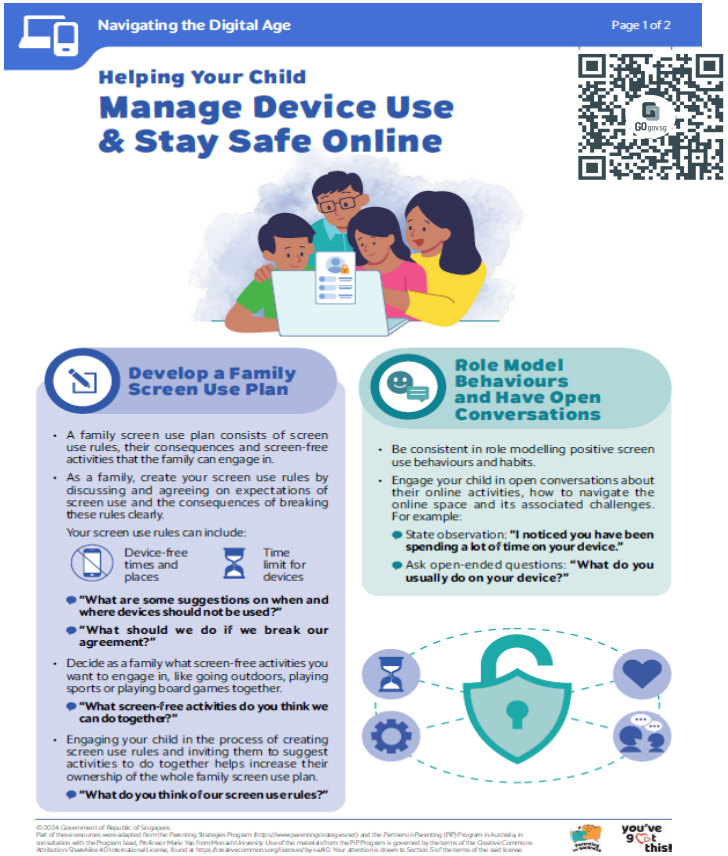
What are the school rules on digital device use?

- Students are **not to use smartphone and/or smartwatches**, **during school hours including recess, CCA and after-school programmes**.
- Students who bring such devices are **to put them in school bags before school start time.** They can retrieve these after school ends. Students should bear responsibility for safekeeping these devices.
- Students are only allowed to use the digital devices at designated areas after school hours for communication purposes, (e.g. canteen, foyer).

How can parents help their child develop good digital habits?

- **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
- Provide a safe space for conversations to allow your child to **feel safe expressing their thoughts and feelings with you.**
- **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
- **Discuss and develop a timetable with your child** to moderate their time spent on screens.

Parenting for Wellness-Toolbox for Parents



How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Guidance on Screen Use (MOH)

Thank you!

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