




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	Character and Citizenship (CCE)
Mother Tongue	Programme for Active Learning (PAL)
Physical Education	
Art and Craft	
Music	
Social Studies	

Positive Discipline @BGPS



Empowered Learners
Persons of Strength & Character

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.



Empowered Learners
Persons of Strength & Character

3 Core Practices

Promote a safe and supportive environment and a culture of care
Prevent challenging behaviours from occurring



A Positive & Proactive Approach to Discipline

Address inappropriate behaviour promptly
Correct it before it affects students' development and well-being



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).



Positive Discipline



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

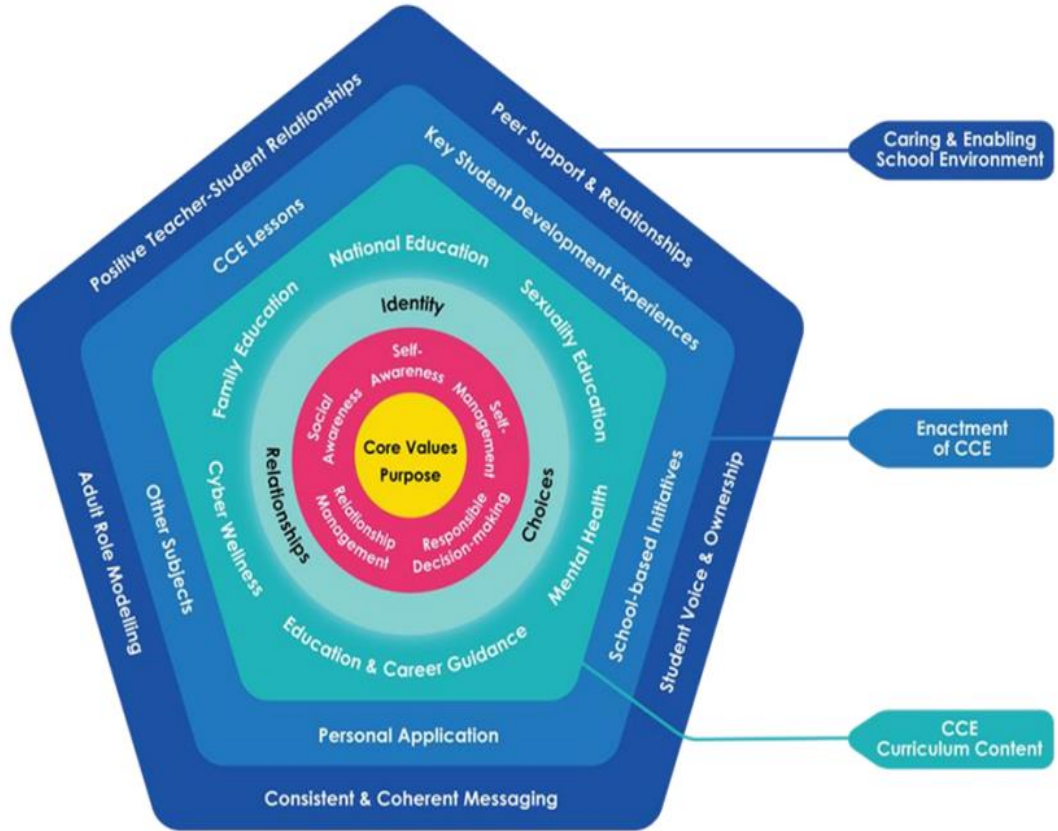


CCE@BGPS



Empowered Learners
Persons of Strength & Character

Goals of Character and Citizenship Education (CCE)



- Good character
- Resilience and social-emotional well-being
- Future readiness
- Active citizenship

Empowered Learners
Persons of Strength & Character

Character and Citizenship Education (CCE MTL)

- New P1 CCE MTL Curriculum
- Taught in Mother Tongue and English (for NTIL students).
- Use of stories to develop students' imagination and allow them to encounter different emotions and experiences beyond their own environment.

Character
and Citizenship
Education

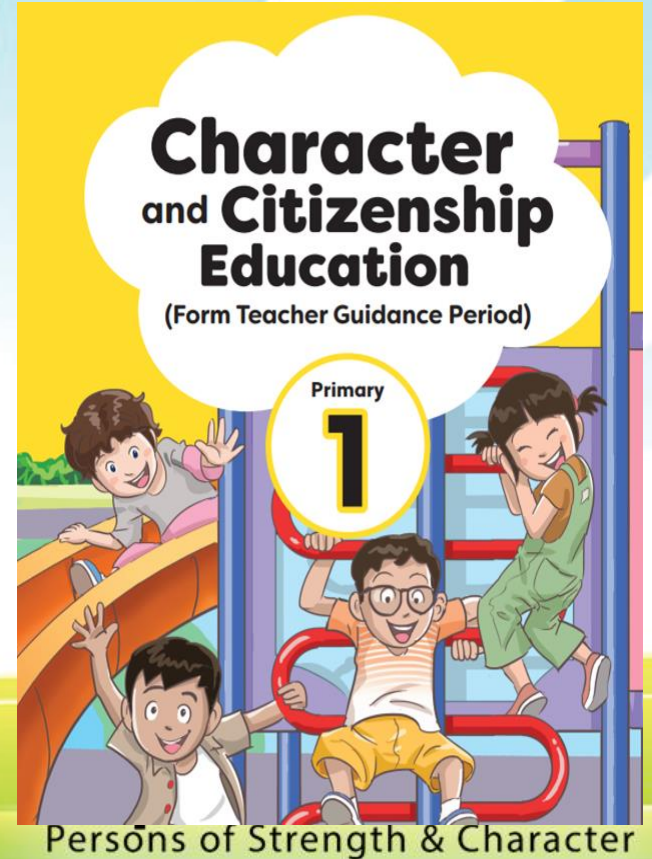
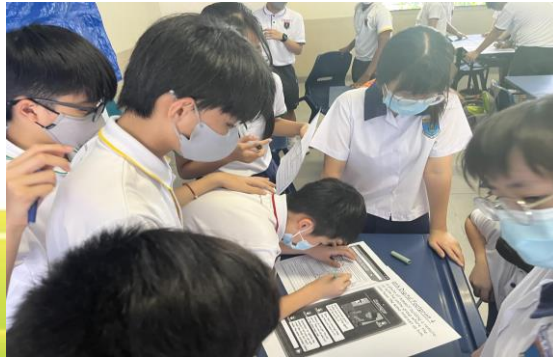
Primary

1



Character and Citizenship Education (FTGP)

- Strengthen students' social and Emotional competencies and reinforce values
- Foster inter-ethnic understanding and appreciation for one another's culture



CCE-MTL and CCE-FTGP Lessons

“Family Time”, a feature in both FTGP and CCE MTL lessons provides suggested activities for families to bond. These activities enable values to be taught gradually over time, allowing parents to help support CCE.

 3. Let's Bingo!



Family Time Have a conversation with your child about how the activities above can bring joy to the family.

Encouragement and cheer from Family

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- **Supporting Transition**
(<https://go.gov.sg/plftgp-transitionsupport>)
- **Social Skills**
(<https://go.gov.sg/plftgp-socialskills>)



In My New School 3

Family Chat Time!
I can...

- Ask my family members/guardians:
 - » What was your primary school like?
 - » What did you enjoy about primary school?
- Share with my parents/guardians:
 - » How I feel about my new school.
 - » What I have learnt in school.

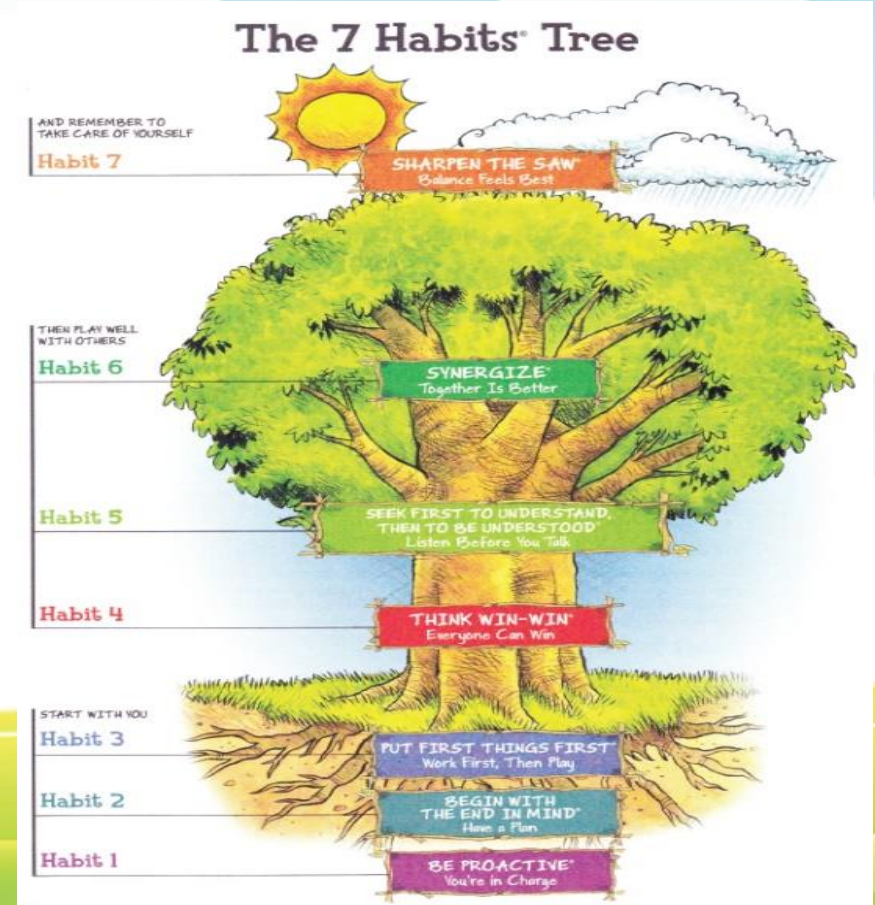
We enjoyed Family Time!

Parent's / Guardian's signature

The Leader In Me - 7 habits

- Starts from Leading Self to Leading Others
- Anchoring on 7 Habits
- Taught mainly in CCE-FTGP , Assembly and infuse in other subjects

Habit 1	Be Proactive
Habit 2	Begin With The End In Mind
Habit 3	Put First Things First
Habit 4	Think Win –Win
Habit 5	Seek First to Understand Then Be Understood
Habit 6	Synergise
Habit 7	Sharpen The Saw



CCE – Values-in Action (VIA)

VIA card is given to all Primary 1 students to be involved in meaningful activities at home

 Primary 1 VALUES IN ACTION





	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Change into uniform and wear socks	✓	✓	✓	✓	✓		
Pack my school bag according to the timetable	✓	✓	✓	✓	✓		✓
Fold clothing			✓				✓
Others: <u>dry clothes</u>		✓				✓	

One thing that I did well by myself is Responsibility





What values have I learnt from this activity?

Integrity Respect Responsibility
 Resilience Compassion Perseverance

How do I feel after this VIA? (Colour)








How did your family members feel about you having done this activity? (Colour)

Encouraging words from parents / guardians

Dear Jing Jie, I am so proud of how hard you are working. You are strong and brave. Wishing you happy always.
 I am grateful to have you in my life.

Building of good personal habits and the value of Responsibility and Resilience

CCE -National Education



Teaching of knowledge and skills
-love the **school and Singapore** and to realize their part to be **informed, concerned and participative citizens**



Do you know ?

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



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

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%

Source: The Straits Times, 7 Feb 2021

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

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



CCE - Cyberwellness

Staying Safe in the Cyberworld 2
This set of rules helps us to stay safe online.

My Online Safety Code



- 

1 I ask my parents/ teachers before I go online to play games.
- 

1 I do not give my password to anyone I meet online.
- 

1 I set a limit for my screen time.
- 

1 I always ask my parents or teachers whenever I am unsure about what I see online.

What will our Pri 1 and 2 students learn about Cyber Wellness 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

How can parents help our children develop good digital habits?

- Good digital habits start from the home. Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
 - Use parental control settings to monitor and ensure children access to age-appropriate content;
 - Develop a timetable or screen use agreement to balance screen time and family bonding and;
 - Avoid screen use during mealtimes and one hour before bedtime.
- Co-viewing with our children is also important. Knowing what our children are viewing will create more opportunities for conversations.



For more information, you can scan here for MOH's Guidance on Screen Use 12

How to have open communication with our children?

- Open communication is critical in building a positive-child relationship.
- Talk to our children about their online activities in everyday conversations:
 - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
 - Have you seen or heard anything online that bothered or worried you? Tell me about it.



How to have open communication with our children?

- **Create a safe environment for our children to express their thoughts and feelings.**
 - Find a place where your child is more comfortable to talk
 - Teach your child to use words to describe different emotions, e.g. “I see you’re frowning, are you feeling sad?”
- **Let them know that you are there for them when they need support, care or help.**
 - Regularly show interest in their thoughts and feelings.
 - Listen to understand, make eye contact, nod to show you have heard them.



How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
 - When using your devices, consider whether it interrupts your interactions with them.
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



PAL@BGPS



Empowered Learners
Persons of Strength & Character



Ministry of Education
SINGAPORE

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

PERFORMING ARTS



SPORTS AND GAMES



OUTDOOR EDUCATION



VISUAL ARTS



PROGRAMME FOR ACTIVE LEARNING (PAL)

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



Empowered Learners
Persons of Strength & Character

PAL MODULES DOMAINS

Physical Domain

Aesthetics Domain

**Sports and
Games**

**Outdoor
Education**

**Visual
Arts**

**Performing
Arts**



Empowered Learners
Persons of Strength & Character

PAL MODULES ACROSS LOWER PRIMARY

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



PROGRAMME FOR ACTIVE LEARNING (PAL)

- Time Period:
 - **1.5 hours (3 periods)** each week during curriculum time
- Number of modules implemented:
 - Total of **8 modules from P1 to P2**
 - Each class will cover 1 module per term
- Facilitators: FTs and Subject teachers



BGPS PAL Lessons

Play – Explore - Teamwork



Sports and Games Module



Drama Module



BGPS PAL Programme

Build students' confidence



BGPS PAL Programme

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?

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?

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

Reflection for Parents

10 years from now, how would I like my child to grow up to be?

What kind of values, skills, knowledge and attitudes would I like my child to possess?

What can I start doing right today to grow these values, skills, knowledge and attitudes in my child?





EMPOWER@BGPS

Empowered Learners
Persons of Strength & Character