2014 Syllabus
Character And Citizenship Education
Secondary

Student Development Curriculum Division
Ministry of Education, Singapore

Ministry of Education
SINGAPORE

"Our education system must... nurture Singapore citizens of good character, so that everyone has the moral resolve to withstand an uncertain future, and a strong sense of responsibility to contribute to the success of Singapore and the well-being of fellow Singaporeans."

Mr Heng Swee Keat, Minister for Education

CONTENTS

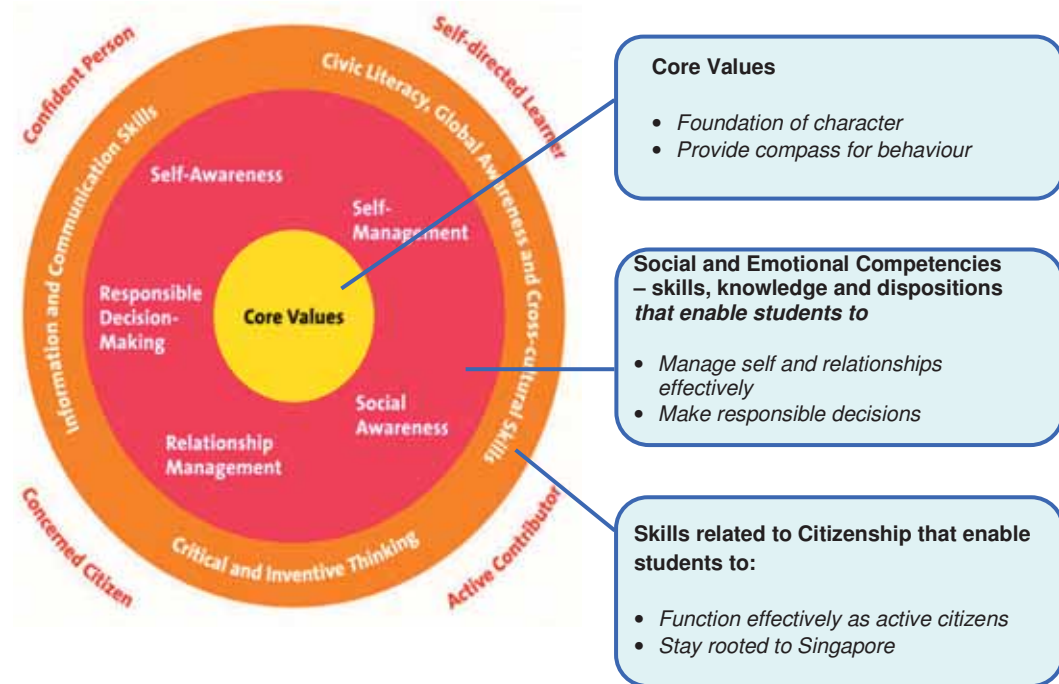# Understanding Character and Citizenship Education

Character and Citizenship Education (CCE) has always been at the heart of Singapore's education system. In CCE, our students learn to be responsible to family and community; and understand their roles in shaping the future of our nation. The emerging trends and global developments that impact our society, such as societal changes, globalisation and technological advancements are taken into consideration in the development of the CCE curriculum.

The goal of CCE is to inculcate values and build competencies in our students to develop them to be good individuals and useful citizens. Since 1959, various key programmes have been introduced to inculcate values, habits, competencies and skills in our students. In recent years, some of these programmes include Civics and Moral Education (CME, 1992), National Education (NE, 1997), Social and Emotional Learning (SEL, 2005), and learning experiences such as Co-Curricular Activities (CCA).

The new CCE curriculum shifts our focus from programmes to a common purpose. The desired outcomes of CCE are aligned to our Key Stage Outcomes (KSOs) and Desired Outcomes of Education (DOE).

CCE is central to the Framework for 21st Century Competencies and Student Outcomes (Figure 1). It emphasises the interconnectedness of the core values, social and emotional competencies and civic literacy, global awareness and cross-cultural skills that are critical for character and citizenship development of our students.

Figure 1: Framework for 21st Century Competencies and Student Outcomes

Core Values

- *Foundation of character*
- *Provide compass for behaviour*

Social and Emotional Competencies – skills, knowledge and dispositions *that enable students to*

- *Manage self and relationships effectively*
- *Make responsible decisions*

Skills related to Citizenship that enable students to:

- *Function effectively as active citizens*
- *Stay rooted to Singapore*

1

Core Values

The core values (Respect, Responsibility, Resilience, Integrity, Care and Harmony) are fundamental for a person of good character and a useful citizen of Singapore. They guide students to discern between right and wrong, help them to make responsible choices and become more aware of their roles in society. The CCE core values (Figure 2) are derived from Our Shared Values, the Singapore Family Values, Singapore 21 Vision and the National Education messages (refer to Annex A).
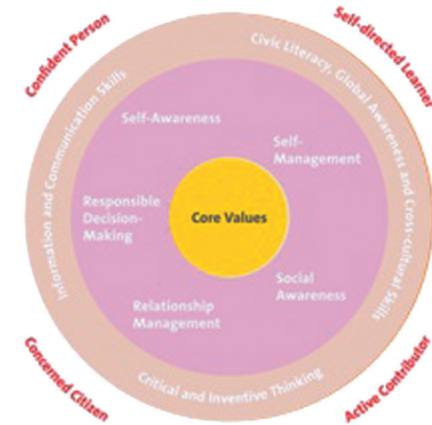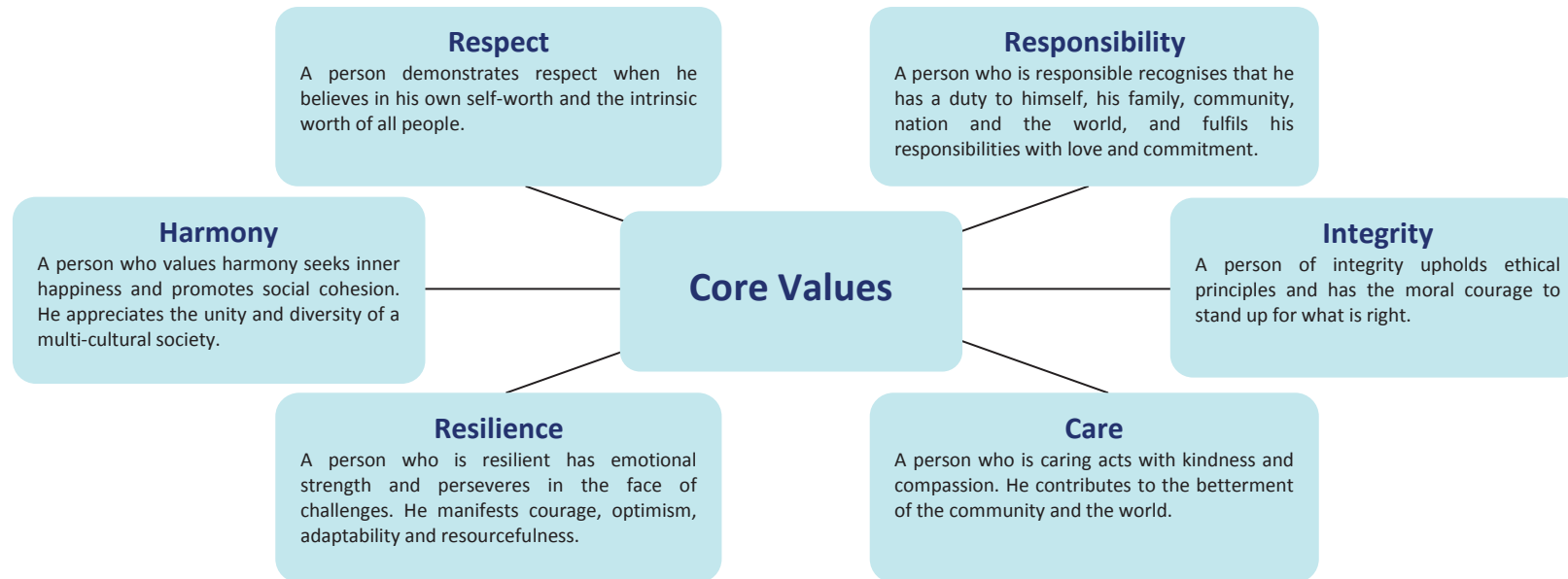

Figure 2: Core Values

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.

Harmony
A person who values harmony seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multi-cultural society.

Core Values

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

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

Care
A person who is caring acts with kindness and compassion. He contributes to the betterment of the community and the world.
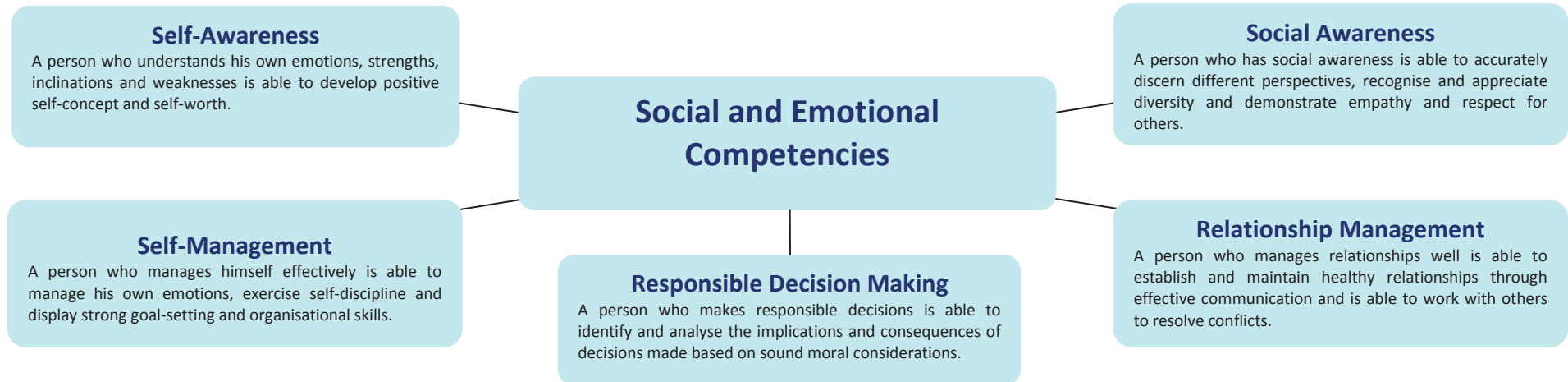
2

Social and Emotional Competencies

Social and emotional learning (SEL) is the acquisition of skills needed to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively[1].

Social and emotional competencies (Figure 3) can be categorised into five interrelated domains: self-awareness, self-management, social awareness, relationship management and responsible decision making. The domains of self-awareness and self-management relate to the understanding of self which helps in managing one's emotions and personal behaviours. The domains of social awareness and relationship management relate to one's social interactions. In responsible decision making, moral and ethical choices have to be made with regard to how one handles oneself, relate to others and deal with challenging situations.

Figure 3: Social and Emotional Competencies

Self-Awareness
A person who understands his own emotions, strengths, inclinations and weaknesses is able to develop positive self-concept and self-worth.

Social Awareness
A person who has social awareness is able to accurately discern different perspectives, recognise and appreciate diversity and demonstrate empathy and respect for others.

Social and Emotional Competencies

Self-Management
A person who manages himself effectively is able to manage his own emotions, exercise self-discipline and display strong goal-setting and organisational skills.

Responsible Decision Making
A person who makes responsible decisions is able to identify and analyse the implications and consequences of decisions made based on sound moral considerations.

Relationship Management
A person who manages relationships well is able to establish and maintain healthy relationships through effective communication and is able to work with others to resolve conflicts.

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[1] CASEL: Collaborative for Academic, Social and Emotional Learning.

Skills Related to Citizenship Competencies

The skills related to citizenship competencies are articulated in the components of the domain of civic literacy, global awareness and cross-cultural skills in the Framework for 21st Century Competencies and Student Outcomes. They enable students to function effectively as concerned citizens who stay rooted to Singapore (Figure 4). This aligns with the goal of CCE to nurture our students to be citizens of good character.

Figure 4: Components of the Civic Literacy, Global Awareness and Cross-Cultural Skills

Active Community Life

A person who leads an active community life
- demonstrates a sense of responsibility towards the community;
- is civic minded; and
- supports and contributes through community and nation-building activities.

National and Cultural Identity

A person with a national and cultural identity
- possesses a sense of responsibility to the nation; and
- has a shared commitment to the ideals of the nation and its culture.

Civic Literary, Global Awareness and Cross-Cultural Skills

Global Awareness

A person with global awareness
- copes with change due to cultural interactions abroad; and
- recognises, analyses and evaluates global trends and their interconnections with local communities.

Socio-Cultural Sensitivity and Awareness

A person with socio-cultural sensitivity and awareness
- empathises with others through understanding, acceptance and respect; and
- engages in appropriate behaviour with other socio-cultural groups in both local and international contexts, in a way which would enhance social cohesion.

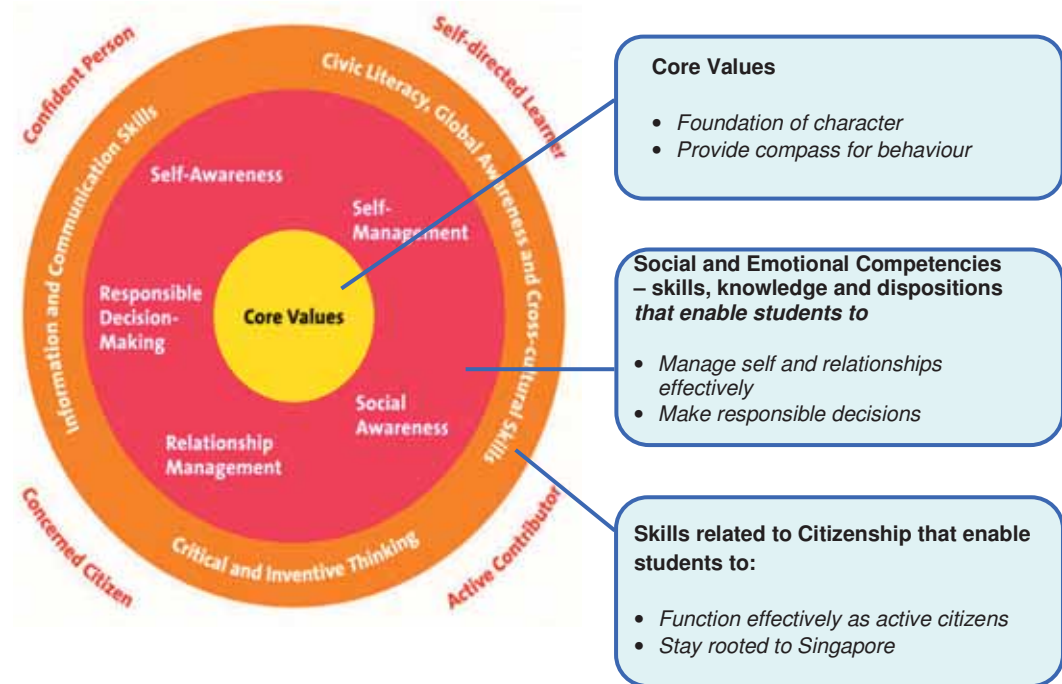# Understanding Character and Citizenship Education

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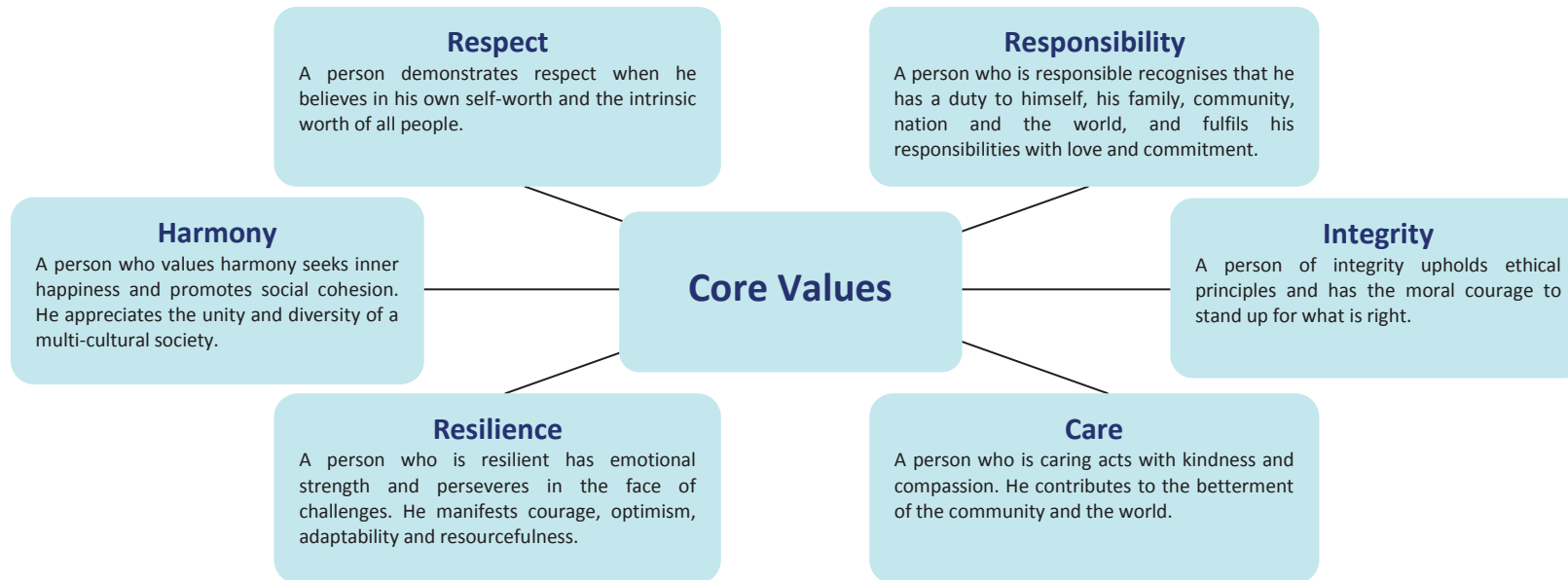- *Stay rooted to Singapore*

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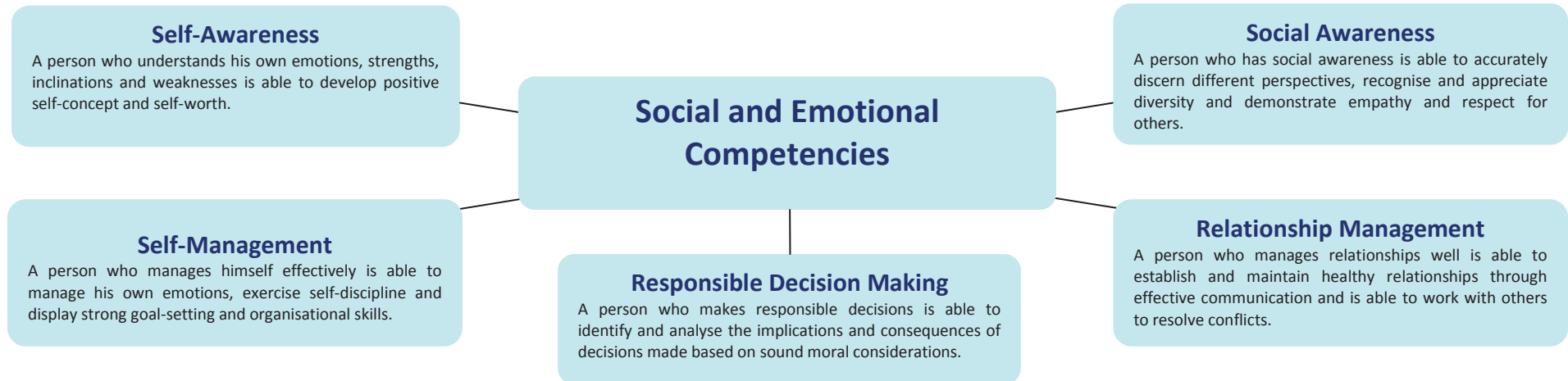

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4

Learning Outcomes

The Learning Outcomes (LOs) of CCE (Figure 5) state what we want our students to learn and attain. The core values are embedded in the eight LOs. LOs 1 to 4 depict different aspects of character building that are interrelated and feature social and emotional competencies. LOs 5 to 8 are guided by key tenets of 21st Century citizenship and arranged according to attributes of citizenship such as identity, culture, and active, responsible engagement as a member of society.

Figure 5: Character and Citizenship Education Learning Outcomes

LO1	Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
LO2	Act with integrity and make responsible decisions that uphold moral principles
LO3	Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
LO4	Be resilient and have the ability to turn challenges into opportunities
LO5	Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation-building
LO6	Value Singapore's socio-cultural diversity, and promote social cohesion and harmony
LO7	Care for others and contribute actively to the progress of our community and nation
LO8	Reflect on and respond to community, national and global issues, as an informed and responsible citizen

Components in CCE

The components in CCE comprise CCE lessons, school-based CCE and CCE Guidance Modules. The CCE syllabus provides the knowledge, skills, values and attitudes to be taught explicitly during CCE lessons and school-based CCE. Separate syllabuses have been developed for each CCE Guidance Module to meet the developmental needs of students.

Components in CCE	What it refers to
CCE Lessons	Teaching of values, knowledge and skills for Character & Citizenship
School-based CCE	Could include • assembly programmes linked to CCE • lessons on school values
CCE Guidance Modules	• Education and Career Guidance (ECG) • Sexuality Education (SEd) • Cyber Wellness (CW)

Curriculum Time

The total curriculum time (Secondary levels) for CCE (Figure 6) is 60 hours per year, to be carried out over 2 hours on a weekly basis. The CCE syllabus will be delivered through 20 hours of CCE lessons and 27 hours of school-based CCE per year.

Schools have the flexibility to customise and deliver their school-based CCE to focus on school values. School-based CCE could include activities which focus on school values, such as assembly programmes and lessons on school values.

The compulsory CCE Guidance Modules have specific objectives and content which address specific issues associated with child and adolescent development. Sexuality Education (SEd), Cyber Wellness (CW) and Education and Career Guidance (ECG) will be delivered as CCE Guidance modules and their content scoped to fit a total of 13 hours per year, that is, 5 hours for SEd, 4 hours for CW and 4 hours for ECG.

Figure 6: Curriculum Time (Secondary levels)

Secondary (S1-S5)	20 hours CCE Lessons	13 hours CCE Guidance Modules	27 hours School-based CCE	Total:60 hours per year
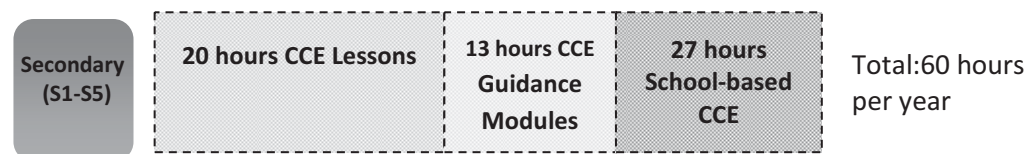
Guiding Principles in Developing the CCE Syllabus

1. Student-centric, values-driven education

In the design of the CCE syllabus, age-appropriateness is a critical consideration. The CCE syllabus draws upon various child development theories (Annex B) that provide insights on how students at various stages think, develop and learn. Teachers will provide opportunities for students to

- construct their understandings from their daily experiences with others; and
- engage in experiential learning and for students to interact with peers of different abilities.

2. Balanced representation of character and citizenship

Good character is essential in developing good citizens. To develop into good citizens, teachers will encourage students to

- make responsible choices that are anchored in sound moral principles;
- display moral courage in standing up for what is right;
- have emotional strength and manifest optimism, adaptability and resourcefulness to work with our national constraints yet firmly believe that there are opportunities for them to thrive and succeed;
- show concern to others and look beyond their own interests to those of others in the family, school, community, nation and the world; and
- offer their time and effort to serve the community.

3. Expanding domains from self to the world

The development of children and adolescents takes place in the context of an ecosystem of relationships (Bronfenbrenner, 1979). Teachers will encourage students to put values into practice within the context of real-life situations in the family, school, community, nation and the world. Studies have shown that students embrace their social roles as they interact with the world around them and act with consideration of the consequences of their actions on themselves and others.

4. Students' life experiences as possible contexts

Teachers will use students' life experiences to form possible contexts for the delivery of CCE, so that students can better retain the knowledge, skills and values taught to them. Students learn more effectively when they process new information or knowledge in a context that is familiar to them. It is therefore important for students to recognise what values and social and emotional competencies look like in practice. The increasing complexity of the life experiences from Lower Secondary to Upper Secondary creates the spiralling and the progression for the learning of knowledge, skills, values and attitudes in CCE.

Guiding Principles for Teaching and Learning

1. Every teacher a CCE teacher

Teachers are best placed to lead and uphold the core values. Teachers will role model and create learning opportunities to shape and instil in every student the core values. Teachers will develop in each of them a sense of self-worth and confidence, a spirit of resilience, care and compassion for others. Teachers will take ownership of their professional development to equip themselves with the expertise and competencies to nurture every student to become an active citizen of good character.

2. Values are both taught and caught

Values are taught when they are explicitly expressed through the knowledge and skills encapsulated in the CCE learning outcomes. Values are caught when students see values lived out in different learning experiences, first in the role models and significant adults to them, then in their own lives. The quality of teacher-student relationships and a caring environment will be essential to the character development of the students.

3. Engaging students through varied modes of delivery

Students learn values through instruction, skills practice, role modelling by teachers or peers, and positive reinforcement during structured lesson time and teachable moments. Teachers will provide learning experiences, such as the four National Education commemorative days, Values in action (VIA), co-curricular activities for the learning and application of values, knowledge, skills and attitudes.

4. Parents as key partners

Parents are the key navigators of their children's growth. Students benefit the most when the home and school environments are attuned to each other. A number of studies have connected home-school collaboration to better learning, healthy self-esteem, more positive attitudes and behaviour in life. Hence, schools will engage and collaborate with parents to provide the necessary family care, support and reinforcement at home. Effective communication of the school's CCE programmes and the provision of platforms for parents' active involvement in schools will help parents become engaged partners.

Three Big Ideas in CCE

The three overarching big ideas of Identity, Relationships and Choices are the core concepts in CCE to enable students to develop key understandings.

Identity: Having a sense of identity involves embracing a set of values and ideals. A well-developed identity gives one a sense of one's strengths, weaknesses, and individual uniqueness (Marcia, 1966)[2]. The development of self-understanding is significant in middle and late childhood, especially from 8 to 11 years of age. Children have a need for a sense of competence and industry before moving towards identity formation in adolescence (Erikson, 1950[3], 1968[4]). It enables students to achieve self-knowledge, take responsibility for their actions and relate well with others (Young, 1991)[5]. Studies which investigated the relationship between values, choices and behaviour show that values make up part of one's self determination and thus, contribute to one's sense of identity (Holland, 2002)[6].

Relationships: Relationships engage children in the community to help them define who they are, what they can become, and how and why they are important to other people[7]. Social constructivists advocate that cognitive development originates from interaction with others (Vygotsky, 1962, Bandura, 1977)[8]. The role of social contexts is central to child development (Bronfenbrenner, 1986)[9]. Children experience their world as an environment of relationships, and these relationships affect all aspects of their development: cognitive, social, emotional, physical, and moral. In middle and late childhood, children show an increase in perspective taking ability (Selman, 1980)[10], which coupled with empathy[11], are foundational to relating to others.

Choices: Values guide one's choices and choices reveal a person's character and value system. Choices, which influence one's behaviour, are based on values (Wilis, 1998)[12]. Students need values to make choices and understand why certain choices are right or wrong (Berkowitz, 2005)[13]. Choices are necessary to help students act upon values, to do what they believe to be right, even in the face of pressure and temptation (Lickona, 1991)[14]. Thus, choices are platforms that enable students to apply and clarify their values.

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[2] Marcia, J. E., (1966), Development and validation of ego identity status, *Journal of Personality and Social Psychology 3*, pp. 551-558.

[3] Erikson, E.H. (1950). *Childhood and society.* New York: W. W. Norton.

[4] Erikson, E.H. (1968). *Identity: Youth and crisis.* New York: W. W. Norton.

[5] Elliot, S.N, Kratochwill, T.R, Littlefield Cook, J., Travers, J.F (2000) *Educational Psychology* (3rd Ed) pp 102, MCGraw Hill, USA.

[6] Holland, R.W (2002), Motivated Decision Making; Effects of Activation and Self-Centrality of Values on Choices and Behaviour, *Journal of Personality and Social Psychology Vol 82*, No. 3, pp. 434-447.

[7] National Scientific Council on the Developing Child(2004). Young children develop in an environment of relationships. Working Paper No. 1, Harvard University. Retrieved from http://www.developingchild.net

[8] J. Santrock, V. Woloshyn, T. Gallagher, T. Petta, Z. Marini (2010), *Educational Psychology* (3rd Canadian Edition), McGraw-Hill Higher Education pp53.

[9] Bronfenbrenner, U. (1979). The ecology of human development. Cambridge, MA: Harvard University Press.

[10] Selman, R. (1980). *The growth of interpersonal understanding.* New York: Academic Press.

[11] Preston, S.D., & de Waal, F.B.M. (2002). Empathy: Its ultimate and proximate bases. *Behavioral and Brain Sciences, 25,* 1-72.

[12] Wilis, C.(1998).Cooperative Extension, *Decision Making The Foundation for Responsible Behaviour* 7/98.

[13] *Berkowitz,M.* (2005), What works in character education: A research-driven guide for educators. Retrieved July 18, 2012, from Character education partnership database.

[14] *Lickona, T. (1991),* Educating For Character *, New York: Bantam.*

Key Understandings and Key Questions

Key understandings and overarching key questions are crafted to unpack each big idea. Overarching key questions are identified to guide and stimulate discussions in the classroom. For each domain, key questions are further identified from overarching key questions to guide students to think about the habits, values, attitudes, competencies and skills that they should have to handle diverse life experiences.

	Big Idea 1: Identity	Big Idea 2: Relationships	Big Idea 3: Choices
Synopsis	*Identity, Relationships* and *Choices,* are interconnected and impact one another. • Students need to know who they are in order to relate positively with others. • The relationships they forge shape their identity and influence the choices they make. • The ability to make good choices impacts their understanding of their own identity and the relationships they form. The three big ideas need to be anchored on values to form the support structure for students to live their life as persons of good character and useful citizens in a globalised world.		
Key Understandings (These are what the students need to know.)	Students will understand that • Identity is complex. • Identity shapes perceptions and relationships.	Students will understand that • Relationships are fundamental to life. • Relationships change over time.	Students will understand that • Choices shape character. • Choices affect self and others.
Overarching Key Questions (These questions guide students to develop the key understandings.)	• Who am I? • What is different about me? • How do I see people and the world around me?	• How do I define relationships? • Why build relationships? • How do my relationships affect others and me?	• Who can I be? • What choices do I make? • How do I make choices?

Domains		Key Questions		
		Identity	Relationships	Choices
Self	Being who I am and Becoming who I can be	How am I similar to others? How am I different from others?	How does the way I perceive and manage myself affect my relationship with others?	How are the choices I make good for others and me?
Family	Strengthening Family Ties	Who am I in my family?	How do I build and maintain relationships in my family?	How would my actions affect my family and myself?
School	Fostering Healthy Friendships and Team Spirit	How am I a friend to others? What are our roles when we work in a team?	Who are my friends? How do we work well together?	What do I want in a friendship? How would we use our strengths to build a team?
Community	Understanding Our Community and Building an Inclusive Society	What is an inclusive society to us?	How do we understand and relate to others in an inclusive society?	What are our roles in building an inclusive society?
Nation	Developing a Sense of National Identity and Nation Building	What makes us Singaporeans?	How do my relationships with others contribute to nation building?	How would we demonstrate our commitment to the well-being of Singapore?
World	Being an Active Citizen in a Globalised World	What does it mean to be an active citizen in a globalised world?	How do we interact with the people in a globalised world?	How would we use our strengths and abilities to meet the needs of a globalised world?

Character and Citizenship Education Syllabus Content for Secondary Levels

Domain: Self
Focus: Being who I am and Becoming who I can be

Learning Outcomes:
LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
LO 2: Act with integrity and make responsible decisions that uphold moral principles
LO 4: Be resilient and have the ability to turn challenges into opportunities

Key Questions
Identity: How am I similar to others? How am I different from others?
Relationships: How does the way I perceive and manage myself affect my relationship with others?
Choices: How are the choices I make good for others and me?
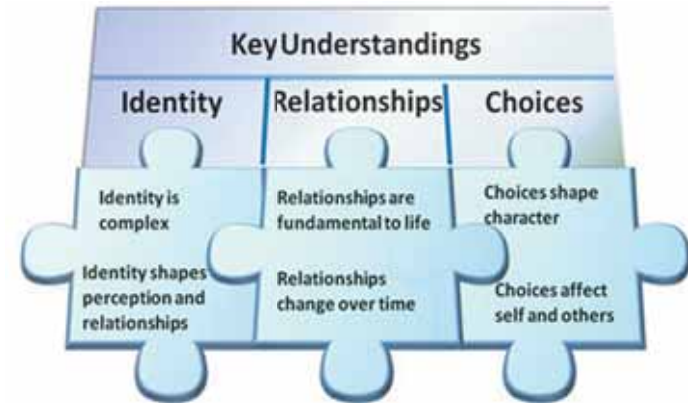
CONTENT		S1-S2	S3-S5
KNOWLEDGE	**Perception of self**		
	• Know that feedback from others and learning from personal experiences contribute to an accurate self-perception	✓	
	• Know the importance of having an accurate perception of self	✓	✓
	• Understand that personal talents, skills and interests contribute to making wise life choices		✓
	• Understand the importance of continual improvement in one's life	✓	✓
	Understanding change		
	• Understand the importance of self-control in achieving their goals	✓	
	• Understand that changes are part of life, what cause changes and that they can take actions to manage changes	✓	✓
	• Understand why it is important to be resilient	✓	✓
	• Understand what it means to be a resilient person	✓	✓
	• Understand how to be a resilient person	✓	✓
SKILLS	**Knowing the self**		
	• Identify and manage one's thoughts and emotions	✓	

12

CONTENT	S1-S2	S3-S5
SKILLS • Incorporate feedback from others and personal experiences for an accurate self-perception	✓	
• Take actions to cultivate personal talents, skills and interests	✓	
• Evaluate accuracy of self-perception and analyse implications of self-perception on one's actions and behaviours		✓
• Apply knowledge of personal talents, skills and interests with life choices		✓
Goal-setting		
• Set realistic goals that help one to work towards excellence in one's life	✓	✓
• Review and set goals that help one to work towards excellence in one's life		✓
Managing stress		
• Stay positive in the face of obstacles / in difficult situations	✓	
• Exercise continuous self-monitoring and reflection to improve one's management of anxiety/stress in difficult situations	✓	
• Take appropriate actions to reduce one's stress level	✓	✓
• Monitor and evaluate one's coping strategies to acquire more positive coping skills in response to changes and challenges		✓
Managing anger and Impulsiveness		
• Identify the triggers for one's impulsive /angry responses	✓	
• Formulate, monitor and evaluate strategies for impulse control	✓	
• Demonstrate self control in various settings and take responsibility for one's action		✓
Seeking help		
• Be aware of when and how to seek help	✓	✓
Moral Reasoning		
• Be aware of the motives behind one's action and make decisions based on higher levels of moral reasoning	✓	✓
Responsible Decision Making		
• Clarify own values in the midst of experiencing changes	✓	✓
• Make decisions based on a sound value system	✓	✓
• Stand up for what is right despite the challenges faced	✓	✓
• Evaluate the impact and consequences of one's decision on self and others and act on the appropriate decisions made for a given context	✓	

CONTENT			S1-S2	S3-S5
SKILLS		• Implement the appropriate decisions made and review one's actions to make relevant changes		✓
	Reflection			
		• Think back and learn from experiences	✓	✓
		• Identify opportunities and ways to overcome challenges that come with changes		✓
VALUES	**Respect** for self		✓	✓
	Resilience as demonstrated through emotional strength in the face of challenges		✓	✓
	Responsibility in caring for one's own well-being		✓	✓
	Responsibility in making decisions		✓	✓
ATTITUDES	Belief in one's competence		✓	✓
	Courage to face changes and challenges		✓	✓
	Optimistic outlook towards life		✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
• Adjusting to my first week in a Secondary school • Settling into my new school and class • Managing new subjects • Preparing for and taking tests and examinations • Taking care of my own well-being • Coping with setbacks • Choosing a subject combination • Preparing for and participating in camps • Choosing a CCA • Committing to a CCA • Exploring my interests • Saving and spending • Taking public transport • Balancing time between work and play, e.g. being on the computer • Use of social media	• Settling into my new class • Managing new subjects • Preparing for and taking national exams • Thinking about post-secondary life • Balancing time between work and play, e.g. being on the computer • Use of social media • Taking care of my own well-being • Coping with setbacks • Planning for a career • Helping a cause I believe in

Domain: Family
Focus: Strengthening Family Ties

Learning Outcomes:
LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
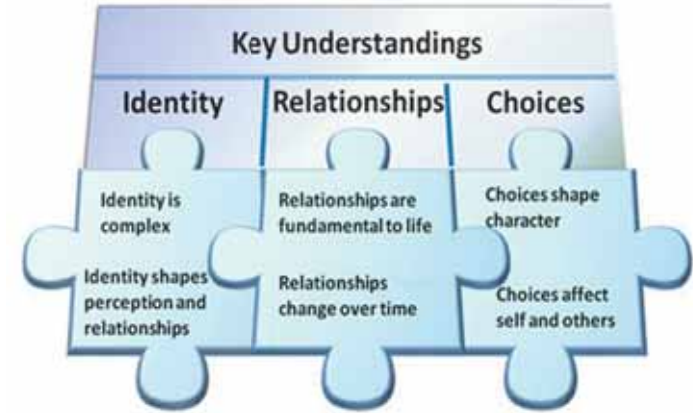**LO 2**: Act with integrity and make responsible decisions that uphold moral principles
LO 3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

Key Questions
Identity: Who am I in my family?
Relationships: How do I build and maintain relationships in my family?
Choices: How would my actions affect my family and myself?
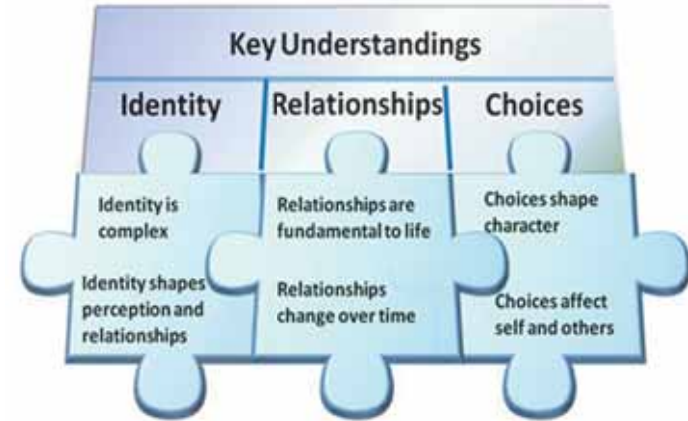
	CONTENT	S1-S2	S3-S5
KNOWLEDGE	**Positive family relationships**		
	• Recognise what positive family relationships look like	✓	✓
	• Understand the importance of one's roles and responsibilities in the family	✓	✓
	• Know the ways to maintain close family relationships	✓	✓
	Family issues and changes		
	• Recognise common family issues, their causes and impact	✓	✓
	• Know the ways of dealing with family changes and adversities	✓	
	• Understand the ways of dealing with family changes and adversities		✓
SKILLS	**Building and maintaining positive relationships**		
	• Use communication and interpersonal skills to build strong and supportive family ties	✓	✓
	• Show empathy towards others at home	✓	✓
	• Recognise and manage challenges in relationships in the family		✓
	Conflict Resolution		
	• Apply conflict management and negotiation skills	✓	✓

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CONTENT			S1-S2	S3-S5
SKILLS		• Evaluate and, where necessary, develop alternative strategies to resolve conflicts with others in the family	✓	✓
		• Act as a mediator in resolving conflicts in the family		✓
	Seeking and Providing Help			
		• Know when, where and how to seek and provide help when one's family faces changes and adversities	✓	✓
	Perspective Taking			
		• Understand a situation from a wider perspective, and take the perspectives of others in the family	✓	✓
		• Check against one's prejudices and biases	✓	
	Responsible Decision Making			
		• Evaluate the impact and consequences of one's decisions on the family and act on the appropriate decisions made for a given context	✓	✓
	Reflection			
		• Think back on how the values of care, respect and responsibility were shown to family members and learn how to express these values better	✓	✓
		• Implement the appropriate decisions made and review one's actions to make relevant changes		✓
VALUES	**Responsibility** in the family		✓	✓
	Care for the thoughts, feelings and concerns/needs of others at home		✓	✓
	Harmony in the family		✓	✓
	Respect for others at home		✓	✓
ATTITUDES	Humility in interacting with others at home		✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
• Communicating with others at home • Participating in family outings • Managing changes in family • Taking care of siblings • Helping out with household chores • Running errands for my parents	• Spending quality time with my family • Initiating and organising family outings • Making decisions with parents • Taking care of my family's well-being • Visiting relatives during festivals and celebrations • Building bonds with my siblings

Domain: School

Focus: Fostering Healthy Friendships and Team Spirit

Learning Outcomes:
LO 1: Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
LO 2: Act with integrity and make responsible decisions that uphold moral principles
LO 3: Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

Key Questions
Identity: How am I a friend to others? What are our roles when we work in a team?
Relationships: Who are my friends? How do we work well together?
Choices: What do I want in a friendship? How can we use our strengths to build a team?

	CONTENT	S1-S2	S3-S5
KNOWLEDGE	**Healthy friendships**		
	• Recognise what healthy friendships are and know why they are important	✓	✓
	• Know the ways of cultivating and strengthening healthy friendships		
	○ Seek to understand each other	✓	
	○ Being honest with each other in a respectful manner	✓	
	○ Make time for friends		✓
	○ Support each other in times of need		✓
	○ Exercise moral courage for the good of others		✓
	Negative relationships		
	• Recognise how negative influence of peers and online friends can affect one to make wrong decisions	✓	✓
	• Understand how bullying can hurt others and lower one's self esteem	✓	✓
	• Know when and where to seek help when one is being bullied or when one witnesses bullying		✓
	Teamwork		
	• Understand various roles in a team and how everyone has a part to play	✓	

	CONTENT	S1-S2	S3-S5
KNOWLEDGE	• Understand the importance of working towards common goals	✓	
	• Understand the core values and know how they promote team work		✓
	• Know that the rules of social interaction involve resolving conflicts among team members		✓
	• Understand what it takes to influence and guide others		✓
SKILLS	**Building and maintaining positive relationships**		
	• Show care and consideration for friends and others in a team	✓	
	• Build consensus and influence others to work towards common goals in a team	✓	
	• Use communication and interpersonal skills to build and maintain strong and supportive friendships	✓	
	• Recognise and manage peer influence and pressure	✓	✓
	• Recognise and effectively manage challenges and changes in relationships with friends	✓	✓
	• Show empathy towards others		✓
	Knowing and managing the self		
	• Identify and manage one's thoughts and emotions when one is bullied and stand up for someone who is bullied		✓
	• Identify and manage one's thoughts and emotions that are in conflict with doing what is right for the benefit of the team	✓	✓
	Perspective Taking		
	• Understand a situation from a wider perspective and take the perspectives of others in the team	✓	
	• Check against one's prejudices and biases	✓	
	• Accept and value diversity in the team	✓	
	• Take and understand the perspectives of others fully, and present the situation to the team from a wider perspective		✓
	• Tapping on strengths of the team members for the good of the team		✓
	Conflict management		
	• Apply conflict management and negotiation skills	✓	✓
	• Evaluate and, where necessary, develop alternative strategies to handle conflicts	✓	✓
	• Act as mediator in resolving conflicts		✓
	Seeking and Providing Help		
	• Know when, where and how to seek and provide help when a friend or team faces challenges	✓	✓

	CONTENT	S1-S2	S3-S5
SKILLS	• Seek help when one is being bullied or has witnessed bullying	✓	✓
	• Suggest ways to stop bullying in school		✓
	Moral Reasoning • Recognise the motives behind one's action and have moral courage to make the right decisions based on higher levels of moral reasoning	✓	✓
	Responsible Decision Making • Evaluate the impact and consequences of one's decisions on others and act on the appropriate decisions made for a given context	✓	✓
	• Implement the appropriate decisions made and review one's actions on others to make relevant changes		✓
	Reflection • Think back and learn from experiences with friends	✓	✓
	• Lead team to think back and learn from experiences when working in teams		✓
VALUES	**Respect** for friends	✓	✓
	Responsibility: • In caring for one's own well-being	✓	✓
	• In making decisions	✓	✓
	• Towards friends	✓	✓
	Resilience as demonstrated through emotional strength in the face of challenges	✓	✓
	Integrity and moral courage in standing up for what is right	✓	✓
	Care for friends' thoughts, feelings and concerns/needs	✓	✓
	Harmony with friends	✓	✓
ATTITUDES	Consideration for friends' thoughts, feelings and concerns/needs	✓	✓
	Valuing friends who are different	✓	✓
	Empathy for friends	✓	✓
	Humility in interacting with friends	✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
- Participating in Orientation Programme - Experiencing peer pressure - Managing bullying and teasing issues in school - Interacting with others online - Doing project work - Having team discussions - Participating in CCA - Participating in VIA - Participating in learning journeys - Taking part in competitions - Participating in school events and celebrations	- Experiencing peer pressure - Helping friends to cope with stress and setbacks - Boy-Girl relationships - Interacting with cyber friends offline - Expressing views online - Representing schools for competitions - Being a leader - Organising, leading and participating in VIA - Participating in learning journeys

Domain: Community

Focus: Understanding Our Community and Building an Inclusive Society

Learning Outcome:

LO 6: Value Singapore's socio-cultural diversity, and promote social cohesion and harmony

Key Questions

Identity: What is an inclusive society to us?

Relationships: How do we understand and relate to others in an inclusive society?

Choices: What are our roles in building an inclusive society?
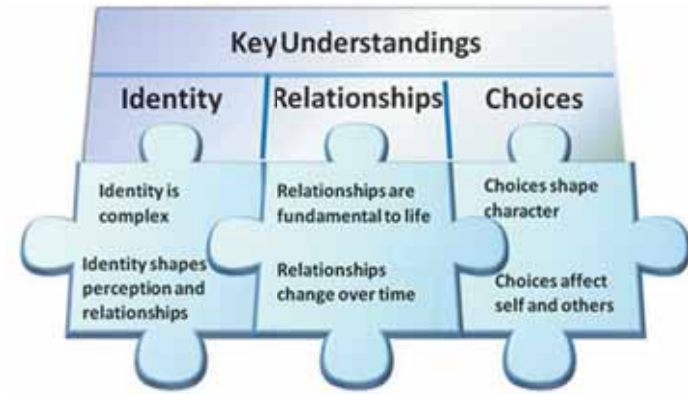
CONTENT		S1-S2	S3-S5
KNOWLEDGE	**Socio-cultural groups[15] in Singapore**		
	• Recognise diversity in the Singapore society and how socio-cultural groups are different and yet similar	✓	
	• Understand that appreciating socio-cultural diversity is respecting the customs, practices and behaviours of other socio-cultural groups	✓	
	• Understand the different systems of belief, religions and practices	✓	✓
	• Understand ways to relate to others from different socio-cultural groups in a sensitive way		✓
	Social cohesion and harmony	✓	
	• Understand that social cohesion and harmony is about sharing common spaces in the community		
	• Understand that social cohesion and harmony is essential to maintaining peace and stability of Singapore		✓
	Caring for the community		
	• Know that it is important to care for others, including those different from oneself	✓	
	• Understand that a caring person takes an interest in the well-being of the community	✓	✓
	• Understand that a caring person shows empathy so as to understand the needs of others	✓	✓
	• Understand that a caring person takes initiative to help others in the community		✓
	• Understand how one's contributions can have a positive influence on others	✓	✓

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[15] Diverse socio-cultural groups/ settings comprise other races, religions, cultures, nationalities and/or social status. These include international students and new citizens.

	CONTENT	S1-S2	S3-S5
KNOWLEDGE	o at the individual level		
	o the community level (multiplier effect)		✓
SKILLS	**Relationship Management Skills**		
	• Use communication and interpersonal skills to maintain strong relationships with others from different socio-cultural groups	✓	✓
	Communication Skills		
	• Listen attentively and respond appropriately; seek clarification with, and express one's thoughts and feelings appropriately with people from different socio-cultural groups	✓	✓
	Seeking and providing help		
	• Know when, where and how to seek help from others and to provide help for others	✓	✓
	Perspective-taking		
	• Consider the feelings, thoughts and points of view of others from the various socio-cultural groups	✓	✓
	• Promote social cohesion and harmony when interacting with people of different socio-cultural groups in different contexts	✓	✓
	Reflection		
	• On how one's contribution through VIA has benefited others	✓	✓
	• On how one can better contribute to others	✓	✓
	• On how one has learnt in the process of helping others	✓	✓
VALUES	**Respect** for the customs, practices and behaviours of other socio-cultural groups	✓	✓
	Care for the feelings and needs of others	✓	✓
	Responsibility in helping others	✓	✓
	Harmony with others from different socio-cultural groups	✓	✓
ATTITUDES	Being non-judgmental	✓	✓
	Being appreciative of socio-cultural diversity	✓	✓
	Valuing others who are different	✓	✓
	Empathy for other people in the school/ community	✓	✓
	Humility in interacting with others	✓	✓
	Belief and confidence that one can make a difference	✓	✓
	Sharing and putting others before self	✓	✓

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CONTENT			S1-S2	S3-S5
ATTITUDES	Taking initiative to contribute towards improving the lives of others		✓	✓
	Being concerned about what affects the community		✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
- Participating in VIA, including caring for the environment and animals - Participating in learning journeys - Participating in community events - Participating in exchange programme or field trips - Participating in Racial Harmony Day	- Meeting students of different nationalities and cultures - Participating in learning journeys - Organising and participating in community events - Initiating, organising and participating in VIA, including caring for the environment and animals - Organising and participating in exchange programme or field trips - Participating in Racial Harmony Day

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Domain: Nation
Focus: Developing a Sense of National Identity and Nation Building

Learning Outcomes:
LO 5: Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation building
LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

Key Questions
Identity: What makes us Singaporeans?
Relationships: How do my relationships with others contribute to nation building?
Choices: How would we demonstrate our commitment to the well-being of Singapore?

CONTENT		S1-S2	S3-S5
KNOWLEDGE	**National identity**		
	• Understand that national identity is important because		
	o it gives one a sense of belonging and contributes to shaping the Singaporean culture	✓	
	o it motivates us as a nation to make Singapore the best home it can be	✓	
	o it unites Singaporeans as a resilient community to handle adversities and crisis		✓
	• Understand the Singapore identity and culture, and how it has influenced our unique way of life	✓	
	• Understand how one can contribute to shape the national identity and culture by		
	o respecting multi-culturalism	✓	
	o appreciating meritocracy and incorruptibility in Singapore		✓
	• Have awareness of current issues faced by Singapore that affect our culture and national identity and the implications for us as a nation		✓
	Nation building		
	• Know what constitutes total defence in Singapore and why it is important		
	o Military Defence		
	o Civil Defence	✓	

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CONTENT		S1-S2	S3-S5
KNOWLEDGE	o Economic Defence		
	o Social Defence		
	o Psychological Defence		
	• Understand how one can demonstrate commitment to, and play a role in the total defence of Singapore currently and in the future		
	o Military Defence		
	o Civil Defence		
	o Economic Defence		
	o Social Defence		
	o Psychological Defence		✓
SKILLS	**Perspective-taking**		
	• Consider the feelings, thoughts and points of view of others from their immediate environments and the various socio-cultural groups	✓	✓
	• Consider issues from the nation's points of view		✓
	Responsible decision making		
	• Make responsible decisions to contribute to Singapore's well-being and security	✓	✓
	Reflection		
	• Reflect on how one's experiences build a sense of belonging, pride in and commitment to Singapore	✓	✓
VALUES	**Care** for Singapore	✓	✓
	Respect for our national identity	✓	✓
	Resilience for the total defence of Singapore	✓	✓
	Responsibility towards Singapore	✓	✓
ATTITUDES	Sense of belonging to Singapore	✓	✓
	Love for Singapore	✓	✓
	Loyalty to Singapore	✓	✓
	Optimism and confidence in Singapore's future	✓	✓
	Commitment to the well-being, security and total defence of Singapore	✓	✓
	Being concerned about what affects Singapore	✓	✓
	Being proactive to keep oneself informed	✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
• Commemorating Total Defence Day • Taking part in events during National Day celebrations • Participating in VIA • Participating in exchange programme or field trips • Discussing current affairs	• Commemorating Total Defence Day • Organising and taking part in events during National Day celebrations • Discussing current affairs • Discussing Budget Speeches, National Day Rally Speeches and issues raised in Parliament • Initiating, organising and participating in VIA • Organising and participating in exchange programmes or field trips

Domain: World

Focus: Being an Active Citizen in a Globalised World

Learning Outcomes:
LO 7: Care for others and contribute actively to the progress of our community and nation
LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen

Key Questions
Identity: What does it mean to be an active citizen in a globalised world?
Relationships: How do we interact with the people in a globalised world?
Choices: How would we use our strengths and abilities to meet the needs of a globalised world?

CONTENT		S1-S2	S3-S5
KNOWLEDGE	**Active Citizen**		
	• Understand one's roles and responsibilities in the context to Singapore in the globalised world	✓	
	• Understand that a caring person		
	o takes an interest in others' well-being	✓	✓
	o can contribute to others' well-being by being empathetic and understanding the needs of others	✓	✓
	o takes initiative to help others		✓
	• Know that it is important to care for the environment and the lives of others in the world	✓	✓
	• Have awareness of current issues faced by the neighbouring countries	✓	✓
	• Understand how current issues faced by other countries have implications for, perspectives of, and impact		
	o on the individual and community,	✓	
	o the nation		✓
	• Understand how one's contributions can have a positive influence on others		
	o At the community level (multiplier effect)	✓	✓
	o At the nation/ world level (multiplier effect)		✓
	• Recognize the qualities of a responsible and active citizen in a globalised world include having the desire to contribute to the well-being of the international community while maintaining a sense of rootedness to		✓

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CONTENT		S1-S2	S3-S5
KNOWLEDGE	Singapore		
	• Recognise regional trends, analyse and evaluate their impact on the nation for informed and responsible decision-making		✓
SKILLS	**Helping others**		
	• Know when, where and how to provide help	✓	✓
	Communication		
	• Listen attentively and respond appropriately; seek clarification with, and express one's thoughts and feelings appropriately	✓	✓
	Perspective-taking		
	• Consider the feelings and thoughts of others	✓	✓
	Reflection		
	• On how one's contribution through VIA has benefited the environment and the lives of others	✓	✓
	• On how one can better contribute to the environment and the lives of others	✓	✓
	• On what one has learnt in the process of helping others	✓	✓
VALUES	**Respect** for others	✓	✓
	Responsibility in helping others	✓	✓
	Care for others' thoughts, feelings and concerns/needs	✓	✓
	Civic **responsibility** in being informed about global issues	✓	✓
ATTITUDES	Valuing others who are different	✓	✓
	Empathy for others	✓	✓
	Humility in interacting with others	✓	✓
	Confidence that one can make a difference	✓	✓
	Sharing and putting others before self	✓	✓
	Taking initiative to contribute towards improving the lives of others	✓	✓
	Being concerned about what affects the world	✓	✓
	Being pro-active to keep oneself informed	✓	✓

The following are possible students' life experiences which are useful in teaching the relevant knowledge, skills and values/ attitudes:	
Possible Contexts for Lower Secondary	**Possible Contexts for Upper Secondary**
• Participating in VIA, including caring for the environment and animals • Participating in exchange programme or field trips • Taking part in events on International Friendship Day	• Initiating, organising and participating in VIA, including caring for the environment and animals • Organising and participating in exchange programme or field trips • Taking part in events on International Friendship Day

Pedagogy

The CCE pedagogy is drawn from the Constructivist Theories. The teaching of CCE is process-based and focuses on the "why" and "how" instead of "what". The teaching approaches aim to facilitate the learning of skills and internalisation of values through action and reflection as learners learn best when they are actively engaged.

Teachers can use a repertoire of process-based approaches and select relevant instructional strategies to engage students in the learning of CCE. The teaching approaches are elaborated in the following page.

Figure 7: CCE Pedagogy

Process-based Approaches

- Story Telling Approach
- Consideration Approach
- Cognitive Development Approach
- Experiential Learning Approach
- Modified Values Clarification Approach

A process-based teaching approach comprises instructional strategies such as:

- Role-playing
- Dialoguing
- Cooperative Learning
- Reflection
- Clarify, Sensitise, Influence (CSI) questioning process
- Thinking Routines
- Group work
- Circle Processes

Process-based teaching approaches

a. Story-telling Approach

Story-telling Approach involves telling stories, both fictional and real-life, to facilitate the internalisation of values. Teachers can use a variety of cultural stories, stories of heroes and everyday stories to help students understand the need to practise good values, and for students to clarify their feelings through reflection exercises. It is important to choose appropriate stories according to the students' age and interests.

Students are guided to identify personal beliefs and values when they relate their personal experiences, construct their own stories or consider another person's story. The approach requires open-ended questioning, clarifying, summarising, building on each person's contributions and encouraging students to respond to one other.

b. Consideration Approach

Consideration Approach builds on empathy to develop a caring personality. Teachers ask the question "How would you feel if you were that person?" to help students realise that they should consider the impact of their decisions on others in making moral decisions. By adopting the perspective of others, students understand the thoughts and feelings of others and develop a balanced view of the situation. This is done through employing strategies such as role-playing and questioning.

c. Experiential Learning Approach

In Experiential Learning Approach, students go through a cycle of experiences, observation, reflection and application as they engage in learning in and out of classroom. Students are given opportunities that enable them to reflect on values, concepts and ideas, and to internalise the values through the application of skills and knowledge in real-world situations. By deriving meaning from doing, students are more likely to take ownership of their learning and transfer their learning into new situations when they have experienced it. Students reflect, evaluate and make decisions based on their value system.

d. Cognitive Development Approach

Cognitive Development Approach is based on Lawrence Kohlberg's theory of moral development. Students are encouraged to respond to real or hypothetical moral dilemma situations and guided to rank their responses according to Kohlberg's stages of moral reasoning. This process will help students to examine their motives behind their actions and raise their level of self-awareness. Teachers may use this taxonomy to gauge students' level of moral reasoning and use the CSI (Clarify-Sensitise-Influence) process of questioning to enable students to progress from a self-centred perspective to higher stages of moral development, focusing on societal and universal perspectives.

e. Modified Values Clarification Approach

Modified Values Clarification Approach involves a step-by-step process that helps students to make well-considered decisions. Students are also stimulated to think about and clarify their values through examining their personal feelings and behaviour patterns using rational thinking, empathy and emotional awareness. By applying strategies such as dialoguing and cooperative learning, teachers will guide students to make decisions based on a sound value system that includes values upheld by society. The Responsible Decision Making process includes identifying and evaluating options, making a decision, taking a stand and living according to one's convictions.

Assessment

Assessment is an important aspect of learning and teaching and it should be effectively used to support the holistic development of our students. Figure 8 outlines the overview of assessment in CCE.

Role of assessment

Assessment is integral to the CCE learning process. The Constructivist Theories promote students as active players in their own learning and recommend students to be part of the assessment process. Hence, assessment practices for CCE need to move towards assessment for learning. Timely and comprehensive feedback on the students' learning motivates them to achieving their goals for CCE.

Areas to be assessed

The assessment in CCE is designed to check students' understanding of values, and their development of social and emotional competencies and skills related to citizenship.
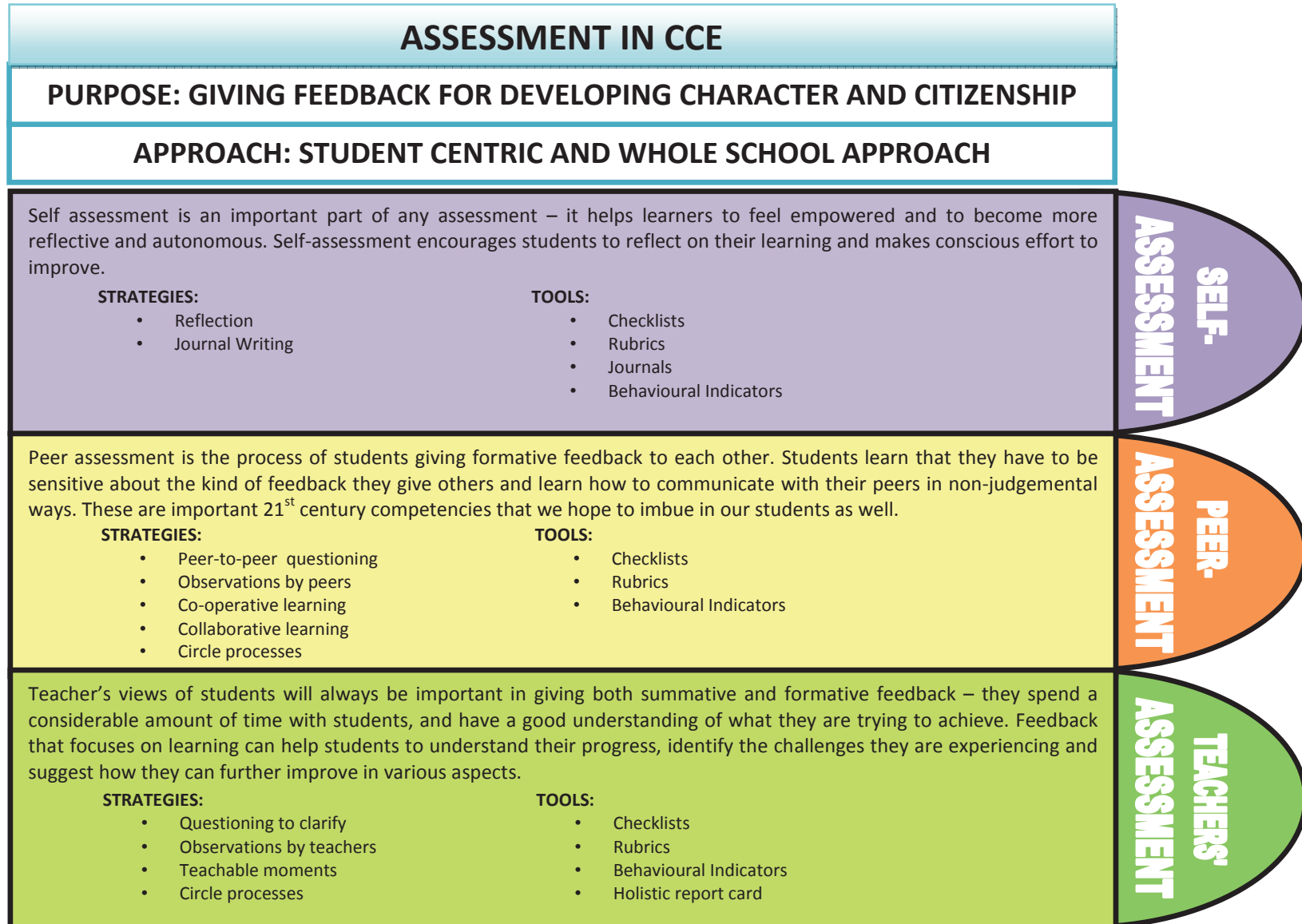
Approach to assessment

The approach to assessment for learning in CCE puts students at the centre of decision making. Using a variety of tools and strategies in authentic assessment tasks keeps students interested and allows a deeper understanding of students' learning.

Students can contribute towards their learning process through self and peer assessment. They should be involved in making judgements of their own work, monitoring their own progress and learning to set goals for themselves. Students need to understand clearly what is expected of them in the assessment tasks. Therefore, each assessment task is to be accompanied by assessment criteria that are clear to the teachers and effectively communicated to the students.

Collaborations among teachers to discuss assessment matters support understanding students' learning from different perspectives and hence ensure a more holistic feedback of the students' progress in CCE.

Figure 8: Modes of assessment in CCE

ASSESSMENT IN CCE

PURPOSE: GIVING FEEDBACK FOR DEVELOPING CHARACTER AND CITIZENSHIP

APPROACH: STUDENT CENTRIC AND WHOLE SCHOOL APPROACH

Self assessment is an important part of any assessment – it helps learners to feel empowered and to become more reflective and autonomous. Self-assessment encourages students to reflect on their learning and makes conscious effort to improve.

STRATEGIES:	TOOLS:
• Reflection	• Checklists
• Journal Writing	• Rubrics
	• Journals
	• Behavioural Indicators

SELF-ASSESSMENT

Peer assessment is the process of students giving formative feedback to each other. Students learn that they have to be sensitive about the kind of feedback they give others and learn how to communicate with their peers in non-judgemental ways. These are important 21st century competencies that we hope to imbue in our students as well.

STRATEGIES:	TOOLS:
• Peer-to-peer questioning	• Checklists
• Observations by peers	• Rubrics
• Co-operative learning	• Behavioural Indicators
• Collaborative learning	
• Circle processes	

PEER-ASSESSMENT

Teacher's views of students will always be important in giving both summative and formative feedback – they spend a considerable amount of time with students, and have a good understanding of what they are trying to achieve. Feedback that focuses on learning can help students to understand their progress, identify the challenges they are experiencing and suggest how they can further improve in various aspects.

STRATEGIES:	TOOLS:
• Questioning to clarify	• Checklists
• Observations by teachers	• Rubrics
• Teachable moments	• Behavioural Indicators
• Circle processes	• Holistic report card

TEACHERS' ASSESSMENT

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A MAPPING OF CCE VALUES WITH OUR SHARED VALUES, SINGAPORE FAMILY VALUES, SINGAPORE 21 VISION AND NATIONAL EDUCATION MESSAGES

The core values (Respect; Responsibility; Resilience; Integrity; Care and Harmony) are fundamental to developing a person of good character and a useful citizen of Singapore. The core values are derived from Our Shared Values, the Singapore Family Values, Singapore 21 Vision and the National Education messages. A mapping of core values with Our Shared Values[16], Singapore Family Values[17], Singapore 21 Vision[18] and National Education Messages[19] is reflected below.

Core Values	Our Shared Values	Singapore Family Values	Singapore 21 Vision	National Education Messages
Respect	• Community support and respect for the individual	• Mutual respect	• Every Singaporean matters • Opportunities for all	• Singapore is our homeland; this is where we belong
Responsibility	• Nation before community & society above self	• Filial responsibility • Commitment	• The Singapore Heartbeat	• We must ourselves defend Singapore
Resilience	-	• Commitment	• The Singapore Heartbeat • Strong families: Our foundation and our future	• No one owes Singapore a living • We have confidence in our future
Integrity	-	• Commitment	-	• We must uphold meritocracy and incorruptibility

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[16] Shared Values. (1991). Singapore: Singapore National Printers, http://infopedia.nl.sg/articles/SIP_542_2004-12-18.html

[17] http://app1.mcys.gov.sg/portals/0/Summary/publication/Family-Matters-Abridged.pdf. Retrieved 12 Oct 2011 and http://www.nfc.sg/pdf/media/NFC2010ClosingEvent.pdf , retrieved 12 Oct 2011

[18] http://www.singapore21.org.sg/

[19] MOE(2007) Report of the Committee on National Education, http://www.nexus.gov.sg/imindef/mindef_websites/topics/nexus/whats_ne.html

Core Values	Our Shared Values	Singapore Family Values	Singapore 21 Vision	National Education Messages
Care	• Family as the basic unit of society	• Love, care and concern • Communication	• The Singapore Heartbeat • Strong families: Our foundation and our future	• Singapore is our homeland; this is where we belong
Harmony	• Racial and religious harmony • Consensus, not conflict	• Communication	• The Singapore Heartbeat • Strong families: Our foundation and our future	• We must preserve our racial and religious harmony

1.   **Respect.** Two important areas of focus are that of respect for the beliefs and traditions of others, and respect for the law and fundamental liberties. This complements the focus of community support, respect for the individual in *Our Shared Values*, and mutual respect in the *Singapore Family Values*.

2.   **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. This is echoed in *Our Shared Values*, which focuses on nation before community and society above self. It ties in well with the *Singapore Family Values* of filial responsibility and commitment.

3.   **Resilience and Integrity.** Integrity contributes to building trust within the family which is the basic unit in society; whilst resilience in the face of setbacks and crisis helps the individual to exercise responsibility for oneself. Both these values are integral to the *Singapore Family Value* of Commitment. Through these values, students learn to uphold ethical principles, have the moral courage to stand up for what is right, and have the emotional strength to persevere – two values with clear emphases on commitment.   A key concept to be taught in the value of resilience is what makes a resilient family, and why resilience in the family is important.

4.   **Care.** The focus is caring for others in various contexts – their families, friends, the school, the community, the nation and the world. This ties in well with the focus on caring for the family in *Our Shared Values* of family as the basic unit of society, and the *Singapore Family Values* of love, care and concern, as well as communication.

5.   **Harmony.** This value focuses on maintaining good relationships, promoting social togetherness, appreciating the unity and diversity of a multicultural society. To achieve this, students will explore harmony in the family and community, relating to others, promoting peace and stability in the world. This complements well with Our Shared Values of racial and religious harmony, and consensus, not conflict.

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Child Development Theories and Applications for the CCE Syllabus

Theory of Cognitive Development (Jean Piaget)	
In Piaget's view, cognitive development involves changes in cognitive process and abilities. The concrete operational stage begins at 7 till approximately 11. During this time, students' thought processes become more organized and they can think more logically. They recognize that their own perspectives and feelings are not necessarily shared by others[20]. They are capable of deductive reasoning and can draw logical inferences from information they are given, even though they cannot imagine things independent of their immediate experience. The formal operational stage begins at approximately age 12 and lasts into adulthood. Students at this stage are capable of hypothetical-deductive reasoning, analogical reasoning and reflection. When confronted with a problem, they can formulate hypotheses and then deduce conclusion from them. Instead of relying solely on previous experiences, students begin to consider possible outcomes and consequences of actions. Students are able to introspect and are more self-conscious[21].	
Applications	The concrete operational stage applies to students from Primary 1 to Primary 5. Teachers should take egocentrism into account when planning experiences, such as providing opportunities for rotating leadership in the classroom, for students to learn to take turns to be leaders. Concrete props such as puppets can be used to communicate to students about hypothetical issues. A wide variety of experiences such as learning journeys, story -telling, role-playing and art projects can be used as teaching strategies[22]. The formal operational stage applies to students from Primary 6 to Secondary 5. Since deductive logic skills emerge at this stage, hypothetical situations can be introduced. This may include issues which are not experienced by individual students, but are critical for them to have the knowledge to manage, such as, addiction, bullying and abuse. Hypothetical dilemmas can be used for discussion and to develop students' moral reasoning. Since students at this stage are able to introspect, teachers can challenge students by planning problem-specific questions to help them think critically about the issue at hand and enhance their moral reflection by keeping reflection journal[23].

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[20] Ormrod, J.E, (2008). Educational Psychology, Developing Learners (6thed). (pp.32)Pearson, New Jersey.

[21] G. Vessels (1998), Character and Community Development (pp.31), Praeger, London.

[22] Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.47). Thomson Learning, California .

[23] T. Lickona (1991). Educating for Character, How schools can teach respect and responsibility, (pp 266). Bantam Books, New York.

Theory of Moral Development (Lawrence Kohlberg)

Kohlberg believed that moral judgement develops along a three-level, six-stage continuum. Each of the three levels; pre-conventional, conventional and post-conventional, is composed of two stages, which describe the structure of thinking individuals use as they reason through a moral dilemma.

Kohlberg's moral reasoning theory is developmental and the stages unfold in an invariant sequence. Children always go from stage 1 to stage 2 to stage 3 and so forth. They do not skip stages or move through them in mixed-up orders[24]. Not all children necessarily reach the highest stages as they might lack intellectual stimulation. However, they can be helped to progress beyond their current stage. Students will remain at their current stage of moral reasoning unless they are helped to develop higher-stage reasoning[25].

Primary 1 – 2 students are able to reason up to pre-conventional stage 2. They are reward-seeking and have an individualistic perspective. Hence, they may exchange favours to satisfy their own needs.

Primary 3 – 5 students are able to reason up to conventional level stage 3. They seek to gain approval by being good and caring to people who are significant to them.

Primary 6 to Secondary 2 students are able to reason up to conventional level stage 4. They view right as doing one's duty and obey laws to maintain society as a whole.

Secondary 3 to Secondary 5 students are able to reason up to post-conventional levels, which includes stages 5 and 6. They are able to uphold basic rights, values and laws. They are able to uphold higher social commitments and show principled moral reasoning.

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[24] Kohlberg identified these stages on the basis of his 20 year study of 58 male subjects. Subsequent research with females as well as males has confirmed Kohlberg's stages. He began longitudinal interviews when his subjects were 10, 13 and 16. Every three years, he went back and re-interviewed them, presenting the same set of moral dilemmas to see how and if their thinking had changed.

[25] T. Lickona (1991). Educating for Character, How schools can teach respect and responsibility, (pp 248). Bantam Books, New York.

Theory of Moral Development (Lawrence Kohlberg)	
Applications	Kohlberg's levels of moral reasoning are used as one of the strategies in the teaching of CCE, in handling life experiences which pose moral dilemmas. Teachers can use controversial moral dilemmas to stimulate discussions in the classroom to know how their students think. Then they can take the next step to help them develop their moral reasoning towards greater maturity. In a discussion on morals, teachers could use questions to prompt students to raise students' self-awareness and to encourage them to move from a self-centred perspective to another-centred perspective. To raise the level of moral reasoning, teachers could mix students of different stages of moral reasoning in discussion groups[26].

[26] T. Lickona (1991). Educating for Character, How schools can teach respect and responsibility, (pp 245). Bantam Books, New York.

Cognitive Constructivist Theory (Jean Piaget and John Dewey)	
	The main goal of constructivist education is for children to become autonomous, life-long learners whose thoughts and actions are guided by reason, conviction and commitment. Children cannot become autonomous intellectually or morally, if adults take an authoritarian position in their lives all the time. Cognitive constructivism approaches learning and knowing from the learner's perspective. The Cognitive Constructivist Theory proposes that teachers cannot impose knowledge on students. Instead, learners construct their understandings from their day-to-day experiences within mutual, cooperative relationships with social others within their environment[27]. Familiar experiences enable them to assimilate new information and modify their understanding according to the new data[28]. Learning activities should be whole, authentic, real and should result in something meaningful other than a grade.
Applications	Contextual learning is rooted in a constructivist approach to teaching and learning. Life experiences based on students' interactions with peers and adults provide a context for learning knowledge, skills and values. Social interaction provides opportunities for cognitive conflict and cooperation, which encourages students to articulate their views to stimulate higher-order thinking. The process-based approach used in the teaching of CCE is drawn from the Constructivist Theory. According to the constructivists, learners learn best through active engagement. Teachers provide opportunities for experiential learning to help students discover information to attain a deeper understanding. Hence, the teaching approaches used should be student-centred and focus on "why" and "how" instead of "what". There is less emphasis on direct teaching of specific skills and more emphasis on learning in a meaningful context. Teachers in the constructivist classroom ask thoughtful questions and give sufficient wait time for students to be reflective. Teachers take on the role of a facilitator and pose questions to students such as, "How did you arrive at your answer?" to explore students' thinking[29]. As learning activities should be whole, authentic and real, students should work on projects in groups such as VIA, which are meaningful to the students and provide platforms for them to learn and apply values.

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[27] L.P. Nucci, D. Narvaez (2008), Handbook of Moral and Character Education, pp 273. Routledge, UK

[28] Strommen, E. F., & Lincoln, Bruce (1992). Constructivism, technology and the future of classroom learning. Education & Urban Society. v24, n4, 466-477

[29] Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.427). Thomson Learning, California

Theory of Psychosocial Development (Erik Erikson)

The stages of psychosocial development as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. However, mastery of a stage is not required to advance to the next stage.

Erikson's Psychosocial Stage 4 - Industry vs. Inferiority applies to children from ages 6 to 12. Children encounter the challenges of school, functioning as a member of a family and relating to peers. A child who experiences failure at tasks, or is denied the opportunity to discover and develop their own capabilities and potential, might possibly develop an inferiority complex in comparison with his peers. On the other hand, children who are encouraged and commended by parents and teachers develop a feeling of competence. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful and develop an inferiority complex. At this stage, the child's most significant relationships would normally reside within the school and neighbourhood.

Erikson's Psychosocial Stage 5 - Identity vs. Role confusion applies to students from ages 12 to 18. This fifth stage corresponds to the crossroads of life. What is unique about the stage of identity is that it is a sort of synthesis of the earlier stages and an anticipation of later ones. At this stage, youth has a certain unique quality in a person's life; it is a bridge between childhood and adulthood. During adolescence, children explore their own identity though social interactions and attempt to "fit in" with their peers and social environments. At this stage, students develop a strong affiliation with their peers. They will also develop a strong need to personally explore different roles, try and learn new things as a bid to discover for themselves, who they really are and what values, and beliefs form the person they are. Those who receive proper encouragement and reinforcement from significant others in their lives will emerge from this stage with a strong sense of self and a feeling of independence. If not, they will suffer role confusion and a lack of identity. They will be confused about who they are and how they can relate positively with people and the environment they are living in.

Theory of Psychosocial Development (Erik Erikson)	
Applications	The Primary school years are for the development of a sense of competence and self-confidence. School provides many opportunities for children to gain the recognition of their teachers, parents and peers by completing tasks assigned to them e.g. solving addition problems, creating things, running errands for their parents and teachers, making a model building during art and craft lesson and so on. If children are encouraged to make and do things and are then praised for their efforts, they begin to demonstrate industry by being diligent, persevering at tasks until completion, and putting work before pleasure. Children should also be given ample opportunities for social interactions and develop social skills. As students make the transition from Primary to Secondary school, they are likely to experience some role confusion – mixed ideas and feelings about the ways in which they fit into society. They struggle to belong in a social group and to be accepted and affirmed by their peers, who play a significant role in shaping their identity. However, they would need to recognise positive and negative relationships so that they can develop their identity under healthy influences. Most adolescents achieve a sense of identity regarding who they are and where their lives are headed for, and when they receive proper guidance and encouragement from significant others in their lives like their peers, parents and teachers. Teachers play an important role in the formation of students' sense of self at every stage as they would need to be observant and competent in helping students gain skills to overcome their problems, develop competency/mastery at each stage.

Sociocultural Theory of Cognitive Development (Lev Vygotsky)	
Vygotsky believed that social interactions have an impact on learners' cognitive development. He distinguishes between the tasks that can be performed with adult guidance tasks that can be completed independently by learners. He used the term 'Zone of proximal development' (ZPD) to define learning that takes place when a child accomplishes a task with the assistance of an adult and the term 'Zone of actual development' to describe what a child can accomplish independently. According to Vygotsky, "What the child can do in cooperation today, he can do alone tomorrow." Therefore, instruction must be orientated towards the future of the child's development and teachers unlock the advanced mental functions in a learner that are currently in an embryonic state[30]. Higher-order mental processes, such as reasoning and problem-solving, are accomplished with the help of psychological tools such as language. Adults or more capable peers teach these tools during daily interactions through exchange of ideas and ways of thinking, and the co-created ideas allow learners to develop their knowledge, ideas, attitudes and values[31].	
Applications	As social interactions with people who are more advanced in their thinking are important in cognitive development, opportunities should be provided for students to converse and learn with teachers and peers of higher ability. This can be done through platforms such as cooperative learning and peer tutoring. In ZPD, teachers can develop students' abilities by guiding them towards performing tasks which are beyond their current capacity. Teachers first need to ascertain the student's Zone of actual development, then work out an instructional plan that utilises the student's ability to work within the Zone of proximal development by providing appropriate scaffolding to unlock the student's advanced mental functions[32]. Teachers must consider students' prior experiences when designing curricula and adjust classroom learning experiences to the learners' current skills and knowledge level, to allow students to 'connect' with the learning materials to guide them in fully developing their abilities.

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[30] Galina Dolya (2007), Vygotsky in action in the early years, The 'key to learning' curriculum, (pp. 9). Routledge, New York

[31] Anita Woolfolk (1980) Educational Psychology (pp41). Pearson, Boston

[32] Tan, O.S, R.D. Parsons, S.L Hinson, D. Sardo-Brown (2003). Educational Psychology, A Practitioner-Researcher Approach, An Asian Edition (pp.59). Thomson Learning, California.

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Glossary of Terms

Terms	Definition
Act on	To regulate one's behaviour in accordance to advice or information
Analyse	To study in detail, usually involving a scientific or statistical method, in order to discover meaning
Apply	To put to practical use
Appreciate	To value or having high regards for something
Aware / Know	To be informed of something
Clarify	To make an idea or statement clear for ease of understanding
Consider	To keep in mind of something
Demonstrate	To display or show by actions
Evaluate	To ascertain, to judge or to assess the worth of something
Exercise	To put into action
Formulate	To express systematically
Identify	To be able to distinguish the person or thing from the others
Implement	To carry out, or to put into action, a plan
Promote	To help or encourage to exist or flourish further
Recognise	To accept, to become conscious of, or to be aware of, a fact
Reflect	To think deeply about something
Show	To make a particular attitude, quality or feeling clear to others
Understand	To know and comprehend the nature or meaning of someone or something

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Juying Primary School
Lakeside Primary School
Lianhua Primary School

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Mayflower Primary School
Meridian Primary School
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Radin Mas Primary School
River Valley Primary School
Opera Estate Primary School
Qihua Primary School
Pasir Ris Primary School
St Anthony's Primary School
St Stephen School
Princess Elizabeth Primary School
Poi Ching School
Rulang Primary School
Telok Kurau Primary School
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Temasek Primary School
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Secondary Schools

Ang Mo Kio Secondary School	Presbyterian High School
Assumption English School	Punggol Secondary School
Broadrick Secondary School	Queentown Secondary School
Bukit Panjang Government High School	Serangoon Garden Secondary School
Bedok South Secondary School	Shuqun Secondary School
Bedok View Secondary school	St. Andrew's Secondary School
Bowen Secondary School	St Gabriel's Secondary School
Chua Chu Kang Secondary School	Swiss Cottage Secondary School
Commonwealth Secondary School	Springfield Secondary School
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Chung Cheng High School (Yishun)	Tanjong Katong Girl's School
Dunman Secondary School	Unity Secondary School
East View Secondary School	Woodlands Ring Secondary School
Evergreen Secondary School	Yishun Town Secondary School
Fajar Secondary School	Yuan Ching Secondary School
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