

# Welcome to Rosyth 2023

## My Child in Primary 1

### Character and Citizenship Education (CCE)



# Where is my child at this stage?

**Formative years**

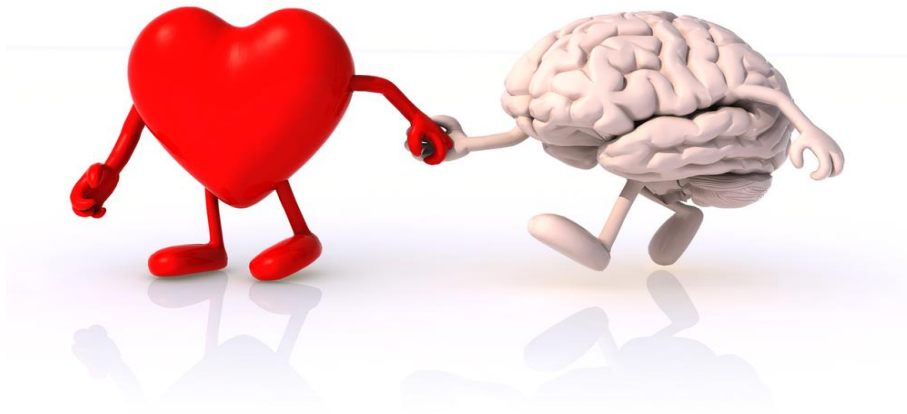
**Early stages of learning**

**Discovering abilities and talents**



# Focus at Primary Education

- To lay a strong foundation & ignite the joy of learning – Literacy & Numeracy
- To nurture the whole child
  - ✓ Social emotional Learning
  - ✓ Positive attitudes of learning for life



# CCE Goals

We aim to develop in our Rosythians

- Good Character
- Resilience and Social-Emotional Well-being
- Active Citizenship
- Future Readiness



# Age-Appropriate Learning

At a young age, the acquisition of **social-emotional competencies** and the **motivation to learn** are critical in the development of every child.



# Social-Emotional Learning (SEL Competencies)

Social-emotional learning supports the development of skills to manage oneself, build healthy relationships and make responsible decisions.

- **Self-Awareness**
- **Social Awareness**
- **Self Management**
- **Relationship Management**
- **Responsible Decision Making**





# Motivation To Learn

Research has shown that students who are **motivated to learn** tend to display –

- **greater enjoyment of school**
- **more positive coping**
- **heightened engagement**
- **better performance**
- **less dropping out**
- **higher quality learning**
- **greater psychological wellbeing**

(Ciani et al., 2011; La Guardia, 2009; Vansteenkiste et al., 2010)

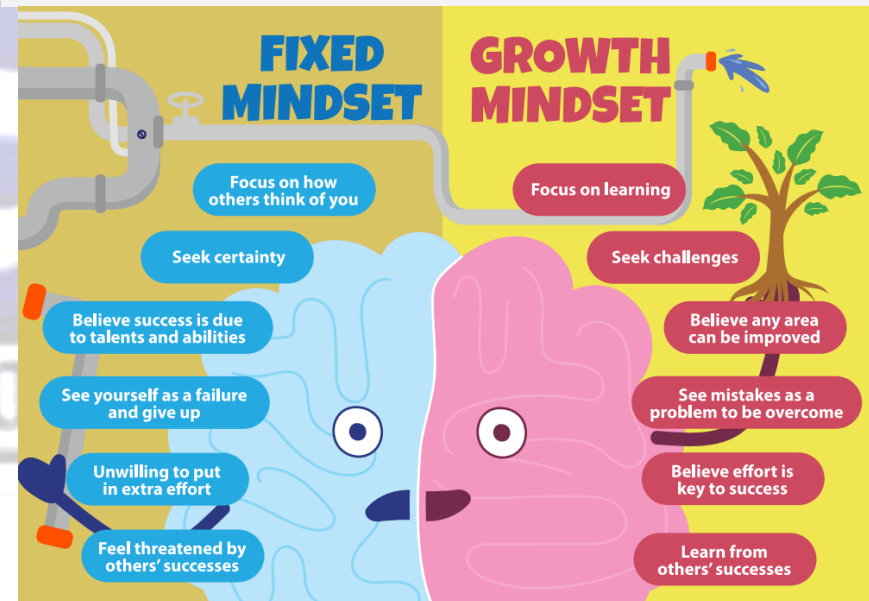


# Growth Mindset (Developing Resilience)

**‘Growth Mindset’ is a key aspect covered during the CCE (CCE(FTGP) lessons.**

A belief that one's abilities can be developed through dedication and effort. It creates a desire to learn and therefore a tendency to embrace challenges; persist in the face of setbacks; see effort as the path to master; learn from criticism; and find lessons and inspiration in the success of others.

Dwek, 2006





# Growth Mindset (Developing Resilience)

01.



Is self-motivated

02.



Learns from failure and remains hopeful

03.



Finds alternative solutions

04.



Seeks help from others

05.



Manages difficult situations calmly

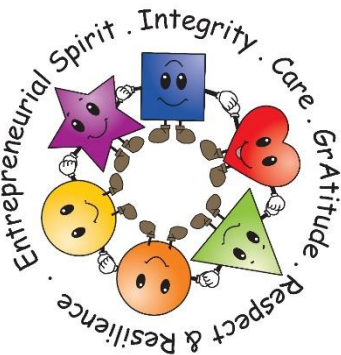
06.



Is open to new experiences

# Positive Peer Relations & Prosocial Behaviour

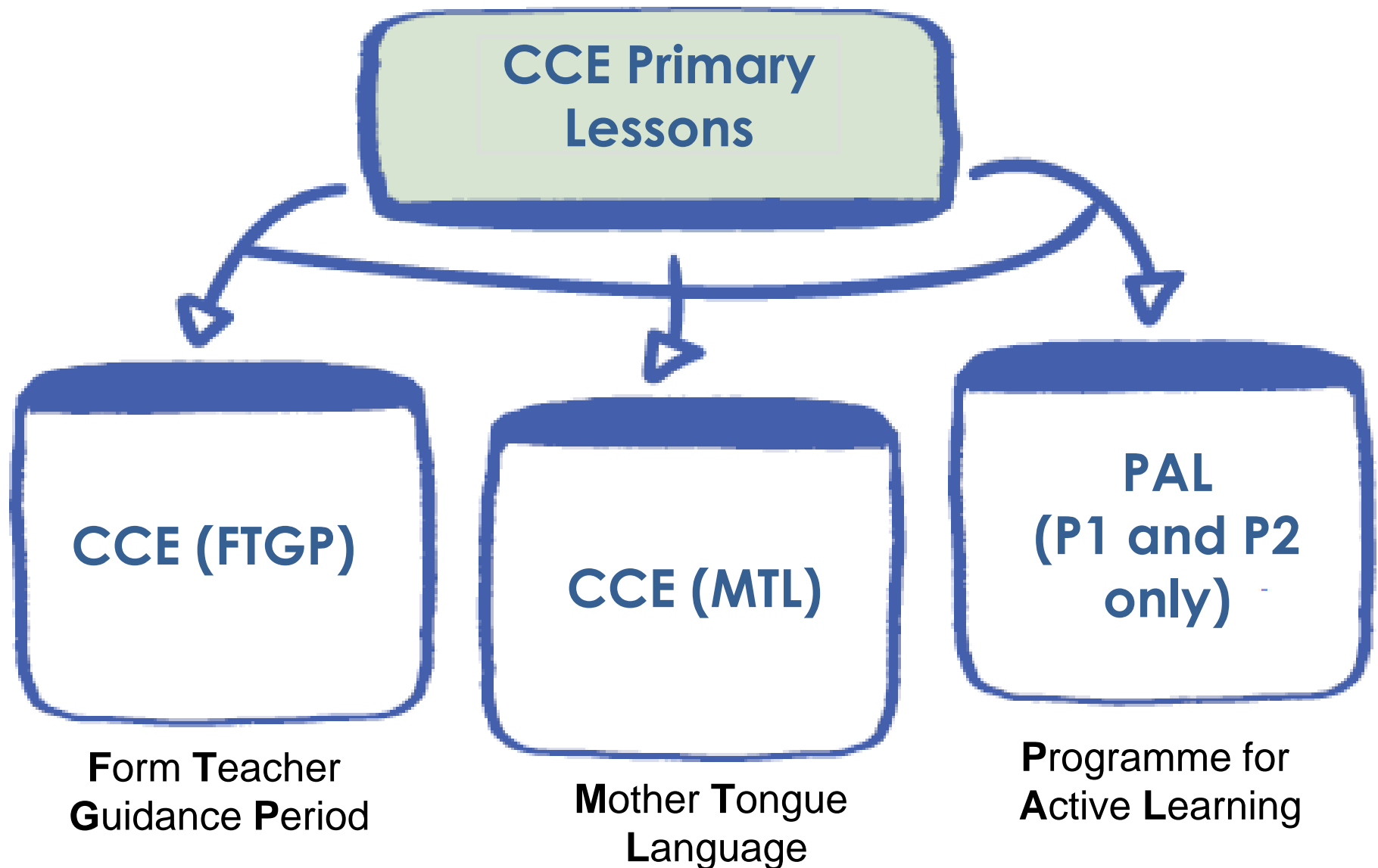
- Providing an environment for Rosythians to make new friends and forge strong friendships
- Living out the school values, 'Care' and 'Respect' as Rosythians interact with peers



*Learn with Passion, Serve with Compassion, Lead with Vision*



# Character and Citizenship Lessons



# CCE(FTGP)

- **CCE (Form Teacher Guidance Period)**
  - Explicit teaching and learning of **fundamental social-emotional skills, values** and citizenship dispositions
  - one period/week - to devote time & sufficient attention to their students' holistic development
  - carves out time for closer Teacher-Student Relationship (TSR), deeper interaction

# Family Education

Explicit content and Family Time Activities in CCE Lessons focus on the teaching and learning of skills to **strengthen relationships** which build the students' positive perspectives of the value of families.

Theme 1: My New World  
Lesson 4 I'm More Responsible Now!



I will contribute to the well-being of my family by being **responsible** for my actions and doing some things on my own.

16

**Caring for Family and Friends ②** Date: \_\_\_\_\_

In the boxes below, paste stickers that show respectful and disrespectful behaviour at home and in school.

SCHOOL	
Respectful  Paste sticker from page 51.	Disrespectful  Paste sticker from page 51.

HOME	
Respectful  Paste sticker from page 51.	Disrespectful  Paste sticker from page 51.

Care and Respect for Others 35

**Understanding My Feelings ④**

**Family Chat Time!**  
Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

My child did a good job!  
Parent's / Guardian's signature

**A Note to Parents/Guardians:**

**Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS**

- 1 Take time to actively notice and name your child's/ward's emotions together.  
Eg. Make talking about their feelings a natural part of conversations.
- 2 Connect with your child/ward on an emotional level.  
Eg. Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 3 Discuss how your child/ward can manage his/her negative emotions.  
Eg. Practise the breathing or squeezing exercise.
- 4 Role model how you manage your emotions appropriately.  
Eg. Calmly admit that you are upset and take a 10-minute time-out.
- 5 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 6 Guide your child/ward to accept situations that he/she cannot change.
- 7 Have your child/ward share three things that he/she feels thankful about each day.

12 Understand and Care for Myself



# Citizenship Lessons

## Citizenship Education

Main platforms : Social Studies lessons & Key National Education (NE) Events

## Goals

- ✓ Loyal citizen
- ✓ Show care and concern for others
- ✓ Be socio-culturally sensitive
- ✓ Be able to reflect on and respond to community, national and global issues.



## The 4 NE Events include

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day



# Student Handbook

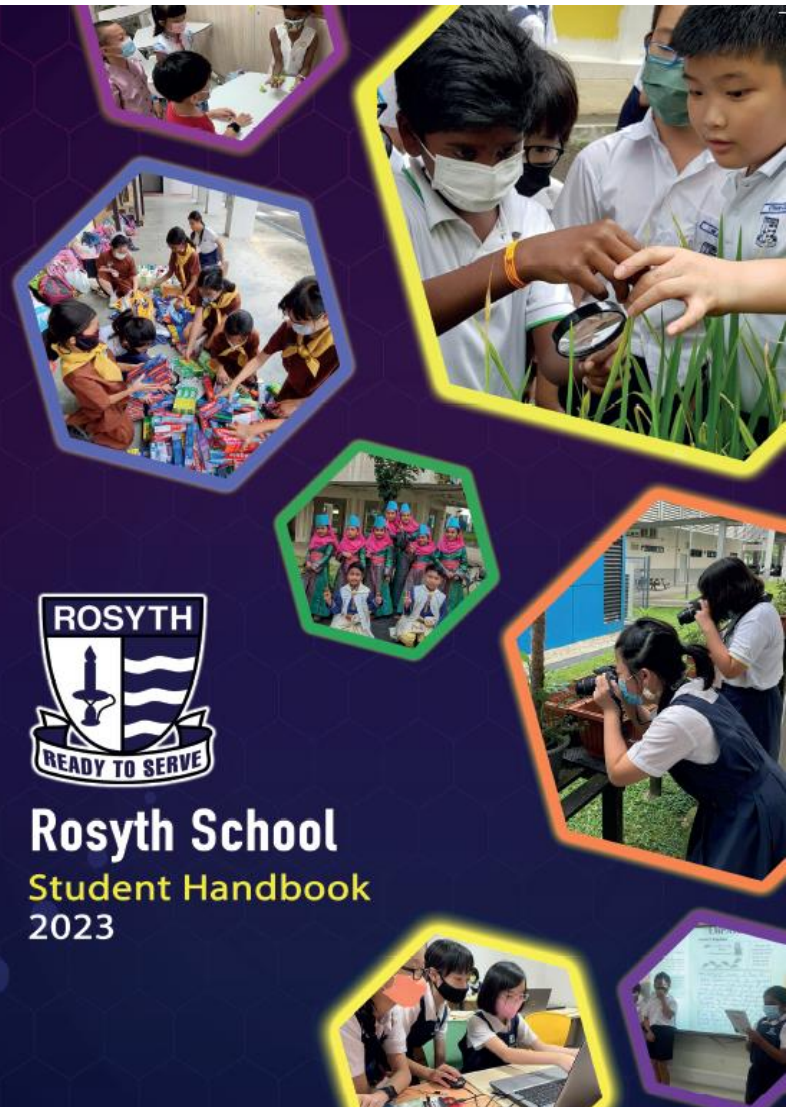
**Learn with Passion**  
**Serve with Compassion**  
**Lead with Vision**



Designed in-house by ICT Dept



**Rosyth School**  
**Student Handbook**  
**2023**



# The purpose of Handbook

A tool for communication between parents and teachers



# The purpose of Handbook

## Discipline



Rules &  
Regulations

Expectations



Hair accessories should be in **navy blue or black**.

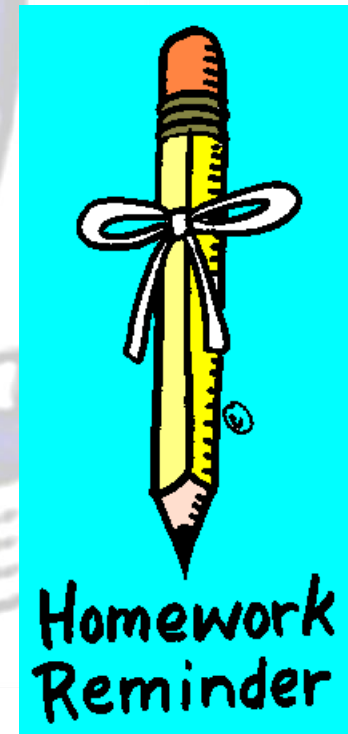
Girls who have their ears pierced are allowed to wear **one pair of simple and small ear studs**.

**Name tag** must be sewn on.

No ankle socks are allowed.

# The purpose of Handbook

A reminder about homework and other information



# The purpose of Handbook

To guide our students in understanding the school rules and regulations.

## ACKNOWLEDGEMENT OF ROSYTH DISCIPLINE RULES AND REGULATIONS

(To be handed in to your Form / Co-Form Teacher by Monday of Term 1 Week 3)

### For Student:

I have understood and will uphold the school rules and regulations, so that I do my part to build a Culture of Care and positive learning environment for fellow Rosythians based on our I-CARE values. If I fail to uphold these rules and regulations, I will commit to the necessary consequences based on the school's discipline policy and accept my teachers' guidance to learn and grow.

Contents	Page	Child/ Ward	Parent/ Guardian
		Please Tick	
Rosyth School Rules <i>(including Policy on Mobile Devices)</i>	12-15		
Offences & Consequences Plan	18-19		
Cyber Wellness Policy	16-17		
Emergency Evacuation Procedure	20		
Student's Behavioural Self- Evaluation Checklist for Sem 1 & 2	22-23		

### For Parent/Guardian:

I am aware of the following and will monitor my child / ward in the year:

#### Possession of Mobile Phone

My child/ ward needs to bring his/ her  
handphone to school (Yes/ No)

Reason :




- I understand that my child/ward is able to contact me from the General Office, if needed.
- Should my child/ward be unable to comply with the school rules on mobile device usage, I agree that he/she is not ready to bring his/her handphone to school.




I, \_\_\_\_\_, have communicated to my parents / guardians on the  
(Name of student)  
above mentioned items on \_\_\_\_\_  
(Date)



# The purpose of Handbook

## Encourages Ownership and Self Regulation

SEMESTER 1 BEHAVIOURAL SELF EVALUATION CHECKLIST			
Descriptors			
I report for Flag Raising Ceremony at designated assembly areas by 7.30am. ( <b>Respect</b> )			
I maintain cleanliness in school and take care of public property. ( <b>Care</b> )			
I use respectful language in my interactions with friends and teachers. ( <b>Respect</b> )			
I act responsibly at all times, inside and outside school. ( <b>Integrity</b> )			
I understand my friends' feelings and help them. ( <b>Care</b> )			
I thank my family/ teachers/ friends for the things that they have done for me. ( <b>Gratitude</b> )			
I am responsible for the work/ task given and complete it. ( <b>Resilience</b> )			
I switched off my mobile device at all times during curriculum time. ( <b>Respect</b> )			

 **Most of the time**       **Often**       **Sometimes**

In school/ class,  
My leadership/ mentorship role(s) in Semester 1 : \_\_\_\_\_  
By referring to the checklist above,

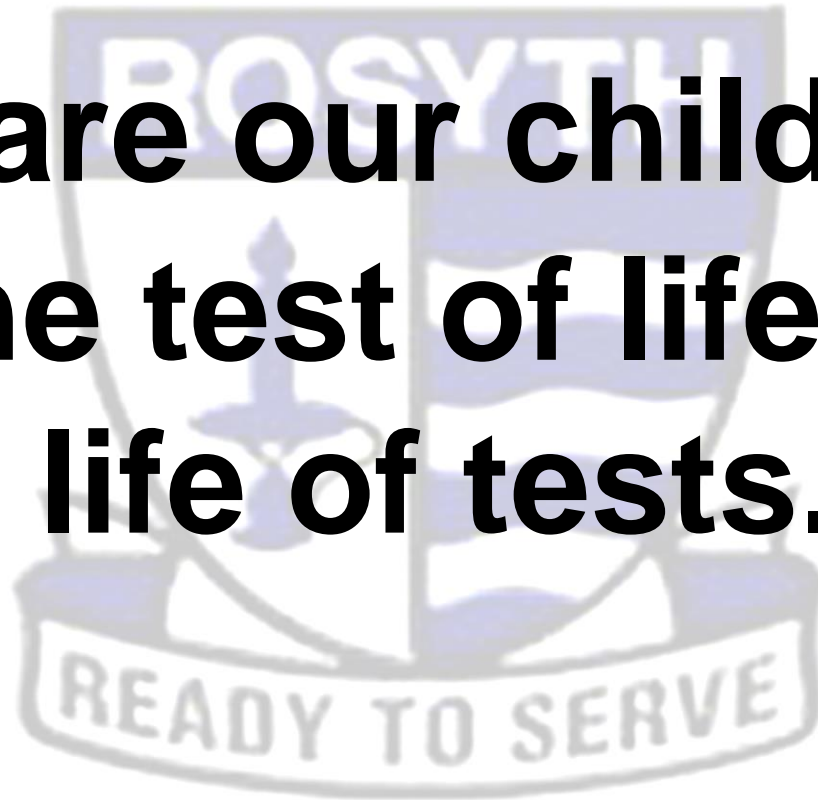
I have discovered my strength(s) in:  1.  2.	I need to work on:  My teacher/ parent can help me by:  <b>I CAN DO IT!</b>
--	---

Teacher's feedback: \_\_\_\_\_ Form teacher's signature and date: \_\_\_\_\_



**Thank You**

**Prepare our children  
for the test of life and  
not a life of tests.**



# Contact Details

**Mdm See Chui Geok**  
**Head of Department (Character and Citizenship Education)**  
**[see\\_chui\\_geok@schools.gov.sg](mailto:see_chui_geok@schools.gov.sg)**

**Mdm Eileen Lim**  
**Subject Head (CCE & VIA)**  
**[lim\\_yiling\\_eileen@schools.gov.sg](mailto:lim_yiling_eileen@schools.gov.sg)**

