

# **CIVICS AND MORAL EDUCATION SYLLABUS**

## **Secondary**

### **2007**



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# Overview

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# CIVICS AND MORAL EDUCATION (SECONDARY) SYLLABUS

## INTRODUCTION

Values are the foundation of a person's character. They determine his beliefs and his attitudes towards life, the people around him and the world at large. Civics and Moral Education (CME) focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, others and the environment. While the family plays a significant role in shaping moral development in a child, the school also plays an equally important role in equipping him with knowledge and life skills, and nurturing in him correct attitudes so that he will develop into a morally upright, caring and responsible individual and citizen.

## RATIONALE

The Civics and Moral Education (Secondary) Syllabus is designed to anchor our young in sound moral principles. It is important for them to be morally upright and understand the relevance of moral values in a modern society.

Students also need to be equipped with social emotional competencies to be able to live out their values in an effective manner. This will enable them to make wise decisions amidst the vast array of choices available to them. As citizens, our young need to cultivate values which develop a sense of belonging to Singapore and build confidence in the future of our nation.

The following considerations were made in the development of the CME syllabus:

- **Emerging Trends** that may affect the social environment and norms, such as
  - a rapidly ageing population
  - weakening family ties, dual-income nuclear families and higher divorce rates
  - globalisation, international cooperation and competition
  - growth of a knowledge-based economy, higher job mobility and economic re-structuring

- rapid advancements in technology, e.g. Information Technology and the Life Sciences

- Alignment with the **Desired Outcomes of Education** in the area of character development and citizenship
- Provision of opportunities for pupils to learn the values and competencies outlined in the framework for **Social and Emotional Learning (SEL)**
- Alignment between the **needs of students** at different developmental stages and pedagogical considerations, e.g. language suitability, selection of topics, design of activities, and interdisciplinary project work and assessment
- Incorporation of **education initiatives** such as Economic Literacy and Financial Literacy

## GOAL OF CME

The overarching goal of CME is to nurture a person of good character, who is caring and acts responsibly towards self, family, community, nation and the world. Some fundamental questions related to CME are listed below:

- Who am I?
  - What are my values and beliefs? Do they make me a person of good character?
  - How do I apply my values and beliefs?
  - What are my goals? How meaningful are they?
  - How can I prepare myself for the future?
  - How do I relate to others and the environment?
- What are my roles and how can I contribute in
  - my family?
  - my community?
  - the nation?
  - the world?

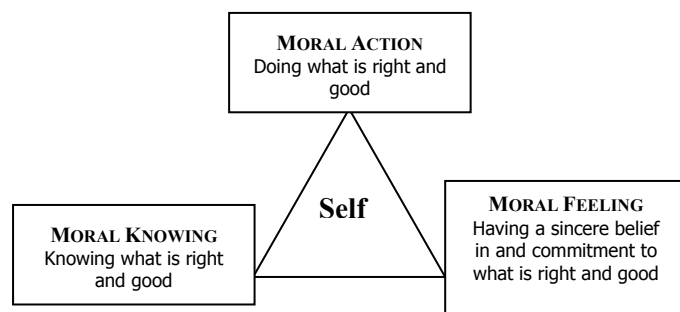
- Who are we as a nation?
  - What constitutes our national identity?
  - What does our country mean to us?
  - How can we play our part in the global community?

## SYLLABUS FRAMEWORK

### Nurturing Good Values

The CME syllabus is based on the principle that an individual's beliefs, attitudes and behaviour stem from his personal values. It is important to focus on nurturing sound personal values in our students so as to develop good character in them. For students to internalise and practise good values, they should know what good values are, be able to reflect on and come to an understanding of why it is necessary to uphold these values. They should also be provided with opportunities to put the values into practice. This can be achieved through understanding the relationship between moral knowing, moral feeling and moral action<sup>1</sup> in the development of a morally upright individual, as shown in **Figure 1**.

**Moral knowing** refers to the cognitive aspect of morality which involves knowing what is right and good. Students will be able to define good values, formulate sound moral principles and explain what



**Figure 1:** Relationship between moral knowing, moral feeling and moral action

<sup>1</sup>Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books, 1992. 53-62.

constitutes good character and right conduct. The skills related to moral reasoning, critical thinking, responsible decision making and problem-solving, and effective communication also form an important part of moral knowing.

**Moral feeling** refers to the affective aspect of morality and constitutes the bridge<sup>2</sup> between moral knowing and moral action. It involves a sincere belief in and commitment to uphold good values. It inspires us to carry out actions that are in accordance with the values and beliefs we hold. Moral feeling also motivates us to consider the consequences of our actions and the feelings of others when faced with moral issues. Self reflection skills are important in building greater self awareness and help us align our thoughts and actions.

**Moral action** refers to doing the right thing, where we base our decisions and actions on moral knowing and moral feeling. It not only comprises the will and competencies required to engage in moral action, but also the development of good habits<sup>3</sup> as a result of consistently engaging in moral action. The implication of this is that students must be provided with many and varied opportunities to put good values into practice. Relevant skills for moral action include social and communication skills, such as those related to goal setting and conflict resolution.

When behaviour and actions are consistently moral, and rooted in moral knowing and moral feeling, the individual, featured at the core of the triangle (See **Figure 1**), develops into a person of good character. We thus need to ensure that the right values are in place to elicit appropriate conduct from our students. The individual at the core also

<sup>2</sup>Ryan, Kevin and Thomas Lickona. "Character Development: The Challenge and the Model". *Character Development in Schools and Beyond*. Washington, DC: The Council for Research in Values and Philosophy, 1992. 19.

<sup>3</sup>Ryan, Kevin and Thomas Lickona. "Character Development: The Challenge and the Model", *Character Development in Schools and Beyond*. Washington, DC: The Council for Research in Values and Philosophy, 1992. 20.

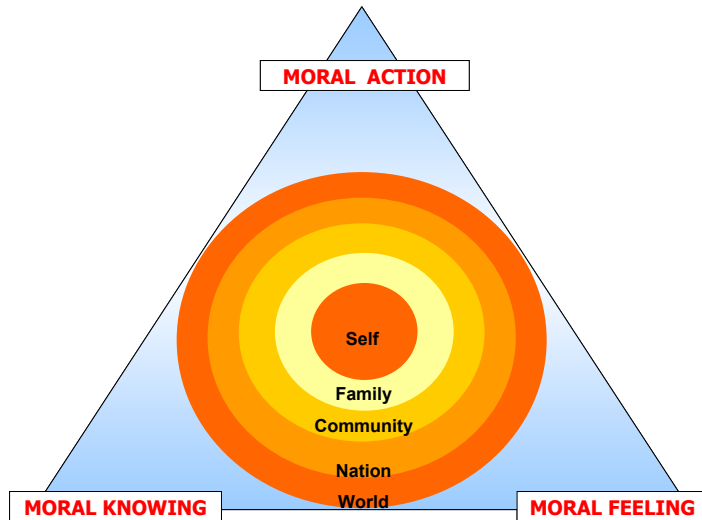
emphasises the need to develop a moral person from within. We want to nurture intrinsic motivation in our students so that they will act from the basis of their own beliefs and value system rather than from external compulsion or rewards.

**Putting Values into Practice**

To nurture sound values, we need to put the values learnt into practice within the context of real-life situations in the family, community, nation and the world. As shown in **Figure 2**, the concentric circles radiating outwards highlight the social role of the individual as he interacts with the world around him. He will be taught to consider his role, and the consequences of his actions on himself and others in his family, community, nation and the world. He will be encouraged to feel for others when making decisions and to also align his actions with his values.

**OBJECTIVES**

In order to achieve the goal of nurturing good character in our students, it is essential that they acquire the relevant knowledge, skills and attitudes related to moral knowing, moral feeling and moral action.



**Figure 2:** Social role of the individual

The objectives in CME for moral knowing, moral feeling and moral action are stated below.

**Objectives for Moral Knowing**

At the end of the CME (Secondary) programme, students will be able to:

- know what is right and good
- formulate sound moral principles
- know the principles involved in making sound moral decisions
- understand the importance of family and their role in it
- consider multiple perspectives when making moral decisions
- be open-minded and non-judgmental when considering the views of others
- practise moral reasoning and critical thinking when making decisions
- understand the need to maintain social cohesion and the importance of racial and religious harmony
- know the values essential to the well-being of our nation including *Our Shared Values* and the *Singapore Family Values*
- know their roles in the community, nation and the world

**Objectives for Moral Feeling**

At the end of the CME (Secondary) programme, students will be able to:

- develop a sincere belief in and commitment to uphold and practise moral values
- recognise the need to clarify their values and actions through understanding their feelings, so that they can consciously take a moral stand
- consider the feelings of others when faced with moral issues
- develop intrapersonal skills e.g. self reflection

### **Objectives for Moral Action**

At the end of the CME (Secondary) programme, students will be able to:

- base their decisions and actions on moral knowing and moral feeling
- put good values into practice
- develop good habits as a result of consistently engaging in moral action
- practise good social and communication skills
- be responsible in their actions
- promote harmony and social cohesion in a multiracial and multi-religious society

### **VALUES**

The CME syllabus focuses on six core values, namely, **Respect, Responsibility, Integrity, Care, Resilience** and **Harmony**, which form the foundation upon which good character is built. These values complement and reinforce *Our Shared Values*, the *Singapore Family Values*, the *Singapore 21 Vision* and the *National Education* messages. They will guide students to discern between right and wrong, and will help them to not only make responsible choices, but also become more aware of their role in society. Other values, concepts and attitudes related to these core values e.g. adaptability, entrepreneurship and creativity will also be taught to further reinforce and substantiate students' understanding of the six core values.

The definition of the six core values are as follows:

- **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 fulfills his responsibilities with love and commitment.

- **Integrity**

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

- **Care**

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

- **Resilience**

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

- **Harmony**

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

### **SOCIAL AND EMOTIONAL LEARNING (SEL)**

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

The social emotional competencies are:

- **Self Awareness**

Students who have a clear understanding of their own strengths, inclinations and weaknesses will develop positive self-concept, self-worth and a sense of self efficacy. Being aware of own emotions and behaviour is fundamental to managing own behaviour.

- **Self Management**

Being skilled in self management enables students to manage their own emotions, exercise self-discipline, take personal responsibility and develop organisational skills to enhance personal outcomes.

- **Social Awareness**

Students who are aware of the needs, values, strengths and weaknesses of others develop a deeper understanding and respect for others. Being aware of how others feel and their dreams enables students to develop empathy and appreciation for diversity. Social awareness is fundamental for developing good interpersonal relationships.

- **Relationship Management**

Effective relationship management skills are essential for the development of one's social well-being. It involves the skills for effective communication, social engagement, building relationship, working collaboratively, negotiation and conflict management.

- **Responsible Decision Making**

Responsible decision making is essential for personal and social well-being. It requires critical thinking skills which allow one to make responsible and informed decisions, and evaluate these decisions based on personal, social, moral and ethical considerations. It also involves translating these decisions into action and having the courage and conviction to stand and live by them.

The teaching of social emotional competencies complements the teaching of values and facilitates the translation of each value into action.

## TEACHING OF CME

### Teaching Approaches

In the teaching of CME, a process-based approach is preferred to a content-based approach. Content-based approaches focus on the learning of facts and information, and are largely teacher-centred. Process-based approaches are student-centred and focus on learning of "why" and "how" instead of "what". They aim to facilitate the learning of skills and to internalise values through action.

The approaches to teaching values listed below are not mutually exclusive. It is recommended that they be used in combination whenever appropriate.

- **Cultural Transmission Approach**

The Cultural Transmission Approach emphasises the inculcation of desirable values which are upheld by our society and are also significant in our cultural heritage. These values are transmitted to students through various means e.g. role-modelling, sharing of cultural practices and maintaining discipline. The Cultural Transmission Approach also refers to the school culture which can promote and facilitate positive moral development in students. Teachers can facilitate internalisation of desirable values through reflection activities.

- **Consideration Approach (Perspective-Taking)**

The Consideration Approach focuses on empathy and aims to develop a caring personality. The crucial question to ask in this approach is, "How would you feel if you were in this situation or if you were that person?" A student learns that making a moral decision involves taking into consideration the impact of that decision on others. By adopting the perspective of the other person, the student attempts to understand the thoughts and feelings of that person and develops a balanced view of the situation.

- **Modified Values Clarification Approach (Responsible Decision Making)**

The Modified Values Clarification Approach aims to help students clarify their values through examining their personal feelings and behaviour patterns using rational thinking and emotional awareness. Teachers guide students to make decisions based on a sound value system that includes values upheld by society.

- **Cognitive Development Approach (Moral Reasoning)**

The Cognitive Development Approach, based on Kohlberg's theory of moral development<sup>4</sup> uses the process of moral reasoning to help students progress from a self-centred perspective to a higher stage of moral development, focusing on societal and universal perspectives.

- **Narrative Approach<sup>5</sup> (Story-Telling)**

The Narrative Approach is based on the understanding that people make sense of the world and their experiences through stories or the construction of stories. Here, students come to recognise and clarify their values through the process of story-telling and reflection. They are guided in identifying personal beliefs and values when they relate their personal experiences, construct narratives or consider another person's story. The Narrative Approach requires open-ended questioning, clarifying, summarising, building on each person's contributions and encouraging students to respond to one another.

- **Action Learning Approach<sup>6</sup>**

The Action Learning Approach focuses on experiential learning. Students are engaged in projects within the school and community. This approach enables students to internalise the values through the application of skills and knowledge learnt in real-world situations. Students reflect, evaluate and make decisions on their own value systems and communicate them to others.

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<sup>4</sup>Kohlberg, L. "The child as a moral philosopher". *Psychology Today*. 1968. 25 – 30

<sup>5</sup>Vitz, Paul C. "The Use of Stories in Moral Development: New Psychological Reasons for an Old Education Method". *American Psychologist* 45: 709 – 720. 1990

<sup>6</sup>Revans, R. *ABC of Action Learning*. London: Lemos & Crane, 1998.

## Teaching Strategies

In CME lessons, teachers are encouraged to use a variety of strategies that incorporate cooperative learning, whole-brain processing, and experiential learning. This will help students acquire content knowledge and skills, work cooperatively with others, engage in creative and critical thinking, and apply what they have learnt in real-life situations in their moral development and growth. The application of the strategies should also take into account the different learning styles, interests and maturity levels of students.

## IMPLEMENTATION

### Whole School Approach

A whole-school approach is necessary for effective values education. Apart from the formal teaching of CME, school-wide programmes provide students with opportunities for experiential learning so that they are able to internalise the values taught and translate them into action. In addition, the school administration and teachers play a crucial role in guiding students in their moral development.

- **Community Involvement Programme (CIP)**

Community Involvement Programme (CIP) is conducted within and outside the school curriculum. This programme requires every student to participate actively and meaningfully in contributing to the community for at least six hours per academic year. The programme provides students with experiential learning opportunities to develop character, competence and commitment as responsible citizens and future leaders. This helps to nurture the spirit of volunteerism.

- **Service-Learning (S-L)**

Service-Learning is a teaching and learning approach using community involvement as a vehicle to create a rich learning environment for students. Learning takes place when the CIP activity is developed to make explicit connections between learning outcomes, namely service and academic goals, and the community involvement experience. It is a structured approach that takes into consideration the need to engage students in service that meets real community needs, identify learning outcomes to link the students' service

experiences to the school curriculum, prepare students mentally and physically for the service tasks and provide a structured process for students' reflections.

- **Other Programmes and Activities**

Some programmes and activities that contribute to the whole-school approach in values education include

- Co-Curricular Activities (CCA)
- Pastoral Care & Career Guidance (PCCG)
- Sexuality Education
- National Education (NE)

**Cross Curricular Links**

In the teaching of CME, it is good to make links to other subjects and programmes to make learning more meaningful. Students would be able to make connections across fields of knowledge and generate new knowledge. Using cross-curricular links enhances students' moral development and creativity, as they would learn to apply the values acquired in CME in other areas of learning.

**ASSESSMENT**

Assessment in CME needs to take into account the complex nature of values transmission and learning. Students are assessed on their ability to show an understanding of values and moral principles, and apply the processes involved in moral reasoning, responsible decision making and problem-solving. Assessment should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As CME focuses on character development, emphasis should be placed on formative assessment.

**Formative Assessment**

In formative assessment, the focus is on helping students to learn developmentally. This happens when the teacher gives consistent and specific feedback to students in the learning process or engages them in self reflection. Some feedback tools include rubrics and checklists. Formative assessment should be carried out in a continuous, day-to-

day basis through various strategies that provide opportunities to involve and guide students in the discussion of complex and challenging issues. It will enhance the link between assessment and learning.

Formative assessment serves to:

- identify students' strengths and weaknesses in learning;
- provide timely feedback to teachers and parents for early intervention;
- motivate students for independent learning and to improve future performance;
- help students develop self awareness.

Some suitable modes for formative assessment are

- peer and self assessment
- Service-Learning tasks
- journals and portfolios
- checklists and rubrics

# Respect

A person demonstrates respect when he believes in his own self-worth and the intrinsic worth of all people.

## RESPECT

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Respect for self	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of self-respect</li> <li>• develop awareness of their qualities and emotions.</li> <li>• develop self management skills to build self-respect</li> </ul>	<p><u>What is self-respect?</u></p> <p>An individual with self-respect believes in his intrinsic worth, and has love for and pride in himself. When we have self-respect, we recognise our ability to stand up for our convictions and not succumb to unhealthy influences. These include:</p> <ul style="list-style-type: none"> <li>– negative peer pressure</li> <li>– fads</li> <li>– negative messages conveyed in the mass media, advertisements and other sources</li> <li>– objectionable content on the Internet</li> </ul> <p><u>What are some ways of building self-respect?</u></p> <p>In building self-respect, we need to develop awareness of our own personal qualities, emotions and our basic human needs. With this awareness, we develop skills in reframing our thoughts in order to moderate our emotions and behaviour.</p> <p>Some concrete ways of building self-respect include:</p> <ul style="list-style-type: none"> <li>– cultivating good habits</li> <li>– practising positive thinking</li> <li>– identifying and appreciating strengths</li> <li>– striving to do one's best</li> </ul>	<ul style="list-style-type: none"> <li>• Self worth</li> <li>• Belief in their ability (DOE)</li> <li>• Every Singaporean Matters (Singapore 21)</li> <li>• Self awareness</li> <li>• Self management</li> </ul>

## RESPECT

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Standing up to peer pressure	Students will be able to <ul style="list-style-type: none"> <li>understand that one who has self-respect is resilient against negative peer pressure</li> </ul>	<p><u>Why is self-respect important?</u></p> <p>During adolescence, teenagers' relationships with their peers are very important to them and peer groups have a great influence on their thoughts, value systems and actions. A peer group that exerts positive peer influence helps a teenager grow as a person and encourages him to carry out actions that benefit himself and others. On the other hand, a peer group that exerts a negative influence leads teenagers to carry out actions that are harmful to themselves and others. Hence, it is important for teenagers to have self-respect and be resilient when faced with negative peer pressure.</p> <p><u>How do we demonstrate self-respect?</u></p> <p>A teenager who has self-respect demonstrates resilience when faced with negative peer pressure. He applies skills in self management to say "no" to behaviours and activities that do not contribute to his well-being e.g. being involved in substance abuse, gangs and sexual activities.</p> <p><u>How do we stand up against negative peer pressure?</u></p> <p>Some ways to stand up against negative peer pressure include:</p> <ul style="list-style-type: none"> <li>making decisions based on a sound value system</li> <li>being aware of the consequences of negative peer influence</li> <li>getting help and support from family and friends who are good role models</li> <li>taking part in positive and meaningful activities</li> </ul>	<ul style="list-style-type: none"> <li>Conviction</li> <li>Decisiveness</li> <li>Resourcefulness</li> <li>Resilience</li> <li>Responsible decision making</li> </ul>

## RESPECT

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Respecting others	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• understand why they must respect others</li> <li>• explain the need to respect private and public property</li> <li>• understand the perspectives, needs and strengths of family members and others</li> <li>• demonstrate how to communicate with and relate to others with respect</li> </ul>	<p><u>Why do we need to respect our family members and others?</u></p> <p>Respect for others requires us to treat other human beings as having dignity and rights equal to our own, regardless of race, religion, gender, age, ability, or status. Every person is unique as he has his own thoughts, feelings, values and personalities. We thus need to respect the feelings, and choices of others, including our family members, just as we expect them to respect ours.</p> <p><u>How do we show respect for our family members and others?</u></p> <p>To show respect for our family members and others, we need to be aware of our own emotions and perceptions of others. We also need to identify the needs and qualities of our family members and others. We apply relationship management skills when we communicate with and relate to our family members and others. This includes:</p> <ul style="list-style-type: none"> <li>– not being judgemental</li> <li>– being honest and sincere</li> <li>– being sensitive to their needs, beliefs and cultural practices</li> <li>– observing good social habits e.g. being polite, greeting others when we see them, dressing appropriately according to the occasion, having regard for individual privacy, and practising proper telephone and email etiquette</li> </ul> <p>We learn to manage our emotions and behaviour so that we are able to respect our family members even if we do not feel like it.</p>	<ul style="list-style-type: none"> <li>• Mutual Respect (Singapore Family Values)</li> <li>• Every Singaporean Matters (Singapore 21)</li> <li>• Respect for private and public property</li> <li>• Self awareness</li> <li>• Self management</li> <li>• Relationship management</li> </ul>

## RESPECT

	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	<b>LOWER SECONDARY</b>			<p><u>How do we show respect for others' property?</u></p> <p>We demonstrate respect by treating the property of others, as well as public property, with due regard e.g. books and other resources in a public or school library and intellectual property such as ideas, designs or products created by others. We need to seek the owners' permission when we want to use their ideas, designs or products, and not pass them off as our own.</p>
4. Respecting our homeland		<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• explain why they respect Singapore</li> <li>• demonstrate ways to show respect for Singapore</li> </ul>	<p><u>Why should we respect our country?</u></p> <p>As Singapore citizens, we respect our country. We have fond memories of growing up, shared experiences of living here, and familiar places and people, all of which provide emotional comfort for us. We also take pride in Singapore's success in being able to manage its vulnerabilities and constraints to become what it is today.</p> <p><u>How do we show respect for our country?</u></p> <p>We express respect for our country in some of the following ways:</p> <ul style="list-style-type: none"> <li>– behaving correctly with regard to the use of national icons such as the National Flag, the National Anthem and the Pledge which symbolise our country's ideals</li> <li>– keeping the environment clean and green, and maximising the natural resources that we have through recycling efforts</li> <li>– obeying the laws and not abusing public facilities</li> </ul>	<ul style="list-style-type: none"> <li>• National icons</li> <li>• Belief in Singapore (DOE)</li> <li>• We have confidence in our future (NE)</li> <li>• Relationship management</li> <li>• Social awareness</li> </ul>

## RESPECT

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Respect for self	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of self-respect through self reflection</li> <li>• demonstrate self awareness and self management skills to maintain and build self-respect</li> <li>• explain that they can show self-respect by not abusing their bodies and minds</li> </ul>	<p><u>Why should we respect ourselves?</u></p> <p>Developing a positive sense of self contributes towards enhancing our self-respect. Our life experiences provide us with opportunities to reflect on and discover more about ourselves. Through self reflection, we can cultivate greater self-respect by appreciating our strengths, managing our weaknesses, focusing on our successes, and setting realistic goals and achieving them.</p> <p><u>How do we show respect for ourselves?</u></p> <p>When we have self-respect, we apply self management skills to avoid abusing our bodies and minds through bad habits which include:</p> <ul style="list-style-type: none"> <li>– smoking</li> <li>– eating junk food or going on extreme diets to keep slim</li> <li>– substance abuse</li> <li>– surfing pornographic websites or chatting indiscriminately on the Internet</li> <li>– playing computer games which focus on sex, violence and other unhealthy themes</li> <li>– engaging in casual sex</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Every Singaporean Matters (Singapore 21)</li> <li>• Belief in their ability (DOE)</li> <li>• Self awareness</li> <li>• Self management</li> </ul>

## RESPECT

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Respect for the beliefs and traditions of others	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• explain the importance of being aware of the beliefs and traditions of others</li> <li>• understand the need to be sensitive in our interaction with people of different races/religions</li> <li>• demonstrate social awareness and relationship management skills in respecting the beliefs and traditions of others</li> </ul>	<p><u>Why do we need to be aware of the beliefs and traditions of others?</u>            Different cultures and religions contribute to rich diversity in our society. We enjoy the benefits of this diversity because our people value racial and religious harmony.</p> <p><u>Why should we be sensitive to the needs of others?</u>            We should be sensitive in our interaction with people from other cultural and religious backgrounds as their beliefs and customs are important to them. Being sensitive in our interactions with others reinforces the value of showing respect for others, and fosters good relations among people of various racial or religious backgrounds. We must make effort to create more common space.</p> <p><u>How should we interact with others?</u>            It is important for us to evaluate the accuracy and correct our own perception of the beliefs and traditions of others. We learn to develop desirable attitudes and behaviour in our interactions with everyone. These include:</p> <ul style="list-style-type: none"> <li>– being open-minded, and not making callous or negative remarks</li> <li>– being considerate, and not laughing or joking about the beliefs and customs of others</li> <li>– being humble, and not insisting that our own beliefs and customs are better than those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration</li> <li>• Humility</li> <li>• Open-mindedness</li> <li>• Sensitivity</li> <li>• Common space</li> <li>• We must preserve racial and religious harmony (NE)</li> <li>• Declaration of Religious Harmony</li> <li>• Social cohesion</li> <li>• Social awareness</li> <li>• Relationship management</li> </ul>

## RESPECT

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Respect for the law and fundamental liberties	Students will be able to <ul style="list-style-type: none"> <li>• appreciate the Rule of Law and respect our fundamental liberties</li> <li>• explain some laws that protect individuals and the environment</li> </ul>	<p><u>Why do we need to have laws?</u></p> <p>Laws are rules of conduct approved and enforced by a government to ensure order, security and peace in a country. All members of society from individuals to businesses and the Government are subject to these laws. This is the Rule of Law which safeguards society, protects individual rights and freedom. It is a moral and legal obligation to respect the Rule of Law.</p> <p><u>What are some laws that protect individuals and the environment?</u></p> <p>Some laws which are enforced to protect individuals and the environment include:</p> <ul style="list-style-type: none"> <li>– littering and vandalism</li> <li>– smoking and drug abuse</li> <li>– maintenance of parents</li> <li>– access and modification of computer systems</li> <li>– maintenance of religious harmony</li> <li>– internal security</li> </ul> <p>When everyone in society respects the laws, we can enjoy our fundamental liberties, and live and work in a stable and peaceful environment.</p>	<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Democracy</li> <li>• Freedom</li> <li>• Individual rights and society needs</li> <li>• Justice</li> <li>• Social responsibility</li> <li>• The Rule of Law</li> <li>• We must uphold meritocracy and incorruptibility (NE)</li> </ul>

**RESPECT**

<b>UPPER SECONDARY</b>	<b>Topic</b>	<b>Learning Objective(s)</b>	<b>Scope</b>	<b>Concepts / Related Values / Messages</b>
			<p><u>What are our fundamental liberties?</u></p> <p>Fundamental liberties are individual rights which the Constitution of Singapore guarantees to citizens. These liberties help ensure that our basic needs are met, thus giving each citizen the assurance of enjoying a minimum standard of living as recognised by our country. While citizens are guaranteed the fundamental liberties, they are not absolute and are subject to restrictions stated in the laws.</p> <p>Our fundamental liberties are:</p> <ul style="list-style-type: none"><li>– liberty of the person</li><li>– protection against slavery and forced labour</li><li>– freedom of speech, assembly and associations</li><li>– freedom of religion</li><li>– protection against retrospective criminal legislation</li><li>– right to education</li><li>– right to equality</li><li>– prohibition of banishment and freedom of movement</li></ul>	

## RESPECT

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	4. Respect for life and nature	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of showing respect for life and the environment</li> <li>• be aware of the issues related to respect for life</li> </ul>	<p><u>Why do we need to show respect for life?</u></p> <p>Respect for life as a whole requires us to act with care towards human and animal life, the natural environment and the fragile ecosystem on which all life depends.</p> <p><u>What are some issues related to respect for life?</u></p> <p>Issues related to respect for life include:</p> <ul style="list-style-type: none"> <li>– use of animals in drug testing</li> <li>– genetically modified food</li> <li>– animal cloning</li> <li>– animal organ transplantation</li> </ul>	<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Integrity</li> <li>• Responsibility</li> <li>• Ethical research practices</li> </ul>

# 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.

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Responsibility to myself	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of self-responsibility</li> <li>• practise self-responsibility and be aware of some factors that hinder us from doing so</li> </ul>	<p><u>Why do we have to be responsible to ourselves?</u></p> <p>Self-responsibility involves adhering to thoughts, actions and behaviours that result in one’s well-being. It is important for everyone to be responsible for their own well-being because their actions and behaviours will have a significant impact on themselves and others. Positive actions and behaviours benefit us and others, while unhealthy ones may cause harm. We must be willing to help ourselves first before expecting others to help us.</p> <p><u>How can we be responsible towards ourselves?</u></p> <p>Some ways we can be responsible towards ourselves include:</p> <ul style="list-style-type: none"> <li>– having a healthy lifestyle</li> <li>– choosing the right peers as friends</li> <li>– practising good time management</li> <li>– adopting positive learning habits e.g. lifelong learning</li> <li>– being discerning when using the Internet and other media resources</li> <li>– managing allowances well</li> <li>– setting positive personal goals</li> </ul> <p>In general, we develop strategies and habits that would enable us to act responsibly.</p>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Financial management</li> <li>• Lifelong learning</li> <li>• Self awareness</li> <li>• Belief in one’s abilities (DOE)</li> <li>• Self management</li> </ul>

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are some factors that may hinder us from practising self-responsibility?</u></p> <p>There is a need to be aware of some of the factors that may hinder us from practising self-responsibility such as negative peer influences, the desire for instant gratification and the tendency to act on impulse or choose the easiest option. We raise awareness of such factors by reflecting on our actions and evaluating if we had been responsible towards ourselves.</p>	
	2. Responsible decision making	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand and apply the steps of responsible decision making</li> <li>• be accountable for their actions by appreciating the impact of our decision on others</li> </ul>	<p><u>Why is it important to equip ourselves with the skills of making responsible decisions?</u></p> <p>In these times of rapid change, we are faced with the challenge of making decisions amidst a wide array of choices. It is thus important for us to be equipped with the skills of making responsible decisions.</p> <p><u>How do we make responsible decisions?</u></p> <p>The steps of responsible decision making involve identifying and evaluating options, making and affirming decisions and living according to one's convictions. It also includes reflecting on the outcomes of the decision made and drawing lessons from them.</p>	<ul style="list-style-type: none"> <li>• Moral courage</li> <li>• Identifying and analysing problems</li> <li>• Moral dilemmas</li> <li>• Steps of responsible decision making</li> <li>• Moral integrity (DOE)</li> <li>• Care and concern for others (DOE)</li> <li>• Responsible decision making</li> </ul>

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are the attitudes we should adopt in responsible decision making?</u> Some attitudes that we should adopt when making responsible decisions include:</p> <ul style="list-style-type: none"> <li>– open-mindedness</li> <li>– rationality</li> <li>– other-centredness</li> <li>– self-discipline</li> </ul>	

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Family roles and duties	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• be committed to fulfilling their responsibilities and duties in the family</li> <li>• understand the importance of filial responsibility and how they can contribute to the family's well-being</li> </ul>	<p><u>What is the meaning of a family?</u> Families are the basic unit of society. Strong families give security and meaning to life, and are our foundation and our future.</p> <p><u>How can we strengthen family ties and enhance family unity?</u> To strengthen family ties and enhance family unity, we uphold responsibility in the following ways:</p> <ul style="list-style-type: none"> <li>– being committed to the family by showing respect and love for family members e.g. being filial to parents</li> <li>– fulfilling duties such as helping in household chores</li> <li>– being responsible for the safety of the home and well-being of the family</li> <li>– helping to take care of younger siblings and/or relatives who are invalid and unable to make one's own living</li> <li>– practise effective communication skills</li> </ul> <p><u>Why is filial responsibility essential?</u> Filial responsibility is essential because parents support and provide for their children as they grow up. Children, on their part, should do the same for their parents and grandparents in their old age. They should not consider this merely as a duty or obligation, but as the natural outcome of close bonds between family members.</p>	<ul style="list-style-type: none"> <li>• Family as the basic unit of society (Our Shared Values)</li> <li>• Singapore Family Values</li> <li>• Strong families: Our Foundation and Our Future (Singapore 21)</li> <li>• Care and concern for others (DOE)</li> <li>• Social awareness</li> <li>• Responsible decision making</li> <li>• Relationship management</li> </ul>

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	4. Being a team player	Students will be able to: <ul style="list-style-type: none"> <li>• be effective team players</li> <li>• understand some ways of enhancing teamwork</li> <li>• demonstrate interpersonal skills that build positive relationships within teams</li> </ul>	<p><u>Why is teamwork important?</u> We need to work with others in many situations in life. In such situations, teamwork is often required so as to tap on each other's strengths and to achieve greater success.</p> <p><u>What is effective teamwork?</u> Effective teamwork involves setting team goals and working collaboratively towards them. This requires members to fulfil their responsibilities in the team and resolve issues through consensus.</p> <p><u>How can we enhance teamwork?</u> Some ways of enhancing teamwork are:</p> <ul style="list-style-type: none"> <li>– practising personal and mutual responsibility</li> <li>– understanding individual role and the role of others in a team</li> <li>– working collaboratively and valuing every contribution</li> <li>– understanding and sharing team goals</li> <li>– putting the interests of the team above self</li> <li>– being innovative and open-minded</li> <li>– adopting positive attitudes in various situations</li> <li>– practising effective conflict management and negotiation skills to resolve issues that may arise in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Effective teamwork</li> <li>• Leadership</li> <li>• Consensus, not conflict (Our Shared Values)</li> <li>• Working in teams and valuing every contribution (DOE)</li> <li>• Relationship management</li> </ul>

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p>In addition, an effective team leader can enhance the team's performance by:</p> <ul style="list-style-type: none"><li>– setting a sense of direction and purpose</li><li>– facilitating communication</li><li>– valuing diversity</li><li>– helping members achieve their potential</li><li>– developing and maintaining strong partnerships</li></ul>	

## RESPONSIBILITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	5. Being responsible members of the community	Students will be able to: <ul style="list-style-type: none"> <li>• rationalise the benefits and consequences of upholding social responsibilities</li> <li>• contribute to the community and environment</li> </ul>	<p><u>What does being socially responsible mean?</u></p> <p>Being socially responsible promotes peace and stability for our nation. An individual who is socially responsible displays civic-mindedness. He puts the needs of society and nation before self, while taking care of his personal and family welfare.</p> <p><u>How can we play an active role in society?</u></p> <p>Ways in which one can play an active role in community are:</p> <ul style="list-style-type: none"> <li>– being a responsible member of the school e.g. taking care of school facilities, obeying the rules, fulfilling duties and upholding the image of the school</li> <li>– being a responsible member of the public e.g. obeying rules such as practising road safety and upholding laws, taking care of public property such as fire safety, protecting public health, reporting and preventing crime, keeping oneself informed about current issues</li> <li>– being a responsible member of the global community e.g. taking part in efforts to conserve earth's resources through recycling and reducing wastage</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Respect</li> <li>• Civic-mindedness</li> <li>• Social responsibility</li> <li>• Community support and respect for the individual (Our Shared Values)</li> <li>• Love, Care and Concern (Singapore Family Values)</li> <li>• Every Singaporean matters, Active Citizens: Making a Difference to Society (Singapore 21)</li> <li>• Care and concern for others (DOE)</li> </ul>

## RESPONSIBILITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Preparing for my future financial needs	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of appreciating what they have and be contented to live within their means</li> <li>• be responsible in making financial decisions</li> </ul>	<p><u>What are the values that good financial management is based on?</u>            Preparing for the future starts at the present. One crucial factor which contributes to ensuring a comfortable and secure future is good financial management. It is based on values such as prudence, thrift, resilience, and self-discipline.</p> <p><u>Why is it necessary for teenagers to be equipped with the skills of good financial management?</u>            Good financial management is especially important in today's society characterised by materialism and consumerism. Being impressionable at this age, it is important that teenagers gain the values, knowledge and skills to manage our money wisely and to be responsible in financial matters. In this way, we exercise self-control and learn to appreciate what we have and be contented to live within our means.</p> <p><u>What does good financial management involve?</u>            Good financial management involves:</p> <ul style="list-style-type: none"> <li>– understanding the need to adopt healthy habits with regards to money matters</li> <li>– having the skills and attitudes to plan, analyse, decide, evaluate and monitor financial decisions and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Contentment</li> <li>• Prudence</li> <li>• Resilience</li> <li>• Financial literacy</li> <li>• No one owes Singapore a living (NE)</li> <li>• Self management</li> </ul>

## RESPONSIBILITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are some factors to be considered in good financial management?</u> Some factors to consider are:</p> <ul style="list-style-type: none"> <li>– prioritising financial matters and forward planning</li> <li>– budgeting</li> <li>– being aware of the consequences of poor financial management</li> <li>– savings</li> <li>– understanding the implications of being in debt e.g. taking loans and using credit</li> <li>– short term versus long term financial planning</li> <li>– health care plans such as insurance, medisave and medishield</li> <li>– retirement plans (use of CPF, insurance)</li> <li>– setting aside some money for charity</li> <li>– getting help and support from family and friends who are good role models</li> <li>– taking responsibility for one's actions</li> </ul> <p><u>What is the outcome of good financial management?</u> By being able to manage one's finances wisely and demonstrate resilient behaviour, one becomes a responsible member of society and contributes to the stability of the nation.</p>	

## RESPONSIBILITY

	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
UPPER SECONDARY	2. Dating, marriage and parenting	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>relate responsibly to members of the opposite sex</li> <li>explain the responsibilities involved in marriage and parenting</li> </ul>	<p><u>Why is it important for adolescents to learn how to relate responsibly to members of the opposite sex?</u></p> <p>Adolescence is a period between childhood and adulthood when individuals become more aware of their sexuality. They become more interested in members of the opposite sex and may want to spend more time with certain people they feel attracted to. Hence, it is important for them to learn how to relate responsibly to members of the opposite sex e.g. when dating, and cultivate healthy relationships that contribute to their development.</p> <p><u>What does marriage mean?</u></p> <p>Marriage marks the beginning of a deeper relationship which can bring much happiness and fulfilment when both partners make efforts to share their lives in a responsible and meaningful way. Nurturing a fulfilling marriage requires commitment and communication. Responsibilities in marriage include being loyal to one's spouse, giving support to and spending quality time with each other, managing family finances, and sharing household responsibilities.</p> <p><u>What does parenting involve?</u></p> <p>As a couple's relationship grows in marriage, the family unit may expand to include children. Having children is usually an expression of love and greater commitment to each other. Responsible parenting involves not only providing for the children's basic physical needs but also playing an active role in their character formation.</p>	<ul style="list-style-type: none"> <li>Singapore Family Values</li> <li>Strong families: Our Foundation and Our Future (Singapore 21)</li> <li>Care and concern for others (DOE)</li> <li>Sexuality</li> </ul>

## RESPONSIBILITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Being an active citizen	Students will be able to: <ul style="list-style-type: none"> <li>• understand what active citizenship involves</li> <li>• be aware that rights come with responsibilities</li> <li>• play an active role in ensuring the well-being of the nation</li> </ul>	<p><u>What does active citizenship involve?</u></p> <p>Active citizenship involves playing one's part in ensuring the well-being of the nation. Active citizens are aware that rights come with responsibilities, and as citizens, they bear both legal and moral responsibilities. They are also committed to the ideals of the nation. They demonstrate a sense of responsibility towards the nation by taking part in policy-making and safeguarding the security of our nation through Total Defence.</p> <p><u>How can one be an active citizen?</u></p> <p>To be an active citizen, one needs to have a basic understanding of the following:</p> <ul style="list-style-type: none"> <li>– Constitution</li> <li>– Parliamentary System</li> <li>– Elected Presidency</li> <li>– Role of citizens in the electoral process</li> <li>– Roles and responsibilities of the Government and citizens</li> </ul> <p>This knowledge will enable citizens to participate effectively in the democratic process e.g. when voting, and empower them to play a more active and meaningful role in the way Singapore is governed.</p>	<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Active citizenship</li> <li>• Nation before community and society above self (Our Shared Values)</li> <li>• Every Singaporean matters, the Singapore Heartbeat (Singapore 21)</li> <li>• Moral integrity (DOE)</li> <li>• We must uphold meritocracy and incorruptibility (NE)</li> <li>• No one owes Singapore a living (NE)</li> <li>• We must ourselves defend Singapore (NE)</li> </ul>

## RESPONSIBILITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	4. Practising responsibility in dealing with ethical issues in the Life Sciences	Students will be able to: <ul style="list-style-type: none"> <li>• be aware of the ethical issues related to the Life Sciences</li> <li>• form balanced views based on a sound value system</li> <li>• explain the responsibilities involved when conducting Life Science research</li> </ul>	<p><u>Why are the Life Sciences important to mankind?</u></p> <p>In recent years, world economies have been driven and transformed by rapid scientific and technological advancements. The Life Sciences are a key feature of Singapore's economic development plan which will benefit mankind, as well as generate wealth and create new employment opportunities. At the same time, advances in these fields have raised complex ethical, legal, social and environmental issues. Moral reasoning, responsibility and accountability will have to underlie its progress for it to benefit mankind.</p> <p><u>What are some fields of research in the Life Sciences which have raised ethical issues?</u></p> <p>Some fields of research in the Life Sciences which have raised certain ethical issues include:</p> <ul style="list-style-type: none"> <li>– embryonic stem cell research</li> <li>– human cloning</li> <li>– genetic testing and manipulation</li> <li>– genetic modification</li> <li>– cross-species organ transplantation</li> </ul> <p>These issues should be explored from multiple perspectives so as to form balanced views based on a sound value system.</p>	<ul style="list-style-type: none"> <li>• Bioethics</li> <li>• Compassion</li> <li>• Open-mindedness</li> <li>• Moral dilemmas</li> <li>• Moral reasoning</li> <li>• Multiple perspectives</li> <li>• Moral integrity (DOE)</li> </ul>

## RESPONSIBILITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are some responsibilities in relation to Life Science research?</u>            Some responsibilities in relation to Life Science research include:</p> <ul style="list-style-type: none"> <li>– engaging in research for the betterment of mankind and not solely for monetary gain or self interest</li> <li>– applying ethical research practices, such as maintaining confidentiality of personal data, conducting research according to bioethical guidelines, and respecting individual rights and animal welfare</li> <li>– ensuring the safety of public health and welfare</li> <li>– protecting the ecological balance in nature</li> </ul>	

# Integrity

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

# INTEGRITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Being a person of integrity	Students will be able to <ul style="list-style-type: none"> <li>• appreciate the importance of having integrity</li> <li>• identify and demonstrate qualities that contribute to the development of a person of integrity</li> </ul>	<p><u>What is integrity?</u>            Integrity is having the conviction and being committed to upholding sound moral values and principles. When we have integrity, we are honest, trustworthy and fair, and have the moral courage to stand up for what is right. When we uphold integrity, we can discriminate between actions which are right and those which are wrong, and we act responsibly.</p> <p><u>What are some ways to uphold integrity?</u>            Some ways of upholding integrity include:</p> <ul style="list-style-type: none"> <li>– being honest to oneself and others in both words and deeds</li> <li>– being fair by treating everyone with respect and without prejudice</li> <li>– being trustworthy</li> <li>– having moral courage</li> </ul> <p>When the above qualities are firmly entrenched in our value system, we will be able to stand strong in times of difficulty when our values are challenged.</p>	<ul style="list-style-type: none"> <li>• Fairness</li> <li>• Honesty</li> <li>• Moral courage</li> <li>• Responsibility</li> <li>• Trustworthiness</li> <li>• Sound value system and beliefs</li> <li>• Moral integrity (DOE)</li> </ul>

## INTEGRITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Practising integrity in all spheres of our lives	Students will be able to <ul style="list-style-type: none"> <li>• realise the importance of upholding integrity at home and in school</li> </ul>	<p><u>How do we deal with situations where our integrity is challenged?</u></p> <p>In life, we often face situations where our integrity is challenged. Such situations put us in a difficult position as we have to decide what to do without compromising what we believe in. One way of dealing with such situations is to go through a process of careful deliberation and decide on a course of action that is in line with our sound value system and beliefs. We have to develop awareness of what is important to us and concerns which may prevent us from acting with integrity. We also have to develop a sense of empathy for others so that we think about the impact of our actions on others.</p> <p>In times when we find it difficult to align our actions consistently with the values we uphold, we can do the following:</p> <ul style="list-style-type: none"> <li>– exercise self management skills to practise integrity</li> <li>– consult teachers, parents and/or counsellors in school</li> <li>– seek advice from support groups e.g. Samaritans of Singapore (SOS) and Family Services Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible decision making</li> <li>• Love, Care and Concern (Singapore Family Values)</li> <li>• Mutual Respect (Singapore Family Values)</li> <li>• Self awareness</li> <li>• Social awareness</li> <li>• Self management</li> <li>• Relationship management</li> </ul>

## INTEGRITY

	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	LOWER SECONDARY			<p><u>What are some situations where our integrity can be challenged?</u></p> <p>At home</p> <ul style="list-style-type: none"> <li>– When one wishes to engage in an activity which parents may disapprove of e.g. staying overnight at a friend's house</li> <li>– When one has the freedom to make choices in the absence of parental supervision e.g. playing computer games instead of studying when parents are not at home</li> <li>– When one has the opportunity to blame a sibling for one's own misdeeds e.g. blaming a younger brother for breaking a window pane</li> </ul>

## INTEGRITY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<ul style="list-style-type: none"> <li>– When one is trusted with confidential information and has the opportunity to misuse it e.g. using a parent’s password and credit card number to shop online without permission</li> <li>– When one has the opportunity to gain access to a family member’s personal belongings in their absence e.g. reading a sister’s diary when she is not at home</li> <li>– When one is aware of the wrongdoing of another family member e.g. finding out about a sister shoplifting</li> </ul> <p>In school</p> <ul style="list-style-type: none"> <li>– When one has the opportunity to use school funds for personal needs e.g. as class treasurer, using class funds to buy personal items</li> <li>– When one has committed a wrongdoing and has the opportunity to avoid punishment e.g. playing truant and forging a letter of excuse</li> <li>– When one has the opportunity to cheat e.g. copying during a test</li> <li>– When one has the opportunity to flout copyright laws e.g. plagiarising an article when doing a project</li> <li>– When one has to choose between personal activities and school commitments e.g. as one of the school’s basketball team players, choosing to skip training in order to watch a movie with friends</li> <li>– When one is aware of the wrongdoing of a schoolmate e.g. witnessing an act of extortion</li> </ul>	

## INTEGRITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Practising integrity in all spheres of our lives	Students will be able to <ul style="list-style-type: none"> <li>• realise the importance of upholding integrity in the community, nation and world</li> <li>• demonstrate self awareness and self management skills to uphold integrity</li> </ul>	<p><u>Why must we act with integrity?</u></p> <p>When we act with integrity, we have to face outcomes that may not benefit us. This should not deter us from doing what is right. Our moral courage helps us to face the consequences of our actions. We have to remember that when we live our lives honestly, treat others fairly and are trustworthy, we become better individuals and influence others to treat us in the same way.</p> <p><u>Why should a nation value integrity?</u></p> <p>A nation that values integrity is likely to be a safer place and is highly regarded by other nations. This is because it emphasises good conduct of its people. Acts such as stealing, piracy and corruption are condemned as they endanger the well-being of the society. In addition, a nation that values integrity practises incorruptibility.</p> <p><u>How do we deal with situations where our integrity is challenged?</u></p> <p>We should develop awareness of what we value in a community and the impact our actions may have on others. We must also exercise self management skills so that we can uphold integrity in our actions.</p>	<ul style="list-style-type: none"> <li>• Responsible decision making</li> <li>• Love, Care and Concern (Singapore Family Values)</li> <li>• Mutual Respect (Singapore Family Values)</li> <li>• We must uphold meritocracy and incorruptibility (NE)</li> <li>• Self awareness</li> <li>• Social awareness</li> <li>• Self management</li> </ul>

## INTEGRITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are some situations where our integrity can be challenged?</u></p> <p>In the community</p> <ul style="list-style-type: none"> <li>– When one has the opportunity to choose a more convenient alternative, but at the expense of others e.g. dumping bulky refuse at the common lift landing</li> <li>– When one receives information that has the potential to cause alarm and has the means to forward it to others without verification e.g. forwarding an email message about a bomb threat which turns out to be a hoax.</li> <li>– When one has the opportunity to manipulate a situation to his advantage e.g. fixing the results of a soccer match or flouting laws related to election</li> <li>– When one abuses his rank or office for personal gain e.g. accepting a bribe</li> <li>– When one has the opportunity to use sub-standard products at the expense of others' safety e.g. using low-quality building materials</li> <li>– When one is aware of the wrongdoing of a person held in high regard e.g. witnessing your supervisor making changes to the company's accounts</li> </ul>	

## INTEGRITY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p>In the Nation/World</p> <ul style="list-style-type: none"> <li>– When one has access to information related to national security, and has the opportunity to divulge it for personal gain e.g. army personnel who have knowledge about our defence system</li> <li>– When one has access to medical records or patients’ personal data, and has the opportunity to use them without following standard procedures e.g. a Life Science researcher who abuses confidential information to further his research</li> <li>– When one has the means and knowledge, and has the opportunity to carry out experiments which may be harmful to mankind/the environment e.g. cross breeding species</li> <li>– When a country has the opportunity to exploit situations in its favour e.g. not honouring the terms spelled out in a treaty with another country and flouting international laws</li> <li>– When a country has the opportunity to exploit world resources to its advantage e.g. not consulting the international community in environmental issues</li> </ul>	

## Care

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

## CARE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Caring for my family	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of having love and showing care for the family</li> <li>• demonstrate ways to show care for the family</li> </ul>	<p><u>Why is it important to care for the family?</u></p> <p>Love and care is what families are all about. When there is mutual love and care in the family, members feel appreciated in a comfortable and secure environment. In such an environment, family members are encouraged to give of their best and help each other when needed. In caring for our family members, we recognise and appreciate that each member is unique and has diverse needs.</p> <p><u>How may one care for the family?</u></p> <p>There are many ways to show care for the family, such as:</p> <ul style="list-style-type: none"> <li>– putting the needs of the family above oneself e.g. setting priority for the needs of family members</li> <li>– building healthy relationships through spending quality time together, practising effective communication and encouraging one another</li> <li>– allowing space for individual growth e.g. creating a conducive environment for members of the family to develop their potential</li> <li>– practise skills in conflict management and negotiation when resolving issues in the family</li> </ul> <p><u>What are the outcomes of being a caring family?</u></p> <p>Caring families are strong and stable, thus they serve as the foundation for healthy lives and wholesome communities. Strong families ensure that our children grow up happy and well, and give security and meaning to life.</p>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Empathy</li> <li>• Effective communication</li> <li>• Family responsibilities</li> <li>• Love, Care and Concern (Singapore Family Values)</li> <li>• Strong Families: Our Foundation, Our Future (Singapore 21)</li> <li>• Care and concern for others (DOE)</li> <li>• Social awareness</li> <li>• Relationship management</li> <li>• Responsible decision making</li> </ul>

**CARE**

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Caring for my friends	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of caring for their friends</li> <li>• demonstrate ways of caring for their friends</li> </ul>	<p><u>Why is caring for one's friends important?</u></p> <p>Caring for our friends enables us to build good friendships which contribute to our total development as a person, especially in the emotional/psychological and social aspects. Part of what we are is influenced by the friends we know and keep, so it is important to base our friendships and exercise of care on positive reasons.</p> <p><u>What does caring for one's friends involve?</u></p> <p>Caring for our friends involves:</p> <ul style="list-style-type: none"> <li>– respecting, accepting and appreciating our friends</li> <li>– evaluating our biases and prejudices that may prevent us from being caring towards our friends.</li> <li>– being empathetic and sensitive to the feelings and needs of our friends</li> <li>– being a trustworthy friend and standing by one another especially in times of difficulty</li> <li>– being responsible to our friends</li> <li>– making difficult decisions as a good friend during conflicts and challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Empathy</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Trustworthiness</li> <li>• Friendship</li> <li>• Effective communication</li> <li>• Self awareness</li> <li>• Social awareness</li> <li>• Responsible decision making</li> </ul>

## CARE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Caring for the school	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of showing care and concern for the school</li> <li>• be committed to ensuring the well-being of the school</li> </ul>	<p><u>Why is caring for my school important?</u></p> <p>Students spend a considerable amount of time in school. This time can be more productive and meaningful when they have a sense of belonging to the school. Thus it is important to build a caring environment conducive for learning and sharing so that students identify themselves with the school.</p> <p><u>How can I show care for my school?</u></p> <p>We make responsible decisions to show care for the school, such as:</p> <ul style="list-style-type: none"> <li>– learning more about the school e.g. knowing the school history, motto, vision and mission statement</li> <li>– participating actively in school e.g. taking part in school programmes and special events, representing the school in activities or competitions</li> <li>– contributing to the school’s well-being e.g. raising funds for school rebuilding project, cleaning the school classrooms and compound</li> <li>– cultivating healthy relationships with fellow school mates e.g. showing kindness and concern for one another, helping school mates in need, strengthening the class identity and spirit</li> <li>– continuing to contribute to the school after completing studies e.g. serving students through the school’s alumni</li> <li>–</li> </ul> <p><u>What are some positive outcomes of a caring school environment?</u></p> <p>A caring school environment is conducive for learning and sharing. It upholds camaraderie, heightens the school spirit and encourages striving for excellence in academic pursuit and character development.</p>	<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Empathy</li> <li>• Harmony</li> <li>• Integrity</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Effective communication</li> <li>• Responsible decision making</li> </ul>

## CARE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	4. Caring for the community	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• explain the importance of showing care for others in need</li> <li>• demonstrate ways to show care for others</li> </ul>	<p><u>Why is caring for others important?</u> A caring and gracious society provides a nurturing environment for everyone to grow and lead meaningful and fulfilling lives. Hence, it is important that we care for one another and help each other in times of need.</p> <p><u>How do we show care for the community?</u> There are many ways of showing care for the community, such as:</p> <ul style="list-style-type: none"> <li>– being friendly and considerate e.g. being courteous and helping people in the community when they encounter problems</li> <li>– promoting neighbourliness e.g. smiling, greeting, engaging in friendly conversations and offering help when needed</li> <li>– helping to keep the neighbourhood crime-free e.g. being involved in the Neighbourhood Watch Zone (NWZ) to look out for each other among residents</li> <li>– contributing to the community e.g. being involved in volunteer work and activities that promote community spirit</li> </ul> <p><u>What can caring for the community result in?</u> Caring communities engender a strong and cohesive nation. This in turn brings about peace and prosperity to its people.</p>	<ul style="list-style-type: none"> <li>• Graciousness</li> <li>• Neighbourliness</li> <li>• Volunteerism</li> <li>• Community support and respect for the individual (Our Shared Values)</li> <li>• Care and concern for others (DOE)</li> </ul>

## CARE

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Caring for the nation	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>understand the importance of caring for the nation</li> <li>demonstrate ways of caring for the nation</li> </ul>	<p><u>Why is caring for the nation important?</u></p> <p>Singapore is our homeland and our families, hopes, aspirations and dreams belong here. Being a Singaporean is an important part of our identity, and it is with this sense of belonging and pride that we should care for the nation to ensure its, peace, stability and progress.</p> <p><u>What does caring for one's nation involve?</u></p> <p>Caring for Singapore involves feeling passionately about our nation, being aware of and concerned about the challenges that Singapore faces as a nation, and having a strong sense of national consciousness by putting our nation's interests above ours.</p>	<ul style="list-style-type: none"> <li>Loyalty</li> <li>National pride</li> <li>Patriotism</li> <li>Nation before community and society above self (Our Shared Values)</li> <li>The Singapore Heartbeat (Singapore 21)</li> <li>Singapore is our homeland; this is where we belong (NE)</li> <li>No one owes Singapore a living (NE)</li> <li>We must ourselves defend Singapore (NE)</li> <li>We have confidence in our future (NE)</li> </ul>

## CARE

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can we show care for Singapore?</u></p> <p>Some ways to show our care for Singapore include:</p> <ul style="list-style-type: none"> <li>– having a sense of belonging and commitment to our nation; it means having passion for Singapore and all things that are uniquely Singaporean, like appreciating its cultural diversity. It is also the feeling of ownership and belonging that is similar to how we feel about our homes and families</li> <li>– being active, loyal and committed citizens e.g. taking an interest in social and national issues, staying rooted to Singapore, and remaining patriotic to the nation despite challenges and threats</li> <li>– preparing to be a caring leader in the community e.g. learning through student leadership roles and opportunities in school to serve others selflessly with a positive attitude, patience and understanding</li> </ul>	

## CARE

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Being a caring member of the global community	Students will be able to <ul style="list-style-type: none"> <li>• understand the importance of caring for the global community</li> <li>• demonstrate ways to be a caring member of the global community</li> </ul>	<p><u>Who is a caring member of the global community?</u>            A caring member of the global community is one who is concerned about world issues and is willing to contribute to the well-being of the international community.</p> <p><u>Why is caring for the global community important?</u>            A global community made up of caring and responsible members enhances world peace and stability.</p> <p><u>How can we be caring members of the global community?</u>            Some ways of being a caring member of the global community include:</p> <ul style="list-style-type: none"> <li>– being involved in humanitarian efforts to improve the well-being of others in the international community, such as taking part in overseas volunteer programmes and being involved in fund raising for the needy in other countries</li> <li>– promoting friendly relations with others in the international communities e.g. developing diplomatic relations with other nations, playing a responsible role in the United Nations, and participating in student exchange programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Compassion</li> <li>• A caring global community</li> <li>• International friendship</li> <li>• Volunteerism</li> <li>• World peace</li> </ul>

# Resilience

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

## RESILIENCE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Being resilient in the face of challenges	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of being resilient</li> <li>• develop ways to build resilience</li> </ul>	<p><u>What is resilience?</u> Resilience is the ability to cultivate one’s strengths to positively meet the challenges of life and to “bounce back” from stress and crisis. This is displayed in individuals as optimism, resourcefulness and determination.</p> <p><u>Why is resilience important?</u> It is important to be resilient because life is full of challenges and one has to constantly make adjustments and cope with unexpected changes and setbacks. With resilience, one is able to deal better with stressful circumstances and traumatic events.</p> <p><u>What are some challenges one may face in life?</u> Some challenges one may face in life include:</p> <ul style="list-style-type: none"> <li>– change in environment e.g. transition from primary to secondary school</li> <li>– personal changes e.g. physical, psychological and physiological changes faced as a teenager</li> <li>– peer pressure and choices</li> <li>– stress e.g. from school and parents</li> <li>– separation from loved ones e.g. divorce, death or loss of a family member or friend</li> </ul>	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Optimism</li> <li>• Resourcefulness</li> <li>• Belief in one’s ability (DOE)</li> <li>• Self awareness</li> <li>• Self management</li> </ul>

## RESILIENCE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can one develop resilience?</u> Some ways to develop resilience in oneself include:</p> <ul style="list-style-type: none"> <li>– nurturing positive self-esteem and self-worth</li> <li>– forming support systems by building good and secure relationships</li> <li>– setting realistic goals and moving towards them</li> <li>– being aware of our own strengths and weaknesses</li> <li>– monitoring and evaluating our coping mechanisms under different situations</li> <li>– seeking opportunities for self-discovery</li> </ul> <p><u>What are some benefits of being resilient?</u> Besides living a more well-adjusted and fulfilling life, one is also better equipped to help others and be a source of inspiration when demonstrating resilient behaviour.</p>	

## RESILIENCE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Resilience in the family	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of strong families</li> <li>• demonstrate ways to build resilience in the family</li> </ul>	<p><u>What is a resilient family?</u> A family that demonstrates resilience is able to cope with and recover from challenges such as stress and crisis.</p> <p><u>Why is resilience in the family important?</u> Families are the basic unit of society and strong families are the foundation for healthy lives and wholesome communities. Today's families are diverse and face many challenges e.g. single parent families, lack of quality time, financial difficulties, and elderly members. In order to maintain and strengthen the family unit, families need to build up the resilience necessary to meet life's challenges.</p>	<ul style="list-style-type: none"> <li>• Family as the basic unit of society (Our Shared Values)</li> <li>• Singapore Family Values</li> <li>• Strong families: Our Foundation and Our Future (Singapore 21)</li> <li>• Social Awareness</li> <li>• Relationship management</li> </ul>

## RESILIENCE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can families build resilience?</u> Some ways to build resilience in the family include:</p> <ul style="list-style-type: none"> <li>– supporting and encouraging each other</li> <li>– cooperating to solve problems</li> <li>– maintaining clear, open and consistent communication</li> <li>– being adaptable in the face of challenges</li> <li>– being aware of how the family copes in times of crises</li> </ul> <p><u>What are some benefits of having resilience in the family?</u> Members of a resilient family enjoy well-adjusted and meaningful lives. In particular, children grow up happy and healthy, and elders enjoy respect and dignity. This in turn ensures strong and stable units in the community.</p>	

## RESILIENCE

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Being a resilient citizen	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of every citizen to be resilient in the face of Singapore's vulnerabilities and challenges</li> <li>• demonstrate some ways to build resilience as a citizen</li> </ul>	<p><u>Why is it important to be a resilient citizen?</u></p> <p>As people are our nation's most important resource, all Singaporeans have a part in contributing to the continued success of the nation. Each one of us needs to be aware of our nation's constraints and vulnerabilities, and their implications, and demonstrate resilience in the face of adversity. This will ensure that Singapore will still continue to enjoy the growth of its economy.</p> <p><u>How can one build resilience as a citizen?</u></p> <p>Some ways to build resilience in the face of the nation's vulnerabilities and challenges include:</p> <ul style="list-style-type: none"> <li>– maintaining positive attitudes e.g. adaptability, optimism and resourcefulness</li> <li>– maintaining racial and religious harmony</li> <li>– staying united in the face of adversities</li> <li>– participating in active citizenry</li> <li>– adopting creative and resourceful strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Active citizenship</li> <li>• Consensus, not conflict (Our Shared Values)</li> <li>• Racial and religious harmony (Our Shared Values)</li> <li>• Active Citizens: Making a Difference to Society (Singapore 21)</li> <li>• Be enterprising and innovative (DOE)</li> <li>• Belief in Singapore (DOE)</li> <li>• We must preserve racial and religious harmony (NE)</li> </ul>

**RESILIENCE**

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>What are some benefits of being resilient as a citizen?</u></p> <p>When everyone works together to overcome some of Singapore’s constraints and vulnerabilities, there will be peace and stability in the nation for all to enjoy. This will also instil confidence in investors and attract many foreign companies to set up their operations here.</p>	<ul style="list-style-type: none"> <li>• We must uphold meritocracy and incorruptibility (NE)</li> <li>• We must ourselves defend Singapore (NE)</li> <li>• We have confidence in our future (NE)</li> </ul>

## RESILIENCE

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Being a resilient nation	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>understand the need for Singapore to be resilient in the face of globalisation</li> <li>identify challenges that Singapore has to face in order to sustain continued growth and success</li> <li>suggest how Singapore can sustain its continued growth and success</li> </ul>	<p><u>Why does Singapore need to be resilient in the face of globalisation?</u></p> <p>In recent years, rapid technological advancements have resulted in increasing interconnectedness which has encouraged more global integration of economies and free trade. Driven by the forces of globalisation, Singapore is heading towards a globally competitive knowledge-based economy where there will be some challenges which we need to overcome with resilience and stay ahead.</p> <p><u>What are some challenges/constraints that Singapore has to face?</u></p> <p>As a developed nation, Singapore has to compete with countries like India and China in the world market to remain competitive and resilient as the 21st century brings with it many challenges. This is especially so when Singapore, as a small nation, faces many constraints, such as a lack of land and natural resources.</p> <p><u>How can Singapore sustain its continued growth and success?</u></p> <p>The socio-economic indicators will determine the nation's standard of living. Other factors that determine the growth and success of our nation are:</p> <ul style="list-style-type: none"> <li>leadership</li> <li>economic cooperation</li> <li>entrepreneurship</li> <li>peaceful and stable society</li> <li>establishing friendly ties with other countries</li> </ul>	<ul style="list-style-type: none"> <li>Economic literacy</li> <li>Active Citizens: Making a Difference to Society (Singapore 21)</li> <li>Be enterprising and innovative, Know and believe in Singapore (DOE)</li> <li>We must preserve racial and religious harmony (NE)</li> <li>We must uphold meritocracy and incorruptibility (NE)</li> </ul>

## RESILIENCE

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<ul style="list-style-type: none"> <li>– collaboration with international organisations such as ASEAN and UN</li> <li>– tripartism (labour, government and employers working together)</li> <li>– benefits of free trade and market-based approach</li> </ul> <p>Although Singapore has built a strong and impressive infrastructure, and is equipped with an educated and highly skilled workforce, there are still areas where improvements could be made. Most of all, Singapore needs to preserve its national identity in the face of globalisation.</p>	<ul style="list-style-type: none"> <li>• No one owes Singapore a living (NE)</li> <li>• We must ourselves defend Singapore (NE)</li> <li>• We have confidence in our future (NE)</li> </ul>



## Harmony

A person who values harmony maintains good relationships and promotes social togetherness.

He appreciates the unity and diversity of a multicultural society.

## HARMONY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Inner harmony	Students will be able to: <ul style="list-style-type: none"> <li>• learn more about themselves and what makes them happy</li> <li>• explain some ways of being happy</li> </ul>	<p><u>Why is it important to learn about being happy?</u></p> <p>It is important to know that a person’s perception of things around him affects his state of happiness which is more often a state of mind. Adopting a positive attitude towards life, having confidence in yourself and believing in others, especially those who are dear to you, are essential ingredients for happiness and fulfilment.</p> <p><u>What does being happy involve?</u></p> <p>Self awareness is the ability to know and understand ones’ own thoughts, feelings and behaviour. It is an important step towards being happy. For example, we can learn more about ourselves when we discover about our likes and dislikes, what makes us happy and what motivates us in life.</p> <p><u>How can I be happy?</u></p> <p>Some ways of being happy are:</p> <ul style="list-style-type: none"> <li>– appreciate what you have and share it with others, e.g. cherish the life that you have and the things that you possess, and show love, care and concern for people around you</li> <li>– service to others, e.g. helping those in need and being involved in volunteer work</li> <li>– reframing our thoughts, e.g. look on the bright sight of things, be self-motivated and avoid dwelling on negative thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Inner peace / contentment</li> <li>• Financial management</li> <li>• Self awareness</li> <li>• Self worth</li> <li>• Self actualisation</li> <li>• Belief in their ability (DOE)</li> <li>• Self management</li> </ul>

## HARMONY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<ul style="list-style-type: none"> <li>– live within your means, e.g. avoid being in debt, save for a rainy day and invest for your future</li> <li>– stay healthy, e.g. take care of your well-being by keeping to a healthy lifestyle</li> </ul> <p><u>What are some other benefits of being happy?</u> Being positive and having confidence in yourself will affect others in a positive way. Someone who is happy with himself generally is happy with others around him and has greater trust of people. This enables the person to relate better to others.</p>	
2. Family harmony	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of maintaining family harmony</li> <li>• adopt behaviours that promote harmony in their families</li> </ul>	<p><u>Why is harmony in the family important?</u> Harmony in the family brings joy and happiness and promotes family unity. Members of a harmonious family generally enjoy a greater sense of self-worth and confidence because they are usually proud of their families and themselves.</p> <p><u>What is a harmonious family?</u> Mutual love, care, support and respect are qualities that characterise the harmonious family unit. Members in the family feel a deep sense of belonging and assurance that the family would always be there for them.</p>	<ul style="list-style-type: none"> <li>• Forgiveness and acceptance</li> <li>• Harmony in the family</li> <li>• Family as the basic unit of society (Our Shared Values)</li> <li>• Love, Care and Concern (Singapore Family Values)</li> </ul>	

## HARMONY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can we preserve harmony in the family?</u>            Preserving harmony in the family requires conscious effort by all members and it is not something that should be taken for granted. There are many ways of preserving harmony in the family and some of them are listed below:</p> <ul style="list-style-type: none"> <li>– provide a listening ear</li> <li>– communicate verbally and non-verbally in a positive manner</li> <li>– evaluate the impact of our behaviour on others in the family</li> <li>– withhold judgement and seek to understand</li> <li>– be kind, supportive and encouraging</li> <li>– be loyal, honest and committed</li> <li>– provide “tender loving care”</li> </ul> <p><u>What are some other benefits of family harmony?</u>            A family that is harmonious provides a nurturing environment for us to grow and develop in. It is an essential ingredient for personal happiness and fulfilment.</p>	

## HARMONY

LOWER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Relating to others	Students will be able to: <ul style="list-style-type: none"> <li>• understand the importance of relating well to others</li> <li>• some ways of maintaining a healthy perspective of themselves and relating well to others</li> </ul>	<p><u>Why is it important for me to relate well to others?</u></p> <p>We interact with others daily. Thus, it is important that we learn how we can relate well to others.</p> <p><u>How can we relate to others effectively?</u></p> <p>Some ways of maintaining a healthy perspective of ourselves and relating well to others include:</p> <ul style="list-style-type: none"> <li>– being open and accepting others as they are</li> <li>– managing our own feelings and emotions so that we can be balanced in our perception of things happening around us</li> <li>– adopting a healthy social life and being in good company</li> <li>– being honest to ourselves and others and avoid actions that may cause feelings of guilt</li> <li>– communicating effectively and practising good social skills</li> </ul> <p><u>What are some other benefits of relating well to others?</u></p> <p>In school and at work, it is often required that we work in teams to complete a given task. Hence, it is important that we learn how we can be good team players. Our ability to relate well to others will enhance our teamwork skills and enable us to become good team players.</p>	<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Perception of self and others</li> <li>• Respecting differences</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	1. Being happy – my values and attitudes	Students will be able to: <ul style="list-style-type: none"> <li>• appreciate the true meaning of success in life</li> <li>• uphold positive values that will guide them in their lives</li> </ul>	<u>What are some positive values and attitudes that I should have so that I can be happy?</u> We can lead happy lives if we live by positive values such as love, honesty, integrity, self-discipline and moral courage. It is also important that we accept ourselves for who we are and set realistic goals to help us achieve our fullest potential. We need to recognise that success in life is more than just the accumulation of fame, power, fortune or material wealth for ourselves. It is the knowledge that we have contributed to the well-being of others that is most rewarding.	<ul style="list-style-type: none"> <li>• Inner peace / contentment</li> <li>• Life goals</li> <li>• Self worth</li> <li>• Self actualisation</li> <li>• Belief in their ability (DOE)</li> <li>• Self awareness</li> <li>• Self management</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	2. Harmony in the community	Students will be able to: <ul style="list-style-type: none"> <li>• appreciate the benefits of maintaining harmony in the community</li> <li>• identify some ways of promoting harmony in the community</li> </ul>	<p><u>Why is it important to have harmony in the community?</u> Harmony in the community promotes national cohesion which is essential for national stability and progress.</p> <p><u>What is a harmonious community?</u> People living in a harmonious community display camaraderie, neighbourliness and community spirit. There is mutual understanding and appreciation even among people of different races or religions. There is also a greater sense of belonging and commitment to make the community a better place for everyone to live in.</p>	<ul style="list-style-type: none"> <li>• Peace</li> <li>• Appreciating cultural diversity</li> <li>• Community spirit</li> <li>• Harmony in the community</li> <li>• Neighbourliness</li> <li>• Social cohesion</li> <li>• Consensus, not conflict (Our Shared Values)</li> <li>• Racial and religious harmony (Our Shared Values)</li> <li>• We must preserve racial and religious harmony (NE)</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can we promote harmony in the community?</u> Some ways of promoting harmony in the community include:</p> <ul style="list-style-type: none"> <li>– appreciating the cultural diversity of our social fabric. For example, we can learn about the beliefs and practices of different races and religions in Singapore and discover the various contributions of different ethnic groups in the arts, science, sports and socio-political facets of Singapore</li> <li>– participating in community activities that promote neighbourliness and community spirit</li> <li>– upholding peace and harmony, and respect individual differences to achieve consensus</li> <li>– being sincere, open-minded and non-judgemental when interacting with others</li> <li>– being sensitive to the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Social awareness</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	3. Living in harmony with our environment	Students will be able to: <ul style="list-style-type: none"> <li>• appreciate the importance of living in harmony with our environment</li> <li>• identify ways of living in harmony with our environment</li> </ul>	<p><u>Why is it important for us to learn to live in harmony with our environment?</u></p> <p>Living in harmony with our environment requires us to make efforts to preserve our environment so that we could all enjoy living in an environment that is not only safe, clean and green, but also aesthetically pleasing. By preserving our natural environment, such as the nature reserves, we are also protecting the ecological balance of our natural flora and fauna for all to enjoy. We can also preserve buildings and architectures of the past so that generations of Singaporeans can appreciate our rich cultural heritage.</p> <p><u>How can we live in harmony with our environment?</u></p> <p>We can live in harmony with our environment by:</p> <ul style="list-style-type: none"> <li>– observing good habits, such as not littering or spitting in public, using designated pedestrian paths rather than walking through a grass patch and using public amenities with care</li> <li>– conserving the use of earth's natural resources, e.g. through recycling of wastes and reforestation</li> <li>– protecting our natural environment, e.g. reducing environmental pollution and preserving our natural flora and fauna</li> <li>– preserving architecture with rich cultural heritage, e.g. The Fullerton Hotel</li> </ul>	<ul style="list-style-type: none"> <li>• Care for the environment</li> <li>• Clean and green environment</li> <li>• Environmental preservation and conservation</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
	4. Promoting peace and stability in the nation and the world	Students will be able to: <ul style="list-style-type: none"> <li>• appreciate the importance of maintaining peace and stability in our nation and the world</li> <li>• identify ways of promoting peace in the nation and the world</li> </ul>	<p><u>Why is it important to have peace and stability?</u></p> <p>A peaceful and stable nation brings many benefits for its citizens and is essential for the country's survival and progress. Having peace and stability in the world benefits all nations as we become more interconnected.</p> <p><u>What is a peaceful and stable nation/world?</u></p> <p>A peaceful and stable nation is characterised by harmonious relationships among its citizens and between the government and its citizens. A peaceful and stable world involves maintaining harmonious relationships among governments, political leaders and corporations around the world.</p>	<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Peace</li> <li>• Diplomacy</li> <li>• Social awareness</li> <li>• Relationship management</li> </ul>

## HARMONY

UPPER SECONDARY	Topic	Learning Objective(s)	Scope	Concepts / Related Values / Messages
			<p><u>How can we maintain peace and stability for the nation and the world?</u>            The state of peace and stability cannot be taken for granted and requires conscious effort from everyone to maintain it. Some ways which we can help promote peace and stability for the nation include:</p> <ul style="list-style-type: none"> <li>– upholding our <i>Shared Values</i> and the ideals of our nation embodied in our national icons and the <i>Singapore 21</i> vision</li> <li>– being committed to the nation</li> </ul> <p>Some ways which we can help promote peace and stability for the world include:</p> <ul style="list-style-type: none"> <li>– upholding international laws and ethical guidelines</li> <li>– participating in international efforts to promote peace and stability, e.g. commemorative events organised by the UN and other international organisations such as ASEAN and the Commonwealth, international humanitarian efforts</li> <li>– fostering friendly ties with other nations</li> </ul>	