



MEXT

MINISTRY OF EDUCATION,  
CULTURE, SPORTS,  
SCIENCE AND TECHNOLOGY-JAPAN

## SEAMEO-Japan ESD Award

Supporting Partner:



Bangkok Office  
Asia and Pacific Regional  
Bureau for Education

United Nations  
Educational, Scientific and  
Cultural Organization

### Submission Form of 2019 SEAMEO-Japan ESD Award Theme: Building Peace in Schools and Communities

The last day for submission of entries: 2 September 2019

- To participate in the 2019 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Building Peace in Schools and Communities" by using this Submission Form by Monday 2 September 2019.
- The **digital format of this Submission Form** can be downloaded from the following link/QR Code or requested by sending an email to: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org).

<http://bit.ly/2019SEAMEOJapanESDAward>



- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 9-12 of this document.
- **How to Submit the Entry:** The schools should submit the completed Submission Form and/or maximum of 5 Supporting Documents to the following Google Link:

<http://bit.ly/2019ESDAward-submission>

If the school has difficulties in submitting the entry to the above google link, please email to:

[seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org)

Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies. **Only the submission of entry in digital file to the above google link is accepted.**

- More information, please contact the SEAMEO Secretariat, Bangkok: Tel. +66-2391-0144, Email: [seameojapan.award@seameo.org](mailto:seameojapan.award@seameo.org).

## **PART I: Details of Your School**

1. Name of your school: Bendemeer Primary School
2. Full address: 91 Bendemeer Road
3. Postcode: Singapore (339948)
4. Country: Singapore
5. School's telephone number (country code+city code+telephone number): +65 6298 2911
6. School's fax number (country code+city code+fax number): +65 6299 5735
7. School's email Address: bendemeer\_ps@moe.edu.sg
8. Name of the Head Master/Principal/School Director: Mrs Tan-Lim Kim Gek
9. Name of the Teacher Coordinator: Ms Jeannette Tan
10. Email address of the Coordinator: tan\_mei\_lian\_jeannette@schools.gov.sg
11. School website (if available): https://bendemeerpri.moe.edu.sg/
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grades 1 to 6
13. Total number of teachers in your school: 116
14. Approximately number of teachers participated in this programme: 116
15. Total number of students in your school: 1315
16. Approximate number of students participated in this programme: 1315

## **PART II: Information about the School's Programme**

**The information of part II from no.1 to 13 should be no longer than nine (9) pages long** of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

1. Title of the school's programme

Head, Heart & Hands @ BPS: Affirming our beliefs, Strengthening our convictions, Advocating for peace
---

2. Summary of the programme (one half to 1 page of A4 sheet size)

<p>The Head, Heart and Hands @ BPS programme (refer to Appendix 1), implemented from 2008 to 2019, targets raising awareness and knowledge of peace and harmony among multi-ethnic groups and cultivates an appreciation of the unique multi-culturalism in Singapore. Singapore has come to enjoy peace and prosperity in a multi-cultural and multi-religious world, with a history of overcoming decades of social-economic barriers in achieving national independence. The peace and stability we currently enjoy is not to be taken for granted. Peace is a cornerstone of our society. Therefore, as a school, we believe that every young Singaporean plays an active role in preserving and contributing to our local, regional and global peace. Towards this end, students also gain an appreciation of their role as a global citizen to advocate for peace in a changing global context.</p>
---

<p>Through this programme, we want to imbue young leaders with an understanding of peace advocacy in the community and impart this to future generations and for teachers and educators to address barriers to learning through education delivery to disadvantaged groups. We have developed a comprehensive school-wide programme to engage students, teachers and stakeholders in promoting peace in schools and in the community. There are activities planned throughout the year to encourage student, staff and parental involvement and raise their awareness of and desire for inclusiveness, equality and peace.</p>
--

<p>The formal curriculum introduces concepts of peace education and knowledge about one's own heritage, culture and traditions. Students also learn skills to manage conflicts effectively and learn relationship management skills to excel in social situations. Students are given opportunities to be personally involved</p>
---

in cultural celebrations and other authentic life experiences which reinforce the importance of being accepting of diversity and learning to live harmoniously with one another. Platforms are then provided for students to apply their knowledge and contribute back to society, encouraging the community to live and work together for the common good.

Peace education is not just about head knowledge, but it transcends that to impact the heart (how students feel for and are impacted by a desire to advocate for peace) and hands (how students contribute and play their part to promote peace). We believe that our students will be the leaders of tomorrow, advocating for peace in their communities and being a catalyst for change in the lives of others.

### 3. Background information or reasons why the school created this programme

*'In 1965, Singapore suddenly became independent – a vulnerable island with an improbable chance of survival. But without a hinterland, like a heart without a body, we faced a bleak future.'*  
(Speech by Senior Minister Lee Kuan Yew, 7 June 1996)

Singapore went through tumultuous times in its post-World War Two years. There were race-incited unrest such as the Maria Hertogh riots in 1950 and the racial riots of 1964. Ideology-related unrests between the colonialists and communists resulted in the Hock Lee bus workers' strikes in 1955, the 'Konfrantasi' period between 1963 and 1966 saw many saboteur activities in Singapore and the bombing of the MacDonald House in 1965. All these events proved that Singapore's stability as a peaceful country was compromised. There was a need to bring peace to the nation and sustain it in the decades to come.

In response, the Ministry of Education (MOE) launched National Education (NE) in 1997 to foster national cohesion and to instill a sense of national identity among students. The aim was to inculcate an understanding of the challenges and vulnerabilities that are unique to Singapore. It emphasises the core values of meritocratic, multiracial and multi-religious harmony and peace with the transfer of knowledge to be infused with the primary school curriculum. At Bendemeer Primary School (BPS), we implement and supplement the NE curriculum through our Head, Hearts and Hands @ BPS programme. Learning is fun, meaningful and purposeful and we adapt the provided lesson materials and infuse peace education in all aspects of interdisciplinary and holistic learning within and beyond the school context. In this way, all students and teachers benefit from the learning and teaching of NE respectively with the clear, correct transfer of knowledge and are equipped with attitudes and behaviours related to peace education.

### 4. Objectives/goals of the programme

Singapore is a young nation and in light of geo-political and global trends surrounding her, it is imperative for young Singaporeans to understand the importance of preserving the values of multi-culturalism and multi-religiosity if we want our country to continue to flourish. This is a unique aspect of Singapore and we want our students to preserve and sustain peace and harmony in our nation. Not only that, we also hope to develop our students to be active contributors in their own communities, recognise their role as a global citizen and give back to society. To do so, we must first inculcate and nurture the values of peace education at the primary school level of education to build the foundation for the students so that they can continue to deepen their grasp of peace education in the secondary and post-secondary phases of their lives into adulthood.

The Head, Heart and Hands @ BPS Programme was designed with the following objectives:

- To inculcate and nurture the values of peace education at the primary school level of education to build the basics and foundation of character and citizenship.
- To instill a sense of ownership among students with regard to NE
- To develop national cohesion and foster a sense of identity and pride as a Singaporean
- To promote the values of peace, harmony and multi-culturalism among communities and nations
- To develop students to be global citizens who contribute back to society and to the natural environment
- To emphasise the importance of community partners in the process of NE

### 5. Period of the time when the programme was/has been started

2008 - 2019

### 6. Key knowledge, skills, attitudes/values and behaviors that you expect develop from this programme.

#### **Key knowledge**

Our school strongly believes in its mission of nurturing and inspiring students to love learning, lead confidently, and make a difference in the lives of others. Guided by our school vision, mission and the principles in developing a student-centric, values-driven education, we want to develop our students to be passionate learners and confident leaders. The years students spend in our school takes them through their social roles in the various domains of self, family, school, community, nation and the world. Students will

learn about their role as Singapore citizens and how they can play a part in contributing towards the peace and prosperity of our nation. They will also realise their responsibility as global citizens to promote friendship and understanding among different people and save the earth. We hope our students will realise our school motto of 'Today's Learners, Tomorrow's Leaders' and display our school values of Adaptability, Self-Discipline, Passion, Integrity, Resilience and Empathy (ASPIRE).

### **Skills**

The Bendemeer student will be able to:

- explore ideas and critically consider their relevance
- process information / data and reflect on them to make informed decisions
- learn and exhibit relationship management and conflict resolution skills

### **Values**

The Bendemeer student will be able to:

- appreciate cultural diversity and respect multiple points of view
- recognise that beliefs shape one's thinking
- consider the ethical effects of one's actions and the impact on others so as to make informed decisions and carry out appropriate actions
- show curiosity to learn more about the world they live in
- show care for the community and the environment
- develop a sense of belonging to one's community and country

### **Attitudes and behaviours**

In addition, the Bendemeer student would be able to embody the socio-emotional competencies to:

- better understand themselves (Self-Awareness)
- learn ways to manage themselves (Self-Management);
- better understand their family and friends (Social Awareness);
- learn ways to work with their family and friends (Relationship Management); and
- make appropriate and responsible decisions (Responsible Decision Making).

These would help them to exhibit the desired behavioural outcomes as seen in the Appendix 2.

## **7. Activities (Strategies, activities, steps for implementation)**

We have developed a comprehensive school-wide programme to engage students, teachers and stakeholders in promoting peace in the school and in our community. There are activities planned throughout the year to encourage student, staff and parental involvement and raise their awareness of and desire for inclusiveness, equality and peace. Peace education is infused into the formal curriculum through the teaching of related topics in Social Studies and also through our character development programmes:

### **1. FORMAL CURRICULUM**

#### ***Social Studies***

Social Studies (SS) is an academic subject taught at all primary levels. The subject is specifically designed to help students understand the interconnectedness in the world they live and the complexities of the human experience. SS seeks to inculcate in students a deeper understanding of the values that define the Singaporean society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others akin to education for peace. The curriculum therefore envisions the SS student as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he or she lives in. (Refer to Appendix 3)

#### ***Form Teacher Guidance Period (FTGP)***

The FTGP is designed for the Form Teacher and students to promote bonding as well as the teaching of Social and Emotional Learning (SEL) skills through fun lessons and activities. These weekly 30 minute lessons are deliberately catered to infuse these skills at an in-depth level. Peace Education can be observed through SEL skills which are embedded into the curriculum (see Appendix 4 for list of skills). To supplement the FTGP curriculum, students also use Kindsville Times, an initiative by the Singapore Kindness Movement to cultivate peace and celebrate harmony in diversity (See Appendix 5 for more information and samples of materials)

#### ***Programme for Active Learning (PAL)***

Primary 1 and Primary 2 students take part in 2 hour PAL lessons weekly. In PAL, students are exposed to varied and fun learning experiences in four domains: Sports and Games, Outdoor Education, Performing Arts and Visual Arts. Students also learn socio-emotional competencies such as respecting others and being more socially aware and managing oneself. This helps them to get along better with their peers and they are able to learn and practise these skills while engaging in the various activities.

## **2. CYBERWELLNESS**

Cyberwellness is an important part of the formal curriculum for students. Students are taught how to protect themselves online and are also informed on the threats of cyberbullying and how they can speak up for others. Selected student leaders are also identified to be cyberwellness ambassadors and they help to advocate for responsible and safer internet use among the student population. The school also commemorates 'Safer Internet Day' with talks and hands-on activities for students and to help students learn proper netiquette and use the internet wisely. (See Appendix 6)

## **3. STUDENT LEADERSHIP TRAINING**

Every P3-P6 student undergoes leadership training annually to develop self and team leadership skills. These include effective communication skills, conflict resolution skills and collaboration and cooperation skills. Students apply these skills when working on projects, being involved in community service related activities and peer support activities in the school. (See Appendix 7)

Besides the formal curriculum, we provide platforms for students to participate and be actively engaged in promoting friendship, peace and be committed to protecting and sustaining multi-racialism in Singapore and also with the rest of the world. Through these platforms, students live out their beliefs and convictions through their everyday interactions and actions and their perspectives are enlarged to appreciate diversity and advocate for and promote peace.

## **4. NATIONAL EDUCATION @ BPS (See Appendix 8)**

Schools observe four NE commemorative days annually which have been identified as defining moments in Singapore's history. The aim is to entrench these events and the images they evoke in the consciousness of each successive generation. This is in line with purpose of NE objective to develop national cohesion, the instinct for survival and confidence in the future and in terms of Peace Education, to echo the NE message of 'We must preserve racial and religious harmony' in which we value our diversity and are determined to stay a united people. In all of the core events, students and teachers participate in hands-on activities and the NE Champs assist to reinforce the purpose of these core events.

### ***The National Education (NE) Champs***

NE Champs are selected student leaders identified to spread the messages of being a good, caring, concerned citizen in our modern world and society. They are ambassadors to promote a love for our country and promote peace and harmony in communities. To achieve this, NE Champs undergo specialised training (role-play and reflections on proper etiquette, behaviour and decorum and how to manage conflicts in a calm and peaceful manner) and actively support and participate in the 4 NE Core Events as student leaders to guide and engage the student population. In line with MOE's 21st Century Competencies focusing on Civic Literacy, Global Awareness and Cross-Cultural Skills, NE Champs seek to be concerned citizens who are rooted to Singapore, have a strong sense of civic responsibility, are informed about Singapore and the world, and take an active part in bettering the lives of others around them.

### ***The 4 National Education Core Events***

#### ***i. Total Defence Day (Commemorated on February 15 annually)***

Theme: Together We Keep Singapore Strong

- This event reminds students that we should not take our current security and success for granted.
- It is also a day to remember and thank those who have served and contributed to our country, Singapore. As part of parent engagement, we invited a parent to share at a school-wide assembly talk what he did during his National Service days and to reinforce the need for Military Defence to maintain the peace and sovereignty of Singapore. Male teachers also dressed up in their military uniforms and shared about the various roles they play to help keep Singapore peaceful and secure.

#### ***ii. International Friendship Day (Commemorated on April 12 annually)***

Theme: Connected Communities

- Students learn the importance of appreciating and celebrating the diversity of the different nationalities, cultures and religions amidst us, and nurture a willingness to embrace others from diverse backgrounds;
- Encourage students to welcome and integrate their international peers to the school or society. The experience of doing so will help cultivate strong bonds of friendship between them and their international friends.

#### ***iii. Racial Harmony Day (Commemorated on July 21 annually)***

Theme: The Singapore Connection

- Students are encouraged to make friends with people of other races and religions and to appreciate the different cultures that make up Singapore.

- People are treated equally regardless of their race and religion
- Students played traditional games together, appreciate food from different races and cultures, understood how spaces like the void decks under public houses are utilized by diverse races as a common space for social interaction and communal events.

*iv. National Day Celebrations (Commemorated on August 8 annually)*

Theme: Our Singapore

- National Day marks Singapore's separation from Malaysia in 1965 and its emergence as a sovereign nation.
- Provides a unifying experience amongst each cohort of students on what it means to be a Singaporean and evoke in them a sense of pride and patriotism.
- Develop in students a sense of commitment towards the nation and the community.
- Provide learning opportunities for students to understand the significance of our National Day.
  - NE Show for Primary 5 students

The NE Show serves as a prelude for Primary 5 students to watch a full rehearsal of the National Day Parade but also seeks to educate the students to appreciate the various groups of people such as cleaners, parade motivators, first-aid services, food caterers and their contributions to make the NE Show a success and to empathise with their sacrifices. To reinforce the part on peace education, lesson packages are developed for students to discuss and reflect on these as part of transference of knowledge.

- National Day Celebrations in school
  - National Day Observance Ceremony dedicating ourselves as Singaporeans
  - Sharity Elephant Assembly Skit to share about empathy and inclusiveness
  - Classroom engagement activities using the National Day lesson packages
  - Concert items to reinforce the purpose of the celebrations and reaffirming the harmony that exists

## **5. FESTIVE CELEBRATIONS**

The school celebrates various festivals of the different races throughout the year.

### ***Celebrating the 4 main festivals***

Students take part in concerts and other related activities pertaining to the 3 main festivals (Chinese New Year, Hari Raya and Deepavali). They have the opportunity to wear their traditional ethnic costumes and share with their friends some of their unique customs and traditions. These annual celebrations reinforce and celebrate our heritage and help us to gain a deeper understanding of the uniqueness of Singapore's cultures. Students learn to appreciate one another's culture and celebrate our unique identity as a multi-cultural society.

### ***Festive walkabouts in the community***

From 2019, Primary 4 student leaders are involved in creating festive cards made out of recycled materials. Together with the school leaders, teachers and P5 student leaders go around the nearby neighbourhood surrounding the school 3 times a year during the different festivals to bring festive cheer to the shop owners and to build friendships and partnerships. It is a way to promote peace among the school and her immediate community and to put in action our school's mission to better the lives of the people around us.

## **6. CO-CURRICULAR ACTIVITIES**

Co-curricular activities are conducted weekly on Tuesdays from 7.30am to 9.00am and students participate in different modules (sports/visual and performing arts) in different school terms. This provides students exposure to a wide variety of programmes for them to discover their interests and also to interact with different groups of people and learn different skills. (See Appendix 9)

### ***Sports***

Different sports activities are offered to students from Primary 3 to 6 and through these sports, students learn to work in teams and build friendships. They also learn the values of fairplay, sportsmanship and how sports can be a unifying force. Selected students also take part in different sports competitions nationally and they get to interact with and meet student athletes from other schools. Sports becomes a vehicle through which friendships are forged and our students learn to respect others and work together with others in the spirit of excellence.

### ***Ethnic dance groups***

All Primary 3 to Primary 6 students take part in co-curricular activities and are introduced to the 3 different ethnic dances as part of the modular co-curricular programme. They learn basic dance moves and are introduced to the culture of the different races. This helps them to develop a greater understanding and appreciation for the different racial groups in Singapore. In addition, students who are talented can further

pursue their interests by being a part of the Chinese, Malay or Indian dance niche co-curricular programme and take part in performances and other competitions. We have students who choose to join a dance group that is different from their own race and they enjoy learning about a different culture and dance form.

## **7. LEARNING JOURNEYS: LOCAL & OVERSEAS**

Learning journeys are planned to provide students and teachers with authentic learning experiences beyond the classroom. Students are able to relate what they have learnt to real-life contexts and they gain a deeper appreciation of and respect for the peace they enjoy and the relationships they build with friends from around the world.

### ***Visit to Places of Worship*** (See Appendix 10)

Every year, all Primary 4 students will visit 4 distinctly different places of worship and learn more about the unique culture and beliefs of the racial and religious groups in Singapore. This helps students to gain a deeper understanding of each culture's beliefs and traditions and also gain a greater appreciation for the harmony and diversity we enjoy in Singapore. The objectives of the learning journey are as follows:

- Discover the different religions of Singapore's main ethnic groups.
- Appreciate the harmony that exists between the different ethnic groups in Singapore.
- Celebrate the unique unity in diversity (ethnic composition) that Singapore has.
- Learn the history of the places of worship visited: Sultan Mosque, St Andrew's Cathedral, Thian Hock Keng Temple, Sri Mariamman Temple

### ***Overseas Immersion Programme***

Since 2008, 60 Primary 5 students get the opportunity to participate in an overseas immersion programme to ASEAN countries (Brunei, Penang) to interact with students from ASEAN countries and learn more about their culture, traditions and way of life. Programmes are planned to share and exchange ideas on environmental conservation, appreciate the unique cultures and traditions of each country in the form of the performing and visual arts and introducing local foods and places of interests and worship during these trips. Students gain an appreciation and understanding of another culture/country as well as for their homeland Singapore through these opportunities and understand the importance of promoting friendship and peace between nations and respecting and appreciating the diversity of different communities and people (see Appendix 11)

### ***Hosting of visitors from schools around the world***

Bendemeer Primary has played host to school visitors from around the world since 2014 to share teaching and learning practices, immerse foreign students into the learning environment of a Singapore school and share with these visitors about the unique multi-racial, multi-religious aspect of Singapore which we are proud of. This includes having visiting students participate in school lessons and activities and enjoying cultural exchanges through dance and arts performances. This year, we hosted visitors from Philippines, China and the United Kingdom and it was an enriching learning experience for all. It helped to forge bonds across nations and provided our student leaders an opportunity to host these visitors and exercise their leadership qualities. It also helped the student leaders become more confident and open to meeting new people and building friendships.

## **8. OLYMPIC VALUES EDUCATION** (See Appendix 12)

From 2010, our school has embarked on understanding and embracing Olympism and imbuing its values in school programmes that explicitly bring out the core Olympic values of Friendship, Excellence and Respect in both teachers and students. We also teach the skills for students to assume the responsibilities of being a global citizen. The school streamlines these values akin to peace education in sport and endeavours to use it to mutually complement student learning with the transfer of knowledge.

### ***Annual Games Day***

All Primary 3 to Primary 6 students participate in sports-related activities (basketball, volleyball and relay events) in teams and live out the theme of 'Friendship, Excellence and Respect'. The educational objectives centre around students understanding and showcasing fair play and teamwork throughout the various sporting events and enjoying success through cooperation with others and building new friendships through sports participation. The Eco-Pledge was also recited by all students as a commitment towards environmental conservation and understanding the roles and responsibilities they have to care about the environment and save the earth.

### ***Olympic Day Celebrations 2019***

As part of community participation, selected students and teachers got the opportunity to be involved in this event which was in conjunction with the Singapore Tennis Festival. The objectives were to celebrate and promote the Olympic ideals and to encourage citizens to get active. Participants interacted with those

from other schools and organisations and got to better understand how peace education was carried out in other schools.

### ***Singapore Olympic Academy (SOA) Learning Journey on Peace Education to Places of Worship***

The above learning journey is adapted from the students' version to include the SOA fellows and serves to reinforce our school's direction of Peace Education amongst educators. It will premiere in September 2019 by educators for educators. The objectives are as follows:

- Connect aspects of Olympic Peace Education to the Singapore context.
- Discover the different religions of Singapore's main ethnic groups and appreciate the harmony that exists between the different ethnic groups in Singapore.
- Celebrate the unique unity in diversity (ethnic composition) that Singapore has.

### ***Run for Life Programme***

Our school inaugurated the Run for Life Programme in 2019 for all students. Students were introduced to the Olympic values and ideals and how sports is a strong unifying force across people of all nations. Students were given the goal of running from Greece to Tokyo (in terms of distance) in support of the Tokyo 2020 Olympics. This weekly run takes place during physical education lessons and is created to help students develop a positive attitude towards running and maintain a healthy lifestyle. This platform allowed students to identify with the Olympic values of Friendship, Respect and Excellence and see their role as part of the larger world community.

## **9. STAFF TRAINING & DEVELOPMENT**

### ***Lesson Study & Subject-related workshops***

Teachers participate in lesson study projects to further enhance the teaching pedagogy of Social Studies and Character and Citizenship Education. This includes professional dialogues about teaching pedagogy and joint planning of lessons to enhance lesson delivery. Teachers also attend subject related workshops to enhance their content mastery and keep abreast with new teaching methodologies. (See Appendix 13)

### ***Dialogues on contemporary issues***

Teachers are engaged in discussing contemporary issues and the role National Education plays in our students' lives. These discussions allow teachers to share their perspectives on matters relating to citizenship and peace education and help the staff consider ways in which we can be instrumental in helping our students navigate issues of race and other complex issues with regard to culture, national identity.

### ***Participation in community-related events***

As part of staff bonding, staff organise community-related events where teachers mingle with the elderly living near the school to foster neighbourliness and friendships with them. This includes organising social activities for the elderly by teaching them a skill as well as interacting with them to build friendships. Selected students also take part in these activities and it is a good opportunity for teachers to role model for their students what it means to appreciate and celebrate diversity in a real life context. It also is a good platform for staff to work together and make an impact on the immediate community surrounding the school.

## **10. Teaching and learning approaches/strategies that the school has integrated for peace education.**

Head, Heart and Hands @ BPS - The title of the programme reflects the teaching and learning approaches and strategies that the school uses to integrate peace education.

Engaging the 'Head' (Thinking): The formal curriculum provides the content and knowledge to raise students' awareness – allowing them to learn about the unique multi-cultural, multi-religious aspects of Singapore and how this is to be valued and preserved. Students also learn about the cultures and traditions of the different races in Singapore and how there is a need to develop greater understanding and realise our interdependence with others in the world. This is also infused in all areas of school life and students have the opportunity to work with and cooperate with students of different races during group work and games. ICT is leveraged to provide a multi-sensory experience for students and to better engage them in discussions and reflections.

Impacting the Heart (Feeling): Students and teachers participate actively and are personally involved in cultural activities and celebrations as well as other authentic hands-on learning experiences. This includes meeting people from other countries and building friendships. Students engage in active discussions and pen personal reflections after different activities and experiences and share them with their classmates and friends. It provides them an avenue to express their views and opinions about the experiences they have undergone and the importance of maintaining and sustaining peace and promoting friendship among different races, religions and peoples.



Empowering the Hands (Doing): With greater knowledge and personal involvement in peace related activities, students recognise the value of what they have learnt and experienced and they apply their learning and initiate and carry out projects to reach out and care for others in their community. They also participate in environmental conservation and are conscious of their role as a global citizen. This is seen in the form of community involvement projects and engagements that students participate in – litter picking in the community, befriending the elderly, ethnic dance performances at community-related events.

**11. A) Participation with the community (How the school and community work together in planning and implementing the school programme)**

**Values in Action (VIA)**

Values in Action (VIA) are learning experiences that support students' development as socially responsible citizens who contribute meaningfully to the community, through the learning and application of values, knowledge and skills. As part of VIA, students reflect on their experience, the values they have put into practice, and how they can continue to contribute meaningfully to build a harmonious and gracious society. The activities include keeping the environment in school and around the school clean, reaching out to the disadvantaged elderly through community outreach programmes and building positive relationships with neighbours and shopkeepers around the school. For more details, please see Appendix 14.

**Parent Support Group (PSG)**

Parents of our students form the cornerstone of their development and growth. Our school has a PSG which allows Parent Volunteers (PV) to support our school's programmes by providing input in the planning of some events and being an active participant as well. In all of the NE Core Events, PVs were engaged to demonstrate and to conduct some of the activities. During International Friendship Day, some parents loaned national costumes and even helped to man exhibition booths, explaining to the student population about their unique culture and heritage. They value-added to our students' learning and promoted the ideas of peace and friendship among different races and nationalities.

**Collaboration with the Singapore Police Force (SPF)**

In 2013 as part of Total Defence Day, the CCE Department invited the Rochor Neighbourhood Police Centre of the Singapore Police Force as part of community collaboration to talk about the role that SPF performs to maintain peace and security in the Bendemeer neighbourhood. Police officers also engaged the students with a display of police equipment and brochures on crime prevention. Since then, police officers have come to our school regularly to remind students about crime prevention and how students can take care of each other. This can be seen as sustained support and collaboration with the SPF to strengthen the school's conviction towards maintaining a harmonious and safe neighbourhood.

**B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)**

<b>Name of Partners</b>	<b>Roles and Contributions</b>
Parents of students as part of the Parent Support Group (PSG)	Support our school's programmes by providing input in the planning and active participation.
Community Chest (Part of the National Council of Social Service)	Provision of the Sharity Elephant Assembly Talk and collaterals to support students' learning.
Singapore National Olympic Council	Opportunities for students and teachers to take part in external Olympism-related events and activities.
Singapore Olympic Academy (SOA)	Conduct Learning Journey related to Peace Education for Fellows of SOA
Sembwaste Pte Ltd	Partnership with school on a weekly recycling programme and awarding a monetary prize for student programmes based on recycling tonnage received
Singapore Police Force	Education and outreach to staff and students on crime prevention and understanding how all can play a part in maintaining the peace and harmony within the neighbourhood.
Kolam Ayer Constituency	Long standing partnership with the school – collaboration between school and community on festive celebrations and other community outreach programmes

**12. Activities that the school, students and teachers have contributed to the community**

The school recognises the importance of partnering with our community and provides students with an opportunity to give back to their community:

### **1. Caring for the environment**

P5 and P6 students take part in litter picking activities at the nearby Kallang River area to help raise awareness of environmental conservation among the community. They play their part as an active member of the community and neighbourhood by helping to keep the surroundings clean. The Kallang River area is a place for residents to congregate and gather for activities and different community programmes. Our students contribute towards the overall cleanliness of the area and help make the recreational and social space more pleasant and conducive for all to enjoy.

The school also conducts weekly recycling collections and teachers and students do their part to bring recyclables from home. This is in cooperation with Sembcorp – a waste recycling company in Singapore and it is a way to encourage students and their families to practise the 3Rs (Reduce, Reuse, Recycle). It is also a way for the larger school community to be more mindful and aware of how we can cooperate and do our part to be more environmentally friendly and help save the earth.

### **2. Caring for and befriending the community**

Our students and teachers reach out to the elderly in the community by organising social interaction activities and programmes. This includes teaching them a new skill (IT-related, exercises) or doing simple art and craft with them. This helps to promote intergenerational relationships and friendships between the students, teachers and the elderly and students are able to help serve these elderly folk they see in their own community and be more understanding and caring towards them. The festive walkabouts also provide an opportunity for the school to show her appreciation for the stakeholders and to build friendship and partnerships between the school and the community.

### **3. Participation in community celebrations**

Our ethnic dance groups and concert band take part in the annual National Day celebrations held in the community. They perform for the residents in the vicinity around the school and add to the festivities at community events. The students' performances are always well-received by the public and they help to foster and build bonds among residents as we celebrate our nation's birthday together. This year, our Art Club also helped with the National Day decorations which were put up around the neighbourhood in conjunction with the National Day celebrations. This contribution and partnership was recognised by the community centre in our neighbourhood (see Appendix 15)

## **13. Programme for monitoring and evaluation mechanisms and summary of results**

Monitoring and evaluation mechanisms:

### **Department reviews (half-yearly)**

A Character and Citizenship Education (CCE) department focused on peace education related programmes and activities is present in the school. This department is made up of teachers who are responsible for planning and monitoring the various programmes and activities throughout the year. The department communicates the intent and rationale of various events and activities to students and teachers and engages the help of stakeholders like parents to conduct these activities. It carries out half yearly reviews and gets input from various stakeholders to further refine programmes.

### **Student and Teacher surveys (annually)**

Student and teacher surveys are carried out yearly to provide input on effectiveness of programmes and activities on peace education.

### **Student reflections (on-going)**

Students also pen reflections after learning journeys and experiences to consolidate their learning and share them with others.

Summary of results:

### **NE Quiz (Yearly)**

Every year, the National Education (NE) Quiz is administered to all students (including PRs and foreign students) at Primary 6 level, which is their first milestone point in their education system. The quiz aims to test students' knowledge and understanding of National Education and they are required to pass in order to be promoted to Secondary 1. The NE Quiz consists of Multiple Choice Questions (MCQ) about general knowledge about Singapore and an example that is most relevant to Peace Education would be the 'Identity and Community Questions' whereby the NE Quiz assesses students' knowledge on relating well to people from different socio-cultural groups. Our school maintains a record of 100% student passes each year since the implementation of this revised NE Quiz almost a decade ago. This would imply students' heightened awareness and enhanced knowledge of peace education. (See Appendix 16)

### **MOE Survey on Citizenship Education**

To get a sensing of students attitudes, perceptions and behaviour of Citizenship Education of the CCE curriculum, MOE conducts a Citizenship Education survey on selected Primary 6 students biennially. From the survey results, MOE will further refine strategies on how to better inculcate values and to build competencies in our students to develop them to be good individuals and caring citizens. (See Appendix 17)

#### 14. Resources used for programme implementation

- CCE and NE lesson packages
- Kindsville Times (Primary 1 to 4) and Agents of Kindness (Primary 5 to 6)
- Information and communications technology (ICT) and digital content
- Assembly talks by teachers and external partners
- School website and selected media platforms
- School newsletter (See supporting document 2)
- Pamphlets and brochures for external partners in the community

#### 15. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community

The Head, Heart and Hands @ BPS Programme has helped students to acquire knowledge and skills to manage interpersonal relationships and be more aware of how they relate with others and how to resolve conflicts. It has also helped students to develop the correct attitudes and values and enlarge their perspectives on interpersonal relations. The different activities and experiences provided help students learn firsthand and be personally involved in developing the beliefs and convictions in wanting to preserve peace and harmony. They realise their role in advocating for peace and being supportive and appreciative of multiculturalism in Singapore, a unique part of our society. In school, students make friends from different races and deeply understand the importance of respecting another person's culture and religion. Students are also able to positively influence their family members to be more accepting and open towards people of other races.

Students also actively give back to society and are instrumental in promoting peace in their families and communities. The community is positively impacted by the contributions of the school and students. In this way, this culture of peace and friendship extends to all stakeholders and students understand the significance of their role in their community as stated in our school mission. They are ambassadors of peace who care about others and who desire to make a difference in the lives of others.

#### 16. Interrelationship of the school programme with other Sustainable Development Goals (SDGs)

(Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

We believe in providing quality education for our students and this is done through the varied teaching and learning activities and programmes which we have planned for students. About half the students in our school come from lower income families and the opportunities provided to them through the school programming provides them with exposure to a wide variety of experiences and enriches and enhances their learning. We also leverage ICT and conduct programmes on coding and programming to keep up with technological trends and provide subsidies and opportunities for students to go on learning journeys and overseas trips which they might otherwise be unable to afford. This is done to broaden their perspectives and provide them with opportunities to interact with others from different cultures and backgrounds and to motivate them towards success and contributing back in future.

In addition to our weekly recycling programme and environmental conservation efforts, the school is also working in partnership with the NPO Global Sports Alliance (GSA) to raise awareness about environmental actions and messages among athletes and spectators. Our students learn the importance of protecting the natural environment and the impact it has on our health and sports performance. This is also in line with the Singapore government's move towards a more sustainable society and how we as a country have to play our part in combating climate change.

#### 17. Plan for sustainability and plan for scaling-up/expansion

##### Plan for sustainability:

The CCE department is in charge of all peace education related activities. Plans are reviewed half yearly with input taken from stakeholders. This helps the CCE department review and refine the programmes for the following year. The 4 NE Core Events and other programmes listed are scheduled into the school's calendar on a yearly basis and financial resources are set aside to fund all activities. The school leaders strongly believe

in prioritising peace education and allocate the necessary funding and manpower resources to ensure that students, teachers and parents learn about and benefit from being a part of this programme. As a school, we will continue to monitor and review our current programmes and sustain the programmes which have impacted the school and the community.

Plan for scaling-up/expansion:

There are plans to work together with overseas schools who have visited on a penpal programme. This programme would build on the friendships forged and allow for students from similar grade levels to write to each other and learn more about different cultures and also exchange ideas and explore ways to create a sustainable society. It helps students to broaden their perspectives and to appreciate and be accepting of others, to see value in diversity. At present, there are plans to collaborate with a school in the Philippines on this penpal programme.

## 18. Achievements from the school's programme "Building Peace in Schools and Communities"

### **Total Defence Awards (TDA) 2012 and 2013: Meritorious Defence Partner Award**

To recognise the employer's efforts and contributions towards national defence, the Total Defence Awards (TDA) was introduced in 1986 to provide an avenue for Ministry of Defence (MINDEF) and the Singapore Armed Forces (SAF) to identify and showcase supportive employers such as schools. The Civil Service's commitment and support is critical in enabling its National Service (NS) employees to fulfill their NS roles towards maintaining the peace and security of Singapore.

Our school participated with supporting evidence such as how national defence was carried out in the school during Total Defence Day, getting NSmen teachers to share on their experiences and dedication towards peace, developing educational activities for students and staff within the school and nation contexts to understand the need and importance that all can contribute to maintaining the peace and harmony. The winning of the TDA in 2012 and 2013 further strengthens the existing tripartite partnership between MINDEF/SAF, the NSmen teachers in our school and our school as an entity itself. (See Appendix 18)

### **MOE Development Award for Character Development and MOE Development Award for National Education 2012**

The NE Award is given to our school in recognition of our efforts towards National Education. NE is an integral part of the Singapore education process where we want to instill in young Singaporeans the instinct of survival, national cohesion and confidence in our future.

### **Go Green Fund**

Since 2016, our school has collaborated with SembWaste Pte Ltd to encourage recycling and green efforts among the students, staff and their families. We are proud to have been recognized for our recycling efforts and have been awarded prizes from 2016 to 2018. These monetary rewards are channeled into more conservation programmes for students in school. (See Appendix 18)

1. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc. If the supporting documents are in the local language, please provide a brief description in English language.

A maximum of 5 Supporting Documents are required can be submitted to the provided google link.

Document 1) List of Appendices

Document 2) School Newsletter

Document 3) School Mission, Vision, Motto, Values & Philosophy

Document 4) .....

Document 5) .....

2. Photos related to the activity/programme (Maximum of 5 photos with captions in English)



Photo1



**Annual Games Day: Sports unites us and we commit to do our part for environmental conservation**

Photo 2



**Racial Harmony Day celebrations in school: Appreciating and celebrating unity in diversity**



Photo 3



**Our student exhibiting 'Values in Action' by building bonds and developing friendships with the elderly in our community. Their friendship transcends cultural differences!**

Photo 4



**Our Parent Volunteers from different nationalities collaborate with us in the planning of International Friendship Day and also coordinate among themselves to showcase interesting cultural items, food and games. They share about their culture and promote harmony for students in understanding the different nationalities better.**

Photo 5



**Reciting the pledge at the flag raising ceremony during the National Day celebrations - pledging to remain united regardless of race, language or religion. This pledge is also recited daily as a commitment by all Singaporeans towards the peace and progress of our nation. (See Appendix 19)**