

Welcome to Rosyth 2024



My Child in Primary 1

Character and Citizenship Education (CCE)



Where is my child at this stage?

Formative years

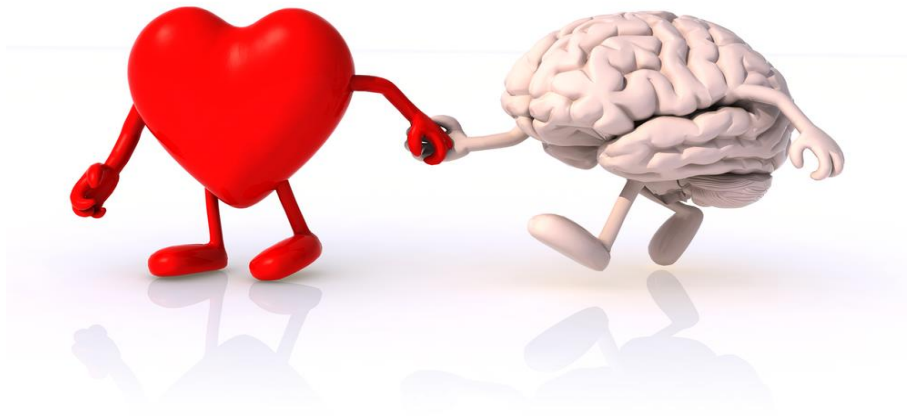
Early stages of learning

Discovering abilities and talents



Focus at Primary Education

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



CCE Goals

We aim to develop in our Rosythians

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



Age-Appropriate Learning

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



Social-Emotional Learning (SEL Competencies)

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

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



Motivation To Learn

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

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

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

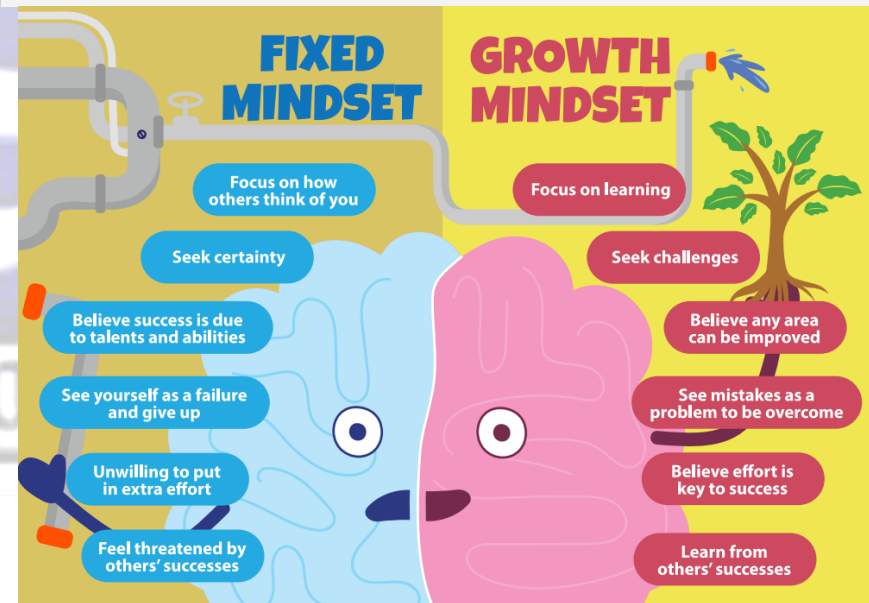


Growth Mindset (Developing Resilience)

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

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

Dwek, 2006



Growth Mindset (Developing Resilience)

01.



Is self-motivated

02.



Learns from failure and remains hopeful

03.



Finds alternative solutions

04.



Seeks help from others

05.



Manages difficult situations calmly

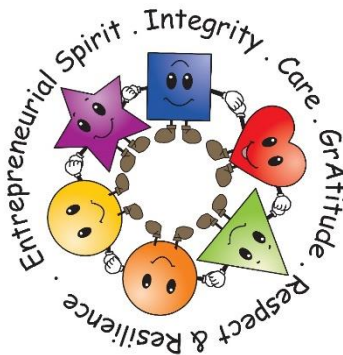
06.



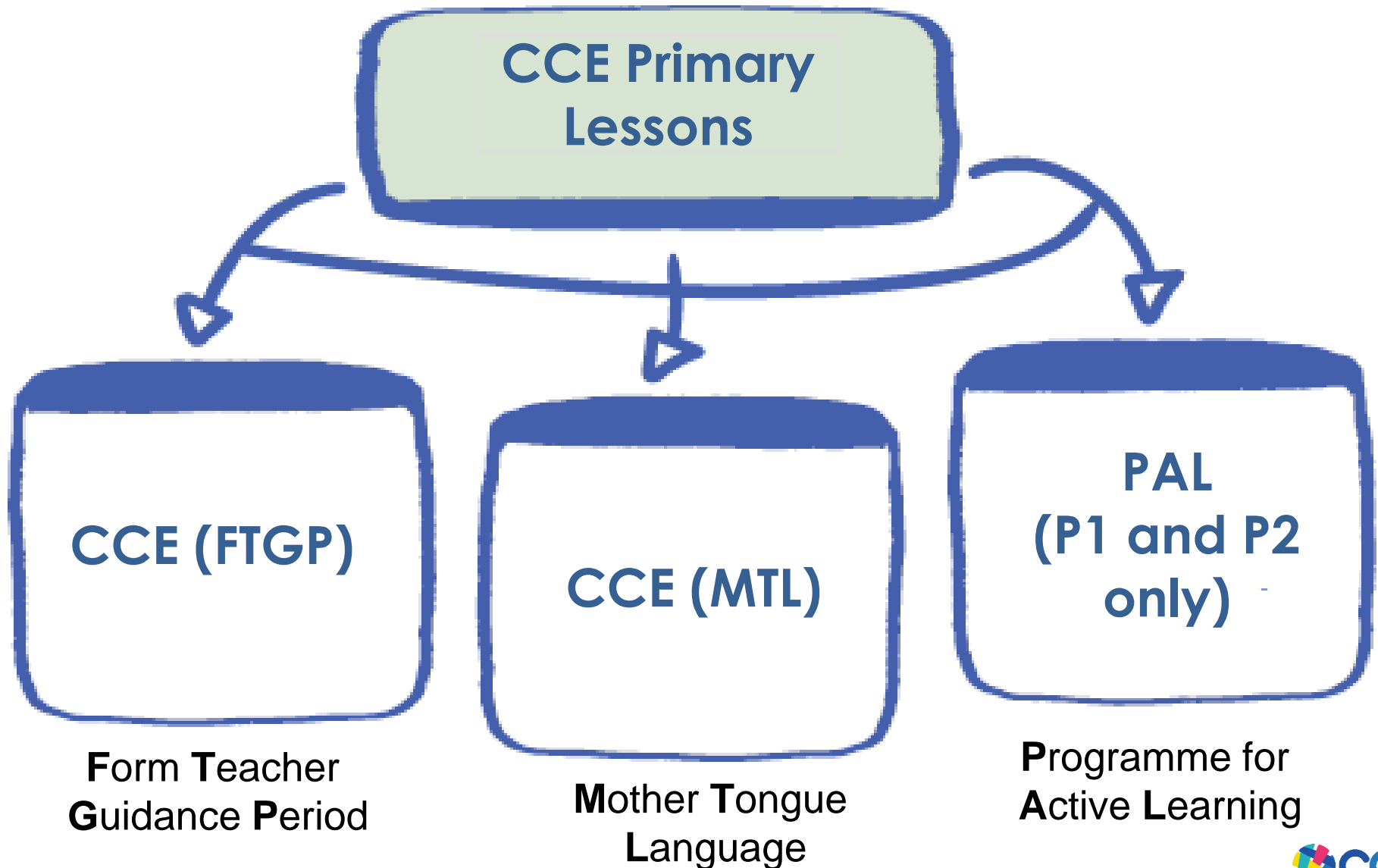
Is open to new experiences

Positive Peer Relations & Prosocial Behaviour

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



Character and Citizenship Lessons



CCE(FTGP)

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

Family Education

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

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



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

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Caring for Family and Friends ②

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

SCHOOL

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

HOME

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

Care and Respect for Others 35

Understanding My Feelings ④

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

My child did a good job!

Parent's / Guardian's signature

A Note to Parents/Guardians:

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

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

12 Understand and Care for Myself

Family Education

What is Family Education?

Research shows that Family Education



Aims to strengthen family life



Helps to enrich and improve the quality of life



Enables students to develop into healthy young adults, work together in close relationships, and bring out the best in others.

Family Education

Topics for discussion in Family Education

Lower Primary

Positive Relationships at Home

- Learn how to show love and care, and engage in respectful communications

Middle Primary

Positive Relationships at Home

- Learn how to show care and sensitivity towards others at home

Importance of Families

- Understand the value of families for shaping our growth now and for the future

Gratitude for the Family

- Develop an appreciation for the family, for contributing meaning and purpose in life

Upper Primary

Positive Relationships at Home

- Practise active listening and consider the feelings, thoughts and point of view of others at home

Family Roles and Functions

- Understand that healthy families are anchored in love, care, protection and guidance
- Understand that every family is different, and the importance of not stereotyping roles in the family by gender

Family Education and Our Parents

Support your child and encourage them to overcome challenges with you

Affirm your child by recognising small successes and praising their efforts

Familiarise your child by easing them into new routines and sharing with them your experiences in primary school

Empathise with and acknowledge your child's feelings

Reinforce learning e.g. Sense-Think-Act in Cyber Wellness and support school messages e.g. Road Safety



Being Role Models

Citizenship Lessons

Citizenship Education

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

Goals

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



The 4 NE Events include

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

Student Handbook



ROSYTHIANS HANDBOOK 2024



STUDENT HANDBOOK 2024



Name:

Class:

The purpose of Handbook

A tool for communication between parents and teachers

Term 1, Week 1

THU 04

Parent's and Teacher's Feedback: Parent's Signature

FRI 05

Parent's and Teacher's Feedback: Parent's Signature

SAT 06 SUN 07

Positive Message of the Week

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The purpose of Handbook

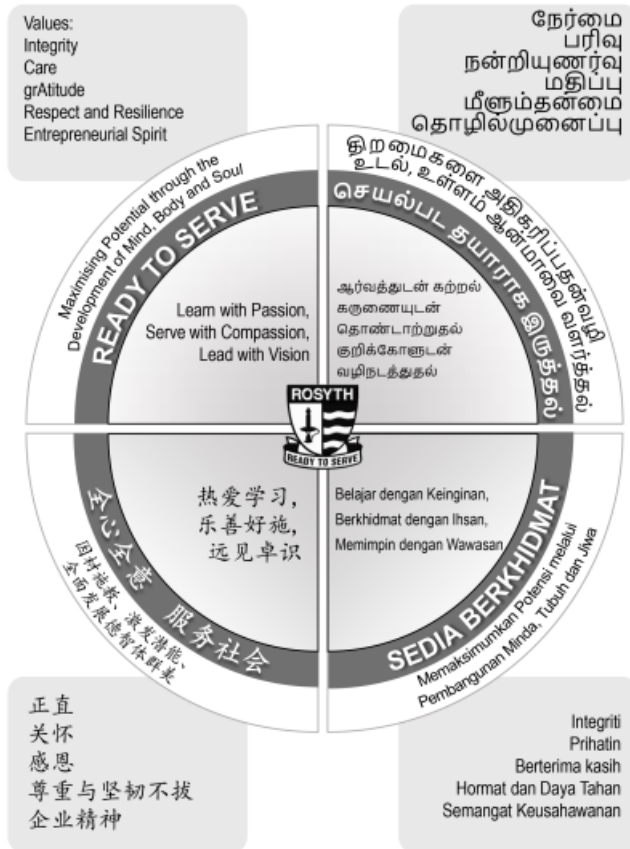
A reminder (for Rosythians) about homework and other information



The purpose of Handbook

Understanding Standards

SCHOOL MOTTO, VISION, MISSION & VALUES



SCHOOL CORE VALUES



Integrity

We value integrity as the foundation of good character. It means being true to ourselves and others, in all that we do.

Care

We care with empathy. It means making the effort to understand the feelings and experiences of others, and to take appropriate actions in showing our concern.

GrAtitude

We appreciate with gratitude. It means being thankful for what we have, and the things others have done for us.

Respect

We respect ourselves and others. It means treating others the way we want to be treated and respecting differences in beliefs and practices.

Resilience

We do our best despite challenges. It means to be able to pick ourselves up after setbacks, and be adaptable to changes.

Entrepreneurial Spirit

We look out for ways to improve and do things better. It means to be open to new ideas and have the courage to test them.



The purpose of Handbook

Understanding of School Rules and Regulations

Discipline



Rules +
Regulations

Expectations



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

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

Name tag must be sewn on.

No ankle socks are allowed.

The purpose of Handbook

Guiding Rosythians in Understanding School Rules and Regulations

ACKNOWLEDGEMENT OF ROSYTH DISCIPLINE RULES AND EXPECTATIONS

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

For Student:

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

Contents	Page	Child/ Ward	Parent/ Guardian
		Please Tick	
Rosyth School Rules (including Policy on Mobile Devices)	14-17		
Offences & Consequences Plan	20-21		
Cyber Wellness Policy	22-23		
Emergency Evacuation Procedure	24		

For Parent/Guardian:

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

Possession of Mobile Phone

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

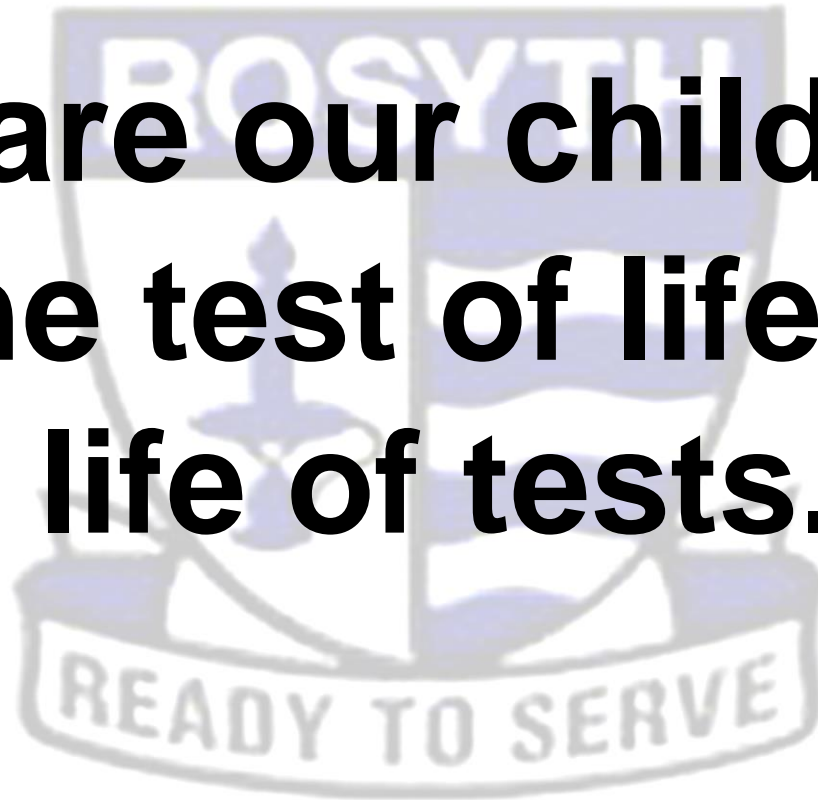
Reason :

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

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

Thank You

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



Contact Details

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