



# Welcome to Punggol View P1/P2 Curriculum Briefing

Friday 23 Jan 2026





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Care & Concern ■ Commitment ■ Communication ■ Courtesy

Parents as co-partners of education

# School-Home Partnership (SHP)



# Supporting Your Child Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**



# Respectful Communication

*Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.*



Share observations about your child's emotional state, stress levels, and social interactions



Listen to and understand each other's perspectives and concerns regarding your child



Communicate kindly and respectfully with one another



# Role Models

*Model the skills and values our children need for their mental well-being*



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

# Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child*

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)



**We value your partnership to raise a  
*'Happy, Kind, and Confident  
Generation Together'.***

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**



# Parenting Resource: *Parenting for Wellness*

*Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?*

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

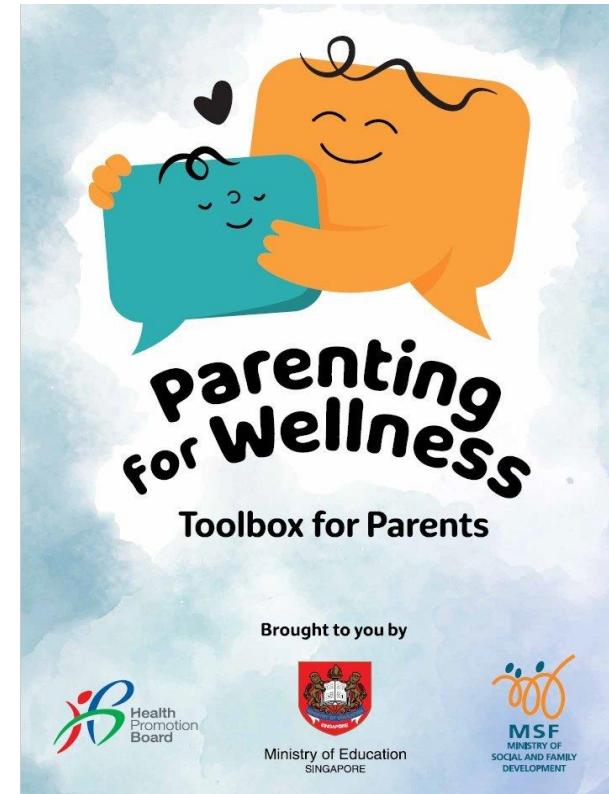


<https://go.gov.sg/pfw-toolbox-for-parents>



<https://go.gov.sg/hpbpfw>

For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.





PUNGOL VIEW PRIMARY SCHOOL  
STRATEGIC MAP

FLOURISHING STARLITES IN A POSITIVE ENVIRONMENT

**VISION**  
**CONFIDENT LEARNERS**  
**ACTIVE CITIZENS**

*Culture of Learning*

**MISSION**  
**TOUCHING LIVES**  
**INSPIRING FUTURE**

*Culture of Care*

RESPONSIBILITY  
RESILIENCE  
RESPECT

INTEGRITY  
CARE  
HARMONY

**ST1 HOLISTIC DEVELOPMENT  
OF STUDENTS**

Develop Confident Learners  
Develop Active Citizens  
Develop Student Leaders

**STARLITE OUTCOMES**

Physical  
Aesthetic  
Cognitive  
Moral  
Emotional  
Social

**ST2 CAPACITY DEVELOPMENT  
OF STAFF**

Develop Competent Staff  
Nurture Staff Strengths  
Promote Staff Well-Being

# *What do P1 children learn ?*

## *- P1 Programme....*

- English, Mathematics and Mother Tongue (MT)
- CCE/ FTGP values education  
(R<sup>3</sup> ICH values, life skills, National Education & Social Studies)
- Health Education & PE
- Programme for Active Learning (PAL)

Providing a variety of learning experience for your child to acquire knowledge, skills and values



# How do we know your children have learnt? [Holistic Assessment ]

- Provide you, parents with a more comprehensive **“Holistic Development Profile” of your child**
- Captures a fuller picture of your child’s progress and learning throughout the year



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Ministry of Education, Singapore.



**PERI Holistic Assessment  
In Primary Schools**

Information for Parents



# P1 HA in Punggol View....



Review Tests  
(Pen & Paper)

Parent-Teacher-  
Child Conference

Progress  
Report

Portfolio

Self- and Peer-  
Assessment

Performance  
Tasks

Show &  
Tell

Readers'  
Theatre

Station-  
based  
Assessment

Teachers'  
Questioning &  
Feedback



*What are the changes for P1 ...*

## Purpose and Intent:

To encourage students at such a young age to focus on growth and mastery as opposed to grades and performance

# *Possible Concerns of Parents*

- How will I know about my child's progress?
- How will my child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?
- How will my child be allocated to P3?



# How will you know about your child's progress?

- Even with the removal of examinations for some levels, **teachers will continue to assess their students.**
- Parents will be kept informed of the child's progress.



# *How will your child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?*

- Current practices to gather information about students' learning through checkpoints (e.g. class discussions, in-class work, homework, and bite-sized tests) will continue.
- **The change is that these checkpoints will no longer count towards an overall result.**
- Use of qualitative descriptors instead of marks and grades to report students' learning progress in the report book (**Holistic Development Profile**).

# *Refreshing the Holistic Development Profile....*

## **Changes at a Glance**

**Currently**

**From  
2019**

**From  
2020 or 2021**

### **Refreshing the Holistic Development Profile (HDP)**

> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

#### **P1 & P2**

> Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

#### **All other levels**

> Academic indicators adjusted for HDP. Non-academic indicators will be retained

Use qualitative descriptor to report students' learning in all subjects. Non academic indicators will be retained  
It will come in the form of Learning Outcomes...

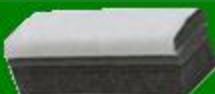
# Learning Outcomes

- Every subject to focus on 3 to 5 Learning Outcomes(LO) per semester to report students' learning progress
- In PGVP, we have **4 Levels of qualitative descriptors** to report students' learning progress for each LO
  - **Level 1: Starting out**
  - **Level 2: Getting there**
  - **Level 3: Got it**
  - **Level 4: Achieved Mastery**



# Learning Outcomes

Qualitative Descriptors	What it Means
Achieved Mastery	<b>Very Good understanding and application of concepts and skills</b> Thorough understanding of all or nearly all key concepts and skills and makes connections and demonstrates them all the time, independently with confidence.
Got it	<b>Good understanding and application of concepts and skills</b> Complete & correct understanding most of key concepts and skills and often makes connections to them or demonstrates them most of the time with no guidance.
Getting There	<b>Basic understanding and application of concepts and skills</b> Some understanding of key concepts and skills and makes connections to them or displays them in action some of the time and with some guidance.
Starting Out	<b>Slight understanding and application of concepts and skills</b> Displays slight understanding of basic concepts and skills and occasionally makes connections to them / or displays them in action. Much guidance needed in applying concepts.



Subject	Primary 1			
	Term 1	Term 2	Term 3	Term 4
English Language	<u>Listening &amp; Viewing</u> <ul style="list-style-type: none"> <li>• Listen attentively and follow simple instructions</li> </ul>	<u>Listening &amp; Viewing</u> <ul style="list-style-type: none"> <li>• Listen attentively and follow simple instructions</li> </ul>	<u>Listening &amp; Viewing</u> <ul style="list-style-type: none"> <li>• Listen attentively and follow simple instructions</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>• Speak clearly and fluently to express opinions, feelings</li> </ul>	

## Example:

- LO for Term 1: Listening & Viewing; Speaking; Reading ; Expectation is progressive over the year...
- Term 2: Added another LO- Language use....
- Respective Heads will show you the details of the LO for each term for their subject...

	<ul style="list-style-type: none"> <li>• accurately)</li> <li>• Read aloud Primary 1 texts with accuracy, fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• accurately)</li> <li>• Read aloud Primary 1 texts with accuracy, fluency and expression</li> </ul> <u>Language Use</u> <ul style="list-style-type: none"> <li>• Apply knowledge of grammatical rules at word, phrase and sentence level</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend age- / year level appropriate text at literal level (Primary 1)</li> </ul> <u>Writing and Representing</u> <ul style="list-style-type: none"> <li>• Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing</li> <li>• Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events</li> </ul>
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# How will your child use AI to learn in school?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum

# Students will use GenAI to learn in an age-appropriate manner

## 1. AI use for teaching and learning must be **age- and developmentally-appropriate**.

- **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
- **Pri 4 to 6 students** will use AI tools occasionally with teacher supervision in class to support their learning.

## 2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

Three AI-enabled systems in the Singapore Student Learning Space (SLS):

**AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING**

MOE harnesses Artificial Intelligence (AI) as a strategy to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):

- Adaptive Learning System
- Teaching and Learning Assistants
- Learning Feedback Assistants

**PERSONALISED FEEDBACK FOR LEARNING**

Learning Feedback Assistants provide timely and targeted feedback, assisting students to identify and correct their mistakes, and supporting the development of writing and oracy skills. They also assist students in problem-solving skills, as well as problem-solving skills, through their role in guiding students in deeper learning and higher-level thinking.

**GREATER CUSTOMISATION OF LEARNING**

Adaptive Learning System (ALS) provides learning pathways to enable students to learn at their own pace and level. The Teaching and Learning Assistant (TLA) guides students' self-directed learning through dialogue and questioning, based on curated learning materials in a knowledge base.

**SUPPORTING TEACHERS' PROFESSIONAL PRACTICE**

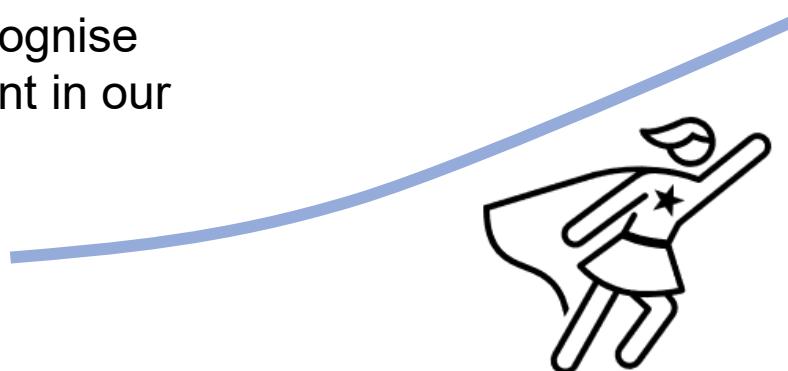
Teaching and Learning Assistants support teachers by automating routine tasks, analysing student responses, and generating Tools like Authoring Caplet (ACF) and Data Assistants. Data Assistants quickly analyse students' open-ended responses and generate targeted interventions. These tools enable teachers to focus on designing effective and personalised learning experiences.

The National AI strategy announced in November 2019 outlined a plan for Singapore to develop an understanding and use of AI technologies to improve lives. MOE's EdTech Plan also guides the development of AI tools for students for learning.

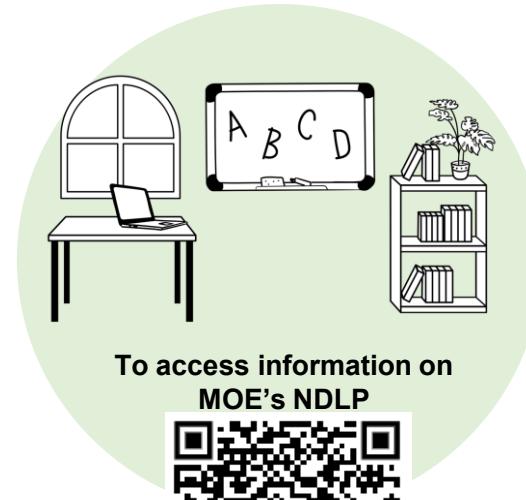
# Students will develop AI literacy throughout primary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**. (Scan QR code on the right)
- Students will develop AI literacy over their educational journey.

Lower primary students will learn to recognise that AI is present in our daily lives



Upper primary students will learn about the risk of misinformation from AI output, that AI output may contain false information, and how some AI features (e.g. those in SLS) can support learning in a safe digital environment



To access information on MOE's NDLP



# Primary 1 to 3

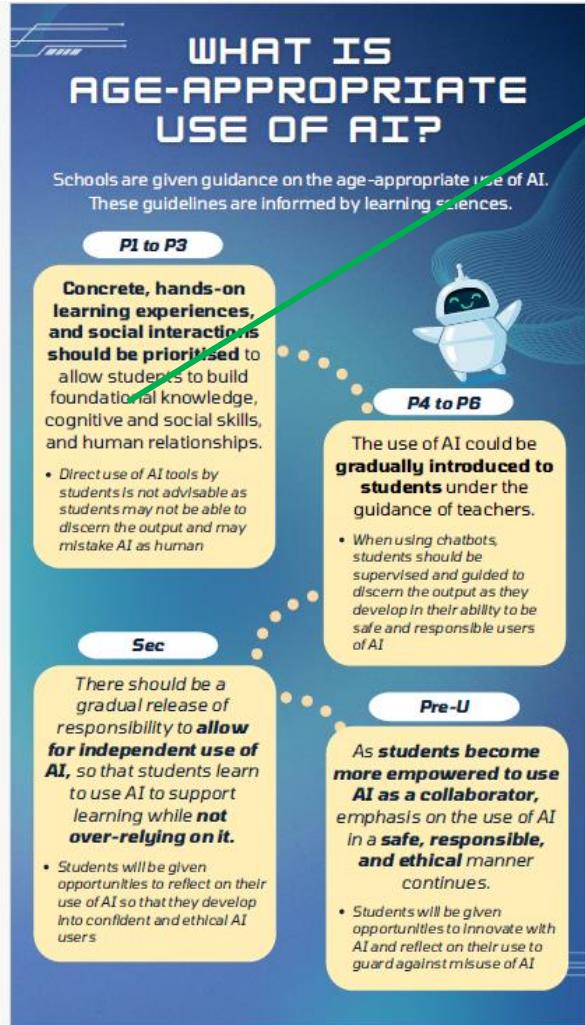
How will  
your child  
use AI for  
his/her  
learning?

- *PGVP has scheduled e-learning days to get students familiarize with the SLS.*
- *School will follow MOE guidance on the use of EdTech for lower primary students.*
- ***The use of AI is not encouraged and that it is important for students to learn fundamental knowledge and skills for independent mastery through hands-on experiences.***
- *School will take reference from MOE on AI age-guidance.*

# Primary 1 to 3

How will  
your child  
use AI for  
his/her  
learning?

## Age-appropriate guidance on AI use



**P1 to P3**

**Concrete, hands-on learning experiences, and social interactions should be prioritised** to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human

# Additional Resources

## SLS Onboarding Module for P1 Students



[SLS Onboarding  
Module for P1 Students](#)

Parents can encourage their child to go through the SLS onboarding module (for P1 students) which supports their child in learning how to use SLS to support his/her learning.

# P1 SLS (MIMS) Account and Password Letters to Parents (to be issued on 26 Jan to students)

**PUNGOL VIEW PRIMARY SCHOOL**  
9, Punggol Place Singapore 828845  
Tel: 65701588 Fax: 65703680  
Website: <https://www.punggolviewprimary.moe.edu.sg>  
Email Address: punggolview\_ps@moe.edu.sg

Our Ref: PGVP/40/2026  
26 January 2026

Dear Parents/Guardians of [Student Name]

**ACCESS TO SINGAPORE STUDENT LEARNING SPACE (SLS)**

1. As part of Ministry of Education's (MOE) vision to prepare students for the future, an online learning platform called **Singapore Student Learning Space (SLS)** is made available to all students.
2. The SLS is an online platform with all students to learn at their own pace. It allows students to take greater ownership of their learning and develop habits that prepare them for lifelong learning. It complements classroom teaching and learning.
3. The SLS is collectively shaped by students, teachers, and parents. It considers their ideas and feedback, and is developed iteratively to stay dynamic and relevant.

**ACCESS TO SLS**

4. The SLS can be accessed from <https://sle.learning.moe.edu.sg>. The SLS username is as follows: [Logon Name] [Logon Name]
5. The password will be given in a separate communication.
6. Attached to this letter are Annex A and Annex B for initial login.
7. During account activation, please remember to enter the correct "Password Reset Email Address" field. If you forget your password, you can reset it by clicking on the "Forgot Password" link.

**PUNGOL VIEW PRIMARY SCHOOL**  
9, Punggol Place Singapore 828845  
Tel: 65701588 Fax: 65703680  
Website: <https://www.punggolviewprimary.moe.edu.sg>  
Email Address: punggolview\_ps@moe.edu.sg

Our Ref: PGVP/40A/2026  
Dear Parents/Guardians of [Student Name] ([Form Class]).

**ACCESS TO SINGAPORE STUDENT LEARNING SPACE (PASSWORD)**

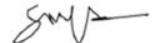
Your child may now login to the Singapore Student Learning Space (SLS) at <https://sle.learning.moe.edu.sg> using the following password:

Password: [Generated OTP]

Please refer to the "ACCESS TO SINGAPORE STUDENT LEARNING SPACE" Letter dated 26 January 2026 for your child's username.

Thank you.

Yours sincerely,



Mdm Tan Siew Chian  
HOD ICT

**Our Mission**  
Touching Lives. Inspiring Future

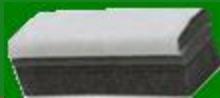
**SINGAPORE**  


**Our Vision**  
Confident Learners. Active Citizens

# Holistic Development Profile

## How you can use it...

- A report card to update you on how your child has developed in both academic and non academic areas and how you can work with teachers to support your child in his growth
- Consists of Academic/ Non-academic Learning Progress (Learning Outcomes); Conduct, comments and Personal Qualities for Lower Primary



# Sample of HDP...

**Holistic Development Profile**

Page: 1 of 5

Name  
Age on 1st Jan  
Class  
Form Teacher  
Co-Form Teacher

**SUBJECT** ENGLISH LANGUAGE **SEMESTER 1**

Listening: Listen attentively and follow simple instructions.

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Speaking: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

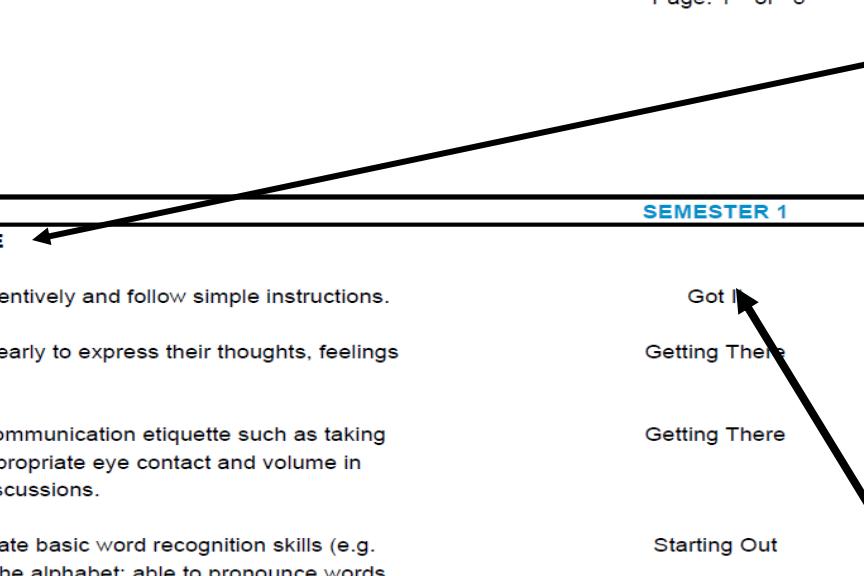
**MALAY LANGUAGE**

Listening: Listen attentively to short, simple spoken content related to daily life.

Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.

Speaking: Ask and/or respond to simple questions related to daily life.

Got It  
Achieved Mastery  
Achieved Mastery  
Achieved Mastery



**Subject:**  
Stating clearly the  
Learning Outcomes

**Level Attained:**  
Level 1 Starting Out  
Level 2: Getting there  
Level 3: Got it  
Level 4: Achieved Mastery



# How can you support your child in these areas using the data in HDP?

- Encourage and affirm your child on the progress made
- Learning from various school activities and experiences, discuss with your child his strengths and interests
- Discuss with your child his plans in developing in both academic and non-academic domains

How can we work together to help him?

# How will your child be selected for Edusave Academic Awards?

*See the selection  
process for PGVP....*

- Considers positive learning dispositions instead of academic performance.
- Edusave Merit Bursary: P1 and P2 students who display positive learning dispositions consistently.
- Good Progress Award: P2 and P3 students who have made significant improvement in learning dispositions.



# Criteria for Edusave Merit Bursary (EMB) and Good Progress Award (GPA)...

## Changes at a Glance

From

From

- S'pore Citizen for Both EMB and GPA.
- To award students who consistently demonstrate good learning dispositions
- Good conduct will continue to be a criteria
- EMB (P1 & P2):** Monthly Household income does not exceed \$9000
- GPA (P2 only)** – only for students who do not qualify for EMB but shows improvements in learning dispositions

# *Learning Dispositions ....*

- ❖ Criteria to use to identify students with positive learning dispositions
- ❖ In PGVP, we want our children to better enjoy the process of learning and develop dispositions for life long learning.
- ❖ For PGVP, we have decided on 5 Learning Dispositions to help our students to Learn for Life:
  - Joy of Learning**
  - Resilience**
  - Open-mindedness**
  - Curiosity**
  - Collaboration**



# PGVP Learning Dispositions since 2019...

## Punggol View Primary School Learning Dispositions (P1 – P2)

In Punggol View Primary School, we want our children to better enjoy the process of learning and develop dispositions for lifelong learning. Learning dispositions are positive behaviours and attitudes that help our students lay a strong foundation for learning for life. These learning dispositions will put our students in good stead as they become confident learners and active citizens.

PGVP has identified 5 learning dispositions and they are:



### JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.

### RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.

### OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.

### CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.

### COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

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Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

## What criteria will PGVP use to identify students with positive learning dispositions?

**J**oy of Learning ■ **R**esilience ■ **O**pen-mindedness ■ **C**uriosity ■ **C**ollaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
<b>Joy of Learning</b>  Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	<ul style="list-style-type: none"><li>• Listens actively in class</li><li>• Submits work timely and is always neat and presentable</li><li>• Displays willingness to learn new things</li></ul>	<ul style="list-style-type: none"><li>• Listens and participates actively in class</li><li>• Submits work timely and is always neat and presentable</li><li>• Shows initiative to look for new information</li><li>• Shows positive attitude towards solving problems</li></ul>	<ul style="list-style-type: none"><li>• Listens and participates actively in class</li><li>• Submits work timely and is always neat and presentable</li><li>• Shows initiative to look for new information</li><li>• Shows positive attitude towards solving problems</li><li>• Shows initiative to learn beyond the classroom</li></ul>
<b>Resilience</b>  Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.	<ul style="list-style-type: none"><li>• Tries his/her best to complete every question given</li><li>• Does not give up easily even if the task is difficult</li><li>• Seeks the help of teachers in overcoming the difficult challenges/tasks</li></ul>	<ul style="list-style-type: none"><li>• Tries his/her best to complete every question given</li><li>• Does not give up easily even if the task is difficult</li><li>• When faced with a difficult task, is resourceful enough to ask for help (approach teachers, refer to books, etc)</li></ul>	<ul style="list-style-type: none"><li>• Strives to achieve goals set for any given task regardless of its difficulty</li><li>• Goes to multiple sources to find solutions to challenging problems.</li><li>• Views setback as learning opportunities.</li></ul>

# Implications of SBA Changes for PGVP...

## Guidelines on Class Allocation

### 2026 Class Allocation Policy and Offering of Higher Mother Tongue Languages at P3 & P4

Transition Levels	Procedure
P1 to P2	<ul style="list-style-type: none"><li>En-bloc promotion with minimal movement.</li></ul>

P2 to P3*	<ul style="list-style-type: none"><li>Class allocation is based on students' English and Mathematics readiness which is determined by the Learning Outcomes attainment and Learning Dispositions.</li><li>Based on the above, students are then divided into 3 broad groups of similar learner profiles.</li><li>Students of each group are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</li></ul>
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# In PGVP, how will you receive feedback?

## 1) Semestral reports

- Progress Booklet- Brief comments on child's performance in EL, Maths and MTL subjects (Semesters 1 and 2)- Since 2019, recorded in Holistic Development Profile based on Learning Outcomes ( LO) based on the 4 Levels: Starting Out; Getting there; Got it; Achieved Mastery
- Brief comments on child's performance in all subject (Terms 2 & 4)
- Overall feedback on child's Learning Outcomes and
- Learning Dispositions (Terms 2 & 4)



# How will you receive feedback on your child's progress?

## 2) Holistic Assessment

To be shown to parents at our Parent-Teacher Conferencing

\*Term 2 Week 5:

23 April Thursday and 24 April Friday

\*Term 4 Week 10: (Selected)

Teachers will inform respective parents.  
19 Nov Thursday

**\*TBC: more info at a later date**



# Will my child be prepared for assessments ?

My child will be prepared to take assessments  
as well as gain...

- ✓ a strong foundation in EL, MTL, Maths and Science
- ✓ confidence
- ✓ a desire to learn
- ✓ enjoyment of learning
- ✓ steady progress





# Getting Ready for Primary One

Helping your child make the smooth transition  
into primary school.

# Supporting your child

## What your child may be experiencing

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

## How you can support your child

- Find time for **regular conversations**. Encourage your children to share their thoughts and feelings openly. Let them know that you will listen with an open mind too.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence** (e.g. celebrating effort and small improvements, share stories of your own school challenges, etc.)



Scan this QR code to read a Schoolbag article on preparing your child for primary school.



# What is Mental Health?

**Good mental health is more than just the absence of mental illness.**

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

# Primary 1 and 2

During CCE (FTGP) lessons, students will be taught:

## Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

## Strengthening Sense of Self & Purpose

- Identifying and strengthening personal character traits
- Building confidence and self-awareness

## Building Positive Relationships

- Developing empathy and care for others
- Embracing diversity and accepting differences

## Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations

### Managing Disappointment- Be Positive!

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts.

Write down what I can think or say to myself when I feel disappointed.



Taken from P2 CCE Journal P.8



An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

# Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a **CCE (FTGP) Journal.**

We encourage parents to participate in the **“Family Time”** activities inside the journal with your child to reinforce their learning.

An example of a Family Time Activity taken from the P2 CCE Journal (P.12)



Family Activities  
Do we match?

1 Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?	Put a tick (✓) in the relevant boxes.	
	You	Your Parent/Guardian
We did something for the first time e.g. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation: _____		

2 Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

We felt the same way in our bodies e.g. our hearts beat faster.	
We reacted in the same way e.g. we kept away from others.	

We did this together!

Parent's / Guardian's signature

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Understand and Care for Myself

# As parents, how can I help my child?

## Don't ...

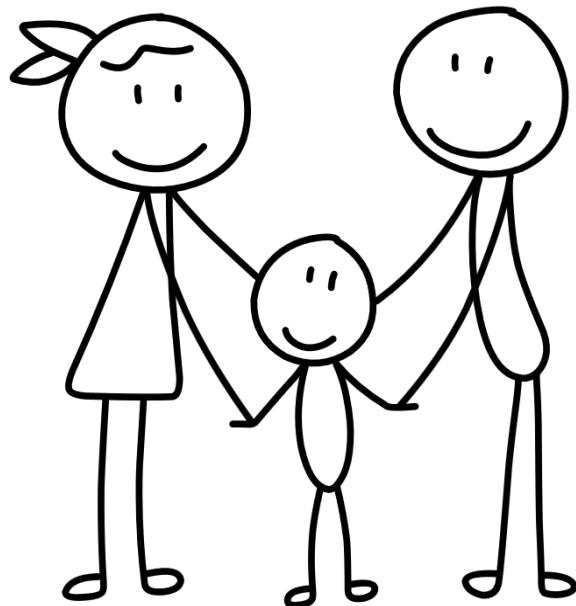
- put too much emphasis on marks and grades
- compare your child's performance with that of others
- give more homework than necessary, or as punishment

## Do...

- monitor your child's daily work
- give encouragement and support in areas for improvement
- praise your child for any progress made

# Importance of Family Support

School conducts Termly Check-In Surveys and the survey findings show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being**.



**Parents** are a predominant source of support for their child.



<https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use>

No devices for kids at meals and turn off the TV:  
Singapore issues stricter screen use guidelines

# New MOH guidelines

THE STRAITS TIMES

## New MOH guidelines on screen use for children under 12

### BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities



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### 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

### 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

For primary and secondary schools,  
MOE has provided more detailed

Guidance for children 7 to 12 years old

- ✓ Limit screen use to less than 2 hours a day, unless related to schoolwork. Moderate the time spent on passive recreational screen use, if necessary.
- ✓ Develop a collaborative screen use plan or timetable for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ Be familiar with how to safeguard children from possible harmful online influences.
  - ✓ Have regular conversations with children to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
  - ! Do not give your child mobile devices with unrestricted access to the internet and applications.
  - ✓ Use parental control settings to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
  - ! Parents should not give your child access to social media services. Major social media services require users to be at least 13 years old.
  - ! Do not use screens during meals and one hour before bedtime.
- ✓ Take appropriate steps if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

# Feedback on ...

# Student Care Centre (Raffles Education)

Mrs Sandra Theseira email address:  
[de\\_souza\\_sandra@schools.gov.sg](mailto:de_souza_sandra@schools.gov.sg)

We want to hear your concerns...



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Together, let's prepare our children for the test of life and not a life of tests – essence of Learn for Life movement.



# Thank you!

