

# CHIJ (Katong) Primary

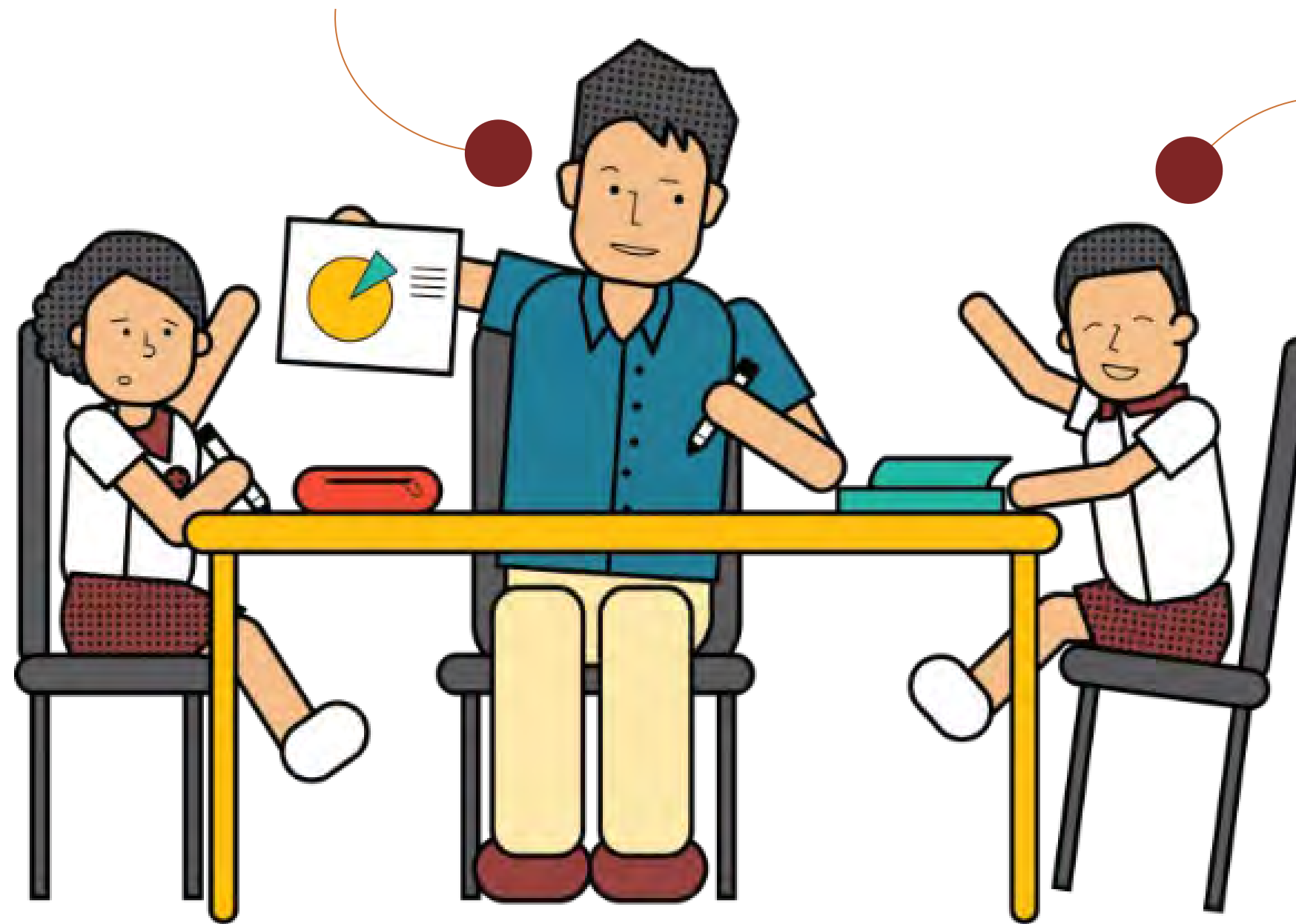
**P1 2026 Orientation  
Parents' Briefing**

# Overview

## 1. What is Primary School about?

## 2. Smoothing the transition to Primary 1

## 3. School-Home Partnership





The Future is  
Now:  
Embracing  
opportunities to  
develop 21st  
Century  
Competencies

<https://www.weforum.org/videos/these-are-the-skills-kids-will-need-in-the-future/>



# The Future of Learning



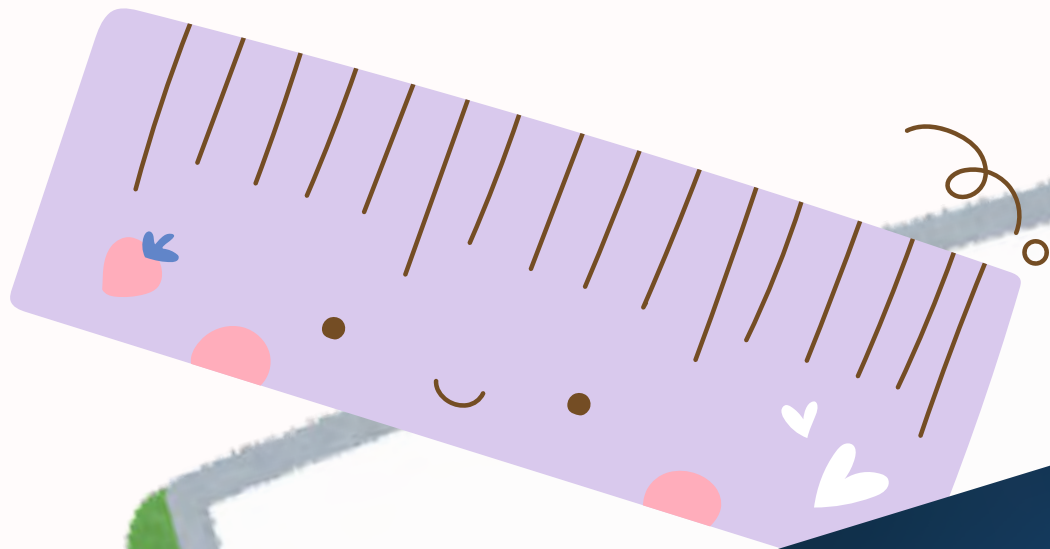
# The Future of Education

“The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories, when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction – how to teach himself. ***Tomorrow's illiterate will not be the man who can't read: he will be the man who has not learned how to learn***”

Herbert Gerjuoy, Psychologist, as quoted in Toffler's *Future Shock* (1970)



**Important Changes  
to the system to  
support the holistic  
development of our  
children**



# A lot has changed... and will continue to change



Age of information  
and misinformation

Globalisation and  
increased  
interconnectedness

Rapid technological  
advancement

Changes in  
employment  
landscape



# Desired Outcomes of Education

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

# Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.

**Strengthen  
21<sup>st</sup> Century  
Competencies**



**Educational  
Technology as  
capability  
multiplier**

**Reimagine learning spaces and partnerships to  
provide rich learning contexts**

# Intentional and holistic development of 21CC

The inner ring of **Social-Emotional Competencies (SEC)** are necessary for students to enact their values purposefully and demonstrate good character in all contexts of life.

The outer ring of **Emerging 21<sup>st</sup> Century Competencies (E21CC)** enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.



As **values** form the core of one's character, they are positioned at the centre of the framework.

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The development of values, SEC, and E21CC are (i) **complementary** and **mutually reinforce one another**; and (ii) should be **intentionally designed for and facilitated**.

### Adaptive Thinking

- i. Assesses different contexts to make connections and draw new insights
- ii. Manages complexities and ambiguities

### Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of significance
- ii. Plays active and constructive roles



### Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

### Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives



## Within the E21CC priority areas, our students need to be...

### Adaptive Thinking

- i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and
- ii. able to respond to changing contexts **nimbly**

### Inventive Thinking

- i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and
- ii. cognitively **flexible** in approaching problem-solving

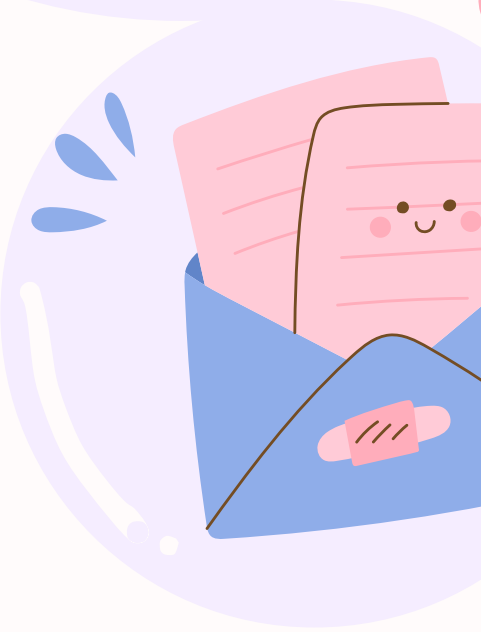
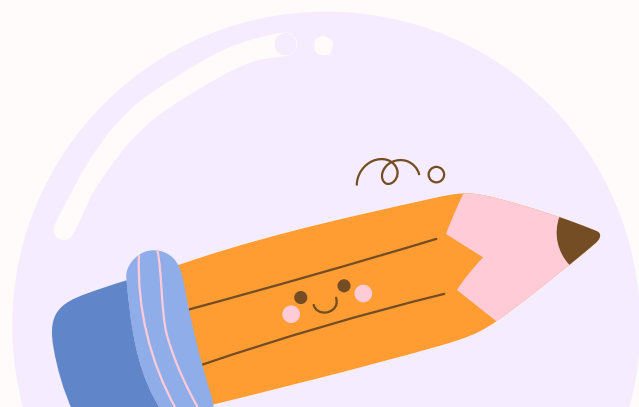
### Civic Literacy

- i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and
- ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

### Communication

- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

# CHIJ (Katong) Primary and the Future - Ready Learner





Our CHIJ Journey

- ❑ Influenced a small group of young women to first accept to live a life with Jesus
- ❑ “Instruct, educate and form” the young,
- ❑ The poor and deprived children in France.
- ❑ They had the spirit of Jesus, whom God had given to the world.



Lack of education for girls



Poor houses in France

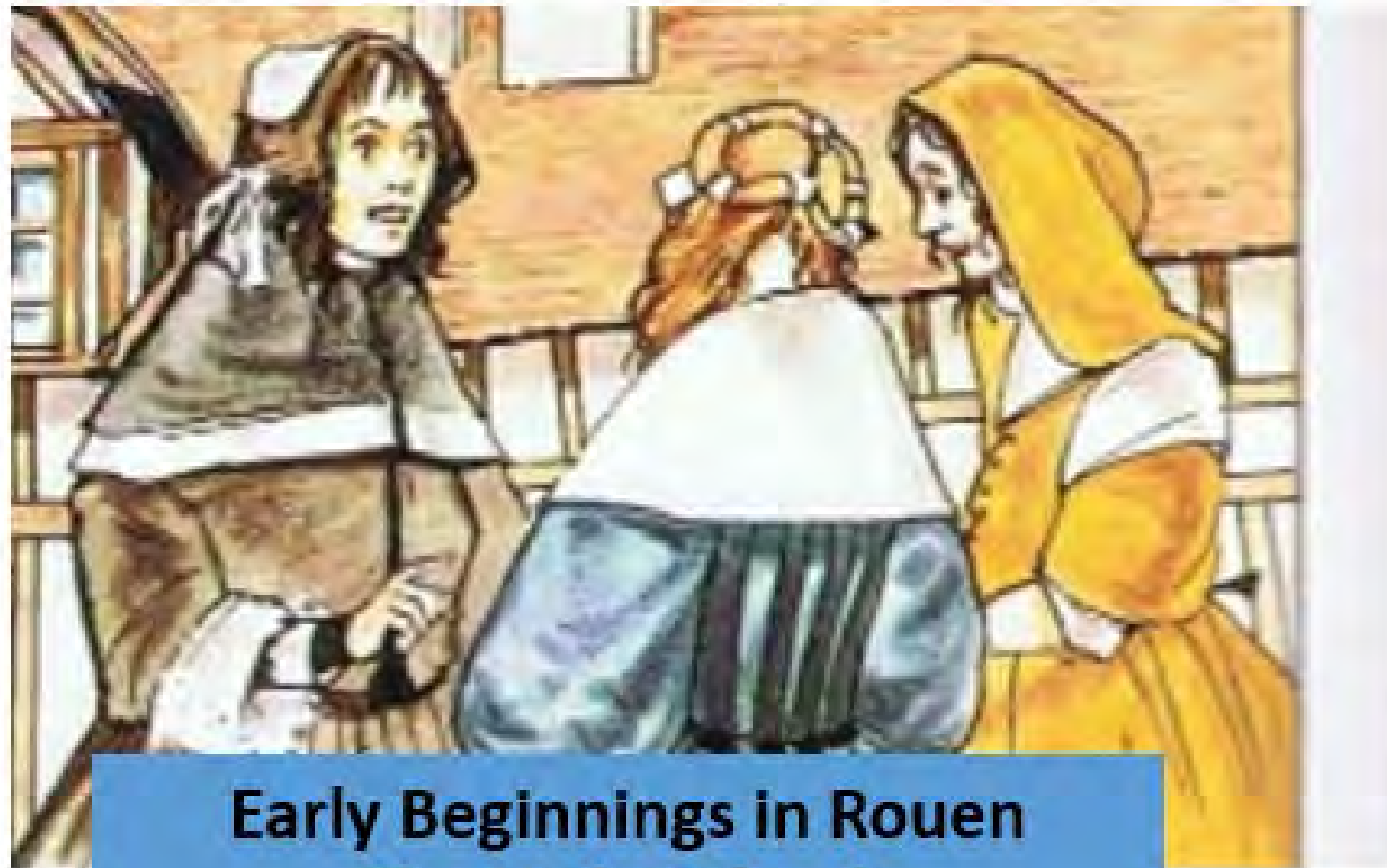


Lives of the poor in France



# Our Founder, Blessed Nicolas Barre

- ❑ Simple rule of life for them in “Statutes and Rules” (1677).
- ❑ A way of life to live together in community.
- ❑ This was the first call to community, and this is the same call we are continuing within our schools.
- ❑ Christ-centered community we see in our schools, where all work together for the promotion of truth, justice, freedom and love.



Early Beginnings in Rouen  
The Little Schools



The Mother House in Paris

# Our CHIJ Journey



## Infant Jesus Sisters' Mission



## Arrival of IJ Sisters in the Far East



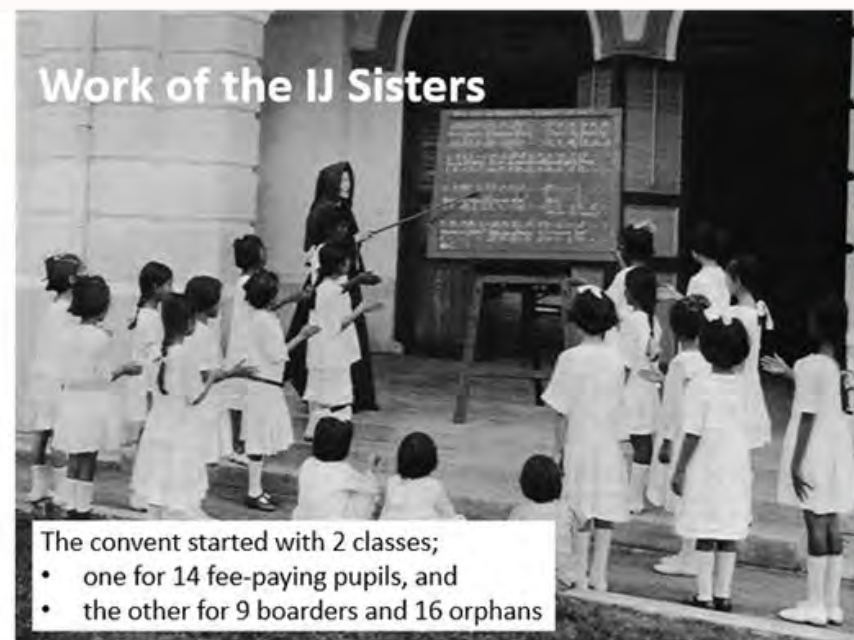
IJ sisters boarding a ship heading eastward

The first group of IJ Sisters arrived in ***Penang in October 1852.***

- ❑ Form a **community of young women for mission.**
- ❑ For Blessed Nicolas Barre, the Institute of the Infant Jesus sisters had **its origin in the very heart of God.**
- ❑ God's call to commit themselves in mission, **giving their services freely and out of pure love** to the persons entrusted to their care
- ❑ Form a **Christ centred community** as the inspiration of their lives of commitment.



Set up first CHIJ School at Caldwell House, (CHIJMES) Victoria Street



### MISSION OF CHIJ SCHOOLS:

1. CHIJ School is a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.
2. An Inclusive Community that believes in the worth and dignity of each person.
3. Well – rounded education to all students.
4. Care and Concern for all.
5. Everyone's unique talents and potential are valued.



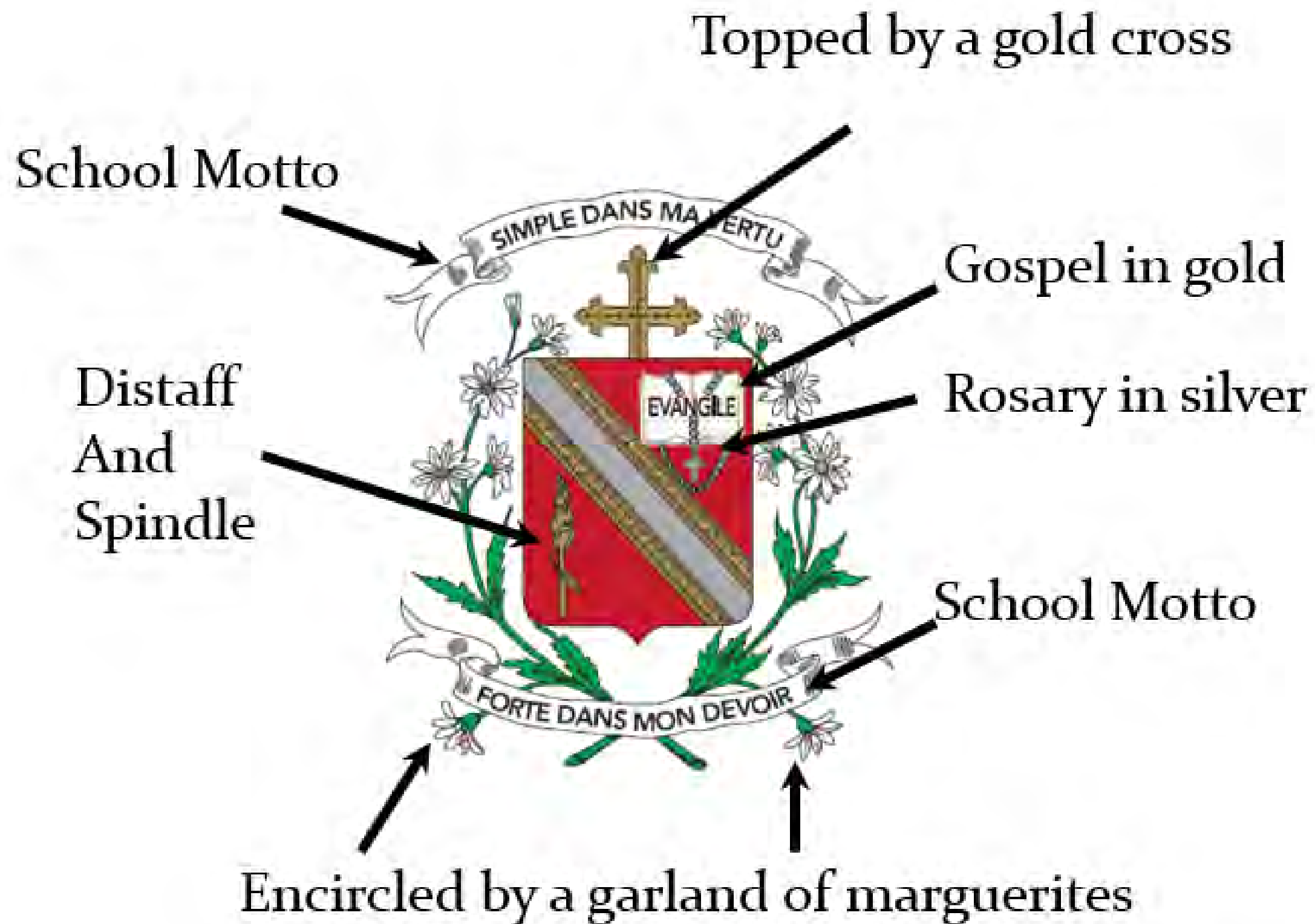


## **SIMPLE IN VIRTUE**

- To be noble in character  
inspired by a desire to live according to God's will

## **STEADFAST IN DUTY**

- To show strength of character  
in the commitment of service to others

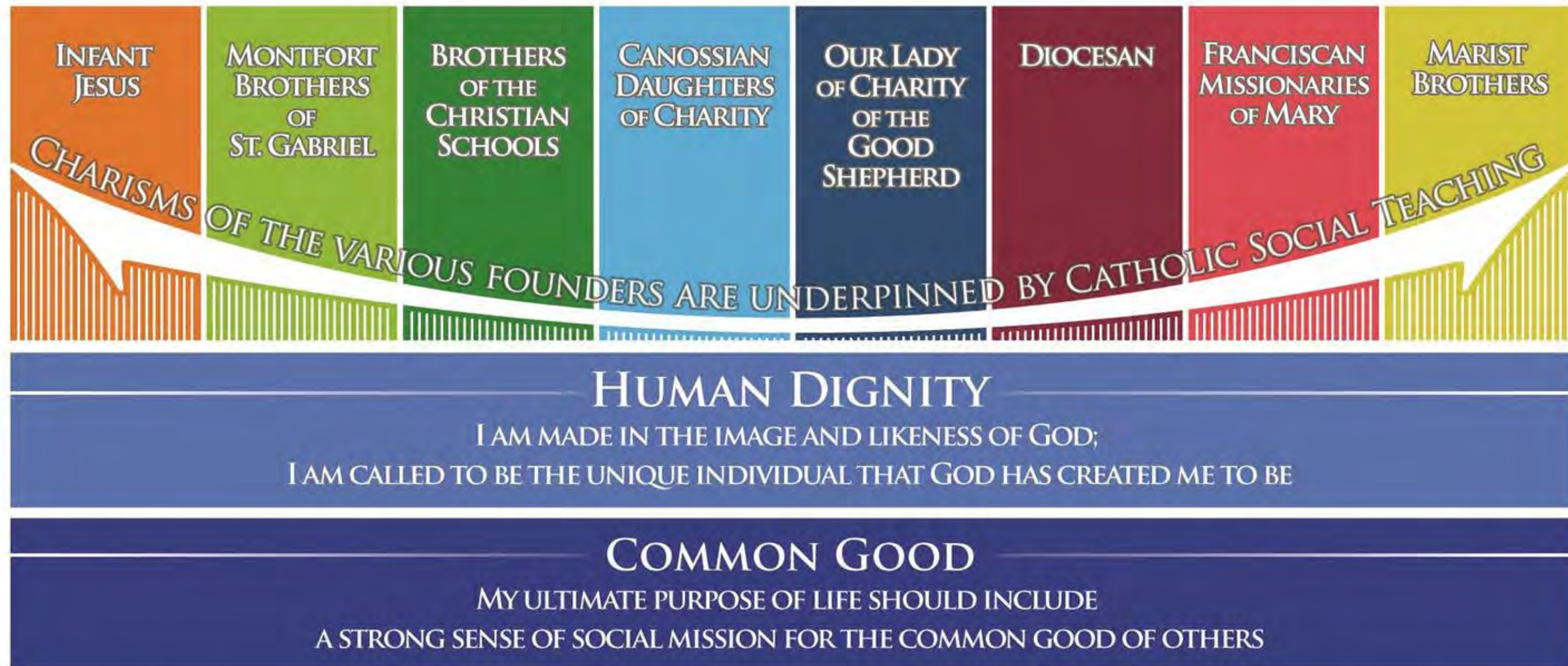


# Our School Crest



- The red shield symbolizes the all-embracing message of love.
- The Cross is a reminder that the source of inspiration, dedication and fidelity comes from Christ.
- The open gospel and rosary express the foundation of faith lived out and the story of the gospel as seen through the eyes of the virgin Mary.
- The distaff and spindle are the symbols of womanly labour which remind us of the dignity of work.
- The marguerites are a symbol of purity and simplicity, characterizing our relationships at every level.

# MANY GIFTS, ONE MISSION



CATHOLIC EDUCATION: TO LOVE, DIGNIFY, SERVE AND LEAD

# The Five Essential Marks of Catholic Schools



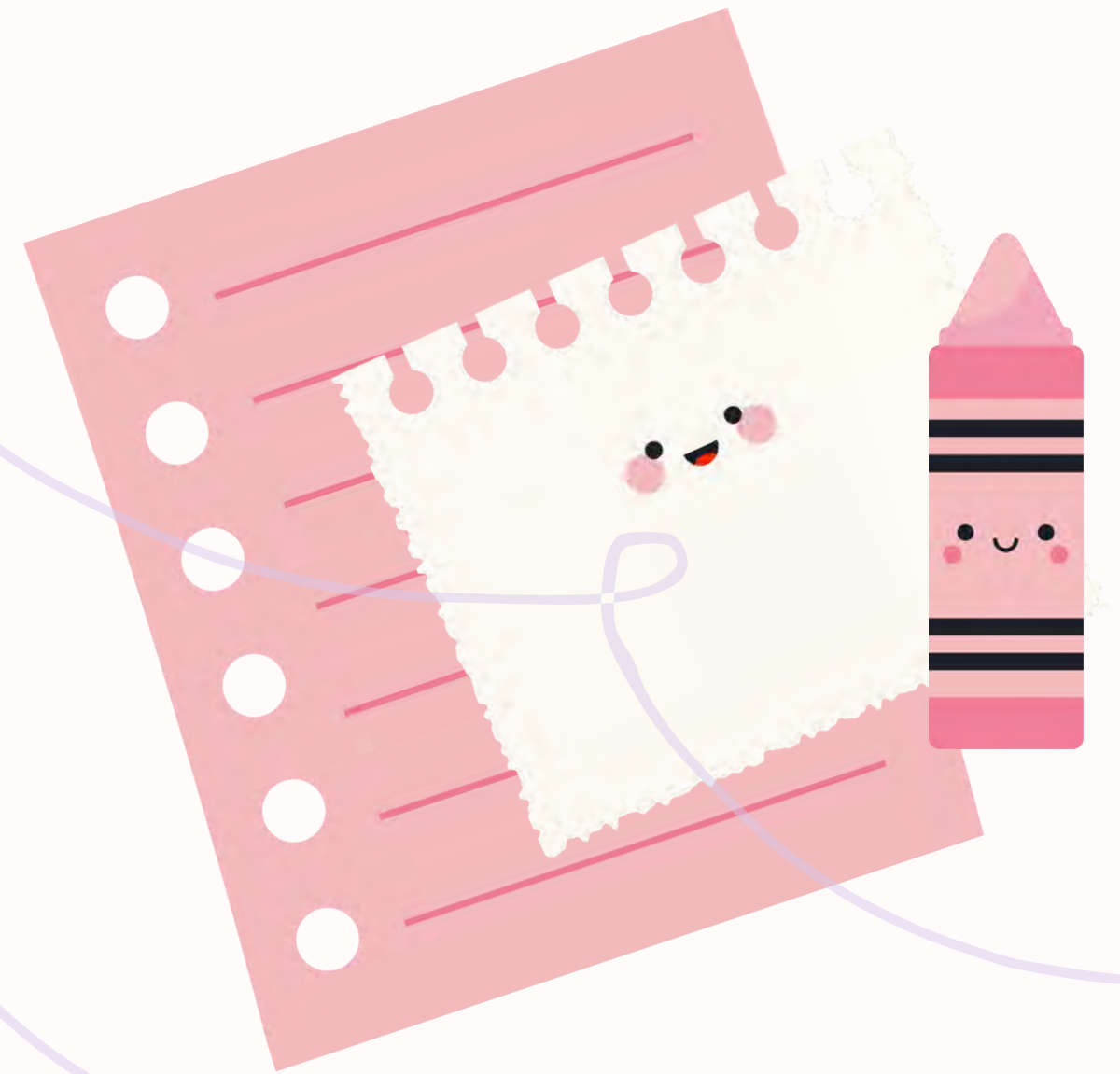
Archbishop J. Michael Miller, CSB, *The Holy See's Teaching on Catholic Schools (2006)*

## Scripture Reading (Matthew 13:31-32)

<sup>31</sup> Jesus told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. <sup>32</sup> Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”



# CHIJ (Katong) Primary Our Journey



## Our School Theme

1. Being proud of who you are.
2. Building resilience and gratitude.
3. Building self – discipline.
4. Building a strong body and mind.



1. God and Prayer as anchors for challenging times
2. Gratitude
3. Service

1. To be of service to all especially the last, least and the lost.
2. To 'see' others and acknowledge the presence of everyone.
3. To support those in need, so that no one is ever alone.
4. To love and be responsible to the environment – class, level, school, home, community.

# Theme for 2025

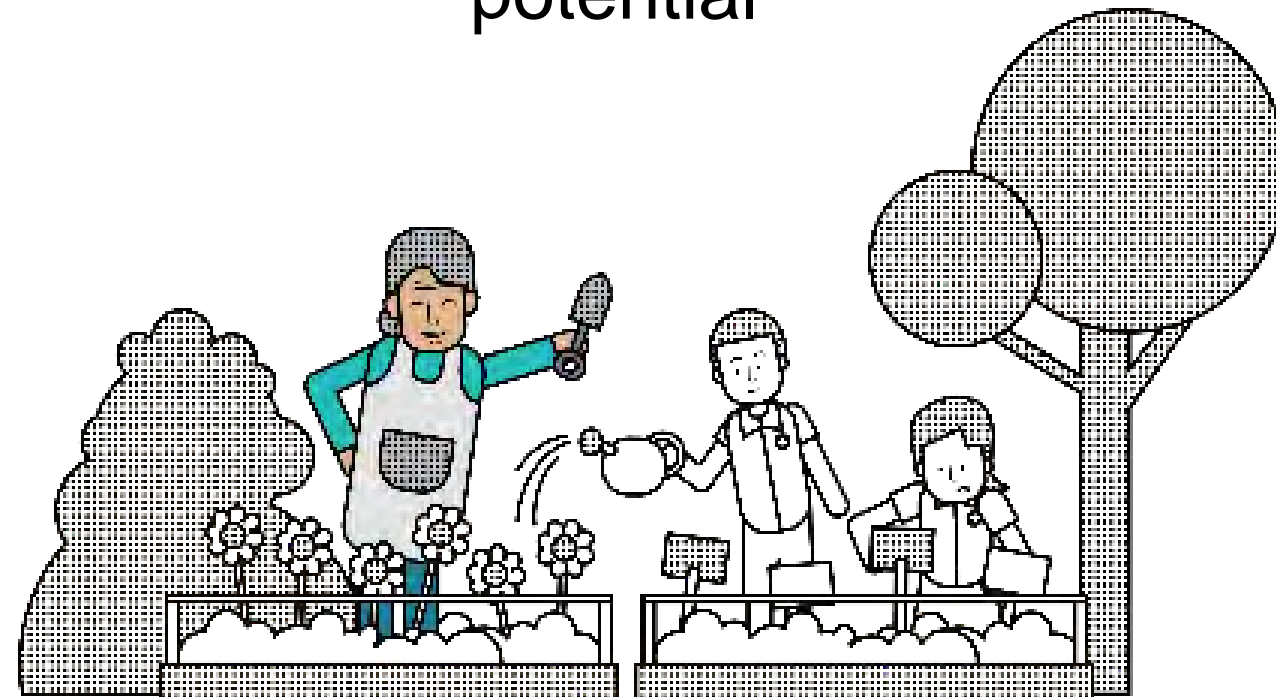
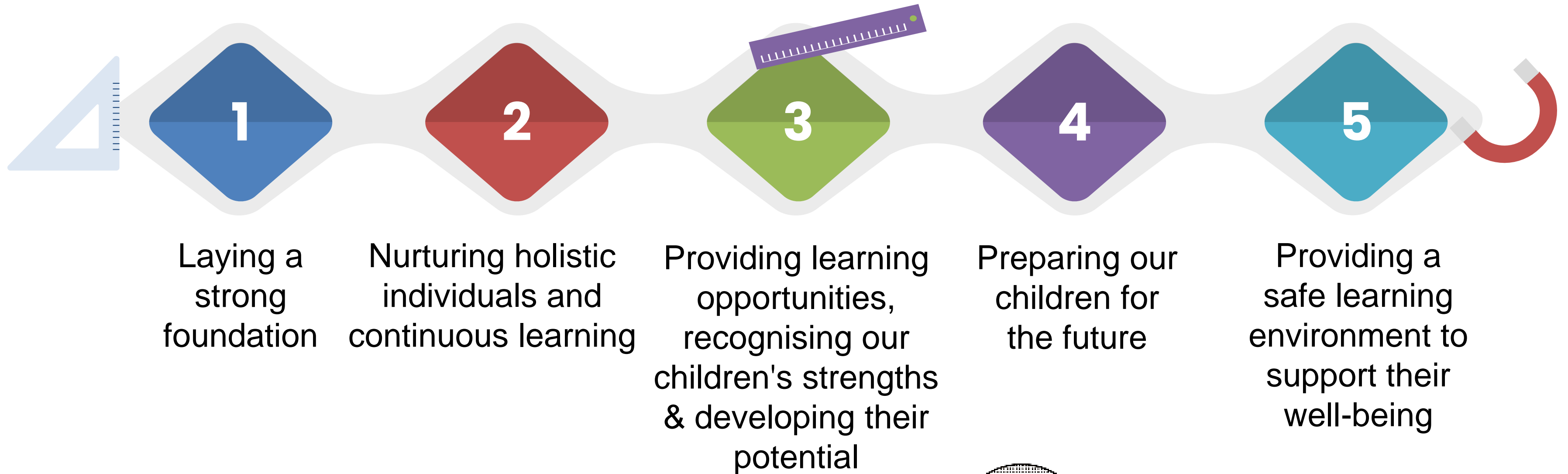


95  
1930-2025



**Love Never Fails**

# What is Primary School about?



# Holistic development for Primary 1 includes:

Prioritising the development of soft skills, including values, social-emotional competencies and self-help skills

Focusing on building learning dispositions for Lifelong Learning, including curiosity, confidence and nurturing the joy of learning

Building strong foundations in literacy and numeracy

Strengthening 21<sup>st</sup> Century Competencies and Digital Literacy in an age-appropriate manner



# Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The lower primary curriculum nurtures students' joy of learning, builds on pre-school foundations, and promotes dispositions and attitudes for lifelong learning.
- The following are professionally determined expectations on what most children should be equipped with at the start of P1. Our teachers will continue to build on these to strengthen our students' foundations and nurture active, curious learners.



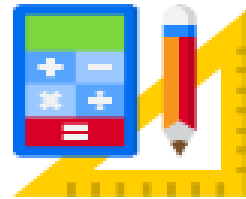
## Values, Social-Emotional Competencies, Citizenship Dispositions



## Art



## English Language



## Mathematics



## Mother Tongue Languages



## Music



## Physical Education

<ul style="list-style-type: none"> <li>• Develop understanding of self and manage own behaviours</li> <li>• Communicate, interact and build caring and respectful relationships with others</li> <li>• Take responsibility for own actions</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy Participating in Art</li> <li>• Express Ideas and Feelings through Art</li> <li>• Demonstrate Awareness of Art from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and Speak for Enjoyment and Information</li> <li>• Read with Enjoyment and Understanding</li> <li>• Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Understanding of Numbers Up To 10</li> <li>• Compare Quantities Between Two Groups of Objects within 10</li> <li>• Recognise Simple Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy and Show an Interest in Learning Mother Tongue Language</li> <li>• Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language</li> <li>• Demonstrate Awareness of Local Ethnic Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy Participating in Music and Movement Activities</li> <li>• Express Ideas and Feelings through Music and Movement Activities</li> <li>• Demonstrate Awareness of Music and Movement from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy Physical Activities</li> <li>• Display Coordination in Motor Tasks</li> <li>• Demonstrate Awareness of Healthy Habits and Safety</li> </ul>
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# Building Strong Foundations: How is it achieved?

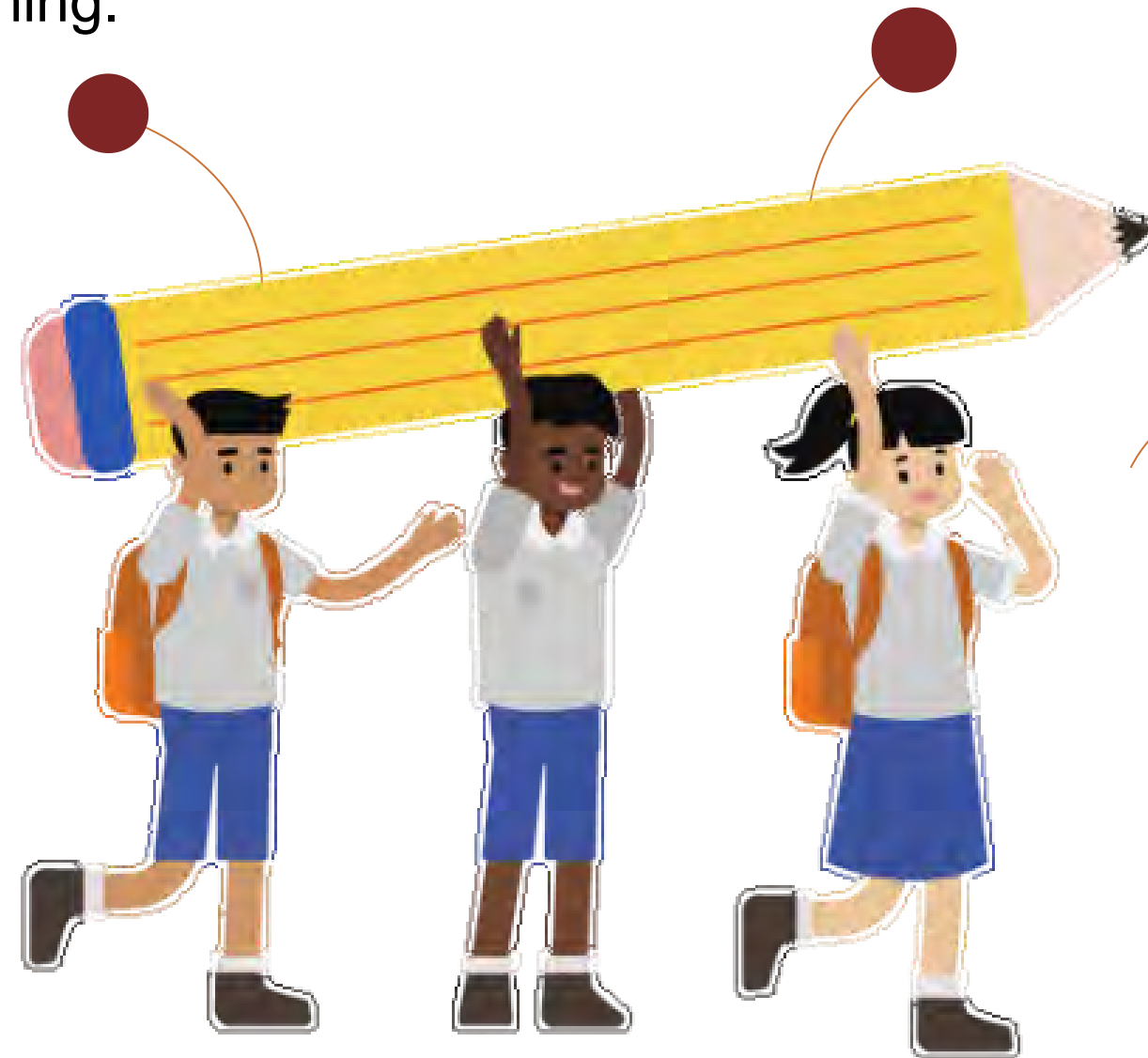
**Play** is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

**Differentiated support** for children with differing learning needs

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.

**No examinations and weighted assessments at P1 and P2**

to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.



# Learning in school and at home



- **Homework Policy** is in place to guide parents on the extent of offline and occasional online homework that is given to the students.
- Homework helps teachers to assess students' understanding of their learning so that timely feedback can be given to support their learning.



- **Digital Tools** used by to support and complement classroom teaching and learning, e.g. Singapore Student Learning Space (SLS).



*SLS onboarding information will be shared with parents via PG announcement by school.*

## What is SLS?

Our national online learning portal with curriculum-aligned resources for students to learn at their own pace and collaboratively.

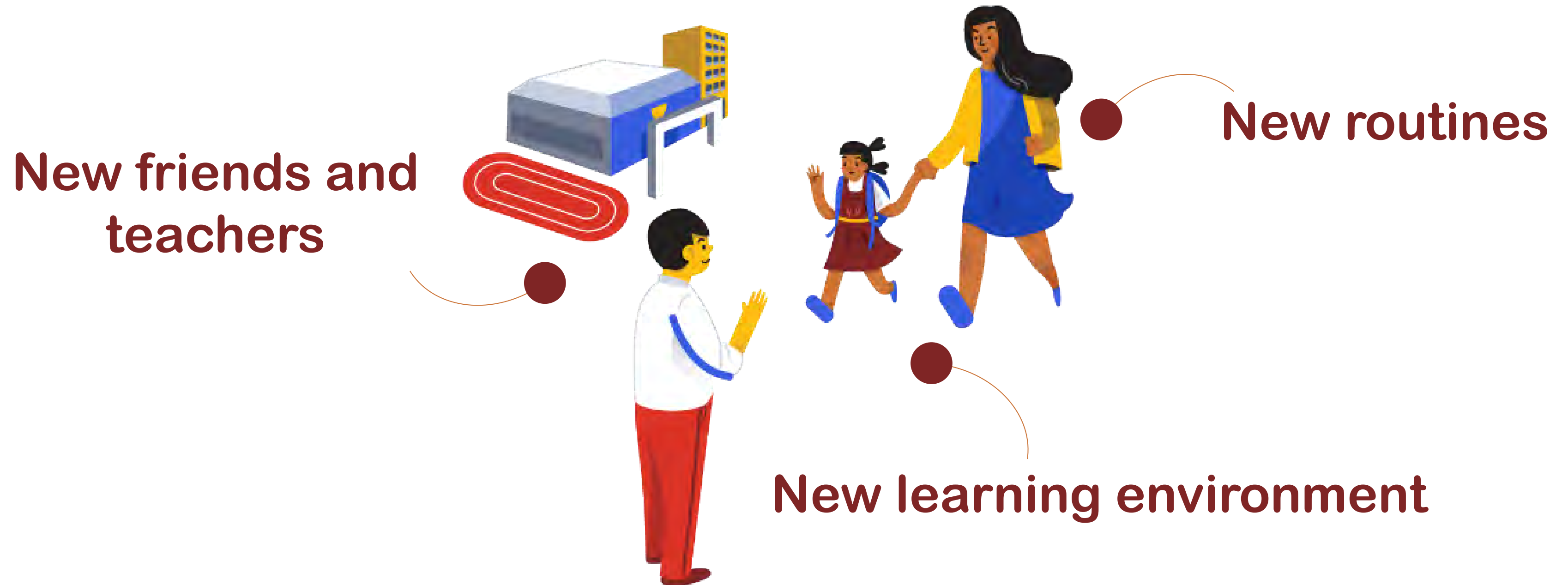
## How and when will P1 students use SLS?

Students will learn with technology progressively, with light use at P1 [after Term 1] in an age-appropriate manner.

SLS homework are occasionally used to reinforce learning.

# Smoothing the transition to Primary 1

When your child enters primary school, their experience will include:



# Smoothing the transition to Primary 1

1. Transition is the process in which a child moves into a new environment

2. When moving from pre-school to primary, a child will have to adapt to unfamiliar setting and routines

When your child has transited well, he/she will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/or peers for support when needed

# How can you prepare your child for Primary 1?

You can start talking to your child about the following:



**Try these conversation starters:**

**Mummy had an enjoyable day at work today. Let's share which was the most enjoyable part of our day.**

**Let's both remember someone that we met today who did a kind deed for us?**

**I learnt something new at work today. I am sure you did too. Can we teach each other what we learnt?**

# How else can you support your child?

## Support

your child and encourage them to overcome challenges with your care

## Affirm

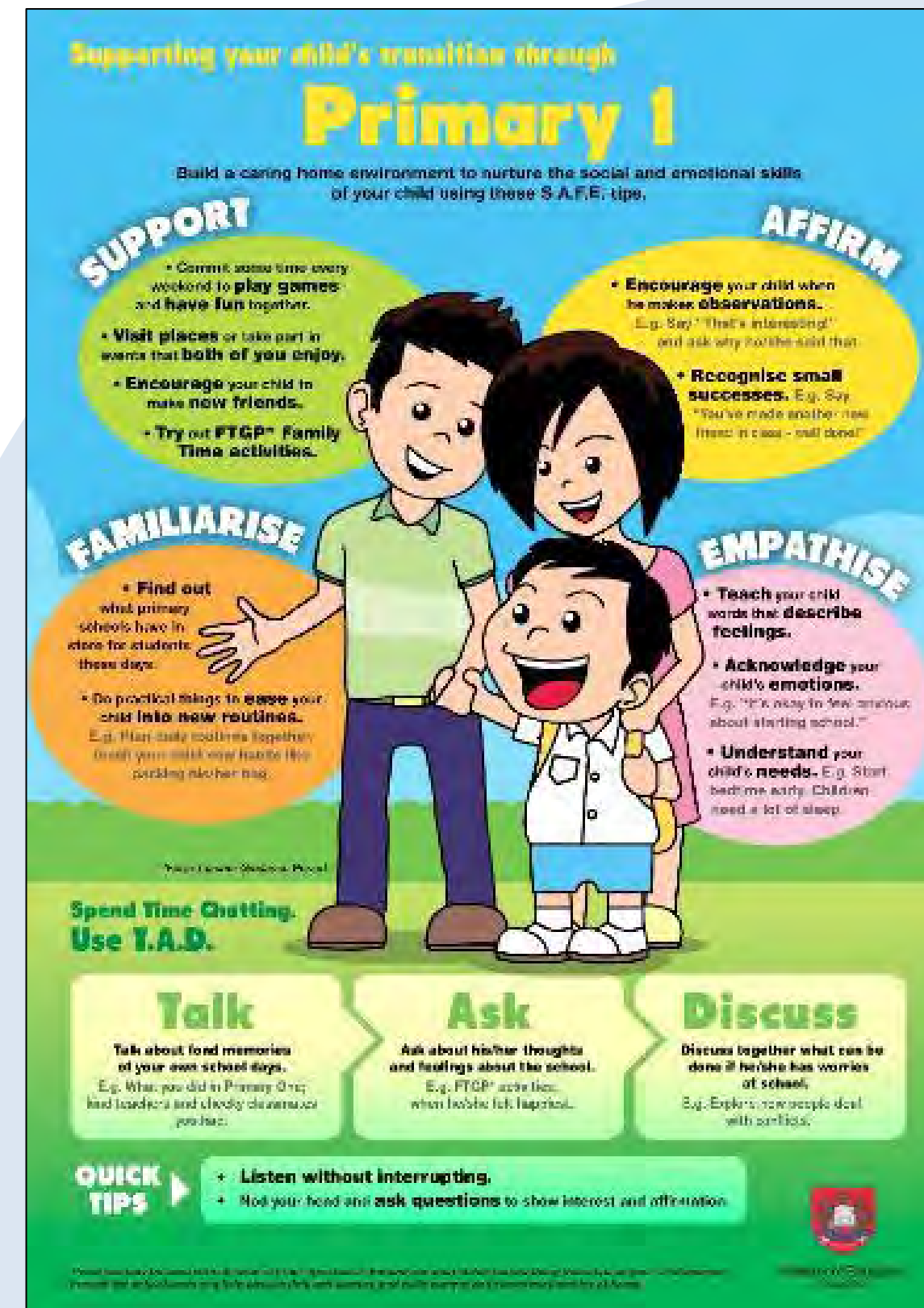
your child by recognising small successes and praising their efforts

## Familiarise

your child with new routines gradually and share your experiences in primary school

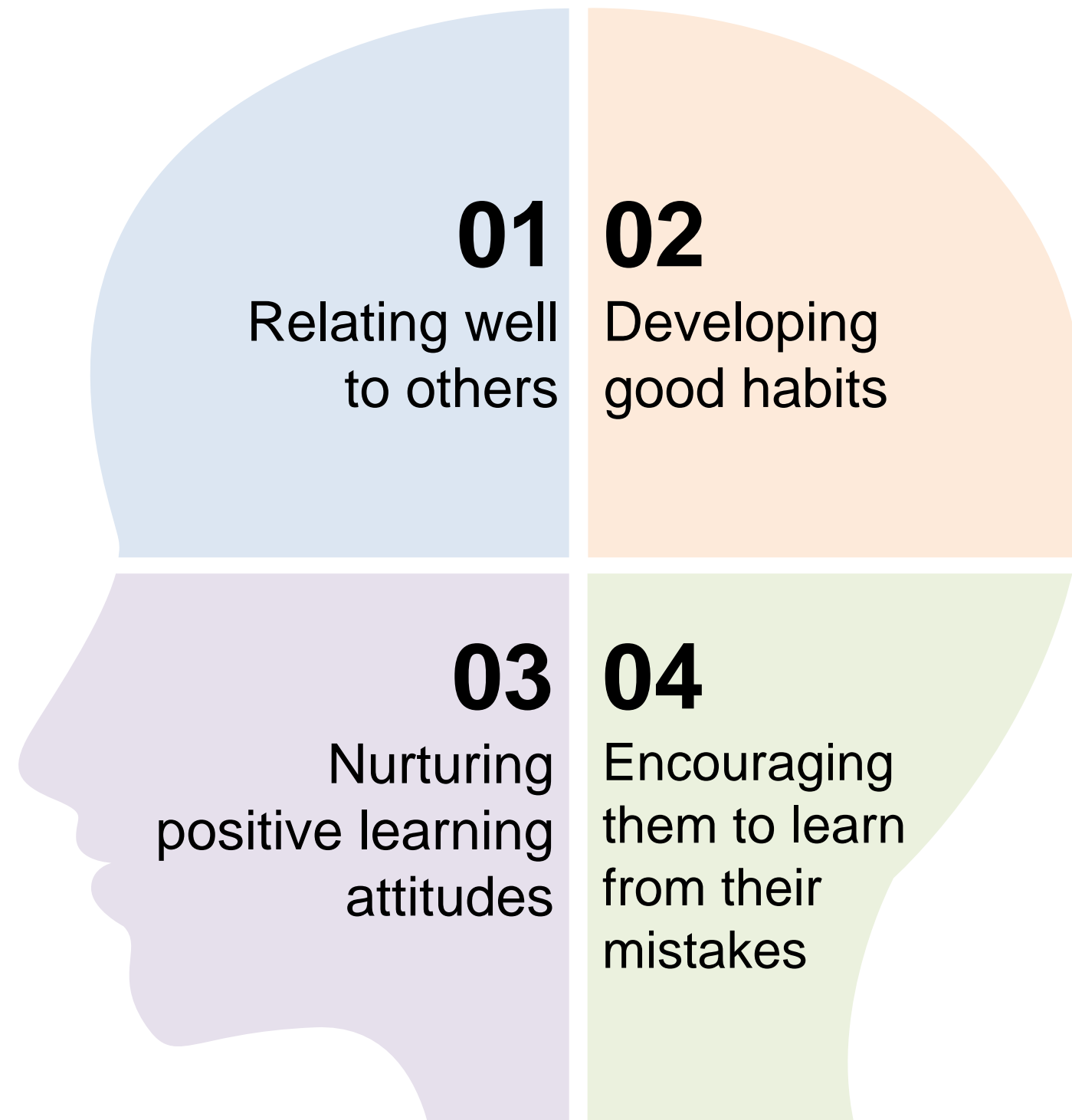
## Empathise

with and acknowledge your child's feelings



# How else can you support your child?

**Primary 1 is an exciting and fun stage for your child.  
Help your child to enjoy the journey by developing these skills:**



**Nurture a love for reading**  
Sign your child up for a free Library membership and myLibrary ID to enjoy NLB's e-resources!

# Relating Well to Others

Build your child's interpersonal skills by:

01

**Modelling the use of friendly and polite phrases**

"Hi! My name is...What is your name?"

"Could you help me with..."

02

**Providing opportunities for your child to share and take turns during playtime with other children**

03

**Modelling respectful interactions**

"May I please..."

"It's okay if I can't join in..."

"I am sorry I ..."

**MAKE NEW FRIENDS**

**What your child may learn in school**

**JOINING IN ACTIVITIES**

- 1 Choose a good time.
- 2 Look at the person.
- 3 Ask in a friendly way, "Hi, may I join you?"
- 4 Accept the answer by saying "Thank you" or "Okay".



**What you can do at home**

**SAY HELLO AND SMILE**

Hi!

My name is ...!



Practice all steps with your child to help him/her relate with others and make friends easily. Encourage them to say hello, greet good morning and smile at their new friends and teachers. These greetings are a great way to connect with people.

Making friends will help your child to adapt quickly to the new school environment, as school becomes more enjoyable with their new friends. They can also learn and play well together.

**Quick Info:**

- The Programme for Active Learning (PAL) helps your child to discover his/her interests and how to relate and work with peers through Sports and Games, Outdoor Education, Performing Arts (Dance, Drama and Music) and Visual Arts.



**Do a short role-play with your child to practise these steps for joining in activities:**

- saying hello with a smile and introducing him/herself
- asking politely if he/she can join the group
- thanking them for choosing to include him/her
- saying and feeling okay even if they choose not to

**Are you excited to meet your new friends? What do you do or say when you meet your new classmates or join them in group activities? Let's try it!**

**Explain how doing the above helps him/her to:**

- make others feel comfortable
- prevent conflict with new classmates
- be confident

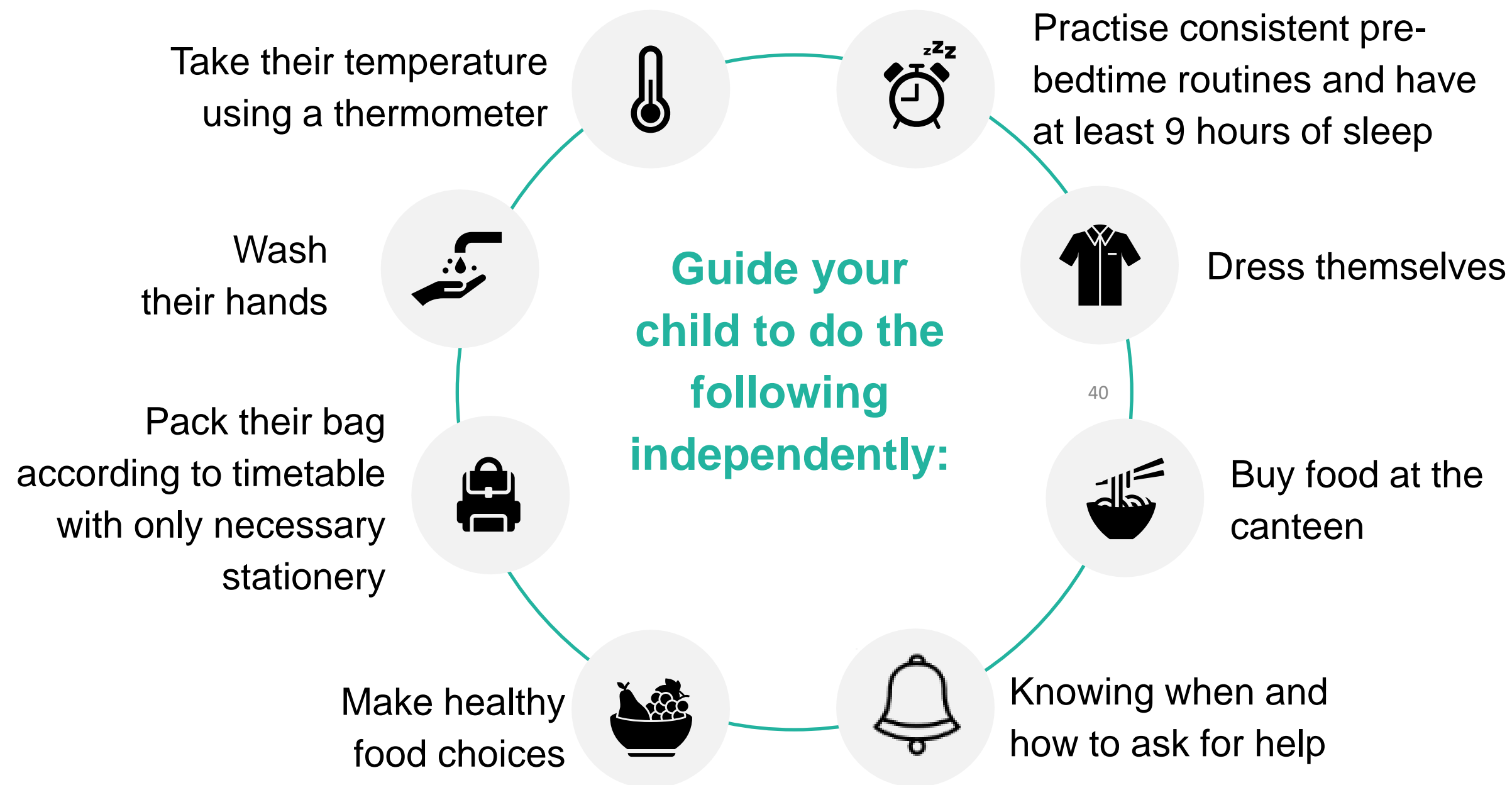
Read more: <https://www.schoolbag.sg/story/how-to-help-your-child-ace-the-first-week-of-school>



Find out more activities from the **P1 Parent-Child Role Playing Activity Kit**

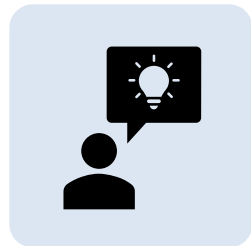
# Developing Good Habits

**Routines help your child build confidence and learn to manage things by themselves.**



# Nurturing Values and Positive Attitudes

**Values guide our words and actions, and develop character strengths and dispositions. You can encourage your child to:**



Reflect on how to show care and concern, and respect for their friends and family members



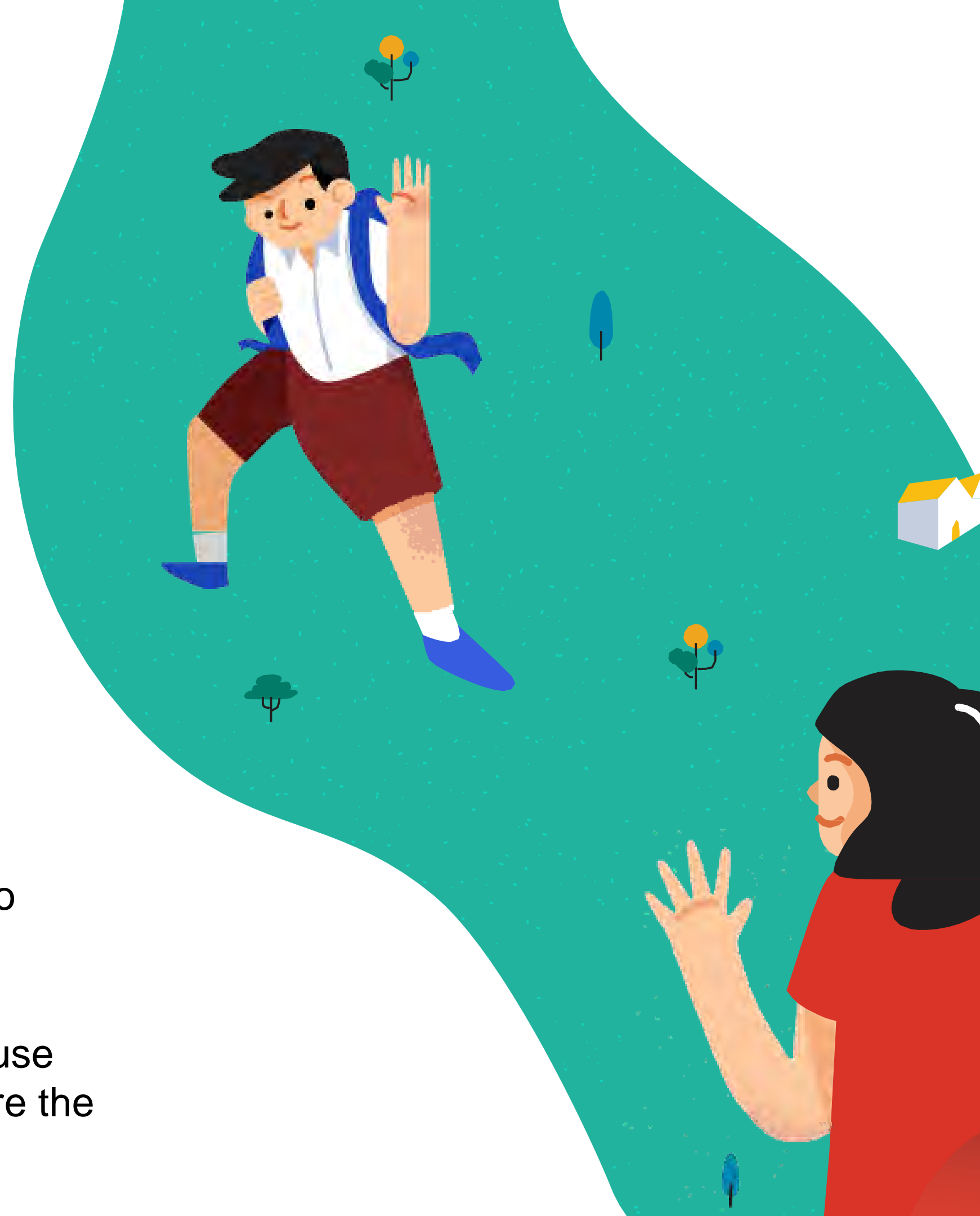
Ask questions about their experiences in school, at home and of the world around them



Reflect on learning experiences and try ways to do something better



Persevere even when faced with challenges and use these experiences as a teachable moment to share the importance of building resilience in life



# 3 areas we can work together on to foster School-Home Partnership

**1** Respectful Communication

**2** Role Models

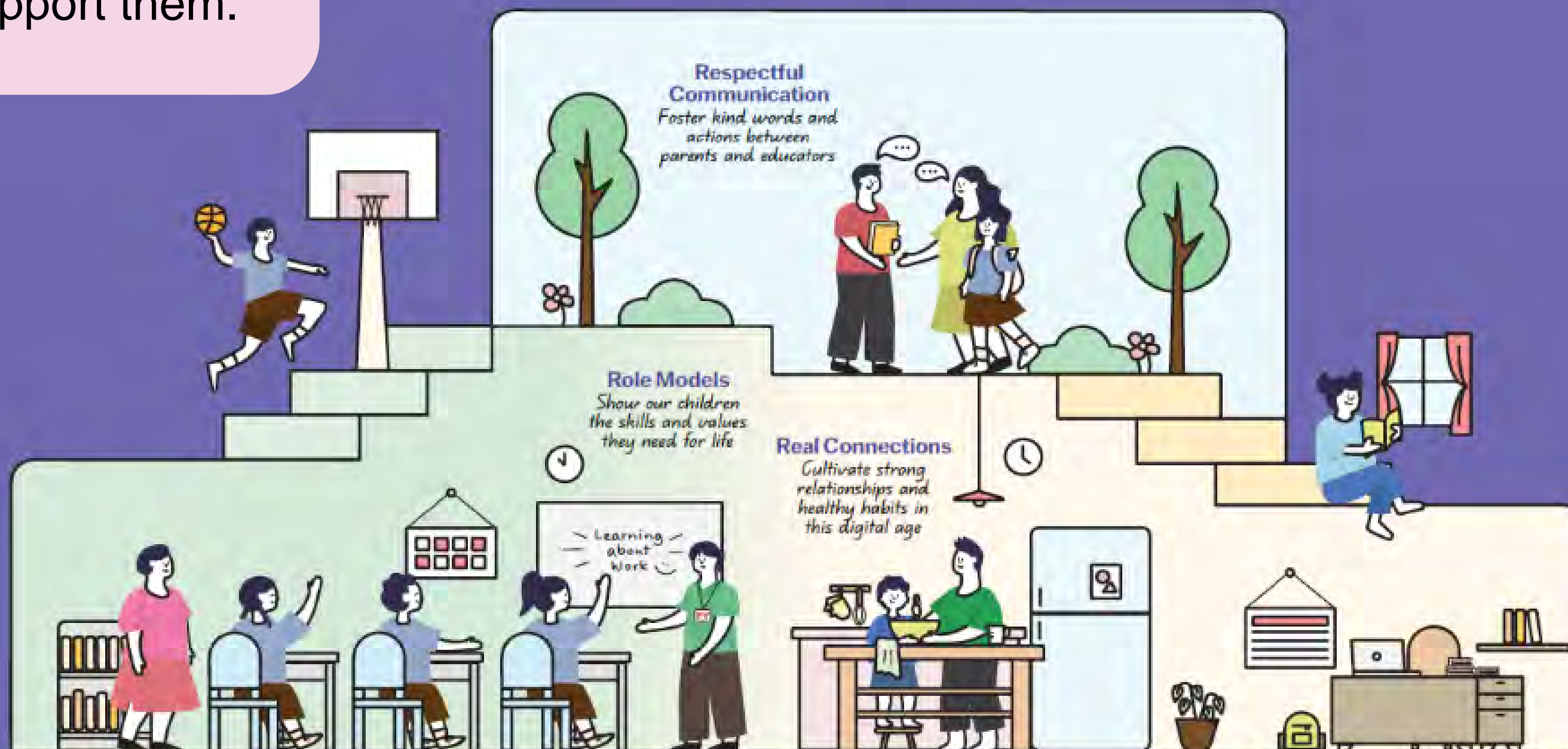
**3** Real Connections



Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by  
the Ministry of Education and COMPASS

# Respectful Communication

## Foster kind words and actions between schools and educators



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



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

**Show our children the skills and values they need for life**



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



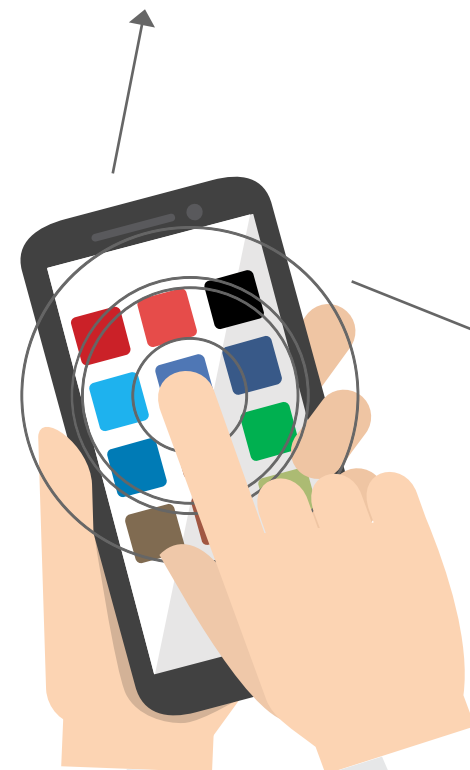
*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

## Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations



Provide a balanced mix of engaging online and offline activities, at school and at home



*Check out the refreshed Guidance on Screen Use in Children by MOH.*



# Your Concerns: P1 Parents Survey 2026

Concerns	How to re – frame
Bullying	<ol style="list-style-type: none"> <li>1. Bullying is defined as a sustained and intentional effort to exclude, or hurt verbally, physically, socially (including online).</li> <li>2. There are very few cases of actual bullying in school.</li> <li>3. Most are friendship issues, and all have had a part to play in the breakdown of the relationship. Sometimes, someone says or does something hurtful.</li> <li>4. Most times, these are one – off situations.</li> <li>5. As the adult, we ascertain if the action is sustained and intentional. If yes, remain calm, and email/call the Form Teacher who will look into it.</li> <li>6. Trust the school to manage it, and avoid stepping in. This includes consequences for the students involved.</li> <li>7. The aim of the school is restoration and repair – all children are children of God and can and want to be the best they can be.</li> </ol>
Nervous, anxious about a large school/class	<ol style="list-style-type: none"> <li>1. Children are highly adaptable.</li> <li>2. They are also highly attuned to your emotions and feelings. If you are nervous, they will feel it, no matter how much you try to pretend/hide.</li> <li>3. She will adapt and enjoy.</li> <li>4. For those who are crying, let those at the gates handle them. Don't hang around.</li> </ol>
Not able to make friends and get on with others.	<ol style="list-style-type: none"> <li>1. There will be many opportunities to bond and learn and grow.</li> <li>2. Discomfort and fear are part and parcel of the unknown – they will come out stronger.</li> <li>3. Teach and empower them to take the first step and make a friend.</li> </ol>
Canteen Food	<ol style="list-style-type: none"> <li>1. All food abides by MOE guidelines including pricing. This means the food is not as tasty as what they get at home.</li> <li>2. Your daughter will be taught to queue.</li> <li>3. While many girls pack their food, we encourage you to develop in her independence to buy and pay.</li> </ol>
Heavy Bags	<ol style="list-style-type: none"> <li>1. Reduce the size of their bag, water bottle, pencil case, lunch bag.</li> </ol>

# Let them fail and Learn

Prepare them for the test of life, not a life of tests.



Some areas to let them 'try, fail and try again'

1. Completing her own work with parent/tutor as guide or facilitator of her learning.
2. Not providing answers immediately - allow her to make and embrace mistakes and try.
3. Over subscribing to tutors and enrichment - they are teaching content for examination skills rather than life skills.

# Let them fall

It is part and parcel of growing up.



What we can do:

1. Listen to them before jumping in with a solution or blaming others. More often than not, due to friendship issues, ALL are involved.
2. Advise her on what she can do - let her teacher know. Her teacher will look into restoration and repair of the relationship.
3. Her teacher will also get all to reflect on the part they have played in the issue. This is a skill that they will need for life.
4. More important - they will be empowered to solve issues on their own.
5. If the case truly constitutes bullying (pre - meditated and constant), the discipline team will look into it immediately.

# Let them Forget

If they forget, they forget.



What we can do:

1. Guide and remind them to use their journals for anything school related.
2. They should write their daily assignments and reminders in the journals and remember to check when they get home.
3. Let them learn to read the timetable and pack their own bags.
4. If they forget, do not bring it for them.
5. Avoid parent chat groups and instead use Parents' Gateway for the reminders that you need.

# Let them be children

A child who can be herself is a happy child.



What we can do:

1. Avoid packing in their entire day - tuition, enrichment, sports academies, over - supplementing their learning.
2. Spend time with them - conversing, reading, games, walks. You will soon realise that they grow up too fast.
3. Life is not about PSLE, DSA and excelling in grades and awards.

## **Our Parents**

### **A supportive and mutually – beneficial relationship**

The home and the school represent two of the most critical support systems for our girls.

Having a strong partnership between home and school is associated with many positive student outcomes (academic, behavioral, and emotional well-being).

Likewise, our teachers can do their best work when there is trust in them and the school.



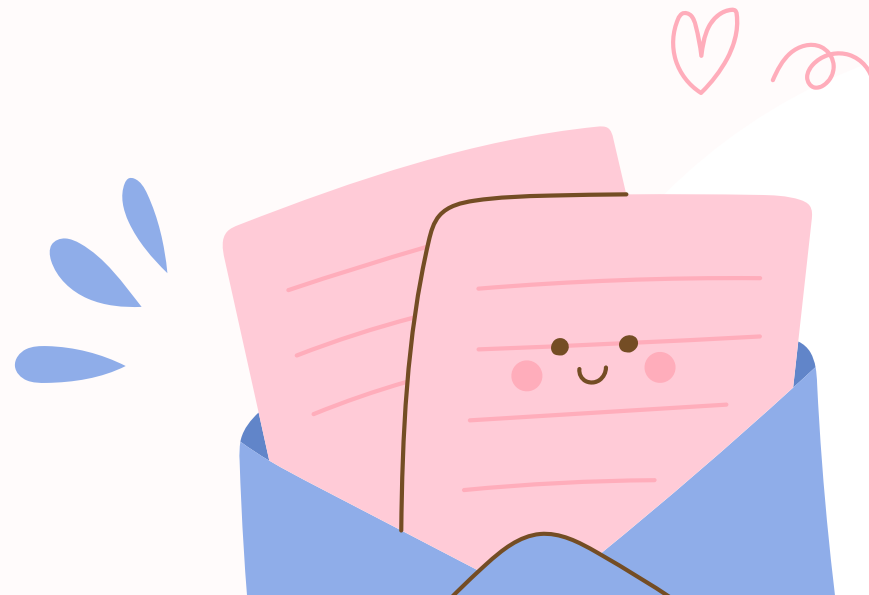
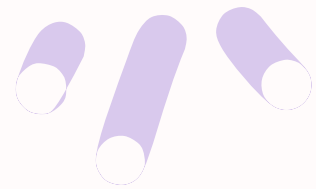
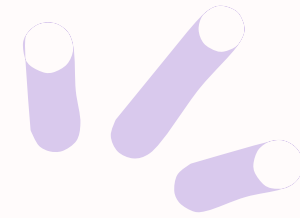


Thank you!

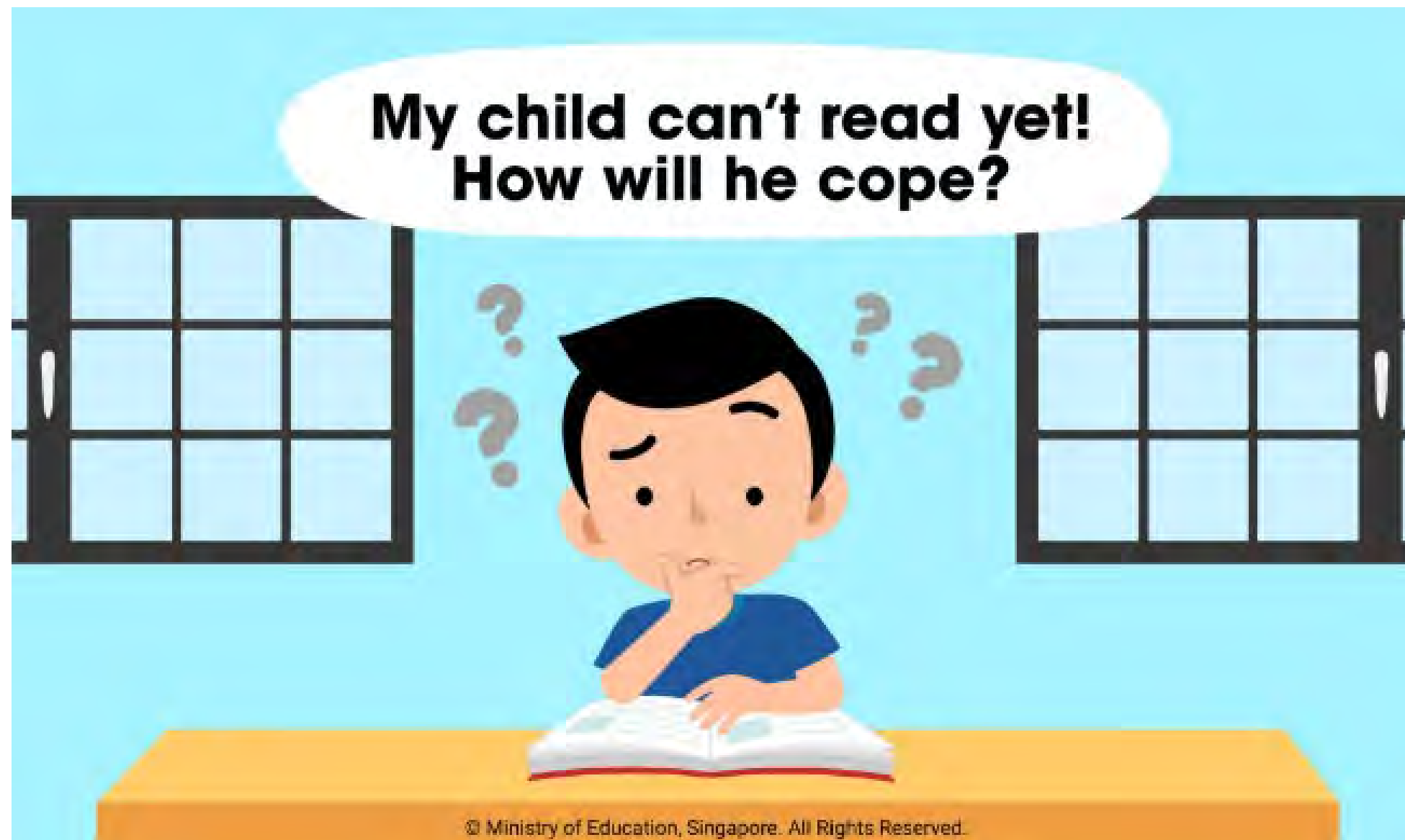




# Other Resources



## Some questions you may have...



**You can encourage your child for efforts in learning to read. Most importantly, reading should be a fun learning process.**

Reading is a habit that we can build.

### Interest your child in reading

- It is never too late to start getting your child interested in books
- Take your child to the library, expose them to various picture books and read together for a start
- Students will be introduced to various genres of books, and be taught how to blend letter sounds through games or craft work

# Some questions you may have...

**My child takes so long to complete her work. Will she fall behind?**



Children pick up time management at a different pace and can improve with help.

## Support your child in time management

- Parents can model this with your child at home with small tasks and everyday activities
- If you find your child struggling with completing their tasks or homework within a given time, it could also mean that they are not sure how to go about completing them. Try breaking the task down into smaller steps
- If you notice any learning issues, do reach out to the school early

**Be specific about how much time they should spend on the work, and offer a set time that they should complete the work.**

## Some questions you may have...



**Practise with your child when and how to ask for help. Remember to affirm them for their efforts.**

Asking for help may not seem obvious to a child.

### Teach your child how to ask for help:

**Step 1:** Look for someone who can help

**Step 2:** Check if that person has the time to help; if not, look for another suitable person

**Step 3:** Share what the problem is and how they feel

**Step 4:** Listen carefully to the advice given

**Step 5:** Thank the person for the help

## Some questions you may have...

**I'm worried my child won't eat at recess. He'll go hungry!**



**Remind your child that eating during recess is important as it helps them with the physical energy to continue focusing and learning in class.**

Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

### Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher



# Begin your parenting journey with us

**@parentingwith.moesg**

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.

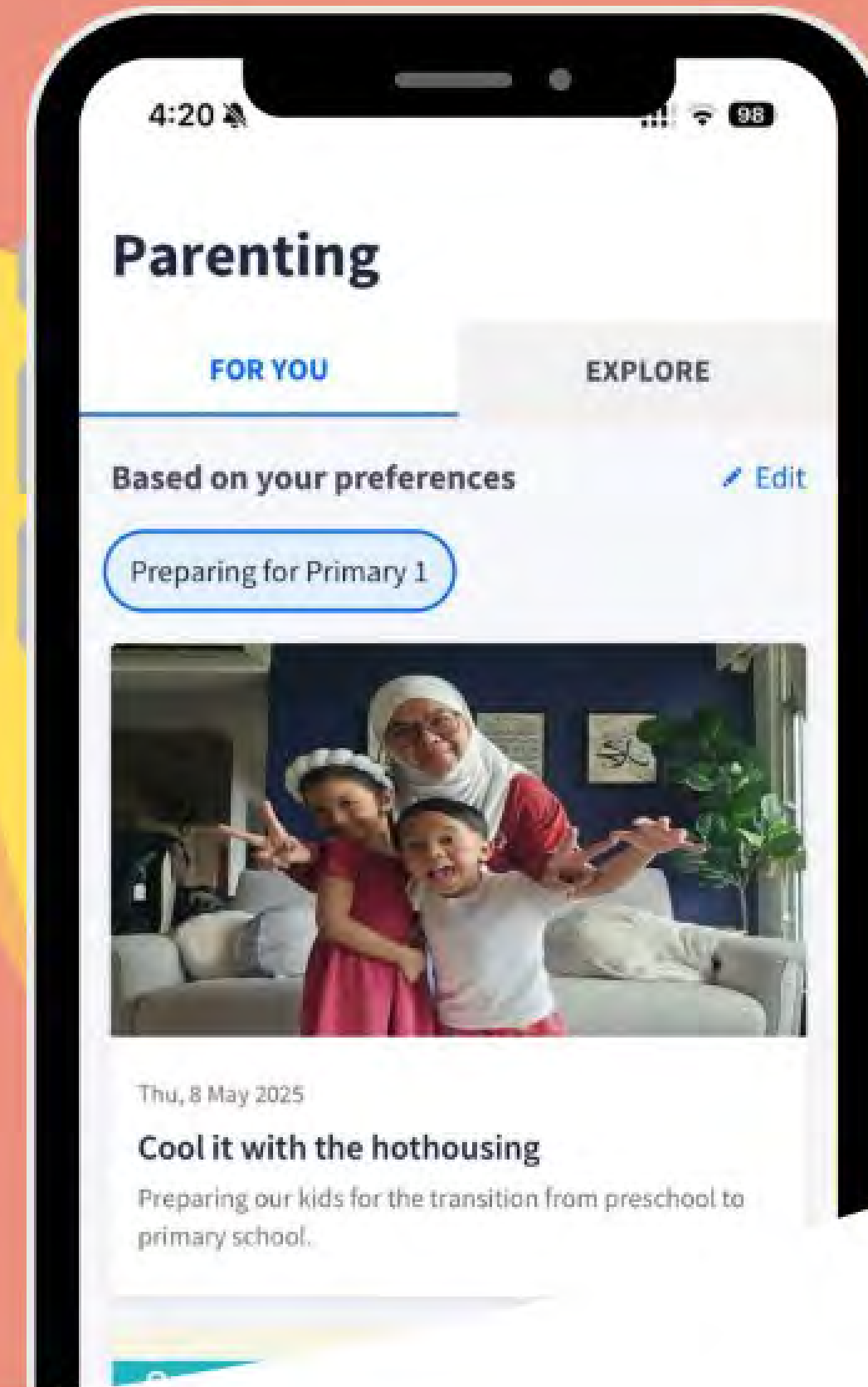




# Parenting Resources on Parents Gateway (PG)

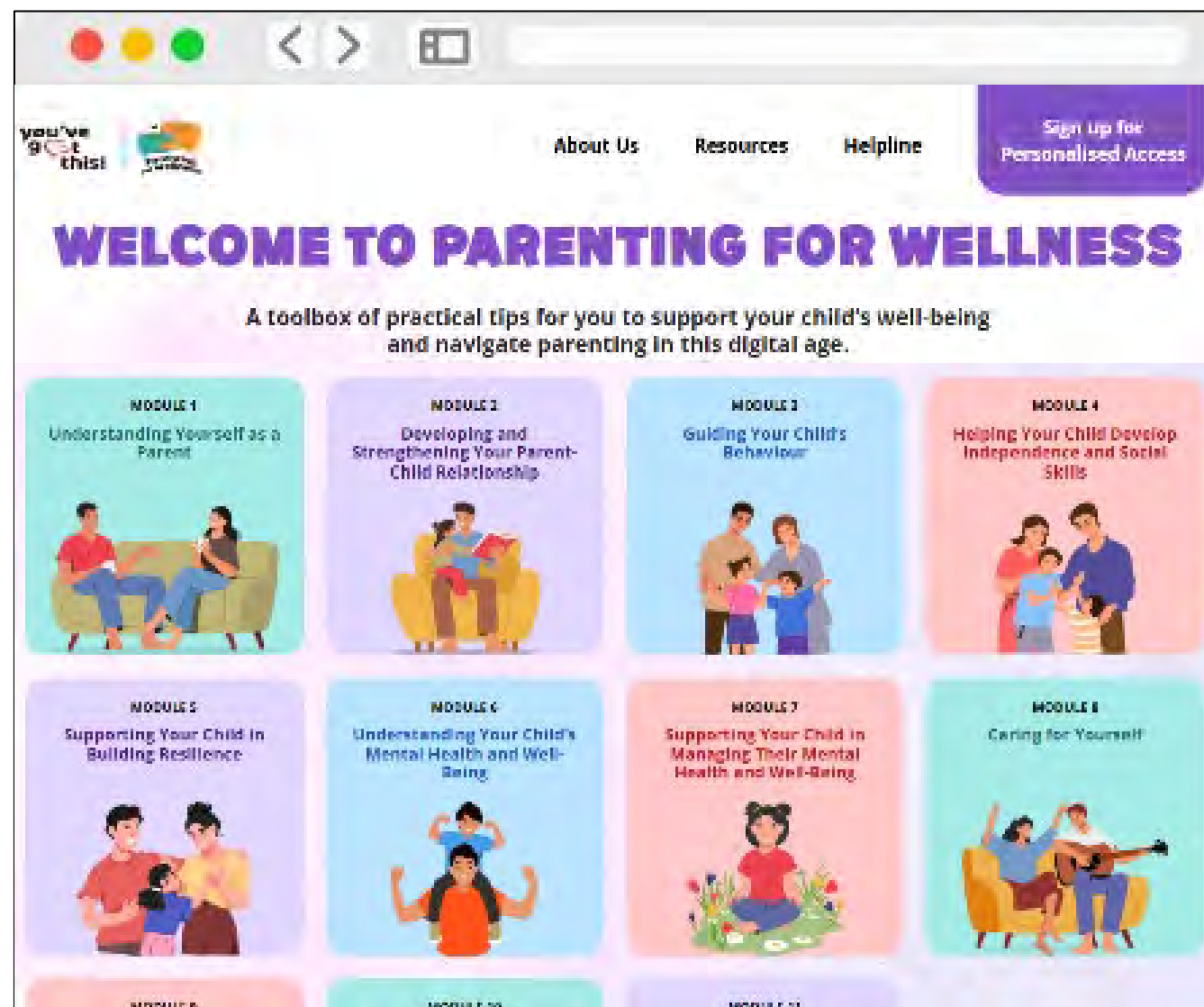


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# Parenting for Wellness

An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.



The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

The **Website** offers **customised tips and resources tailored for individual parent**, including curated module recommendations, and allows you to easily track your parenting journey through a personalised dashboard.



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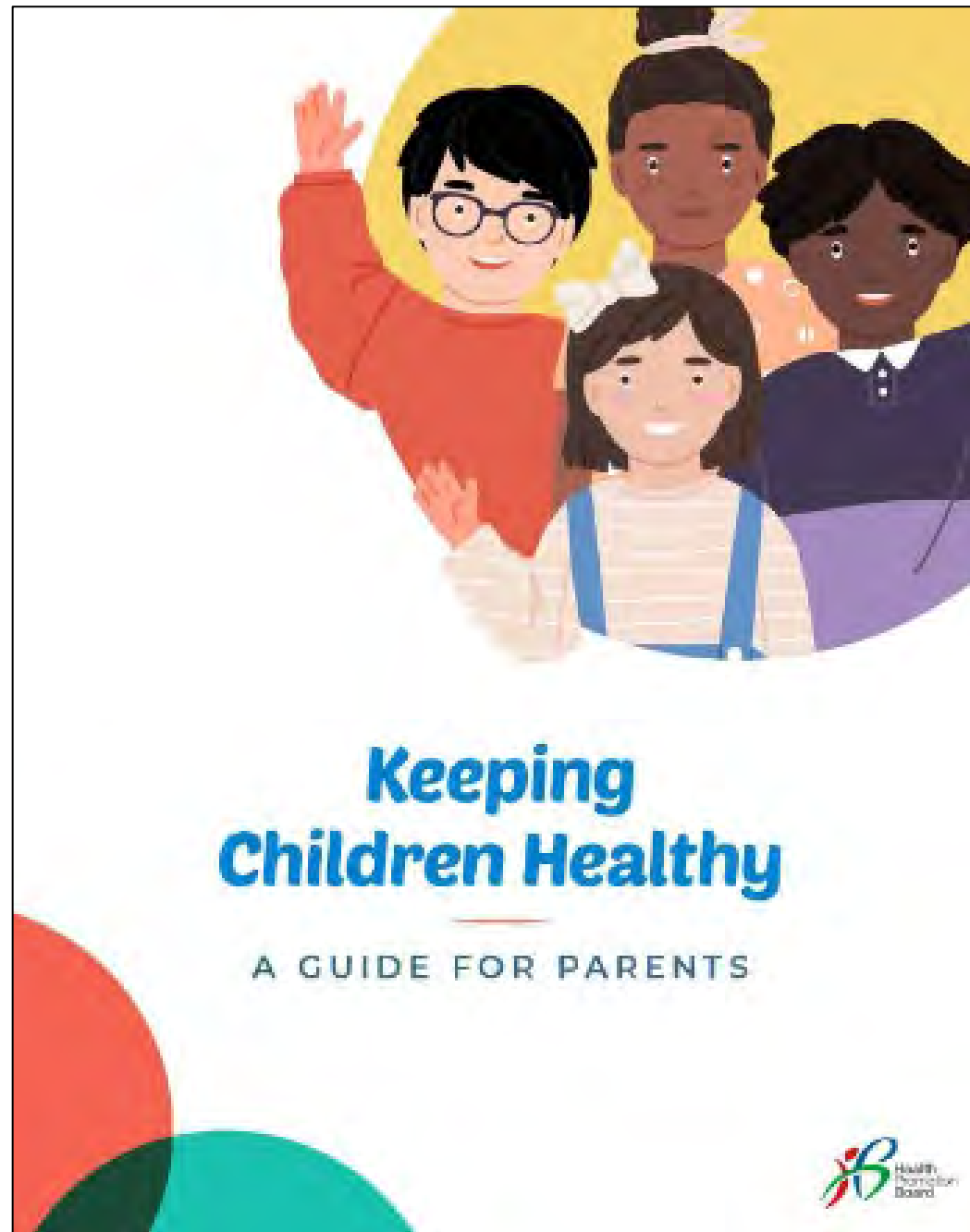
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# Keeping Children Healthy



**Edition 1**



**Edition 2**



**Edition 3**

Available online!

# Parent-Child Activity Book



## 10 TIPS FOR PARENTS

to help you navigate your child's first year in primary school.



**Chat** with your child

**Boost** their confidence

**Practise** various scenarios

**Create** something interesting

**Thank** others for their help

**Pledge** to do things together