

CHIJ (Katong) Primary

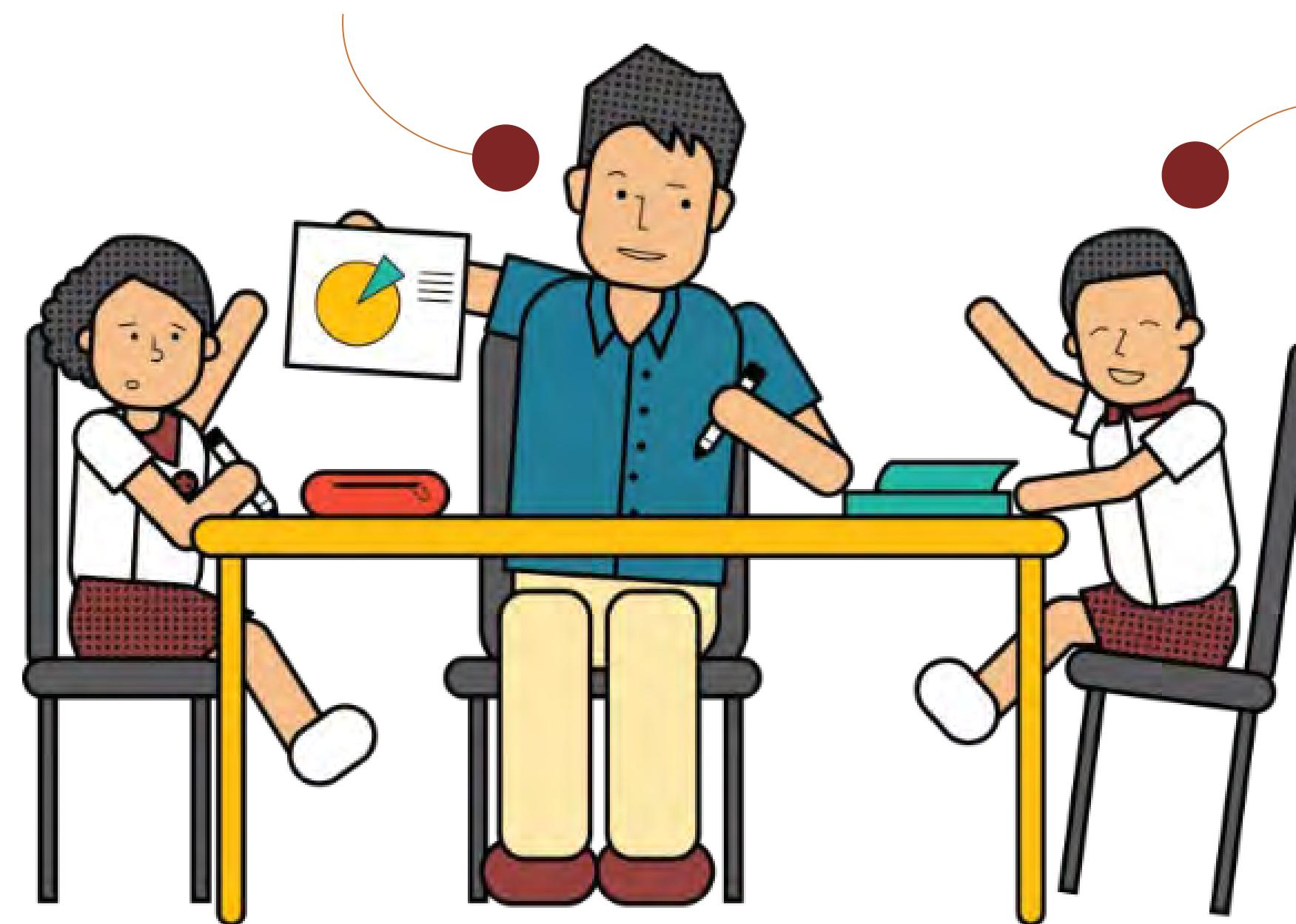
P1 2026 Orientation
Parents' Briefing

Overview

1. What is Primary School about?

**2. Smoothening
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/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

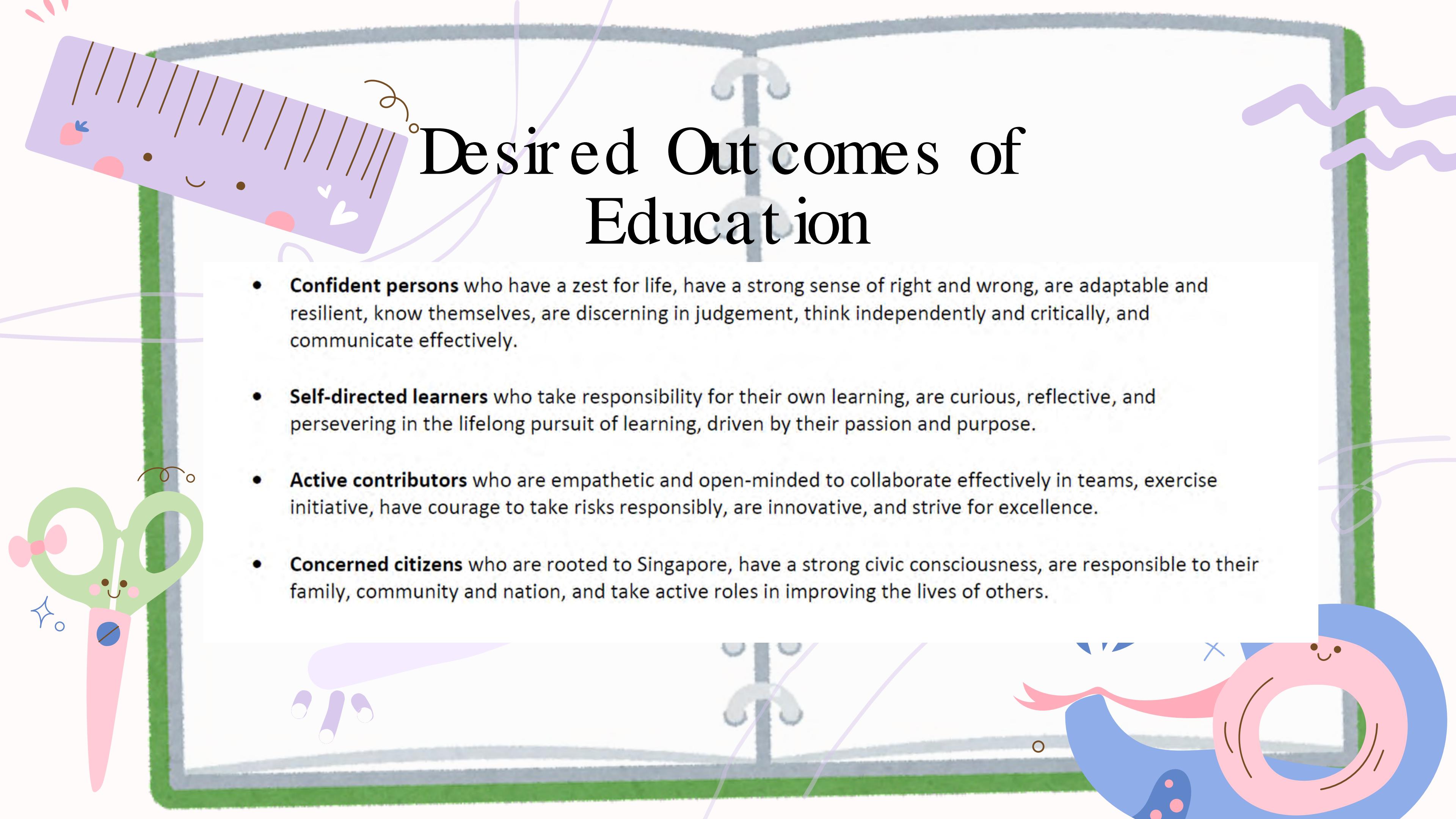


Age of information
and misinformation

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
21st Century
Competencies**



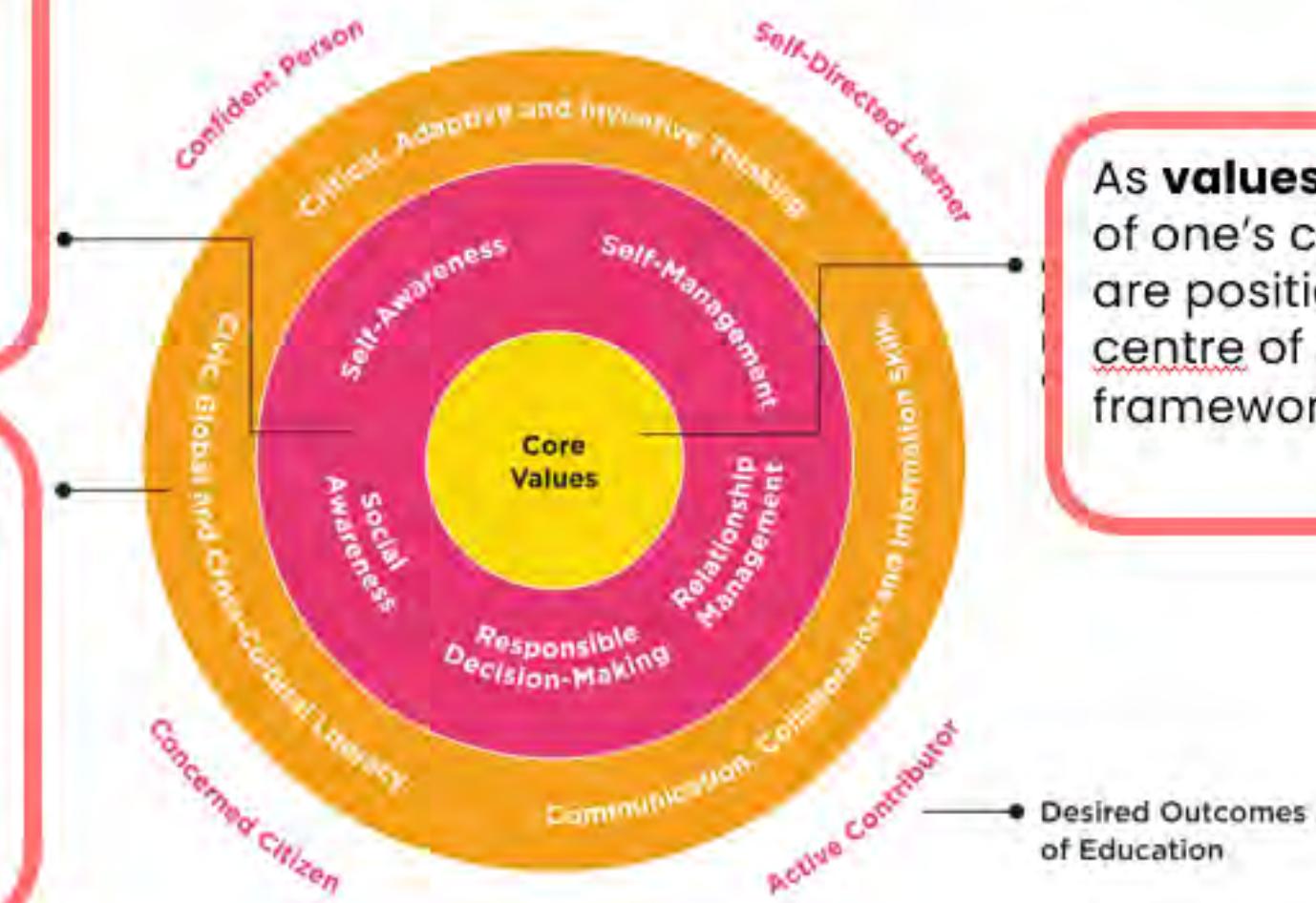
**Educational
Technology as
capability
multiplier**

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 21st 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.

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



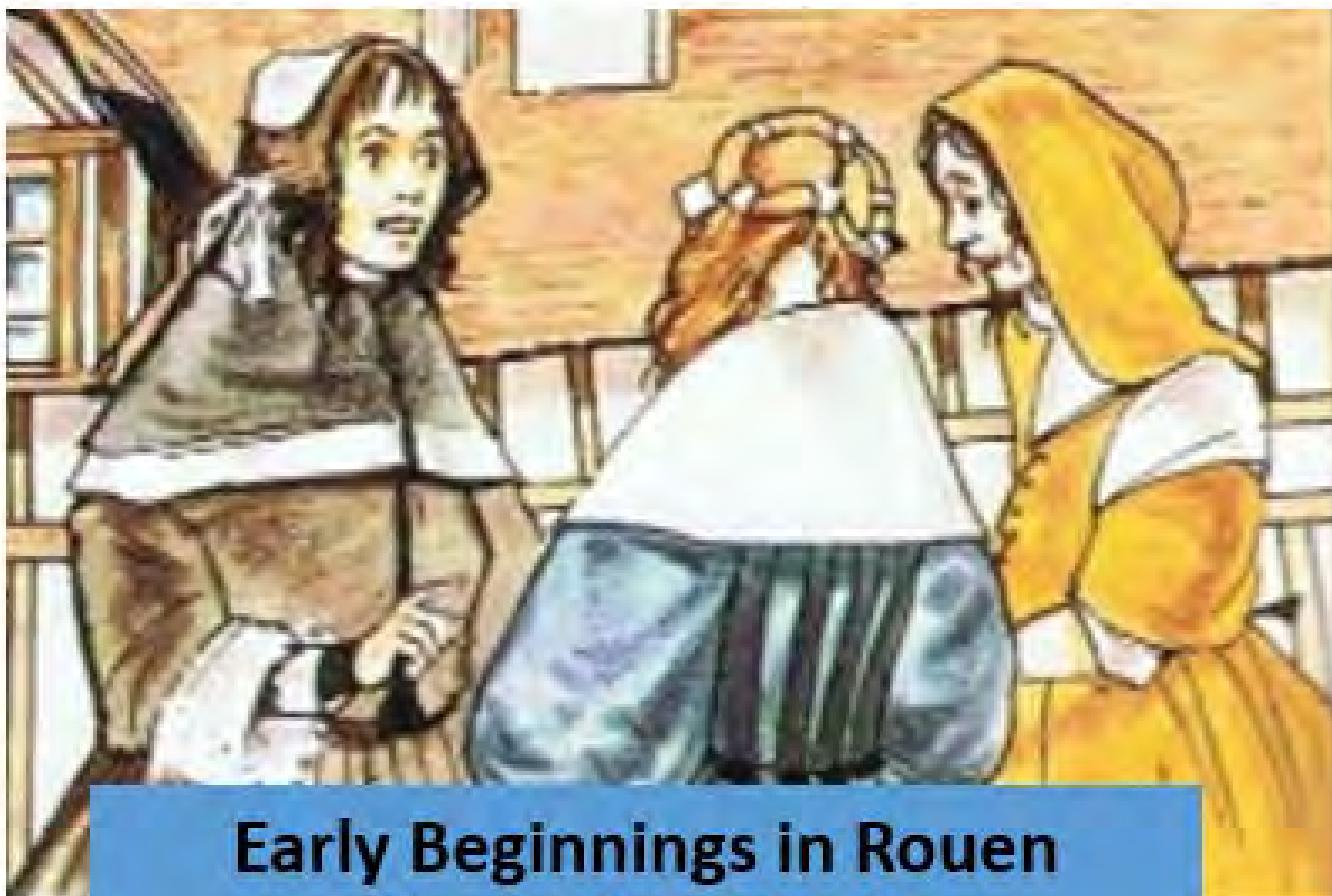
Our CHIJ Journey

- 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.



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



Arrival of IJ Sisters in the Far East



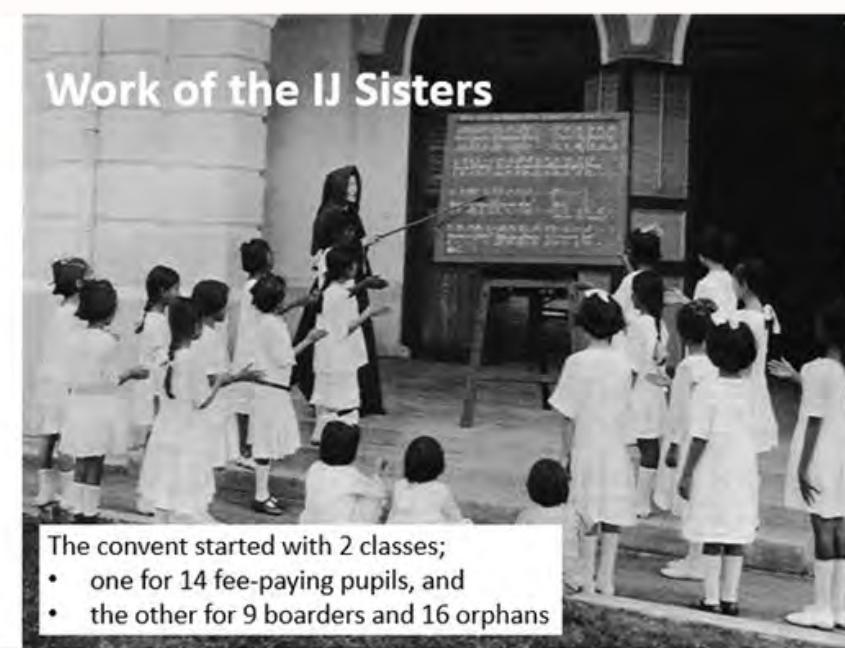
IJ sisters boarding a ship heading eastward

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

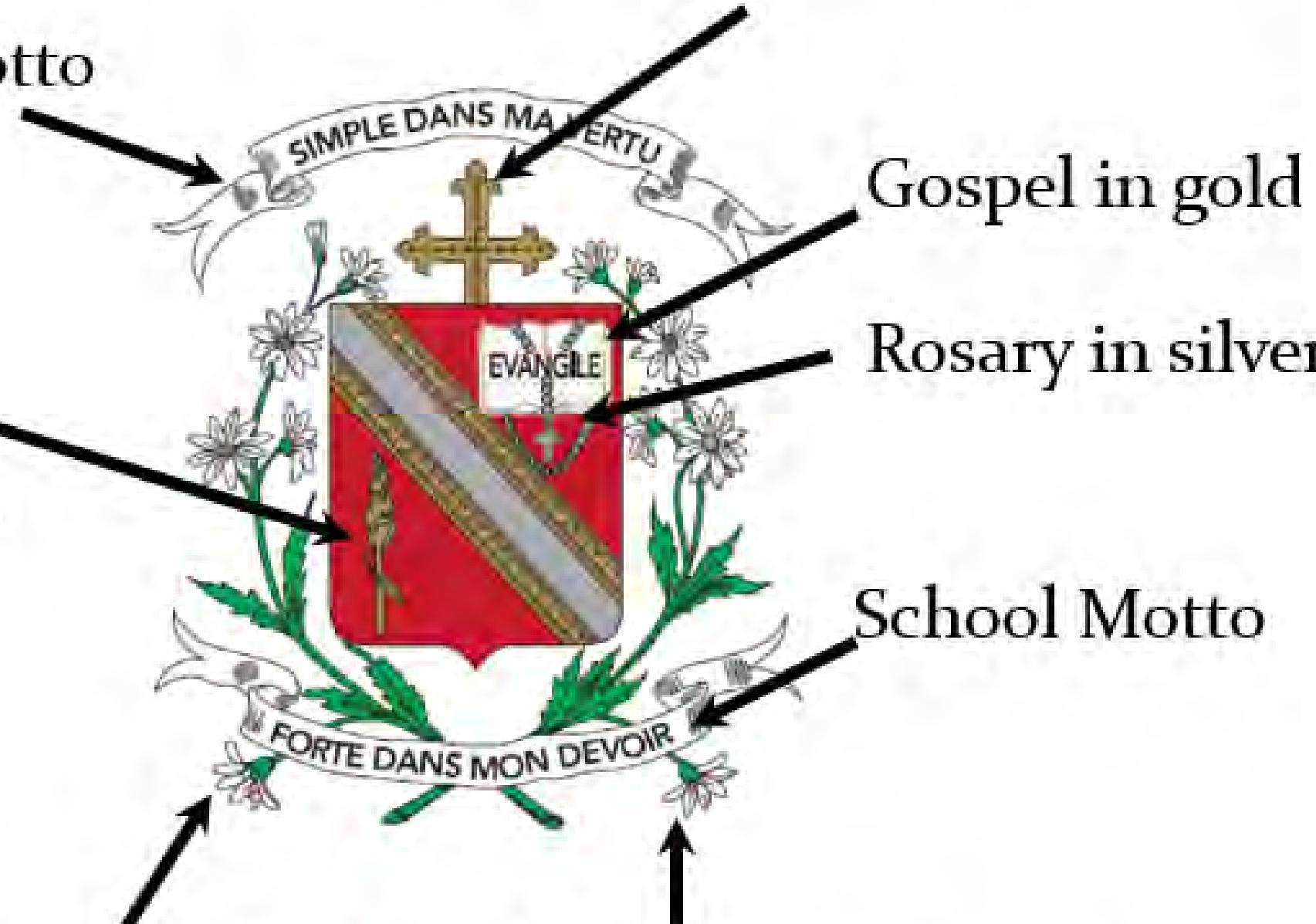
- To show strength of character

in the commitment of service to others

Topped by a gold cross

School Motto

Distaff
And
Spindle



Gospel in gold

Rosary in silver

School Motto

Encircled by a garland of marguerites

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



HUMAN DIGNITY

I AM MADE IN THE IMAGE AND LIKENESS OF GOD;
I AM CALLED TO BE THE UNIQUE INDIVIDUAL THAT GOD HAS CREATED ME TO BE

COMMON GOOD

MY ULTIMATE PURPOSE OF LIFE SHOULD INCLUDE
A STRONG SENSE OF SOCIAL MISSION FOR THE COMMON GOOD OF OTHERS

CATHOLIC EDUCATION: TO LOVE, DIGNIFY, SERVE AND LEAD

The Five Essential Marks of Catholic Schools

•Love for God and neighbour, especially those who are poor, socially vulnerable and marginalised

An integral education intentionally directed to the growth of the whole person

“The integral formation of the human person.

Inspired by a Supernatural Vision

Sustained by Gospel Witness

Founded on a Christian Anthropology

Animated by Communion & Community

A Catholic Worldview in Curriculum

The specific purpose of a Catholic education is the formation of boys and girls who will be good citizens of this world, loving God and neighbor and enriching society with the leaven of the gospel, and who will also be citizens of the world to come, thus fulfilling their destiny to become saints.”

“[The Christian concept of the person] is a concept which includes a defense of human rights, but also attributes to the human person the dignity of a child of God.”

“A Catholic school, therefore, cannot be a factory for the learning of various skills and competencies designed to fill the echelons of business and industry. Nor is it for ‘clients’ and ‘consumers’ in a competitive market place that values academic achievement. Education is not a commodity, even if Catholic schools equip their graduates with enviable skills. Rather, ‘the Catholic school sets out to be a school for the human person and of human persons.’”

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

Scripture Reading (Matthew 13:31-32)

31 Jesus told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. 32 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.



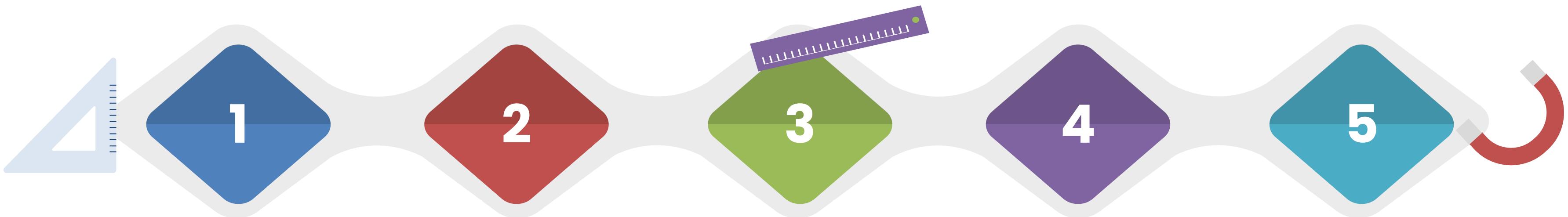
1. God and Prayer as anchors for challenging times
2. Gratitude
3. Service

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



What is Primary School about?



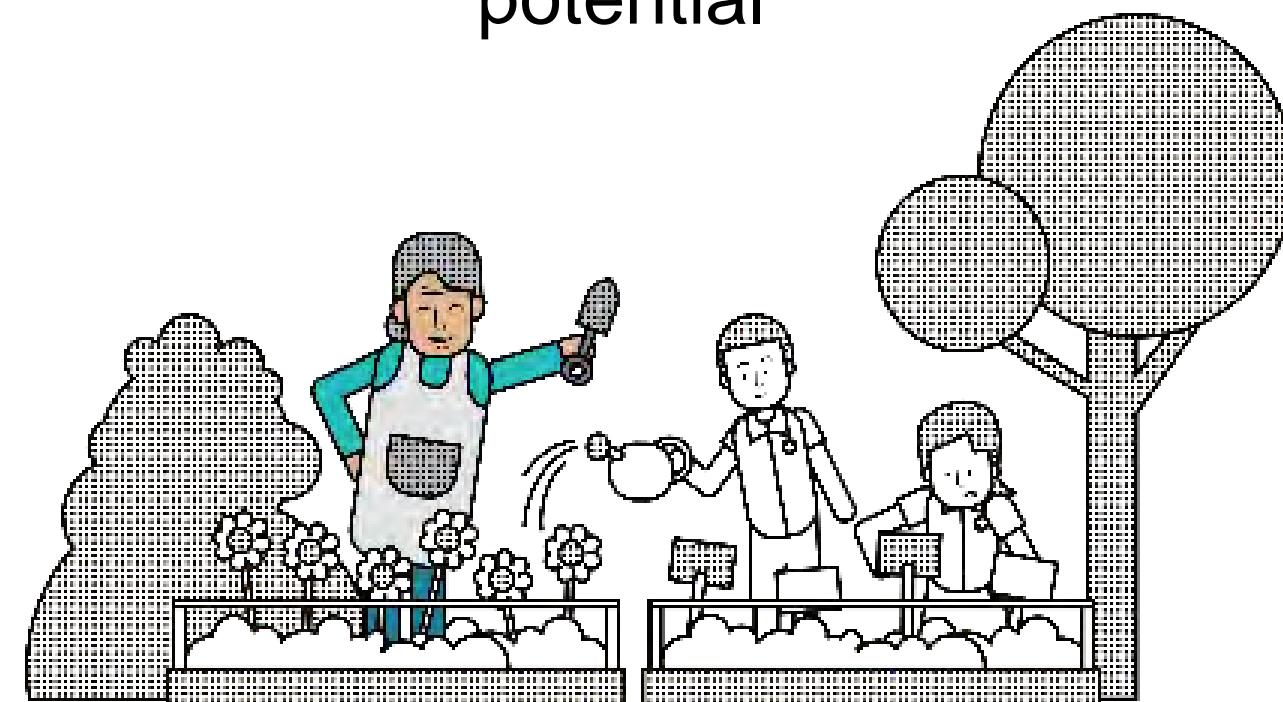
Laying a strong foundation

Nurturing holistic individuals and continuous learning

Providing learning opportunities, recognising our children's strengths & developing their potential

Preparing our children for the future

Providing a safe learning environment to support their well-being



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 21st 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**

- Develop understanding of self and manage own behaviours
- Communicate, interact and build caring and respectful relationships with others
- Take responsibility for own actions

- Enjoy Participating in Art
- Express Ideas and Feelings through Art
- Demonstrate Awareness of Art from Different Cultural Groups

- Listen and Speak for Enjoyment and Information
- Read with Enjoyment and Understanding
- Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes

- Basic Understanding of Numbers Up To 10
- Compare Quantities Between Two Groups of Objects within 10
- Recognise Simple Patterns

- Enjoy and Show an Interest in Learning Mother Tongue Language
- Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language
- Demonstrate Awareness of Local Ethnic Culture

- Enjoy Participating in Music and Movement Activities
- Express Ideas and Feelings through Music and Movement Activities
- Demonstrate Awareness of Music and Movement from Different Cultural Groups

- Enjoy Physical Activities
- Display Coordination in Motor Tasks
- Demonstrate Awareness of Healthy Habits and Safety

Building Strong Foundations: How is it achieved?

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

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

Differentiated support for children with differing learning needs

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.



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.

Smoothening the transition to Primary 1

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

New friends and
teachers



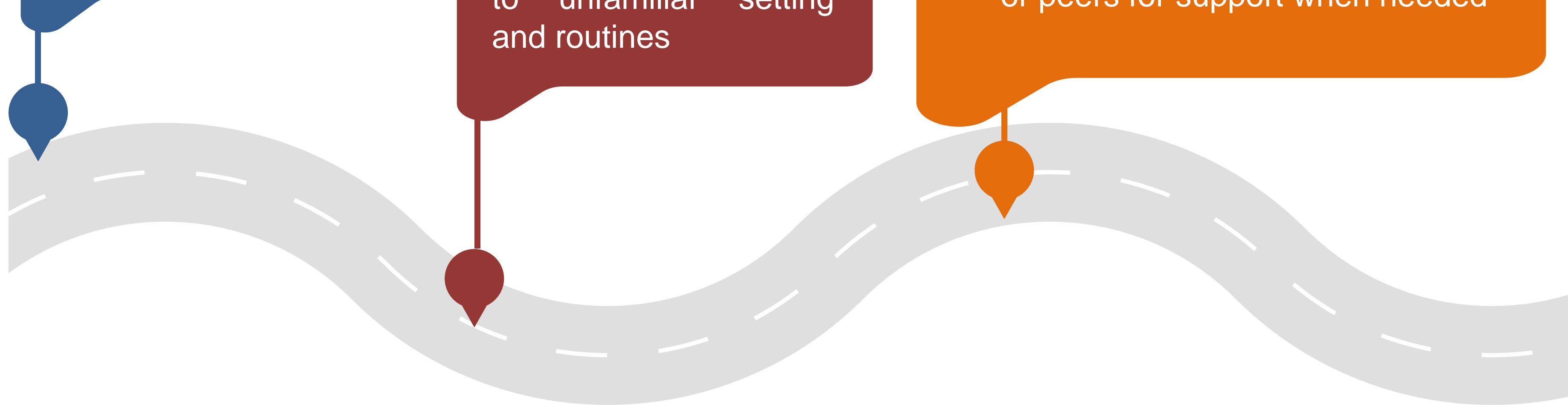
Smoothening the transition to Primary 1

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

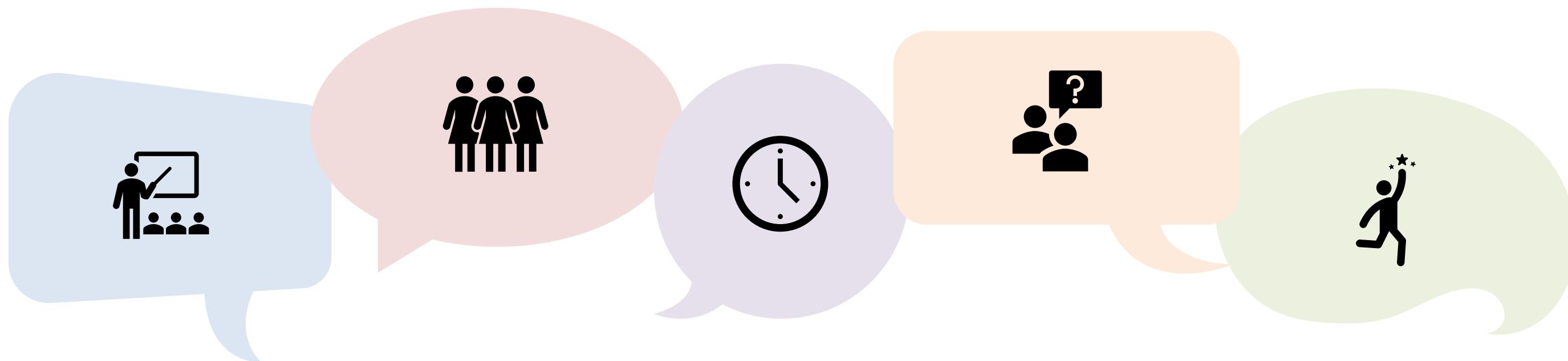
When your child has transited well, he/she will:

- 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:



Adjusting to a larger learning environment

Interacting with more peers and teachers

Adapting to longer school hours and new routines

Taking the initiative to ask for help

Becoming more independent and responsible

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

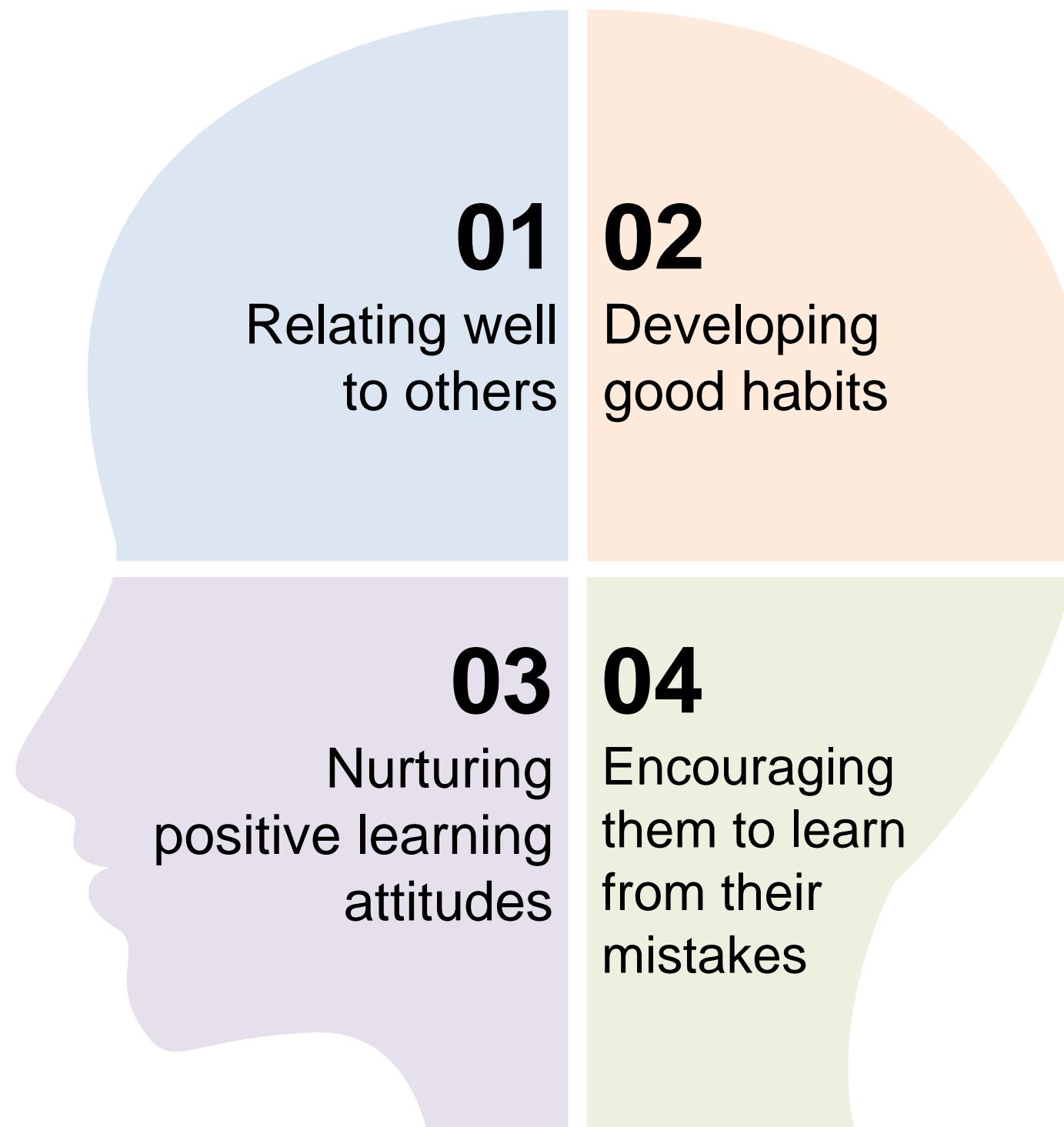
Empathise

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...

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

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!

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.

Explain how doing the above helps him/her to:

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

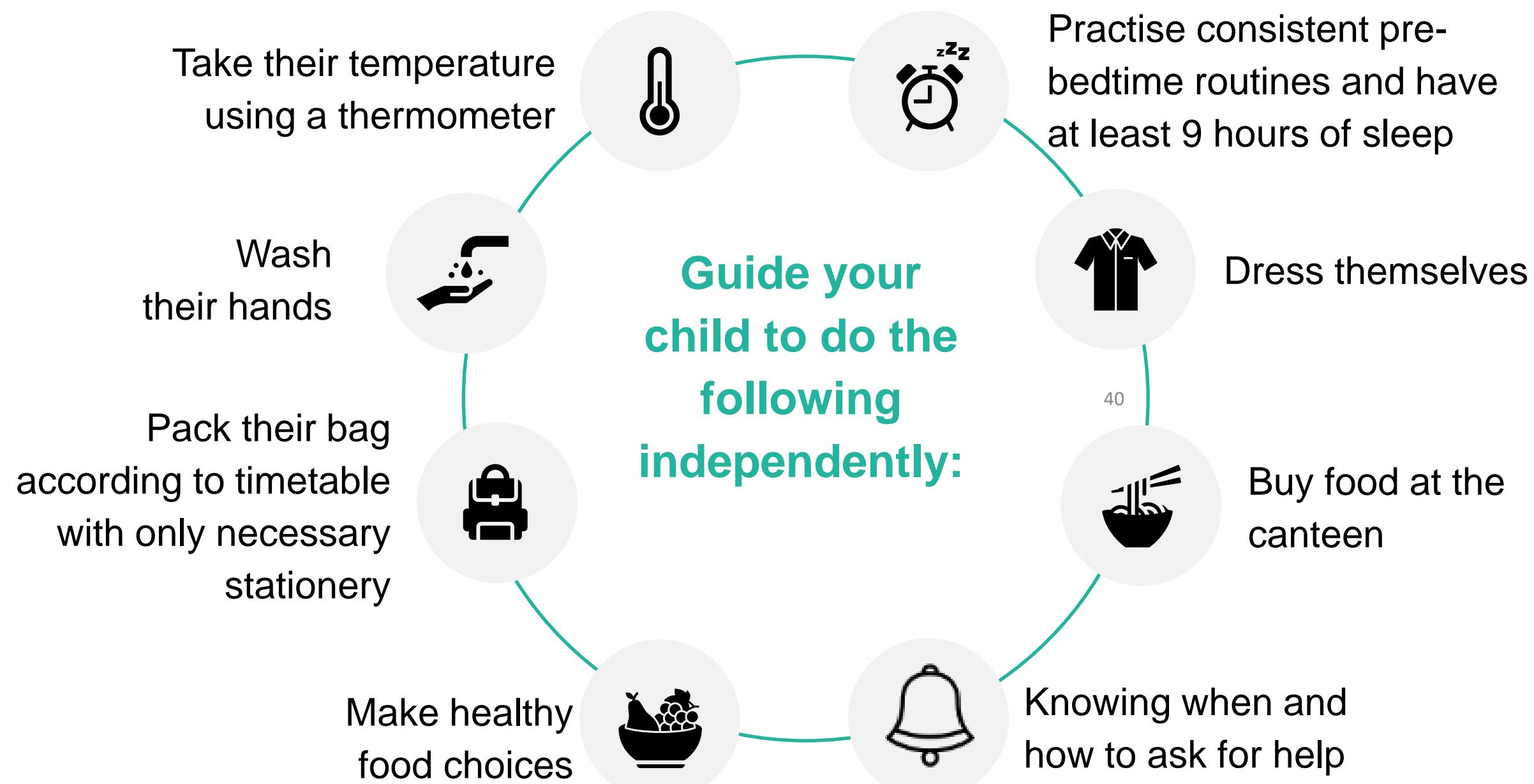
Read more: <https://www.schoolbag.sg/story/how-to-help-your-child-say-the-first-week-of-school>



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

Developing Good Habits

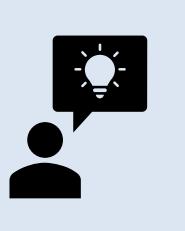
Routines help your child build confidence and learn to manage things by themselves.



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



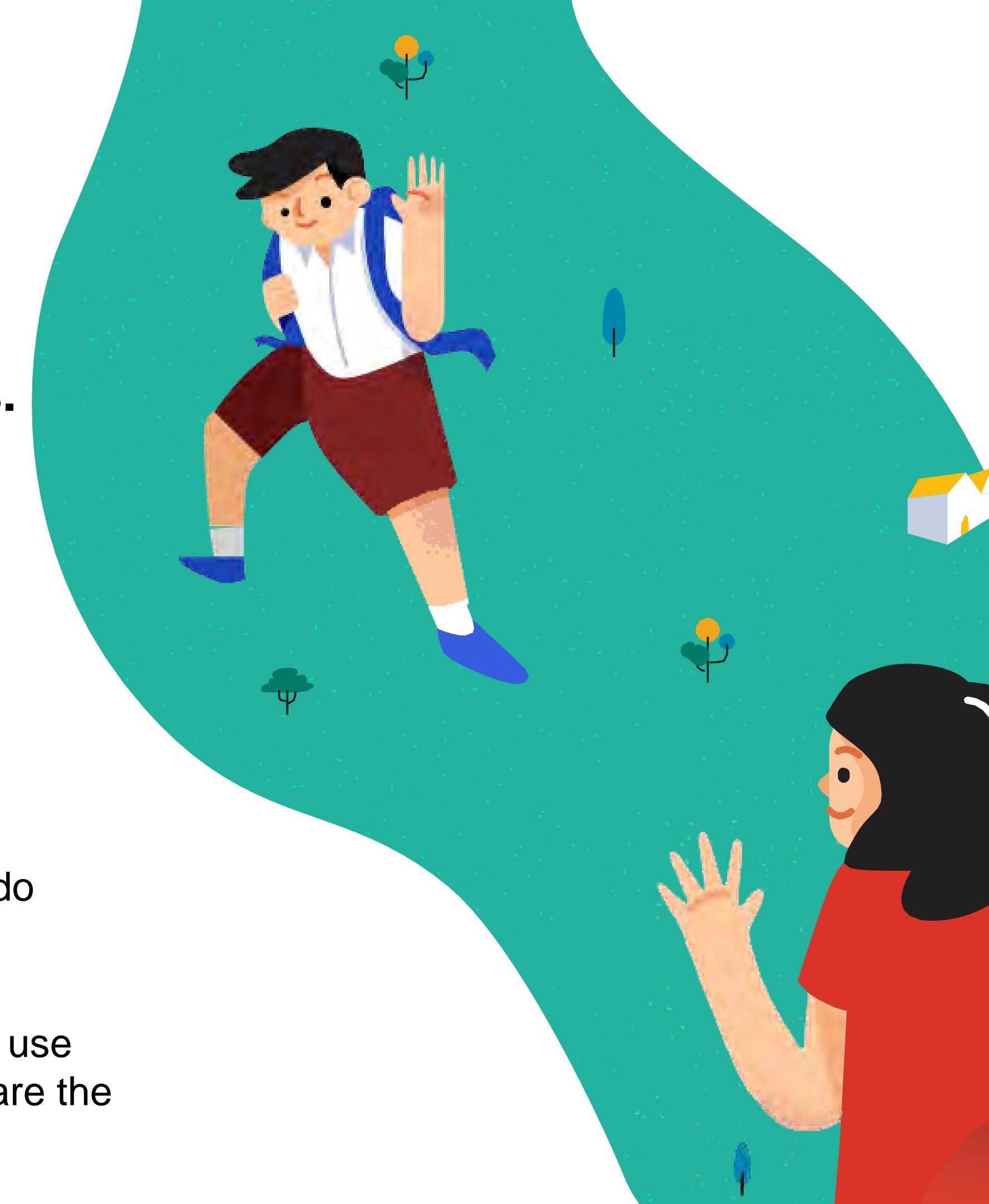
Ask questions about their experiences in school, at home and of the world around them



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

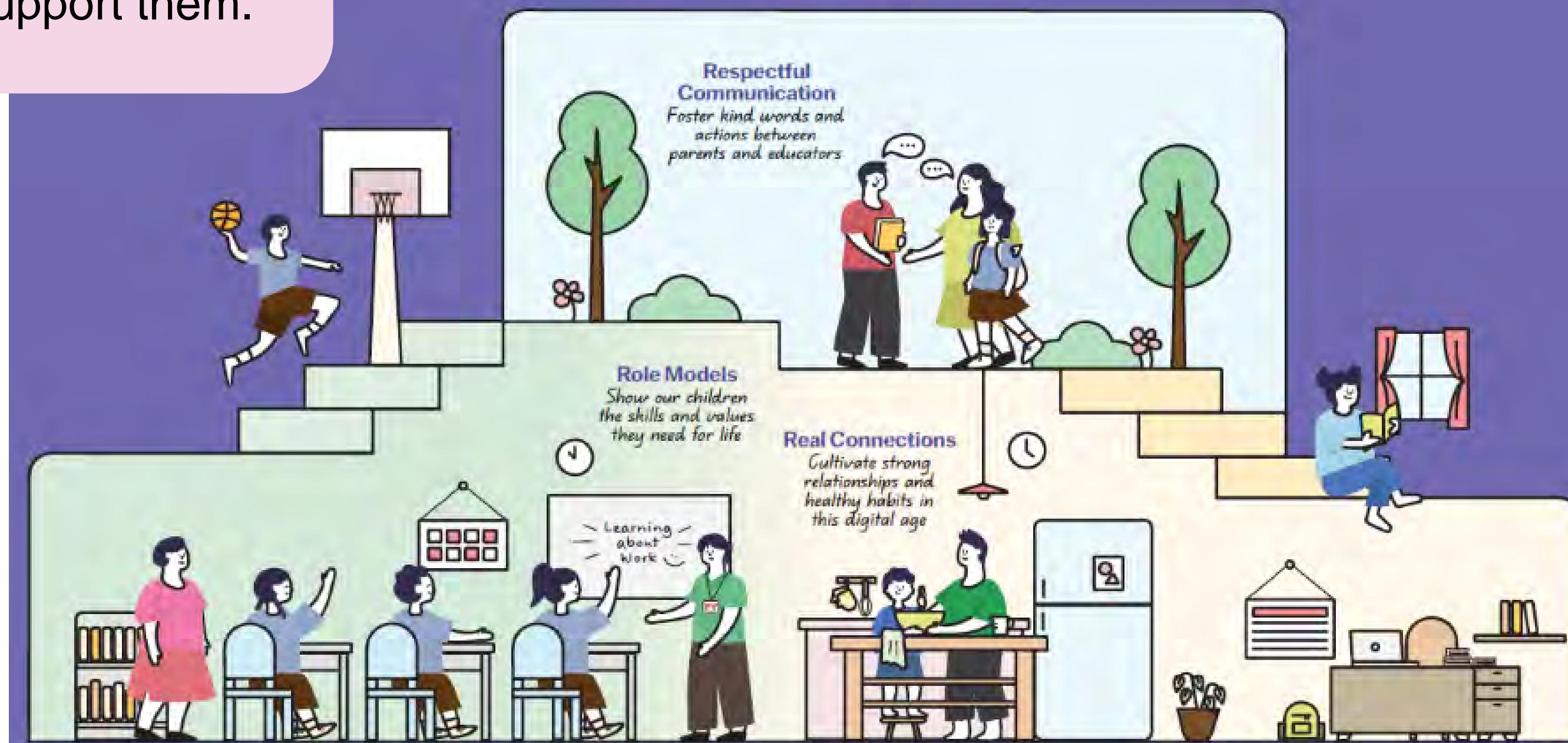
3 Real Connections



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



Respectful Communication

Foster kind words and actions between schools and educators



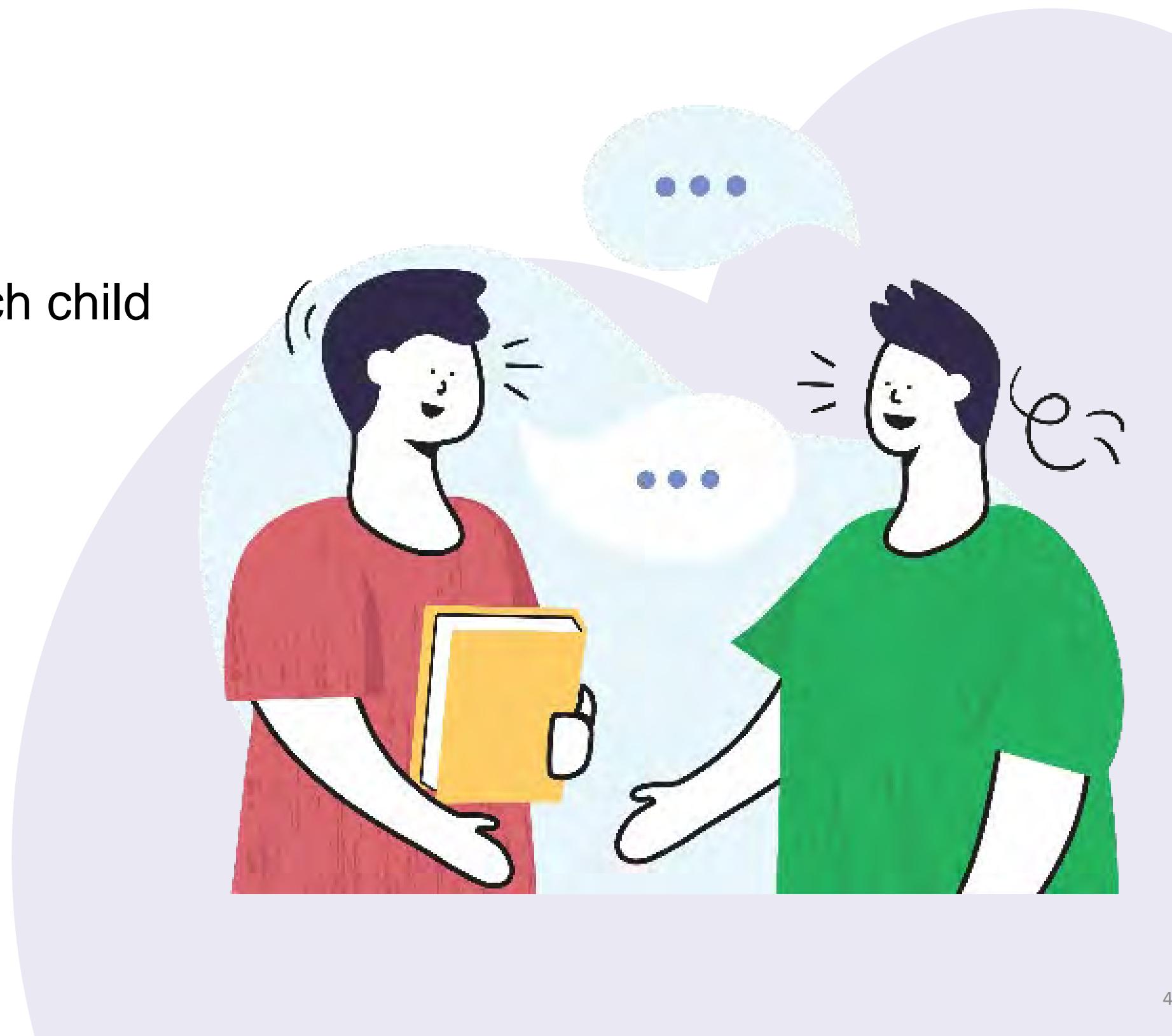
Listen to and understand each other's perspectives and concerns regarding each child



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

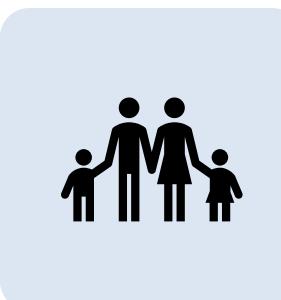
Show our children the skills and values they need for life



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 Parent's Survey 2026

Concerns	How to re – frame
Bullying	<ol style="list-style-type: none">1. Bullying is defined as a sustained and intentional effort to exclude, or hurt verbally, physically, socially (including online).2. There are very few cases of actual bullying in school.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.4. Most times, these are one – off situations.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.6. Trust the school to manage it, and avoid stepping in. This includes consequences for the students involved.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.
Nervous, anxious about a large school/class	<ol style="list-style-type: none">1. Children are highly adaptable.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.3. She will adapt and enjoy.4. For those who are crying, let those at the gates handle them. Don't hang around.
Not able to make friends and get on with others.	<ol style="list-style-type: none">1. There will be many opportunities to bond and learn and grow.2. Discomfort and fear are part and parcel of the unknown – they will come out stronger.3. Teach and empower them to take the first step and make a friend.
Canteen Food	<ol style="list-style-type: none">1. All food abides by MOE guidelines including pricing. This means the food is not as tasty as what they get at home.2. Your daughter will be taught to queue.3. While many girls pack their food, we encourage you to develop in her independence to buy and pay.
Heavy Bags	<ol style="list-style-type: none">1. Reduce the size of their bag, water bottle, pencil case, lunch bag.

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.



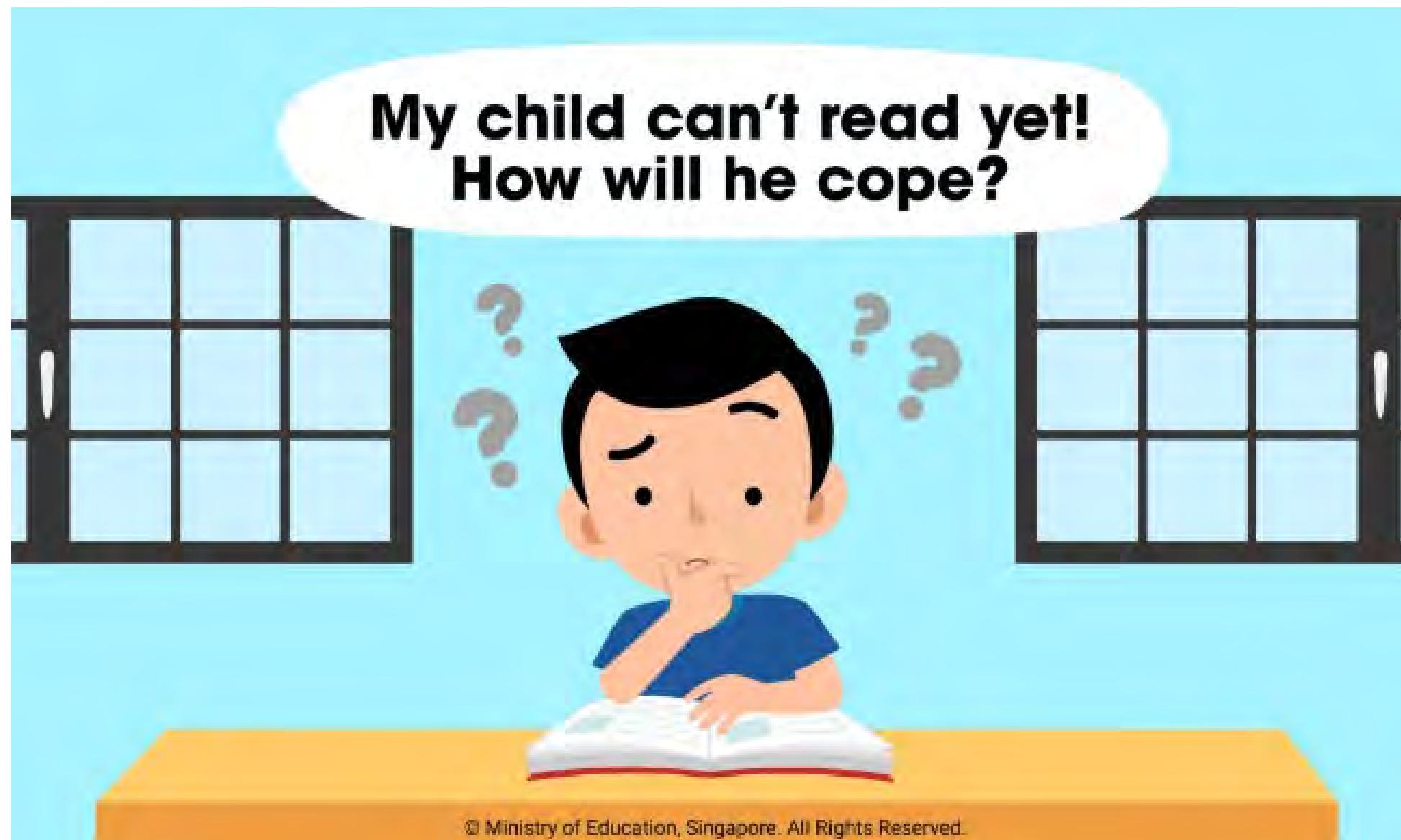


Thank you!



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...



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

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

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...



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)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

The image shows a smartphone displaying the Parents Gateway app. The screen has a white header with the text "4:20" and icons for signal, battery, and Wi-Fi. Below the header, the word "Parenting" is displayed in bold black text. Underneath it, there are two tabs: "FOR YOU" (in blue) and "EXPLORE" (in grey). A section titled "Based on your preferences" includes a button labeled "Preparing for Primary 1" with a blue outline. Below this is a photograph of a woman in a red headscarf and a white dress sitting on a sofa with two young children, one in a pink dress and one in a white shirt. The photo is timestamped "Thu, 8 May 2025" and has the caption "Cool it with the hothousing". A small note below says "Preparing our kids for the transition from preschool to primary school." At the bottom of the screen, there is a blue navigation bar with three icons.

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 screenshot shows the homepage of the Parenting for Wellness website. At the top, there are navigation links for 'About Us', 'Resources', and 'Helpline', along with a purple button for 'Sign up for Personalised Access'. Below this, a large purple banner reads 'WELCOME TO PARENTING FOR WELLNESS'. A subtext below the banner states: 'A toolbox of practical tips for you to support your child's well-being and navigate parenting in this digital age.' The main content area features a grid of 12 modules, each with an illustration and a title:

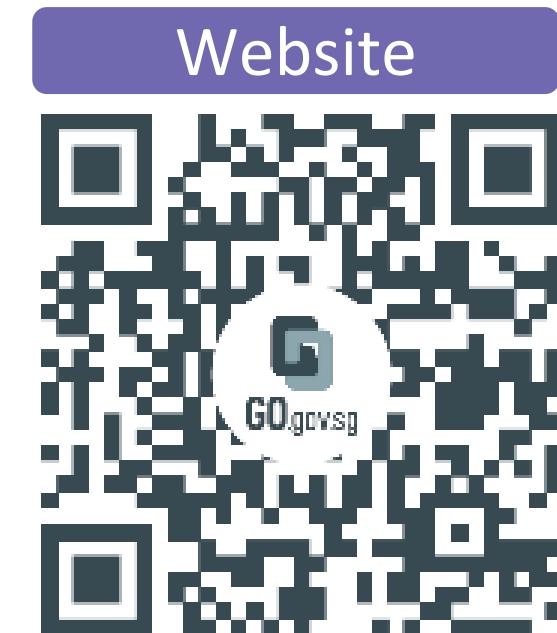
- MODULE 1: Understanding Yourself as a Parent
- MODULE 2: Developing and Strengthening Your Parent-Child Relationship
- MODULE 3: Guiding Your Child's Behaviour
- MODULE 4: Helping Your Child Develop Independence and Social Skills
- MODULE 5: Supporting Your Child in Building Resilience
- MODULE 6: Understanding Your Child's Mental Health and Well-Being
- MODULE 7: Supporting Your Child in Managing Their Mental Health and Well-Being
- MODULE 8: Caring for Yourself
- MODULE 9: Supporting Your Child in Performing Age-Appropriate Tasks
- MODULE 10: Helping Your Child Develop Good Daily Habits
- MODULE 11: Building Relationships
- MODULE 12: Think You Can Do It

The screenshot shows a detailed view of a module page from the Parenting for Wellness website. The page has a purple header with the title 'Helping Your Child Build Healthy Relationships'. Below the header, there are several sections with text and icons, including:

- 'Building Relationships' (with a QR code)
- 'Helping Your Child Develop Good Daily Habits' (with a QR code)
- 'Building Relationships' (with a QR code)
- 'Supporting Your Child in Performing Age-Appropriate Tasks'
- 'Think You Can Do It'
- 'Building Relationships'
- 'Helping Your Child Develop Good Daily Habits'
- 'Building Relationships'
- 'Supporting Your Child in Performing Age-Appropriate Tasks'
- 'Think You Can Do It'
- 'Building Relationships'
- 'Helping Your Child Develop Good Daily Habits'
- 'Building Relationships'

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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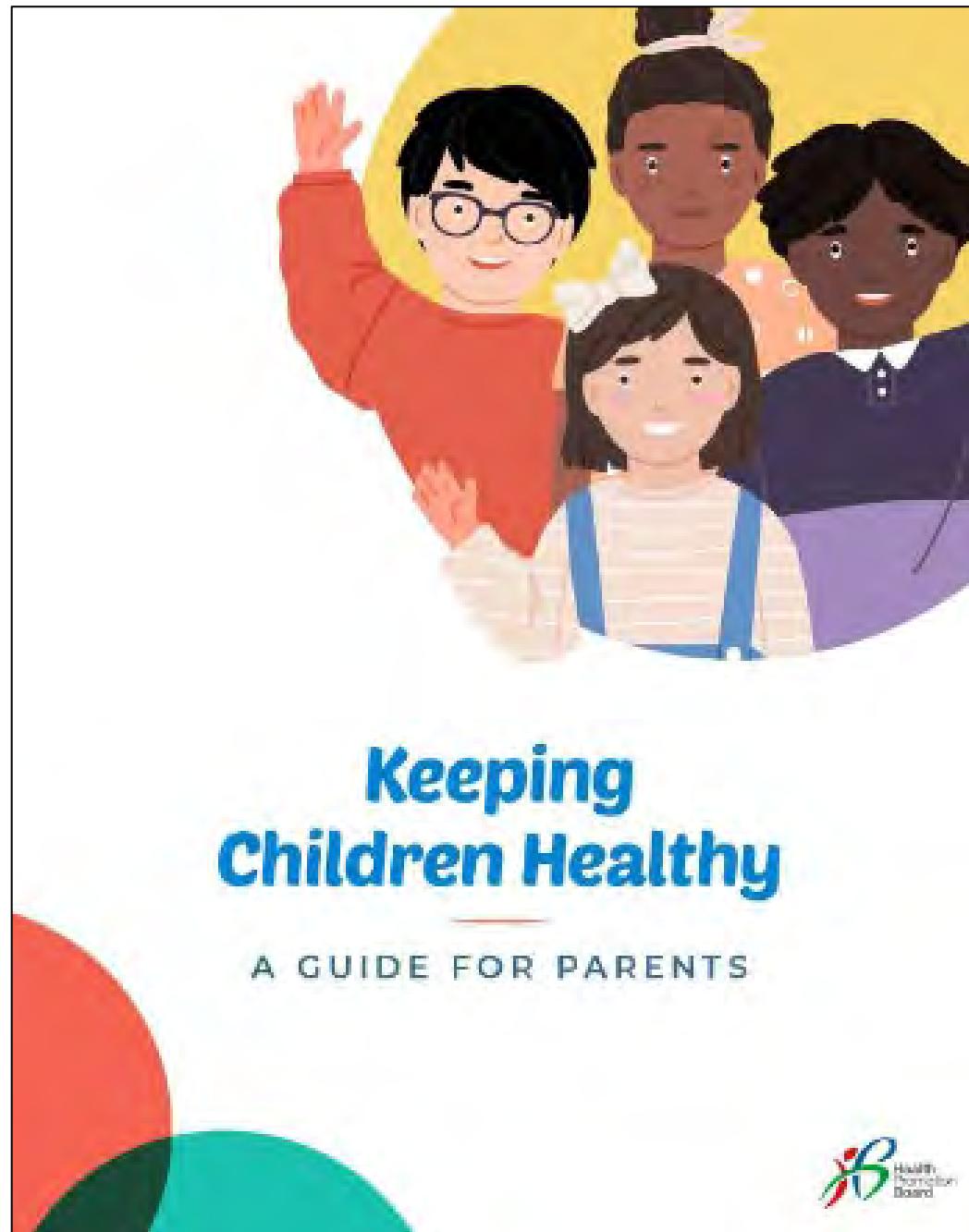
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Keeping Children Healthy



Is your child transitioning to P1?

Unlike preschool where your child is served meals based on a fixed menu, they will have to start making more independent choices about what they want to eat in primary school.

This transition from being served to choosing for themselves can be daunting for children. Prepare them for it in the following ways:

- a) Talk to your child about 'My Healthy Plate' and highlight the importance of different food groups in our diet. Teach them how to choose a combination of dishes using the 'quarter-quarter-half' method so they learn to incorporate all food groups in their meals.

Here is an example of a meal that is not well-balanced, and a couple that are:



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