2026 P2 Parents' Briefing

Friday, 9th January 2026

Principal's Address

SBPS Heartbeat

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 21CC

Reimagine learning spaces and partnerships to provide rich learning contexts

**Educational Technology as capability multiplier**
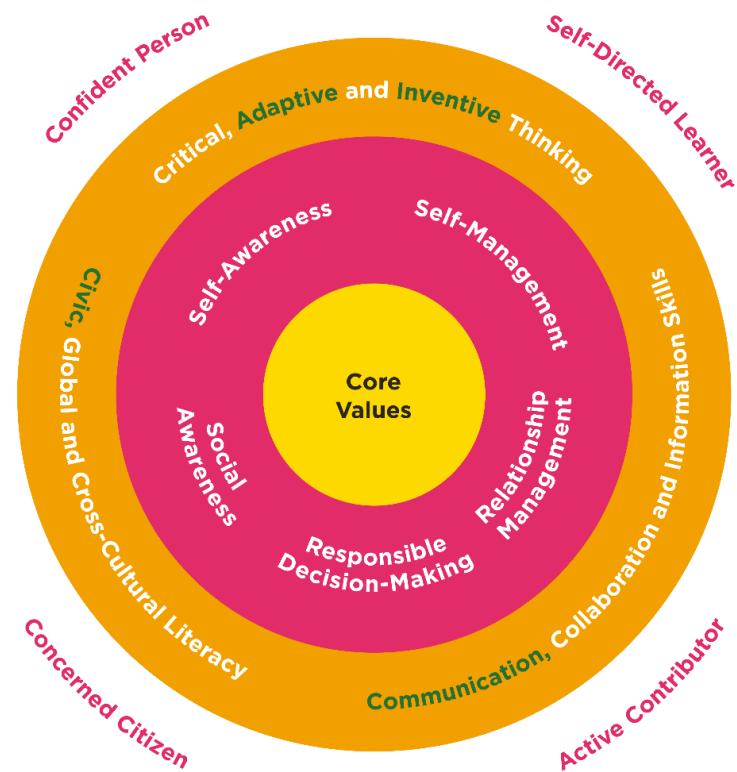
Enhanced Framework for 21CC

Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context

Inventive Thinking

- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures

Confident Person

Self-Directed Learner

Critical, Adaptive and Inventive Thinking

Civic, Global and Cross-Cultural Literacy

Self-Awareness

Self-Management

Core Values

Social Awareness

Relationship Management

Responsible Decision-Making

Communication, Collaboration and Information Skills

Concerned Citizen

Communication, Collaboration and Information Skills

Active Contributor

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Our SBPS Heartbeat

Future-Ready Learners, Rooted in Values

At SBPS, we learn to:
- **grow** 🌱 ,
- **care** 💗 , and
- **make a difference** 🌍 .

Focus for 2026
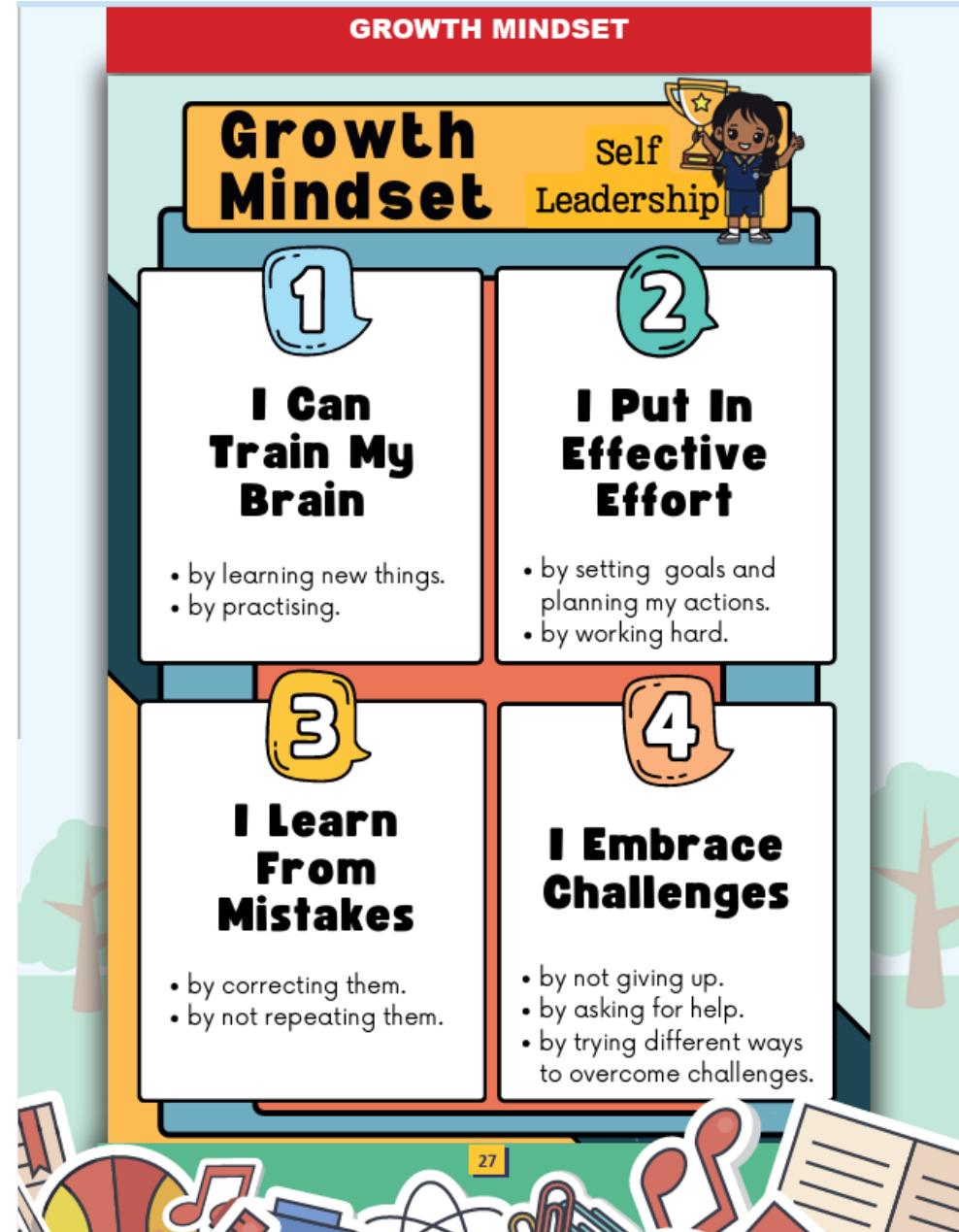
I Know Myself, I Grow Myself

This year, I *learn how to know myself* and *grow as a learner.*

Inculcating a Growth Mindset in Students
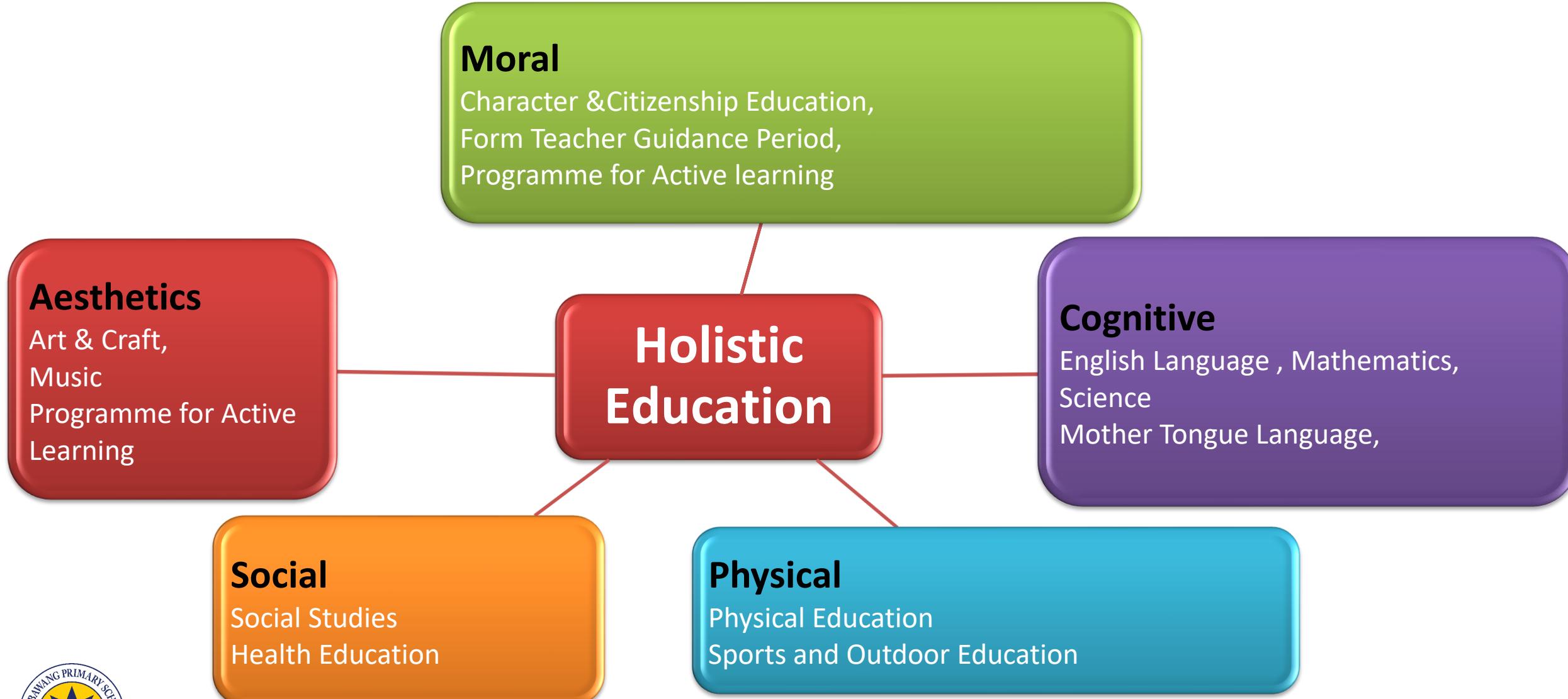
Character Education @SBPS – Parents Partnership

Inculcate a Growth Mindset in students

Key messages you can help to reinforce at home

I TRAIN MY BRAIN TO BE BETTER	I PUT IN EFFECTIVE EFFORT TO ACHIEVE MY GOALS	I LEARN FROM MISTAKES	I EMBRACE CHALLENGES
Talent and ability are not fixed, we can improve from where we are	Effort is key to success	Mistakes are learning opportunities to improve	Face challenges with grit and positivity

Overview of Holistic Education @SBPS

Moral
Character &Citizenship Education,
Form Teacher Guidance Period,
Programme for Active learning

Aesthetics
Art & Craft,
Music
Programme for Active
Learning

Holistic Education

Cognitive
English Language , Mathematics,
Science
Mother Tongue Language,

Social
Social Studies
Health Education

Physical
Physical Education
Sports and Outdoor Education

GROW WELL SG

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence

Grow Well SG, launched on Jan 21, aims to empower families to make sure children put down their mobile devices, eat well-balanced meals, get moving and have enough sleep, with support from pre-schools, schools, healthcare institutions and the community.

In addition, there will be a focus on relationships within the family and social connections with friends, a key component of healthy lifestyles.

The goals are to eat well, sleep well, learn well and exercise well.

Keeping children healthy in the digital age: 4 areas for early intervention

1. Eat Well

What's happening: Nearly 44 per cent of five-year-old children in the Gusto (The Growing Up in Singapore Towards Healthy Outcomes) cohort study were found in 2022 to have unhealthy eating habits. They consumed more fries, processed meat, biscuits and ice cream – items with high contents of saturated fat and refined carbohydrates – than children who ate healthily.

Why it matters: Shaping the food preferences of children now will help them maintain healthy diets as they grow older. Poor nutrition can lead to health issues, such as raised blood glucose and diabetes later on in life, for instance.

Goal: Keep eating fruit and vegetables every day, and don't forget to drink plain water.

Keeping children healthy in the digital age: 4 areas for early intervention

Children who sleep better, behave better !!!
sleep-learning2

2. Sleep Well

What's happening: About 65 per cent of school-age children in Singapore do not meet the recommended nine to 11 hours of sleep on school days, according to a 2022 report.

Why it matters: Insufficient sleep in school-age children has been associated with poorer academic performance, sleepiness during the day, depressive symptoms and poor social competence, the study said. The risk of mental health conditions, childhood obesity and related chronic health conditions goes up if poor sleeping habits persist into adulthood.

Goal: Sleep at least nine hours nightly.

Keeping children healthy in the digital age: 4 areas for early intervention

3. Learn Well

Temasek Primary School pupil Lucas Wong, seven, at a lifestyle prescription session on Jan 21. ST PHOTO: NG SOR LUAN

What's happening: Most children do not meet recommended screen time guidelines – only 41 per of eight-year-old children meet the recommendation of less than two hours of recreational screen time a day.

Why it matters: Inappropriate and excessive screen use displaces other activities, such as sleep, physical activity, interactions with friends and family, and is associated with increased obesity and poorer mental health and well-being.

Goal: Limit recreational screen use to less than two hours a day, if you are 7-12 years old.

Keeping children healthy in the digital age: 4 areas for early intervention

4. Exercise Well

What's happening: Only 52 per cent of eight-year-old children were involved in organised sports activity during the week. Since 2013, the proportion of school-going children under 18 who are overweight has risen from 11 per cent to 13 per cent.

Why it matters: Insufficient physical activity can lead to children becoming overweight or obese, and other health issues.

Goal: Be active and exercise for at least an hour every day.

GROW WELL SG

1. Eat Well

2. Sleep Well

Children who sleep better, behave better !!!

sleep-learning2

3. Learn Well

I've got my Health Plan

Temasek Primary School pupil Lucas Wong, seven, at a lifestyle prescription session on Jan 21. ST PHOTO: NG SOR LUAN

4. Exercise Well

Understanding Mental Health and Well-Being

What is Mental Health?

Good mental health is <u>more than</u> 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.

Why Should We Be Concerned About Our Children's Mental Health?
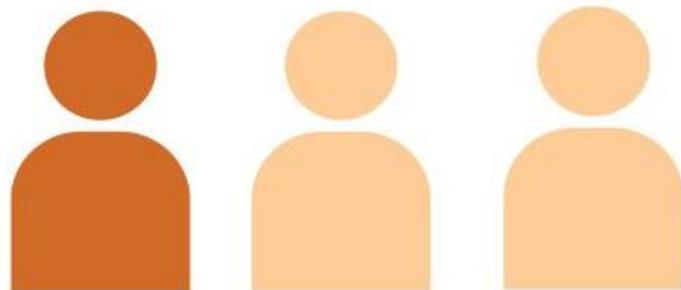
Did you know?
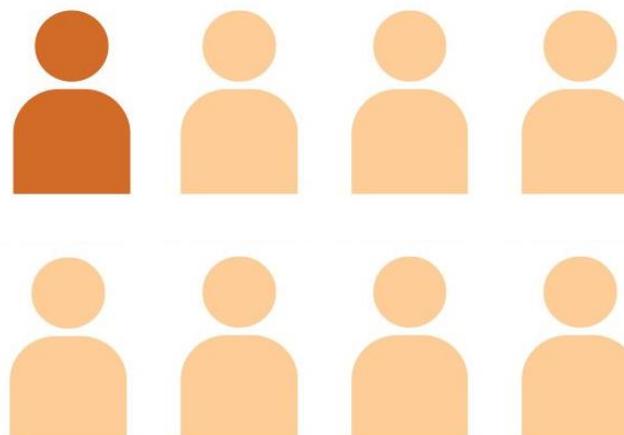
Singapore Youth Epidemiology and Resilience Study (2023)*

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1 in 3 youths (37.2%) in Singapore, aged 10-18, experienced symptoms such as sadness, anxiety and loneliness[+]

+ based on self-reporting scores

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1 in 8 youths (12%) had a current mental health condition

Common mental health conditions experienced by children and youth include:

Generalised Anxiety Disorder
(2.75% of those diagnosed)

Major Depressive Disorder
(2.37% of those diagnosed)

Graphics Source: Parenting for Wellness Toolbox

Did you know?

Tinkle Friend

Mental health one of the top reasons primary school kids called helpline in 2023

Mental health became **one of the top five most common topics** that Singapore's young children anonymously asked the Tinkle Friend service in 2023, alongside issues related to school, peers and family.

Mental health-related concerns among these children – mainly **aged 13 and below** – include **self-image struggles and emotional distress that presents as fear, anger, anxiety and low moods.**

Among the children who called or chatted with Tinkle Friend in 2020, almost half were upper primary school pupils aged 10 to 12.

Source: The Straits Times, 2024

Mental Well-Being -
What Will Your Child Learn in School?

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.

The Crucial Role of Parents
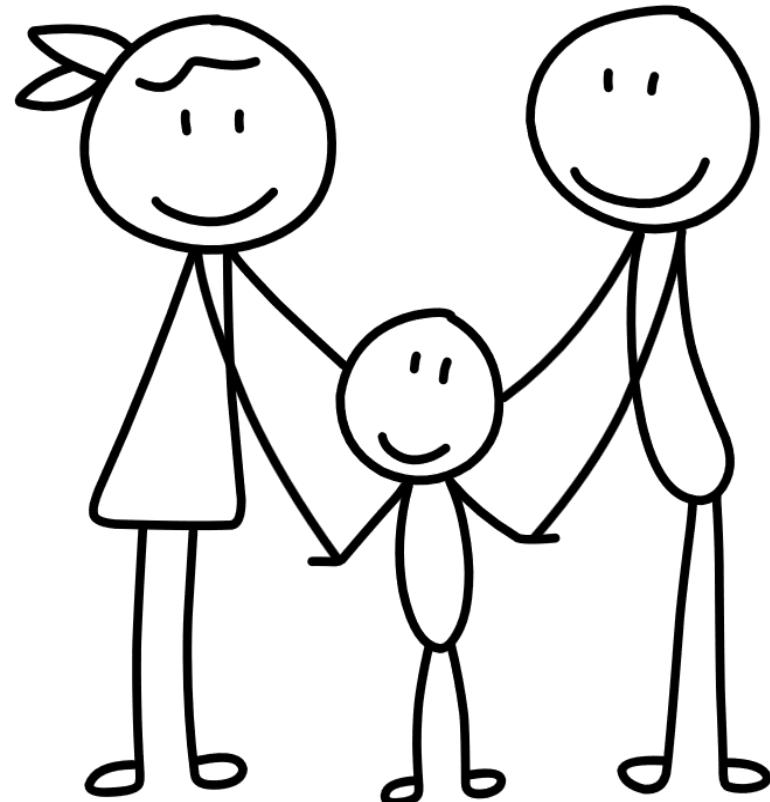
Importance of Family Support

The **Termly Check-In Surveys** 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.**

Supporting Your Child's Mental Well-Being Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

2 **Role Models**

1 **Respectful Communication**

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

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child
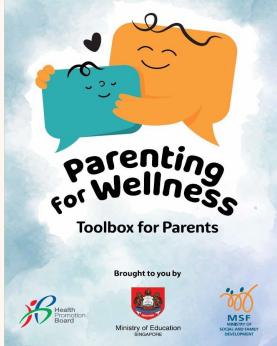
Teach children to recognise and communicate their emotions effectively

Build strong bonds through shared experiences and meaningful conversations

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

Providing a safe space for conversations

Tips taken from Parenting For Wellness Toolkit (p.11)

Parenting for Wellness
Toolbox for Parents

Brought to you by
Health Promotion Board · Ministry of Education SINGAPORE · MSF MINISTRY OF SOCIAL AND FAMILY DEVELOPMENT

GO.gov.sg

https://go.gov.sg/pfwp11

This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

✓ Things You Can Do

Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.

Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.

Listen to understand, instead of listening in order to give advice and offer solutions.

Take a step back to calm down if things get heated, and return to the conversation after calming down.

Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

○ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

  How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

  I hear that you are feeling frustrated.

- Let your child know that it is natural to experience these feelings, and that you experience them too.

  I can see why you are upset. I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

  How can I help? What support do you need from me?

Cyber Wellness

It's more than saying no to devices.

Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.
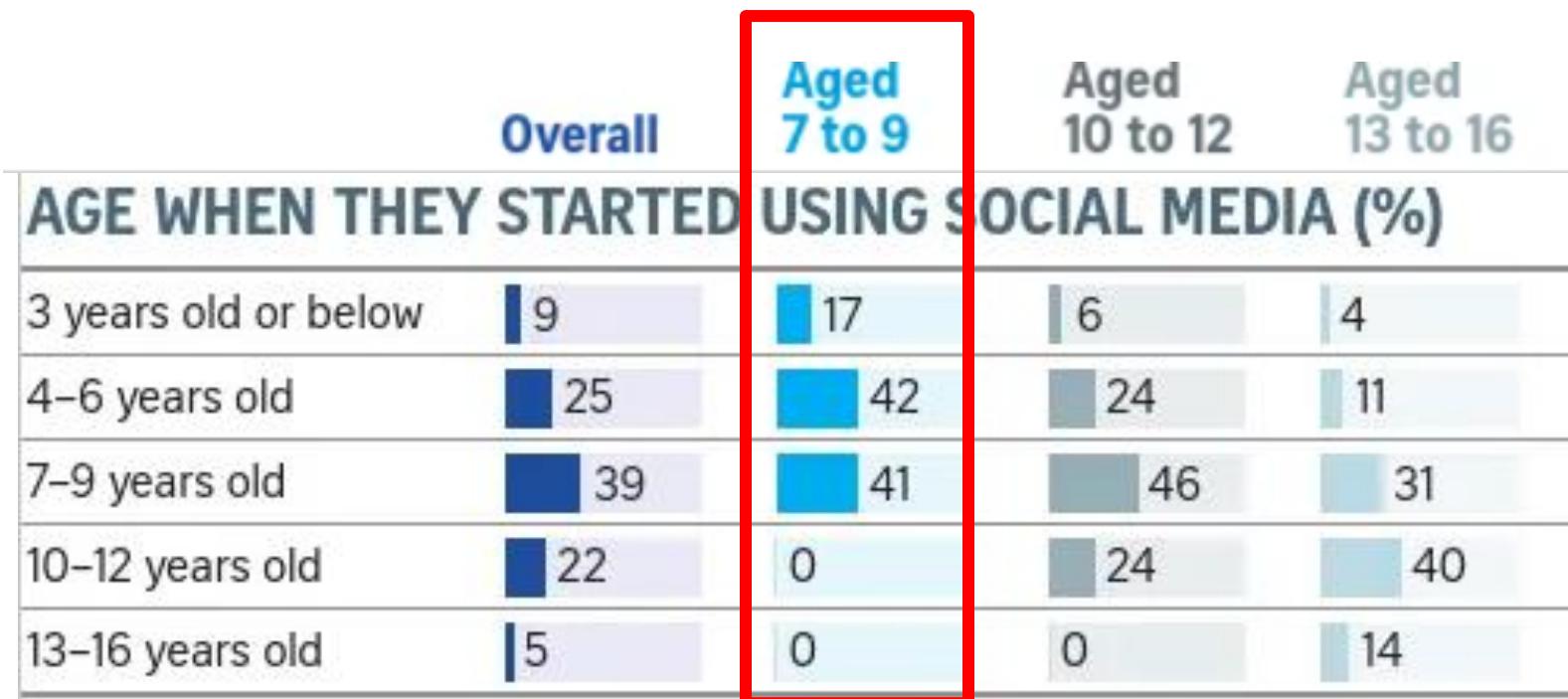
However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.

What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

*Source: Milieu Insights, reported by the Straits Times (Feb 2021)*

FUTURE-READY LEARNERS, ROOTED IN VALUES

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14
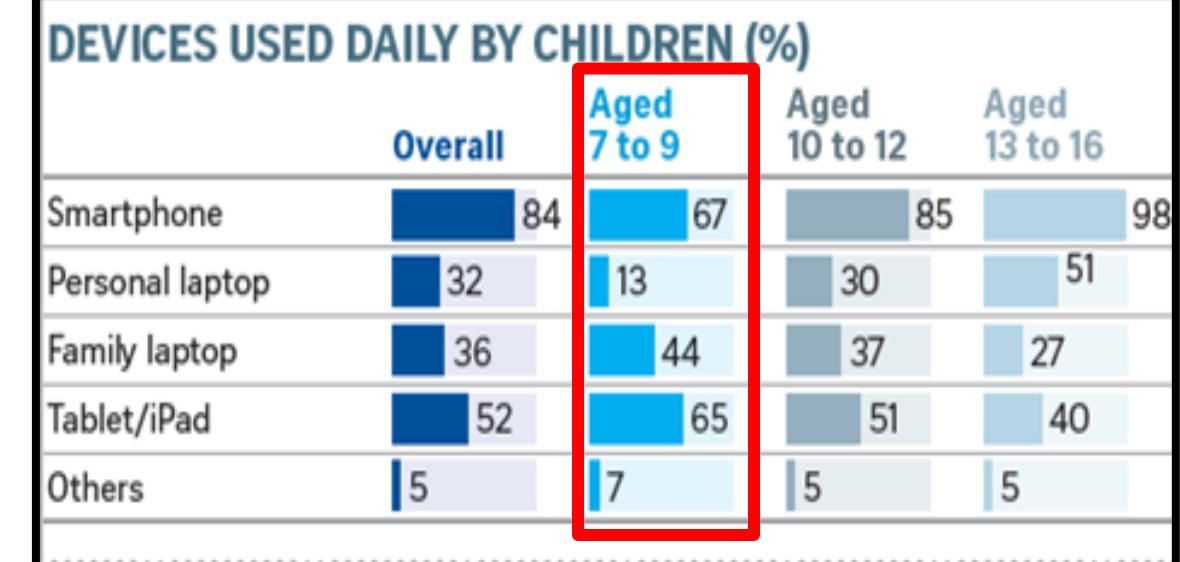
CURRENT REALITY

Children are going online from a younger age

CURRENT REALITY

Two-thirds of these children use a smartphone and/or a tablet/iPad daily.

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Did you know?

A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

CURRENT REALITY
Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Parents might not be aware, but...

1 in 3 children has chatted with strangers online	**1 in 3** children has been exposed to pornographic materials	**1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

FUTURE-READY LEARNERS, ROOTED IN VALUES

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord
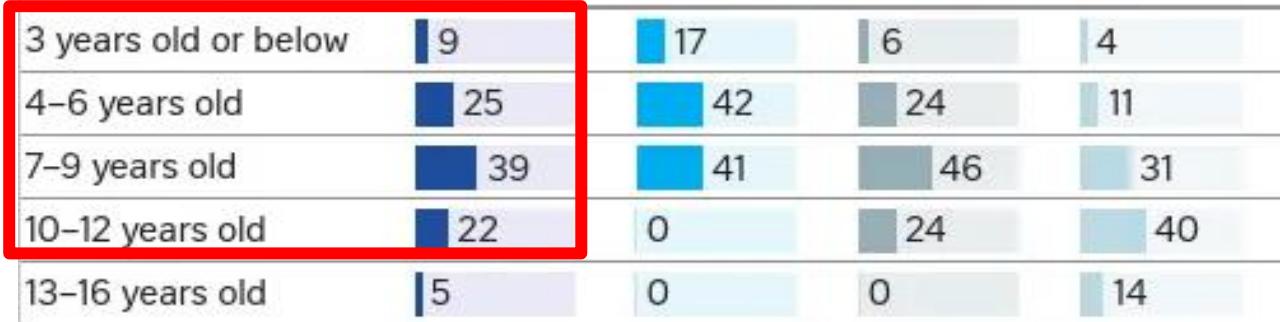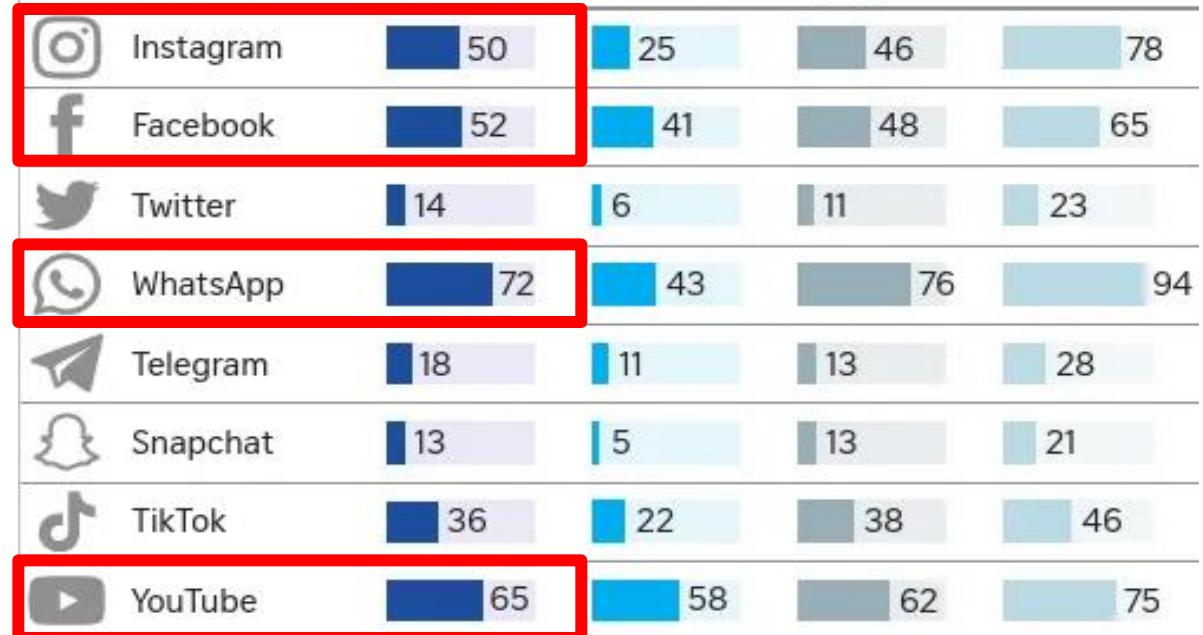
But the **majority of our children** have access to social media **before** **the recommended ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

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7–9 years old	39	41	46	31
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TYPES OF PLATFORMS CHILDREN USE (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

FUTURE-READY LEARNERS, ROOTED IN VALUES

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

https://go.gov.sg/moe-cw-education

Unlocking their First Smartphone or Watch

How can we prepare ourselves and our children?

At what age should I give my child their first smartphone or watch?

Based on MOH's Guidance on Screen use in Children, parents should not give children mobile devices with unrestricted access to internet and applications. Parents can **delay the provision of smartphone and smartwatches** to their children.

Consider these questions:

Are they ready?	Can your child: • keep track of their belongings independently? • handle their own responsibilities without constant reminders? • obey rules and guidelines set in place? • differentiate between appropriate and inappropriate content?
Are you and your family ready?	Can you be a good role model for your child, and establish and enforce rules with your child's smartphone usage, including monitoring apps, screen time and internet use?

If you answer 'no' to any of these questions, it is wise to wait until your child is older – **ideally when your child is in secondary school**. Children who are already facing challenges (such as low self-esteem, poor self-control, bullying, or high stress) are more vulnerable to problematic screen use.

How do I prepare my child for their first smartphone or watch?

If you determine that you and your child are ready...

Tips	Conversation starters
Reflect on safe and responsible smartphone use	"How will you show me you will use your smartphone responsibly, respectfully, and safely?"
Co-create a family screen use plan	"Let's come up with a set of family rules on how we should use our smartphones." "Let's think about what should happen if anyone breaks any of the rules."
Include the setting of Parental Controls in your conversations	"The online space can be dangerous, and we would like to keep you safe. These parental controls that we put in will help to protect you. Let's set a date in 6 months' time to see if we should adjust the controls."

If you think you and your child might not be ready yet,
here are some alternatives:
- Basic phones/Smartwatches offering calling and texting functions without internet access or apps (please check school's policies on usage in schools)
- Set a date/age to review your child's readiness for a smartphone/watch.

What Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

Primary 1 and 2

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

Basic online safety rules
- Talking to only people you know

Cyber Contacts
- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

Importance of a balanced lifestyle
- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information
- Understand the risks of disclosing personal information

Family Time

Family Chat Time!
Share with your family members:
- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to keep safe in the cyberworld!

_____
Parent's / Guardian's signature

Explore Cyber Wellness messages with your child through the **CCE (FTGP) Journal by participating in "Family Time"** activities in the journal.

School Programmes and Initiatives

Cyber Wellness Assembly
- Cybersecurity, Cyberbullying & Responsible Video Gaming

Cyber Wellness Carnival
- Booths with various interactive activities
- display panels & experiential games
- to promote mass   awareness of balanced, responsible & respectful online behaviour through various learning activities.

Supporting Your Child's Cyber Wellness Through School-Home Partnership (SHP)

2 Role Models

1 Respectful Communication

3 Real Connections

FUTURE-READY LEARNERS, ROOTED IN VALUES

Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.

Have regular and genuine conversations with your child
- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.
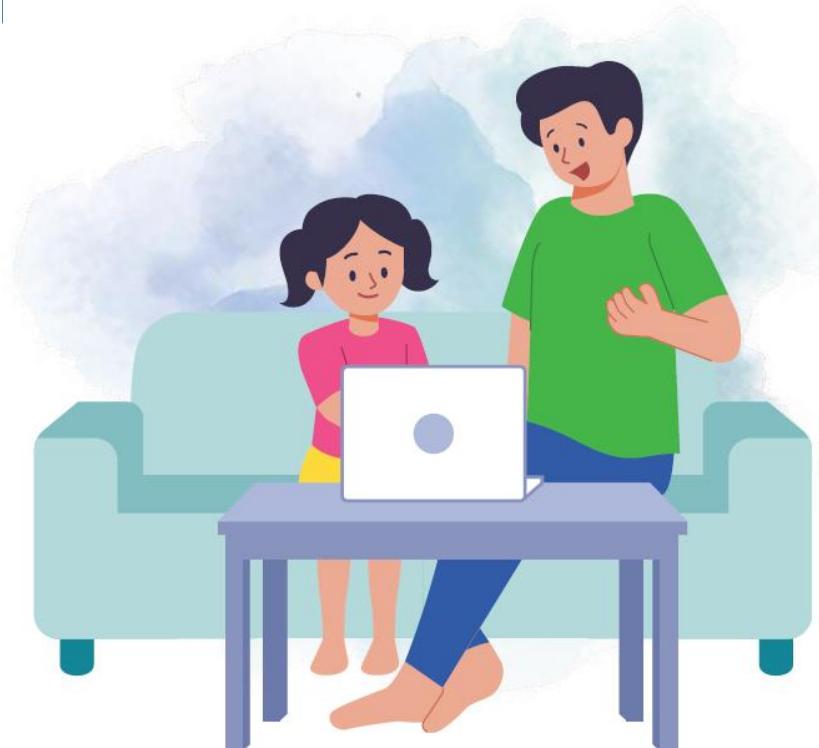
Communicate your actions and rationale.
- Let your child know **you care for them** and **want them to be safe online**.

Discuss with your child as you set parental controls to manage device use and stay safe online.

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.

Role model healthy use of devices and social media, and good online behaviour for your child/ward.
- E.g. parents/guardians not using devices during mealtimes, respectful online communication

Role modelling respectful conversations.
- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

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Real Connections

Cultivate strong relationships and healthy habits in this digital age.

Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do.** Help them **feel safe** expressing themselves with you.

Provide a balanced mix of engaging online and offline activities

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).
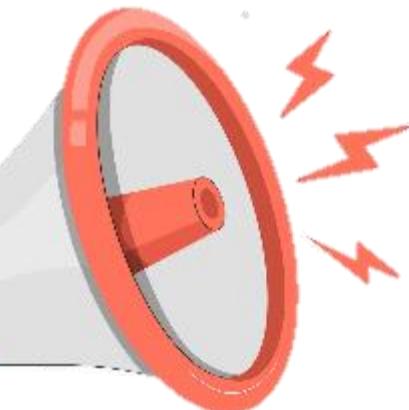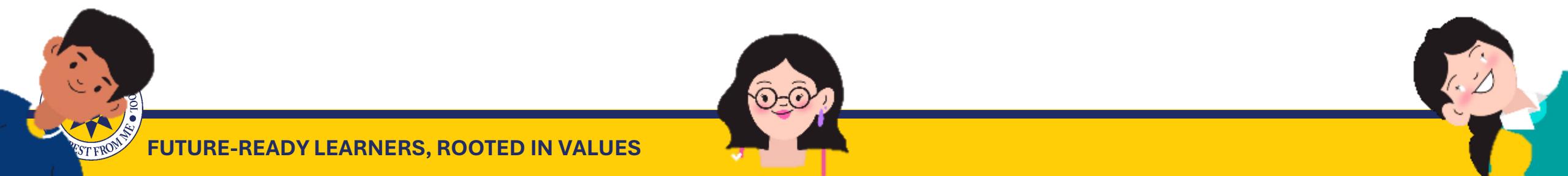
Join our
Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.
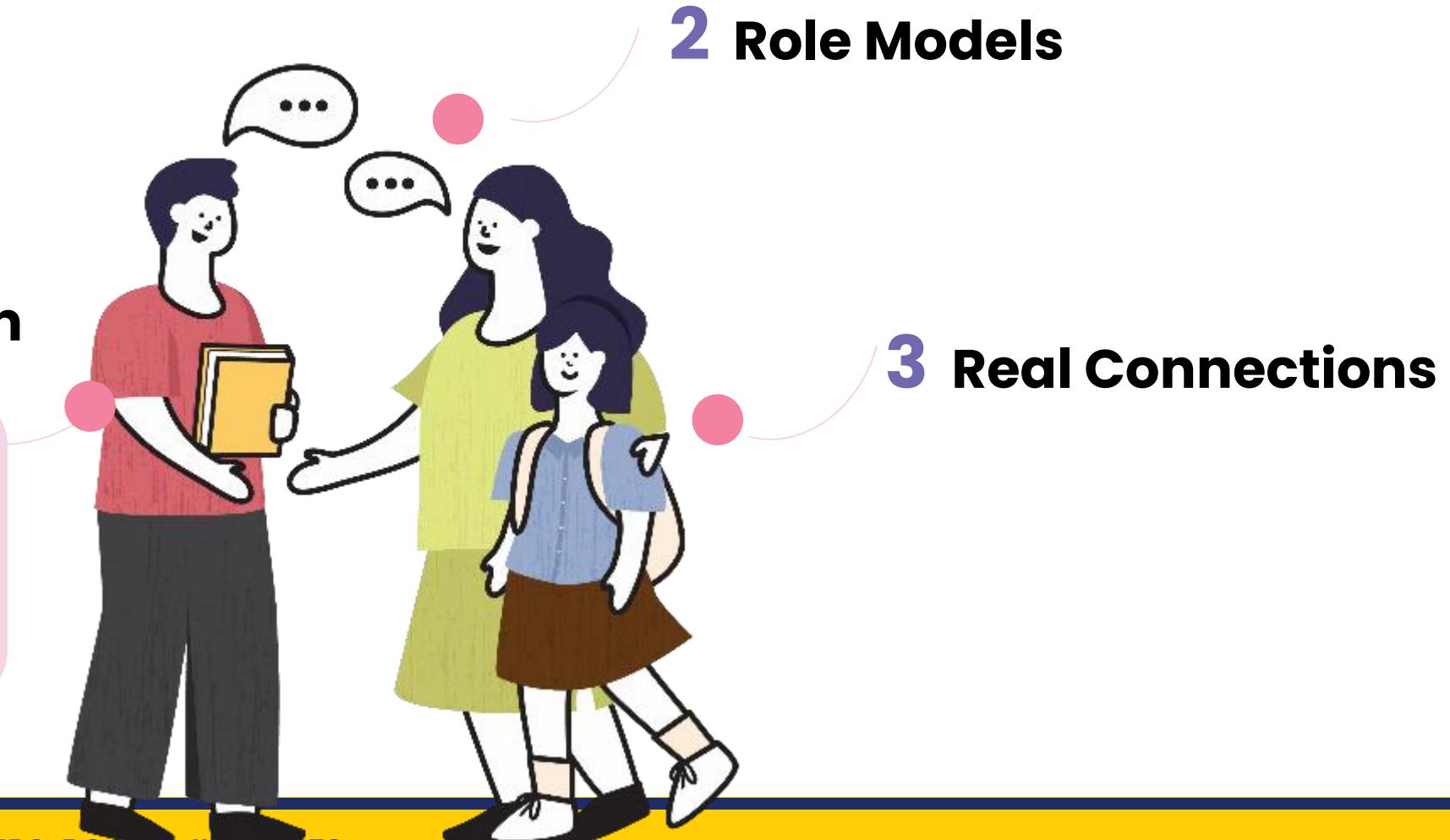
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3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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

Respectful Communication

Foster kind words and actions between schools and educators
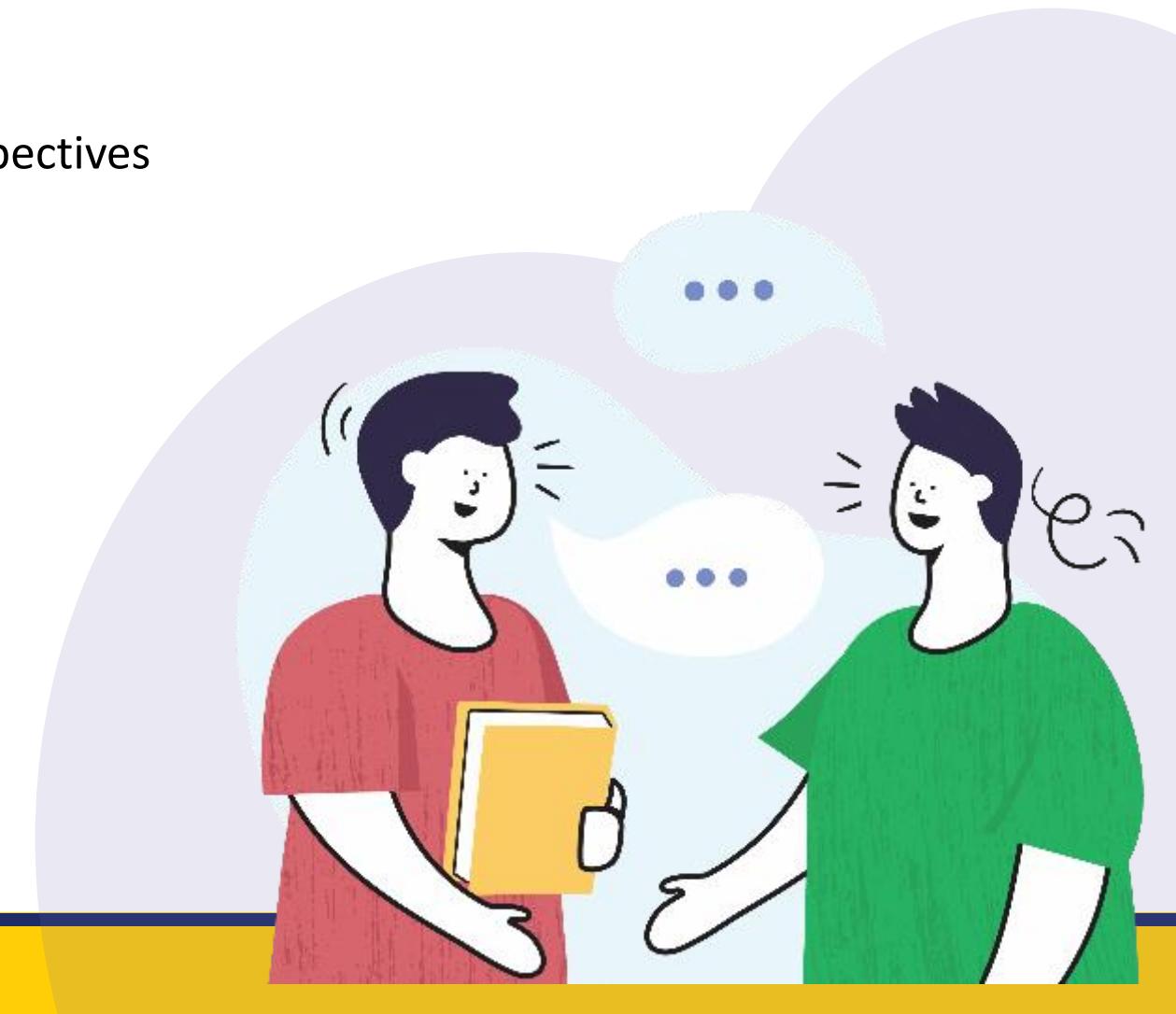
Listen to and understand each other's perspectives and concerns regarding each child

Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers
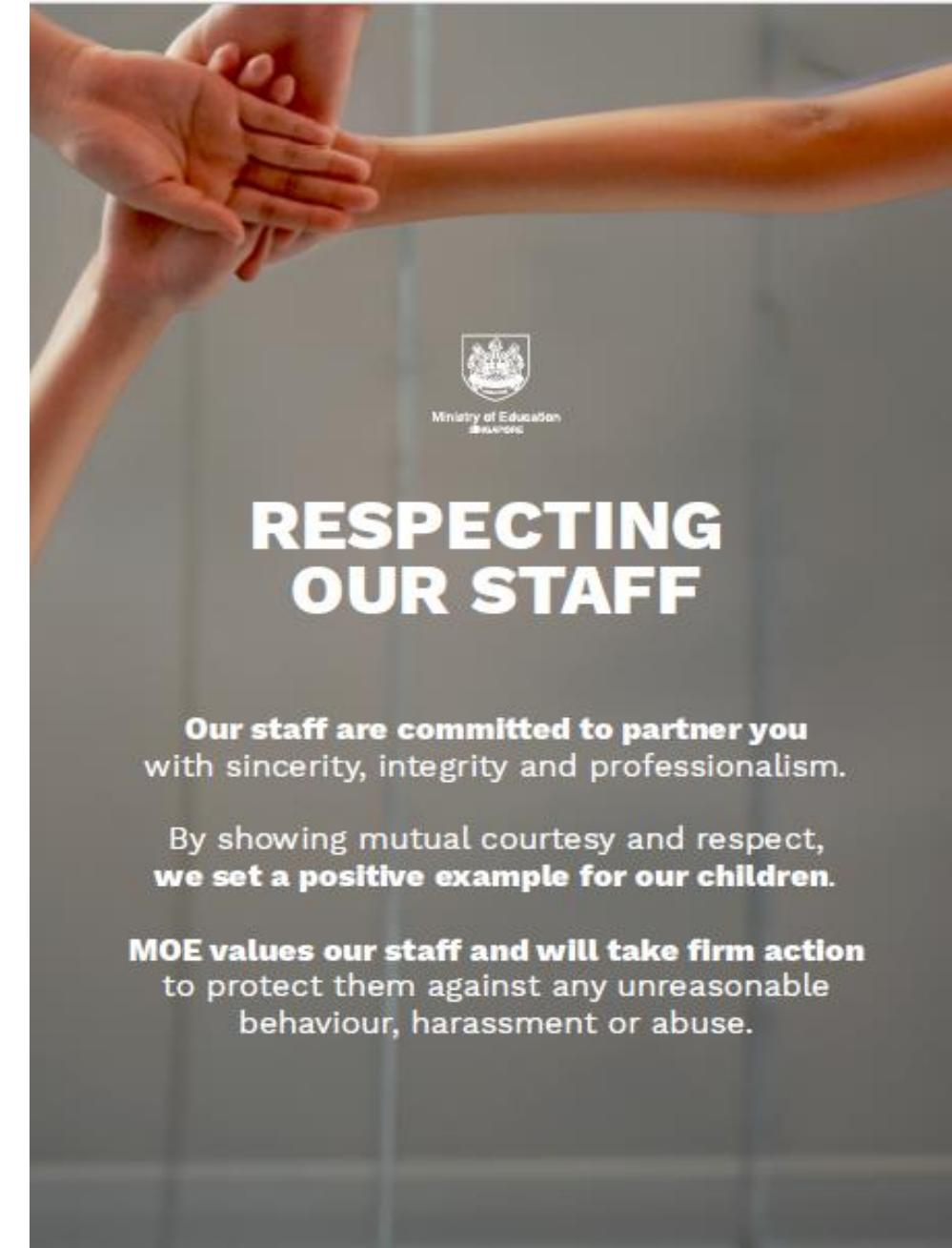
Respect each other's time by communicating during working hours

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FUTURE-READY LEARNERS, ROOTED IN VALUES

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.

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

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

Build strong bonds through shared experiences and meaningful conversations

Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Additional Resources

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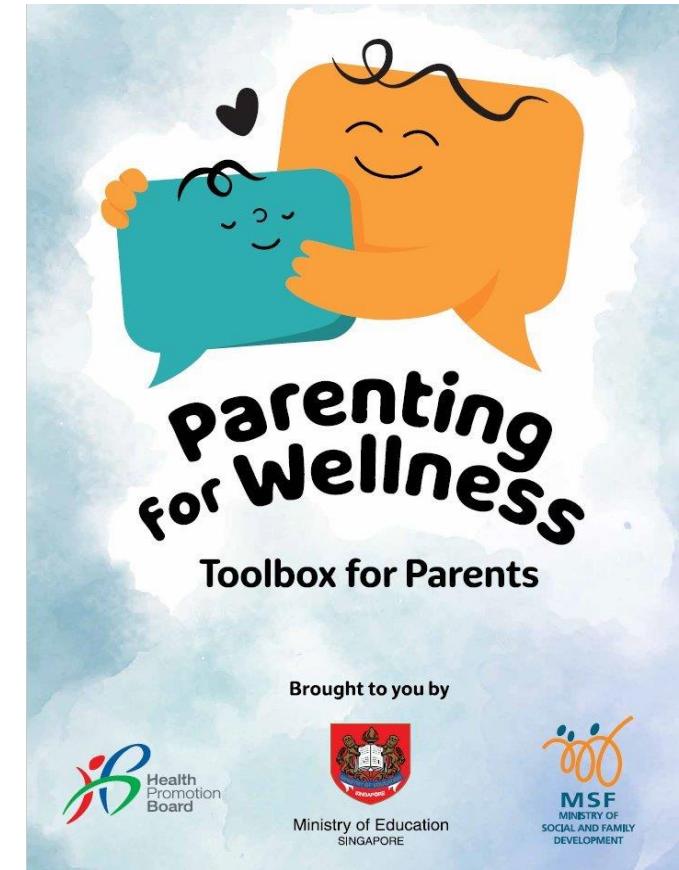
For personalised access to the full suite of parenting resources, check out the ***Parenting for Wellness*** **website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.

https://go.gov.sg/hpbpfw

How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.

How can parents better communicate with their child on digital habits and matters?
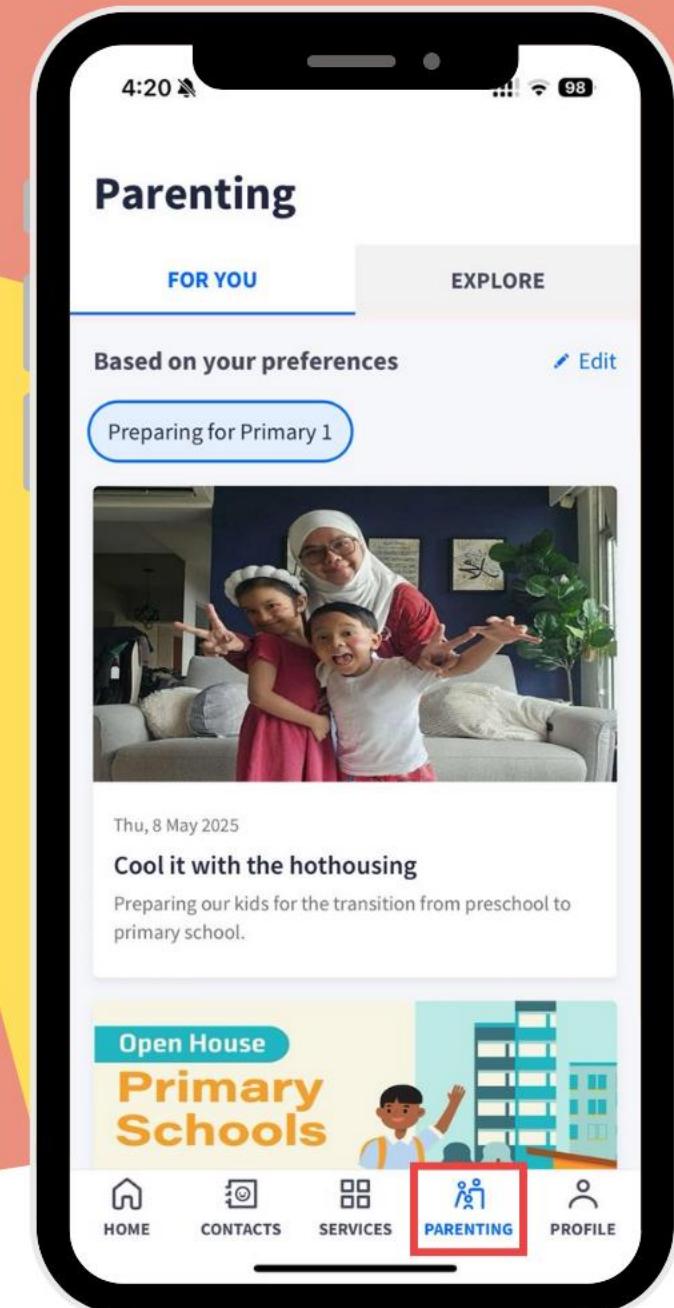
Providing a safe space for conversations	• It can be challenging to grapple with uncomfortable feelings and negative thoughts. • Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood. • **You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.**
Role modelling respectful conversations	• When your child learns to engage in respectful conversations, they become a better communicator and friend. • **Parents are in the best position to role model these skills** through daily interactions with your child. • **Listen to understand**, instead of listening in order to give advice and offer solutions.

Have regular and open conversations	• **Have regular conversations** to better understand what your child does online.
	  • Is it school work or are they engaging in recreational activities?
	  • For example:
	    • State observation: "I noticed you have been spending a lot of time on your device."
	    • Ask open-ended questions: "What do you usually do on your device?"
	• **Communicate your actions and rationale**. Let your child know you care for them and want them to be safe online.

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.

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.

Check out more resources from MOE

Parent Kit
www.moe.gov.sg/parentkit
Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms

www.instagram.com/parentingwith.moesg

www.facebook.com/moesingapore

www.instagram.com/
moesingapore

www.youtube.com/
moespore

School's Expectations

Attendance & Punctuality

- All students are expected to be punctual for school, lessons, assembly, CCA and any school-organised activities.

- 0715: Silent Reading

- 0730: National Anthem & Pledge-Taking Ceremony

Attendance & Punctuality

- All absence from school <u>MUST</u> be supported by a medical certificate and/or where appropriate, a letter of explanation from parents (not more than 5 letters per semester)

- Refrain from taking students for extended holidays as it will affect his/her learning in school.

- Persistent late-coming and absences: school will engage parents to discuss intervention

Attire

- Students are expected to wear the prescribed school uniform.
(with name tag sewn)

- PE Attire is to be worn on PE days and PAL days only.

- School jacket

- Shoes, shoelaces and socks must be white in colour, with no logo(s).

- Adornments (Girls)
    - Small & simple ear stud are allowed.
      Earrings are strongly discouraged.
    - Plain blue/black ribbons, hair clips or hair bands.

LOCATION OF NAME TAG

Leaving School Early

- Students are expected to remain in the school premises until dismissal.

- Students are not allowed to leave the school premises while waiting for the start of the next programme. e.g. Remedial, CCA

- If student is unwell, he/she may:

- rest in sick bay with teacher's permission,

- go home, accompanied by parent/guardian

Prohibited Items

- Toys, scissors or any sharp objects

- Electronic devices

- Any items that will disrupt learning

Smart Watches

Use of Smartphones & Smartwatches

- Students who bring such devices are to put them in their school bags before school start time.
  Note: Except for POSB Smart Buddy watch.

- Devices are to be **switched off at all times**. Students are not to use smartphones and smartwatches during school hours including recess, lunch, CCA and after-school programmes (e.g. supplementary/ enrichment/ remedial lessons).

Smart Watches

Use of Smartphones & Smartwatches

- Students **should bear responsibility** for safekeeping of devices, and the **school will not be held responsible** for any loss or damage

- If students need to contact their parents/ guardians, they may use the phone located within the General Office.

Smart Watches

Use of Smartphones & Smartwatches

- Any students found using their devices irresponsibly within the school compound will have the device confiscated without exception. Confiscated smartphones or smartwatches can only be retrieved by the student's parents.

Level Programmes
&
Initiatives

FUTURE-READY LEARNERS, ROOTED IN VALUES
SEMBAWANG PRIMARY SCHOOL

Character Education @SBPS

Student Outcomes and School Values

We want to develop all students in SBPS to be
a Compassionate Leader and a Reflective Contributor.

Compassionate Leader	Reflective Contributor
Care	Curiosity
Gratitude	Excellence
Integrity	Resilience
*I show **care, gratitude and integrity** in my interaction with others.*	*I demonstrated **curiosity, excellence and resilience** in my learning.*

SEMBAWANG PRIMARY SCHOOL • THE BEST FROM ME •

FUTURE-READY LEARNERS, ROOTED IN VALUES

Character Education @SBPS

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We want to develop all students in SBPS to be
a Compassionate Leader and a Reflective Contributor.

Compassionate Leader	
Care	
Gratitude	
Integrity	
*I show **care, gratitude and integrity** in my interaction with others.*	

Sch Value	Statements (Lower Pri)
Care	I use kind words.
	I speak politely and respectfully to others.
Gratitude	I thank my teachers and friends.
	I am kind to others who have helped me.
Integrity	I tell the truth.
	I speak up when needed.

Character Education @SBPS

Student Outcomes and School Values

We want to develop all students in SBPS to be
a Compassionate Leader and a Reflective Contributor.

Reflective Contributor

Curiosity

Excellence

Resilience

I demonstrated **curiosity, excellence and resilience** *in my learning.*

Sch Value	Statements (Lower Pri)
Curiosity	I participate during lessons and activities.
	I clarify when in doubt.
Excellence	I stay focused on my task.
	I choose to do my best even when no one is watching.
Resilience	I reflect on my actions.
	I stay calm when I face challenges.

My Primary Two Adventures : Learn, Lead, Level Up

Progression Programme from P1 Onboarding Programme

Captures highlights, significant milestone, reflections

Check in student outcomes

Choose To Learn, Learn To Choose (CTLTC)

- Learning Centre intended for <u>self-directed learning</u> by students.

- Learning Stations include variety of resources

- Located <u>within the classroom,</u> task boxes with different tasks, games and puzzles or activities allow students opportunities to develop different skills

Experiential Learning Week

Term 2 Week 2

Programmes (tentative)

• Cyberwellness programme

• Financial Literacy

• Speech & Drama

• New Media Literacy

• Reader's Theatre

• Mixed Martial Arts

Purpose of Learning Journeys

- Learning journeys are purposeful experiences that extend classroom learning beyond the classroom.

- They help students make real-world connections to what they have learnt in school.
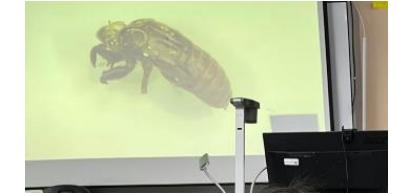
Learning Journeys

Science Centre

Students engaged in hands-on, interactive learning experiences.
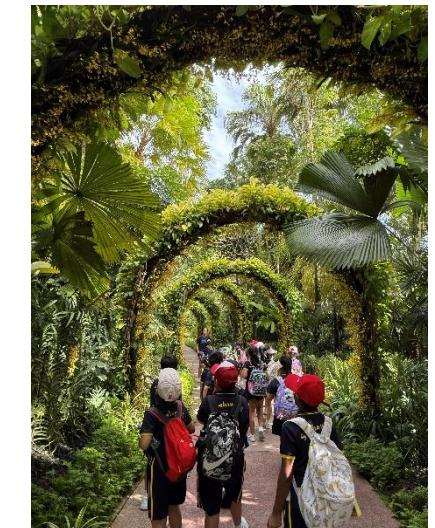
•Activities were linked to STELLAR Big Book titles studied in class.

•For instance, students examined insect specimens. This is tied to the book that they have read in class, *The Life Cycle of a Butterfly*.

National Orchid Garden

Learning was extended from Social Studies lessons to real-life experiences.

•Prior learning:

- Students learnt about Singapore's national flower – Vanda Miss Joaquim.

•At the Orchid Garden, students:

- Identified Singapore's national flower.
- Learnt how orchids are grown and cared for.
- Understood why orchids are gifted to foreign dignitaries:
  - To show friendship and respect
  - To showcase Singapore's identity to the world

Year Head's Tips for parents

- **C**ultivate trust by giving teachers time to understand your child.

- **O**rientate your child towards building strong and meaningful friendships.

- **N**urture the values of graciousness and tolerance in social interactions.

- **N**urture curiosity by asking thoughtful and open-ended questions.

- **E**xemplify calmness to help your child develop confidence.

- **C**ollaborate with the school to ensure a positive learning experience.

- **T**rust the process and work together with us to make learning at SBPS a positive and enriching experience for your child.

Feedback

Thank You • Terima Kasih • 谢谢 • நன்றி