

# Briefing For Parents 2025

## Primary 2

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**FUTURE-READY LEARNERS, ROOTED IN VALUES**  
**SEMBAWANG PRIMARY SCHOOL**



*Welcome*  
**BACK**  
*t*  
**SCHOOL**





# MOE's Key Directions

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**FUTURE-READY LEARNERS, ROOTED IN VALUES**  
**SEMBAWANG PRIMARY SCHOOL**

# 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**



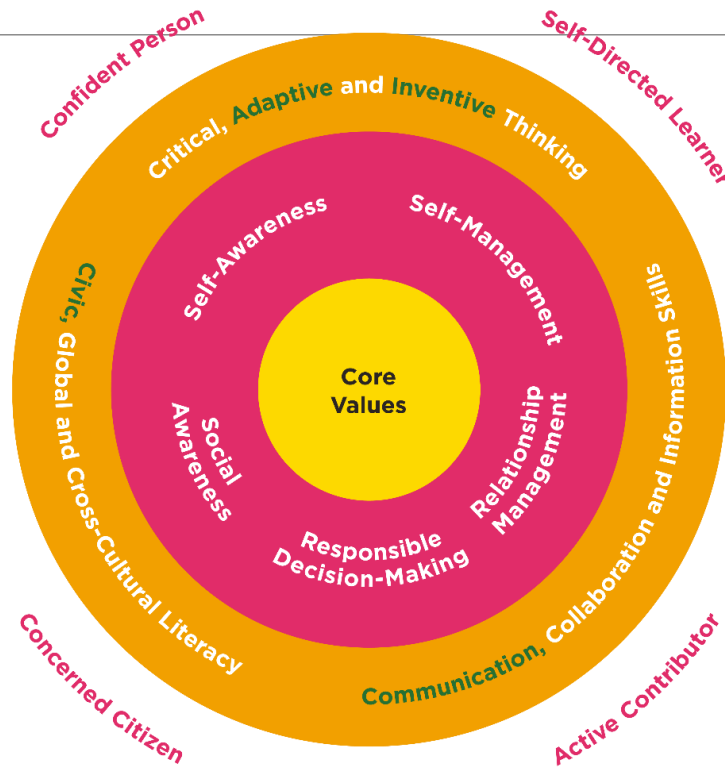
# Enhanced Framework for 21CC

## 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



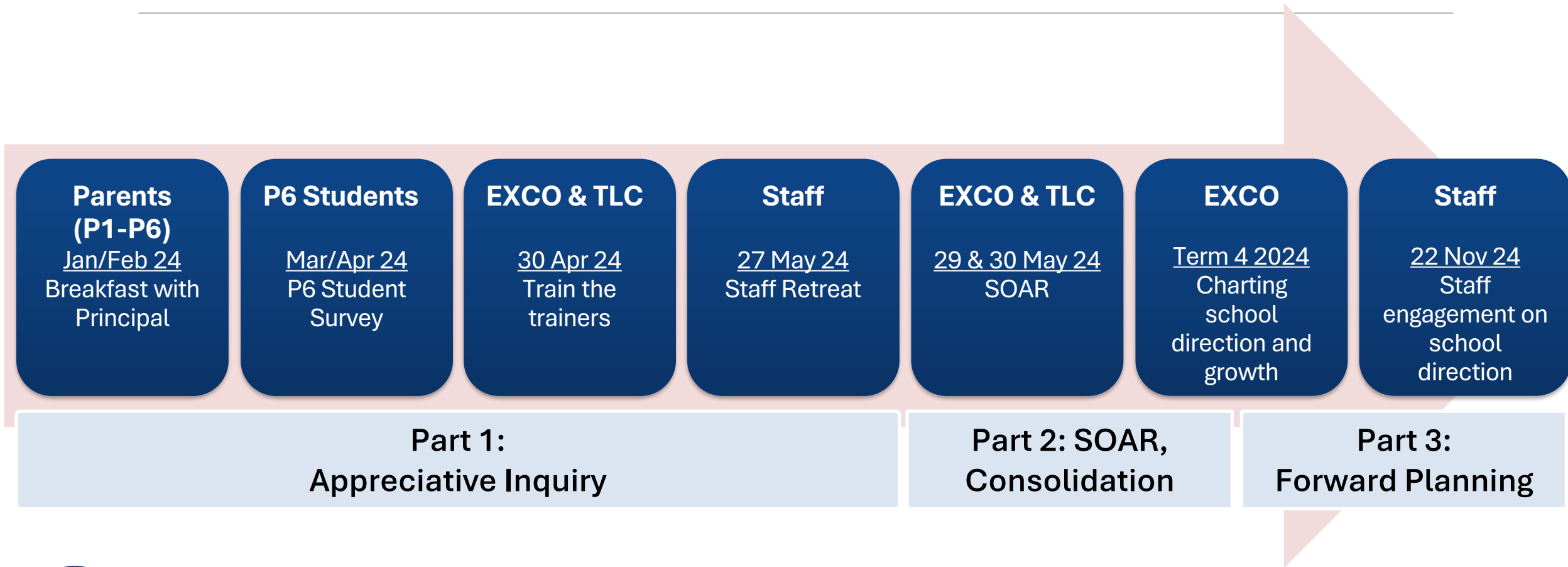
# Our School Strategic Direction

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**FUTURE-READY LEARNERS, ROOTED IN VALUES**  
**SEMBAWANG PRIMARY SCHOOL**

# Collectively Redefining Our Strategic Direction



# Our School Vision

## *Future-Ready Learners, Rooted in Values*

**Future-ready learners** are *reflective contributors* and *compassionate leaders*. They are *confident* and *self-directed* individuals who are able to thrive in a rapidly changing and highly interconnected world.

Learners who are **rooted in values** *embrace* and *live out* the school values in their daily lives. School desires to see all our learners being *steadfast* and *unwavering* in demonstrating these values.





# Our School Mission

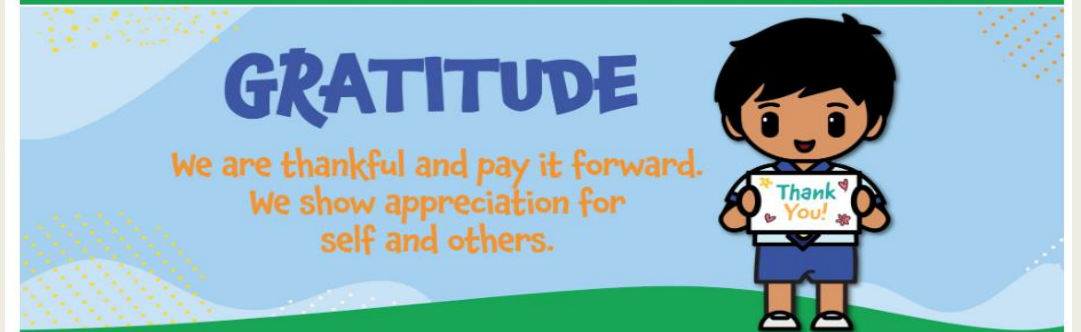
## *Nurturing Future-Ready Learners in a Vibrant Community*

We **nurture future-ready learners** by providing *holistic education* with innovative, effective pedagogies and cultivating a *Growth Mindset* in our students.

A **vibrant community** makes *learning an adventure* and promotes *student agency*. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.



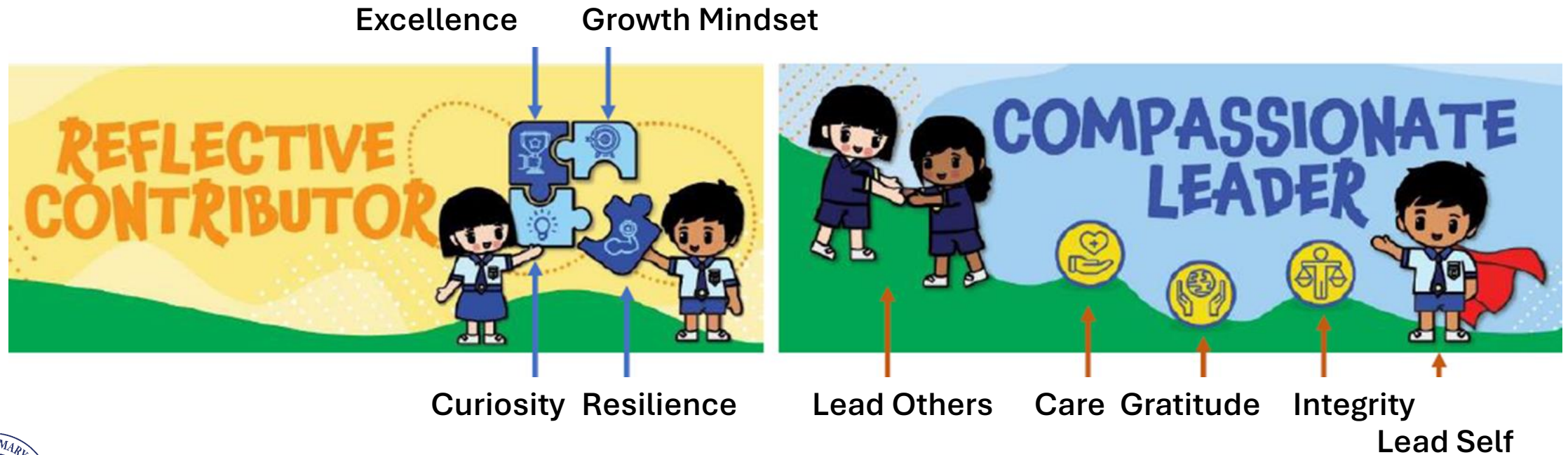
# Our School Values



# Student Outcomes

A *Reflective Contributor* has a **Growth Mindset** towards learning and displays the values of **curiosity, excellence** and **resilience**.

A *Compassionate Leader* is able to **lead self and others** by contributing to the community and displaying the values of **care, gratitude** and **integrity**.





# SEMBAWANG PRIMARY STRATEGIC PLAN: 2025 - 2027

## VISION

Future-Ready Learners,  
Rooted in Values

## MISSION

Nurturing Future-Ready Learners  
in a Vibrant Community

## VALUES

Care, Gratitude, Integrity  
Curiosity, Excellence, Resilience

## MOTTO

The Best From Me

### ST1: Develop Future-Ready Learners as Reflective Contributors and Compassionate Leaders

**1.1** Design a Total Curriculum that focuses on Growth Mindset, active learning, and student agency

**1.2** Cultivate digital literacy and technological skills, enabling students to be responsible users of technology

**1.3** Enhance student well-being for holistic development

### ST2: Build Future-Ready Educators by Cultivating a Growth Mindset and Collaborative Culture

**2.1** Enhance staff capacity, capabilities and collaboration

**2.2** Enhance well-being and engagement

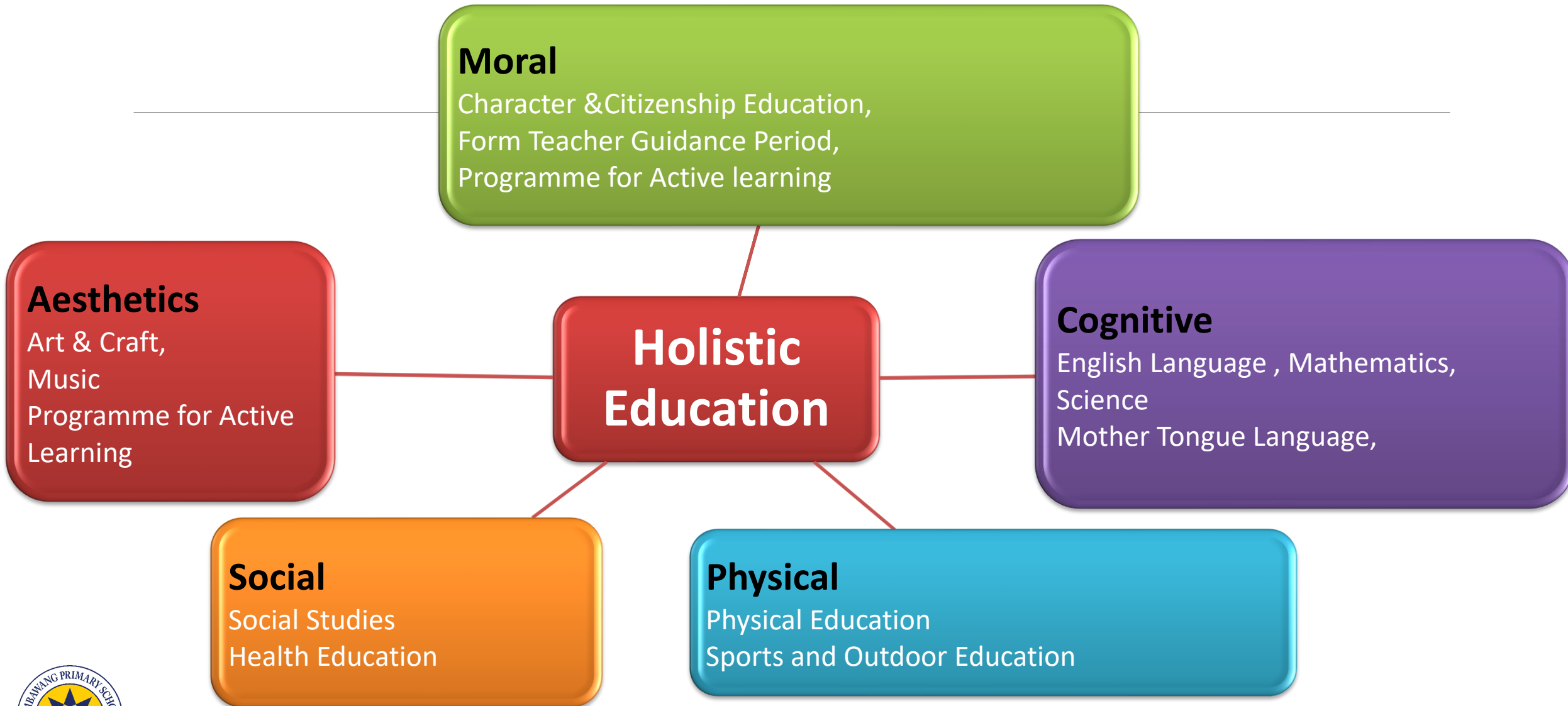
### ST3: Enhance Learning Environment Within and Beyond School

**3.1** Reimagine learning spaces

**3.2** Foster meaningful collaboration with key stakeholders and partners



# Overview of Holistic Education @SBPS



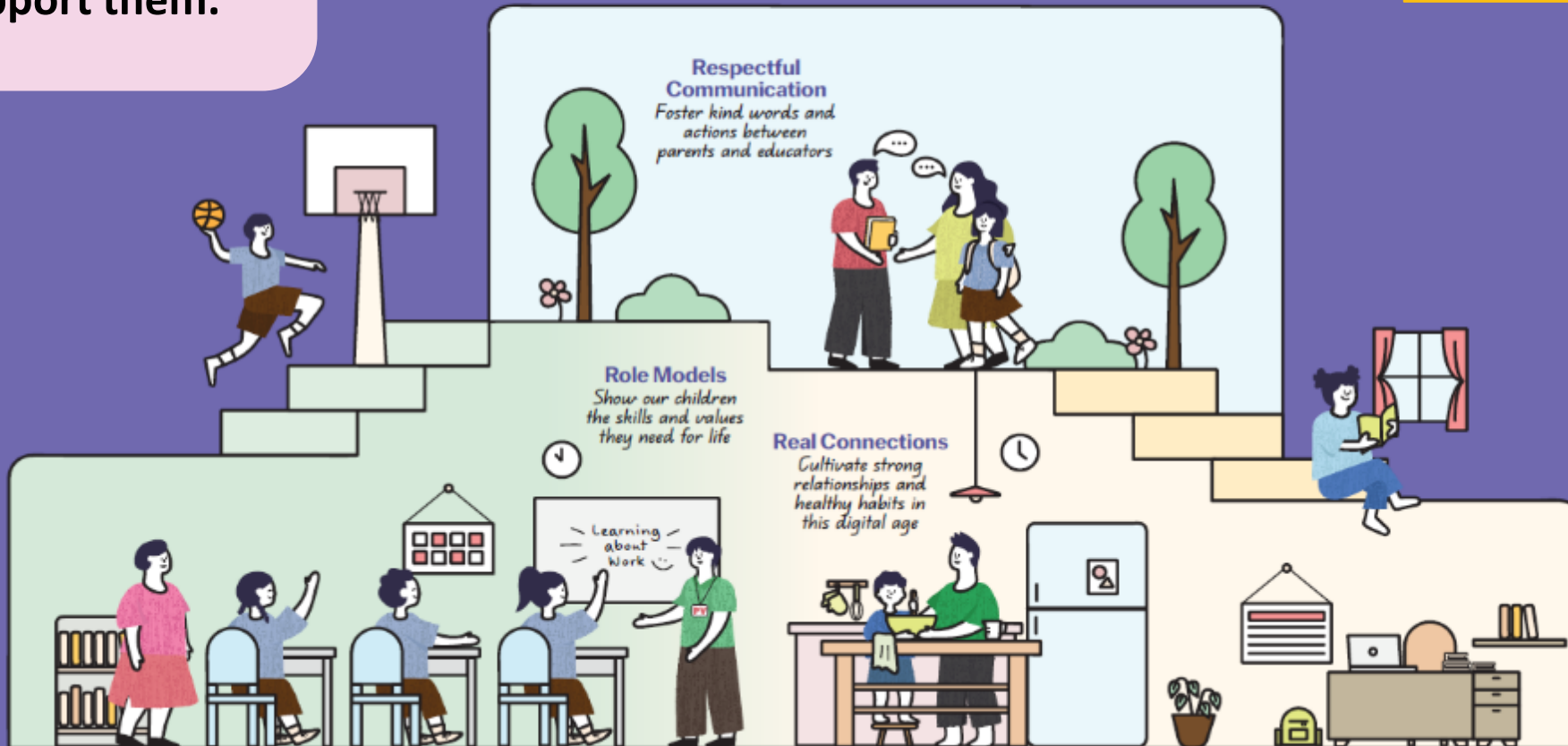
Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together

**Note for schools:**

*For more information that can be included in this section, please refer to the notes section.*



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

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

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



15



# Respectful Communication

**Foster kind words and actions  
between schools and educators**



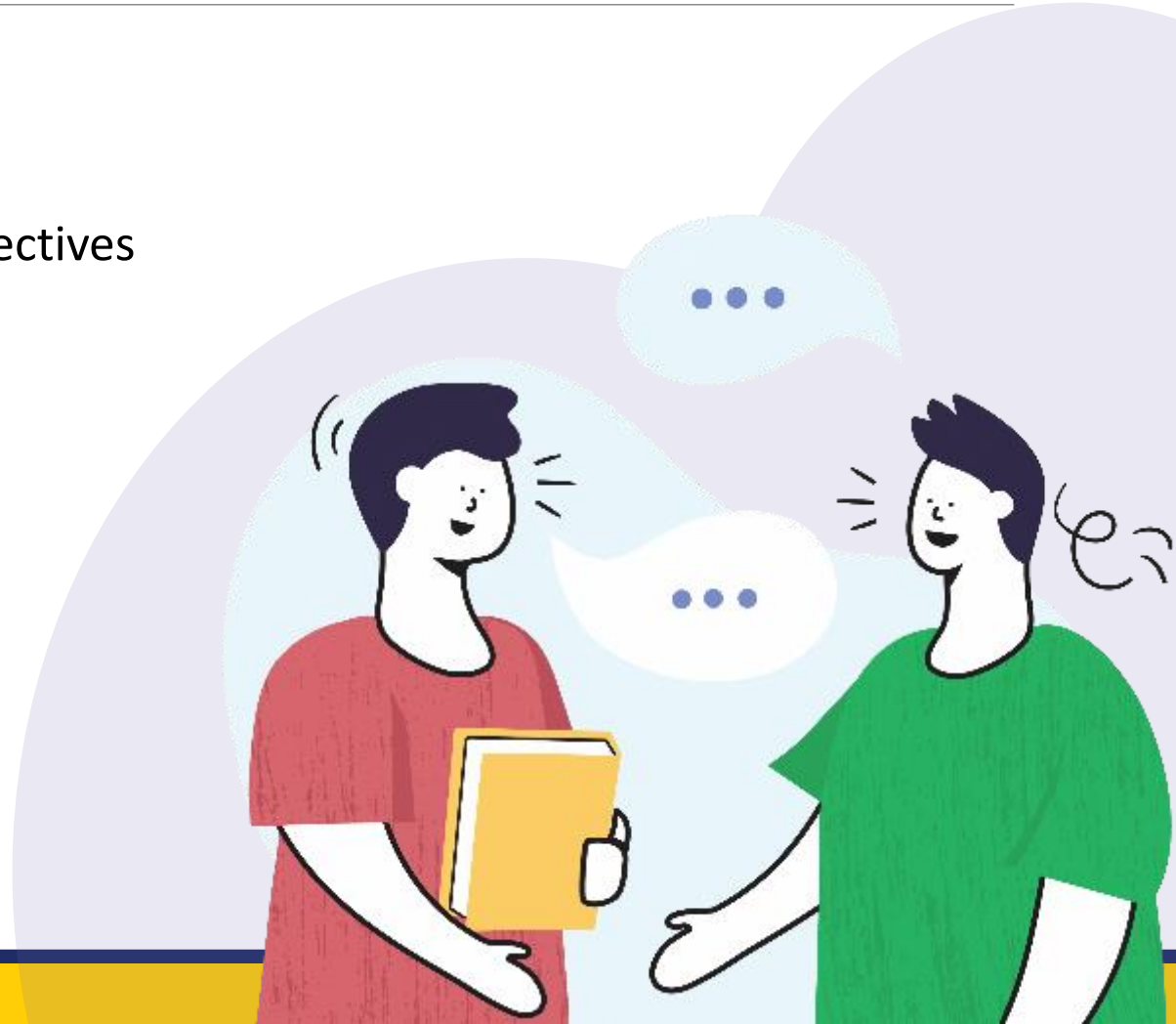
Listen to and understand each other's perspectives and concerns regarding each child



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



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

Build strong bonds through shared experiences and meaningful conversations



ROOTED IN VALUES

**Building Relationships** Page 20

### Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- Expose your child to a range of social situations.**
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
  - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
  - Foster healthy relationships with supportive extended family members.
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

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**You've Got This!**

**Navigating the Digital Age** Page 54

### Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?

If you were in their shoes, would you agree with their opinion?

Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?

Consider the issue from another perspective by practicing **T.H.I.N.K.** (Toughful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?

It's okay to feel upset. It's also okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

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**You've Got This!**



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



# 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.



<https://go.gov.sg/2025psgregistration>



# 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.



## RESPECTING OUR STAFF

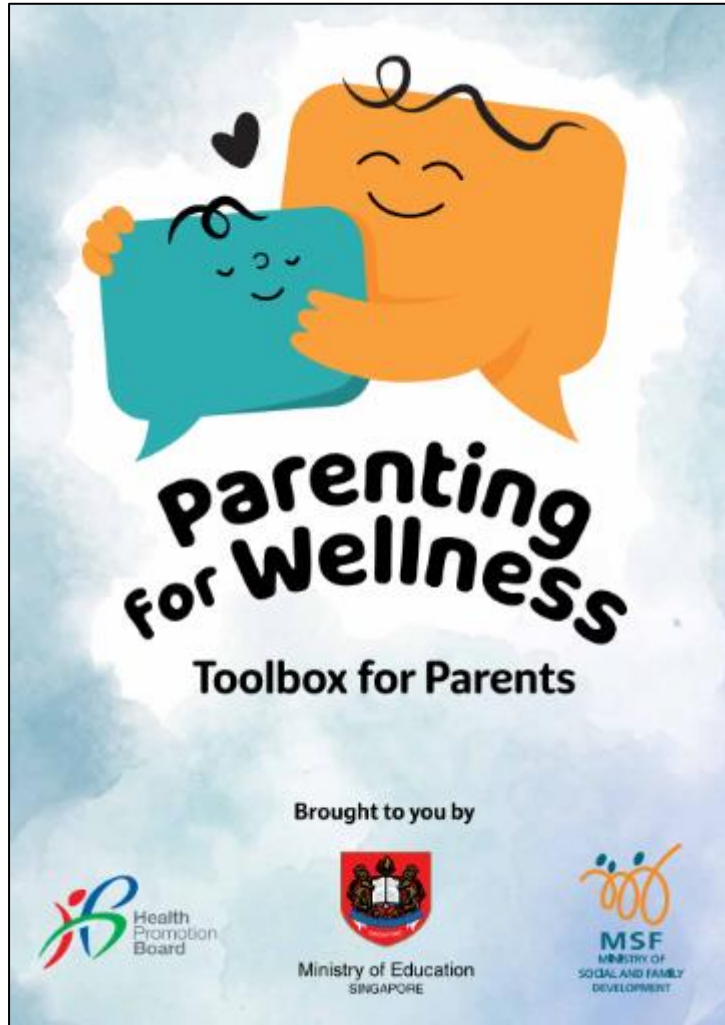
**Our staff are committed to partner you** with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

**MOE values our staff and will take firm action** to protect them against any unreasonable behaviour, harassment or abuse.



# Latest Resource: Parenting for Wellness Toolbox



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.

21



# How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
  - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
  - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
  - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.



## Helping Your Child Manage Device Use & Stay Safe Online



### Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



Device-free times and places



Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
  - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
  - "What do you think of our screen use rules?"



### Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. 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?"



# 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?

<p><b>Providing a safe space for conversations</b></p>	<ul style="list-style-type: none"> <li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li> <li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li> <li>• <b>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.</b></li> </ul>
<p><b>Role modelling respectful conversations</b></p>	<ul style="list-style-type: none"> <li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li> <li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li> <li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li> </ul>
<p><b>Have regular and open conversations</b></p>	<ul style="list-style-type: none"> <li>• <b>Have regular conversations</b> to better understand what your child does online.             <ul style="list-style-type: none"> <li>• Is it school work or are they engaging in recreational activities?</li> <li>• For example:                 <ul style="list-style-type: none"> <li>• State observation: “I noticed you have been spending a lot of time on your device.”</li> <li>• Ask open-ended questions: “What do you usually do on your device?”</li> </ul> </li> </ul> </li> <li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li> </ul>



# Additional Resources:



# *Parenting for Wellness*




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For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

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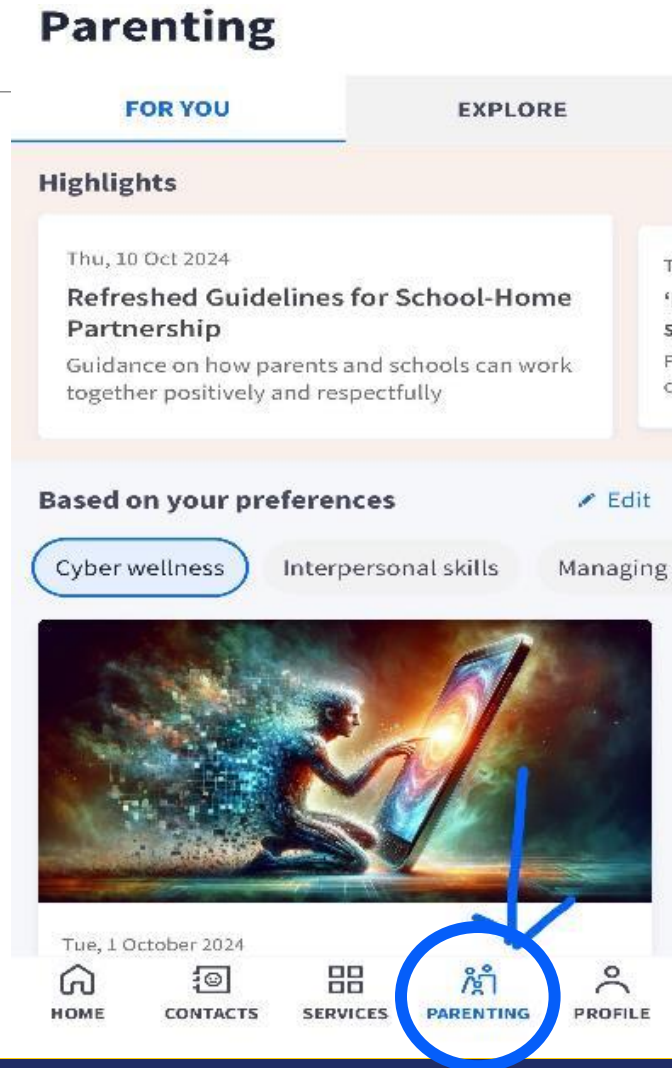
Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!



# Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.



# Check out more resources from MOE

## Parent Kit



## Parent Kit

[www.moe.gov.sg/parentkit](http://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



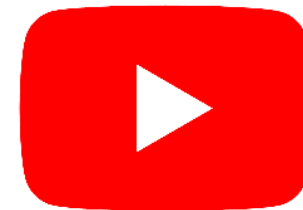
[www.instagram.com/parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)



[www.facebook.com/moesingapore](https://www.facebook.com/moesingapore)



[www.instagram.com/moesingapore](https://www.instagram.com/moesingapore)



[www.youtube.com/moespore](https://www.youtube.com/moespore)



# P2 Parents' Briefing by Year Head



Friday, 3rd January 2025



# Attendance & Punctuality

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- 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

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- All absence from school MUST 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



# Leaving School Early

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- 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



# Attire

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- 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).
- Girls: Hair accessories must be in black or dark blue only



# Prohibited Items

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- Toys, scissors or any sharp objects
- Electronic devices
- Any items that will disrupt learning





# Smart Watches

## Use of Smartphones & Smartwatches

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- 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

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- Students **should bear responsibility** for safekeeping of devices, and the **school will not be held responsible** for any loss or damage (e.g. supplementary/ enrichment/ remedial lessons & learning journeys).
- If students need to contact their parents/ guardians, they may use the phone located within the General Office.



# Smart Watches

## Use of Smartphones & Smartwatches

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- 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

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**FUTURE-READY LEARNERS, ROOTED IN VALUES  
SEMBAWANG PRIMARY SCHOOL**

# My Primary Two Adventures : Learn, Lead, Level Up

Progression Programme from P1 Onboarding Programme

Captures highlights, significant milestone, reflections

Check in student outcomes



**RECESS BUDDY REFLECTION** My Recess Buddy is

Reflect on how you helped your buddy during recess. Think about the support you provided and how it made a difference.

**Getting Ready for Recess**

- I reminded my buddy to bring down everything they needed for recess.

**At the canteen**

- I reminded my buddy to take out their money or card to buy their food.
- I reminded my buddy to tell the canteen vendor what they wanted clearly.

**Eating and Cleaning Up**

- I reminded my buddy to wash their hands before eating.
- I showed my buddy how to wipe down the table after eating.
- I guided my buddy to clear all rubbish and return plates, bowls, and cups to the correct bin.

One thing I did well as a buddy was.....

**My Goals and Growth for 2025**

This year, I am most excited about...

One new thing I want to learn or try this year is...

This year, I want to get better at...

I think this year will be...

**FRIENDSHIPS**

My strengths as a friend are \_\_\_\_\_

I can be an even better friend by \_\_\_\_\_

Qualities I look for in my friendships

Friends with these qualities





# Experiential Learning Week

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## Term 2 Week 9,10

### *Programmes (tentative)*

- Cyberwellness\*
- Financial Literacy
- Speech & Drama
- New Media Literacy
- Reader's Theatre
- Heritage Explorer Programme



# What are the Cyber Wellness programmes?

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## Cyber Wellness Assembly

- Cybersecurity, Cyberbullying & Responsible Video Gaming

- Cyber Wellness Carnival

Booths with various interactive activities

such as display panels & experiential games to promote mass awareness of balanced, responsible & respectful online behaviour through various learning activities.



# Chose To Learn, Learn To Chose (CTLTC)

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- Learning Centre intended for self-directed learning by students.
- Learning Stations include variety of resources
- Located within the classroom, task boxes with different tasks, games and puzzles or activities allow students opportunities to develop different skills



# Our Library Corner

SPRING CLEANING? CHILDREN OUTGROWING THEIR BOOKS? THEY CAN HELP US BUILD THE CLASS LIBRARY!

## Sembawang Primary School BOOK DRIVE



**WE ACCEPT:**

- ✓ Fiction books
- ✓ Non-fiction books
- ✓ Children's magazines
- ✗ School textbooks
- ✗ Assessment books

Place the books in a bag and get your child to pass it to their English Teachers.

**Books must be:**

- in English language
- in good condition
- suitable for children (7-12 years old)

*Thank you!*

Books received will be placed in the class library.





# Learning Journey

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Science Centre

National Orchid Garden



# 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

Care

Gratitude

Integrity

*I show care, gratitude and integrity in my interaction with others.*

### Reflective Contributor

Curiosity

Excellence

Resilience

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



# Character Education @SBPS

## Student Outcomes and School Values

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### 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.**

<b><u>Reflective Contributor</u></b>	<b>Sch Value</b>	<b>Statements (Lower Pri)</b>
<p><b>Curiosity</b></p> <p><b>Excellence</b></p> <p><b>Resilience</b></p> <p><i>I demonstrated <b>curiosity, excellence and resilience</b> in my learning.</i></p>	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.



# Character Education @SBPS

Lessons from the story...

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## Relatable and Uplifting

- Relatable and empowering, showing that it's okay to feel frustrated
- Success comes from perseverance and learning from mistakes
- Positive message to guide children through moments of difficulty





# Character Education @SBPS

Lessons from the story...

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## Perseverance and Frustration

- Children experience challenges such as frustration, failure, and the emotional hurdles of problem-solving
- Understand the emotional ups and downs children face when learning, creating, or trying something new



# Character Education @SBPS

Lessons from the story...

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## Growth Mindset

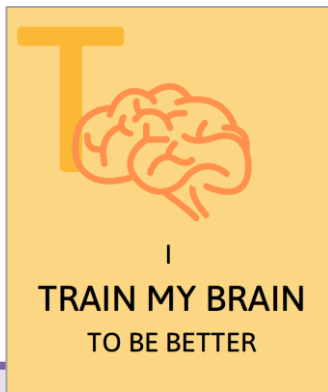
- Promotes a growth mindset, showing that mistakes and setbacks are part of the learning process.
- Important to nurture resilience and self-compassion in children when they struggle.



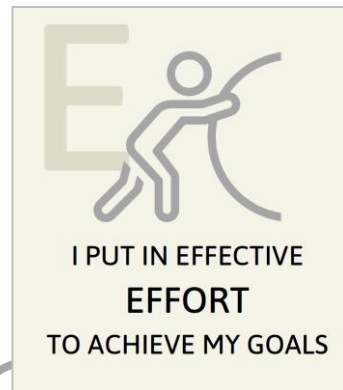
# Character Education @SBPS – Parents Partnership

## Inculcate a Growth Mindset in students

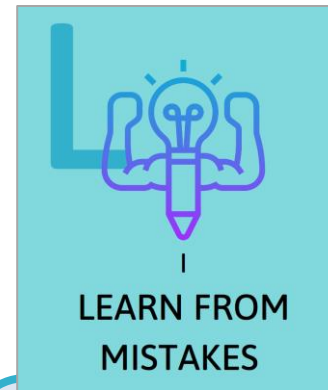
### Key messages you can help to reinforce at home



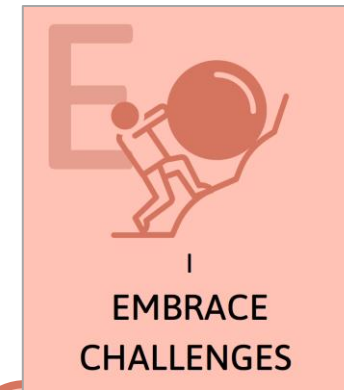
Talent and ability  
are not fixed, we  
can improve  
from where we are



Effort is key to  
success



Mistakes are  
learning  
opportunities to  
improve



Face challenges  
with grit and  
positivity



# The Best From Me

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**FUTURE-READY LEARNERS, ROOTED IN VALUES  
SEMBAWANG PRIMARY SCHOOL**

# Future-Ready Learners, Rooted in Values

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FUTURE-READY LEARNERS, ROOTED IN VALUES  
SEMBAWANG PRIMARY SCHOOL





**Thank You • Terima Kasih • 谢谢 • நன்றி**