

P2 School-Parents Engagement & Communication Session (SPECS)

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WELCOME P2 PARENTS

6 Mar 2026

SUPPORTING YOUR CHILD TOWARDS SUCCESS



Updates

The relevant key slides will be uploaded into the website for easy reference by parents.

Note that there will be another session at the end of Term 2 for parents to have a one-on-one conversation with the CTs during the Grow With Me! Conversations.

We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session.

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Agenda

School Leader (SL) Time

- ❖ Fostering Lifelong Learning in Your Child
- ❖ WSPS Alignment to the Education Shifts
- ❖ Home-School Partnership

Year Head (YH) Time

- ❖ P2 Learning Experiences
- ❖ Frequently Asked Questions

C4RE Teachers (CT) Time

Learn , grow , EXCEL TOGETHER



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Fostering Lifelong Learning in Your Child

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P2 Check-In Insights: Guiding Our Support and Partnership

What Pupils Are Feeling	Summary From MOE Check-In Survey
I look forward to school!	Majority of pupils are excited and happy to start the new school year.
Adjustments to new school year	A small handful initially found it hard to wake up early for school after the holidays, but this has since stabilised once routines were re-established.
Learning Concerns	A small handful also shared worries about the difficulty of Primary 2 work. Teachers will continue to monitor and provide reassurance and support.

Broad shifts in Singapore's Education System

THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done



Moving away from an over-emphasis on academic results, focusing on a child's holistic development.

Adjusting School-based Assessment Structures

P1 & P2

- > Removal of all weighted assessments (including P2 year-end exam)

S1

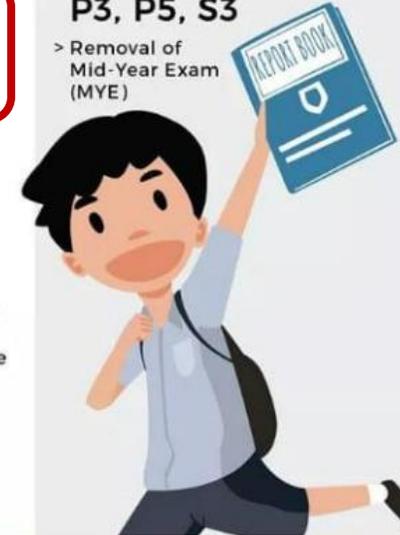
- > Removal of Mid-Year Exam (MYE)

From P3 to S4/5

- > Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

P3, P5, S3

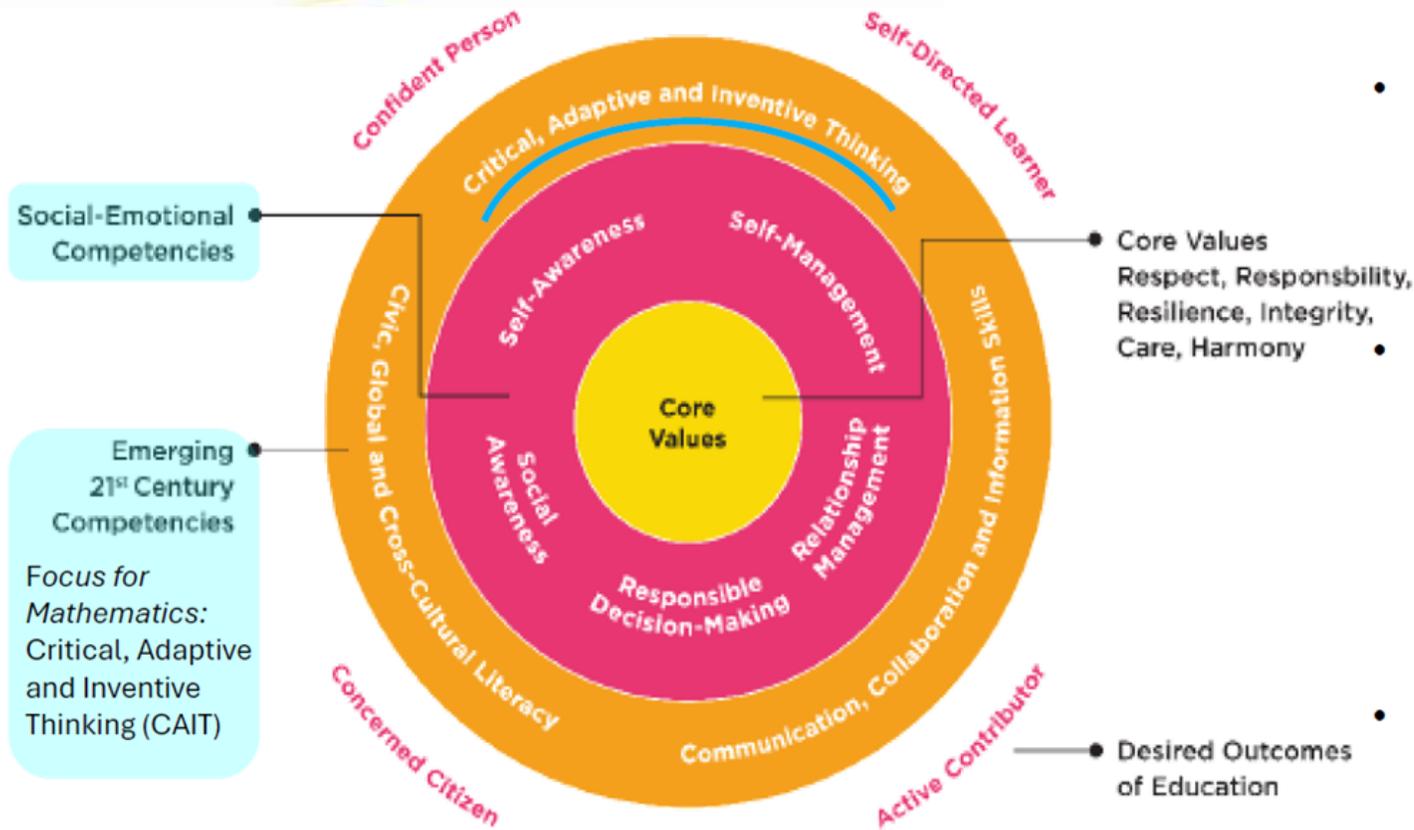
- > Removal of Mid-Year Exam (MYE)



Adjusted school-based assessment structures provide autonomy for schools to provide opportunities for student-initiated learning



Broad shifts in Singapore's Education System



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MOE's framework for 21st Century Competencies and Student Outcomes

- **Values** form the core of one's character
- **Social-Emotional Competencies** - 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** enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.
- These values and competencies will help our students live out the **Desired Outcomes of Education**.



Primary 1 and 2

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

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions

Strengthening Sense of Self & Purpose

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

Building Positive Relationships

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

Overcoming Challenges; Managing Changes and Transitions

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

**Managing Disappointment-
Be Positive!**

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

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



Taken from P2 CCE Journal P.8



An example of a lesson in guiding pupils to manage their emotions.

Parents can share their own experiences to model positive ways of managing emotions.

Extending CCE beyond school

Explore the Mental Well-being messages with your child

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

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

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



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

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

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

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

We did this together!

Parent's / Guardian's signature

Digital Well being: Cyber Wellness

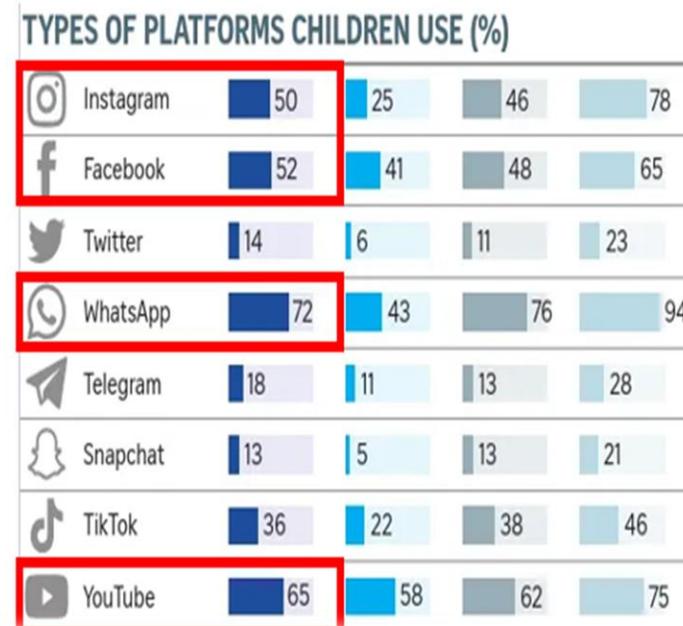
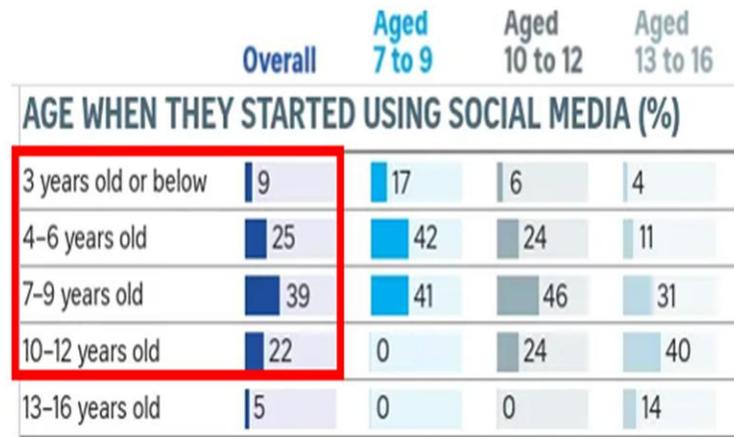
Did you know?

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 .



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)

Digital Well being: Cyber Wellness

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)



Source: [MDDI Survey](#) (Feb 2024)

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 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.



WSPS Alignment to the Education Shifts

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Character Education in WSPS

Termly Check-in Surveys

What are you worried about as you start the new year?
[Choose as many as you like.]

- Difficulty making new friends
- Not getting along well with friends
- Learning new subjects/skills
- Too much schoolwork
- Not meeting my own expectations
- High expectations from parents/teachers
- Quarrels at home
- Money issues at home
- I am not worried about anything



You are not alone! Please talk to your parents and teachers if you need to speak to someone.

Supporting
Students' Well-being

Praise and affirmation as a strategy to
develop students' Growth Mindset

Heart-to-heart Conversations

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A Caring and Enabling Environment in WSPS

Play Pedagogy

Holistic Assessments

Self-Assessment Checklist

1. Addition without Regrouping

610

512

I can add without regrouping.



I can do it.



I am not sure.



I cannot do it.

--Example--

My friend is sharing about Snow city

My friend did these:

Tick (✓) in the 'Yes' or 'No' columns.

		Teacher's Response	
		Yes	No
1	My friend <u>looked at us</u> when he/she talked.	✓	
2	My friend spoke at the <u>right pace</u> for us to understand.		✓
3	My friend used <u>appropriate intonation and stress</u> .	✓	
4	My friend <u>included</u> ...		✓
5	My friend used <u>appropriate</u> ...		✓
6	My friend's sharing <u>followed an order</u> ...	✓	
7	My friend's sharing <u>followed an order</u> that made sense to us.	✓	✓

--Example--

My choice of clay is Buff clay and air-dry clay

Three reasons for my choice of clay:

1 It is heavy ✓

2 I can paint on it. ✓

3 It is...

Problem: after I cut the clay with sharp tool, it cracked.

Solution: I need to keep flipping it.

Problem: after I cut the clay with sharp tool, it cracked.

Solution: I use water and sponge to make it...

One thing I enjoyed about this module:

I enjoyed making the clay...



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Holistic Assessment in WSPS

4 level qualitative descriptors will be used to report progress.

SUBJECTS	ACHIEVEMENT LEVELS
English Mother Tongue Mathematics Social Studies Physical Education Art Music	Emergent Developing Competent Proficient

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Learning dispositions

Learning dispositions are positive attitudes and traits towards learning. A child's disposition to learning will affect how they learn. Positive learning dispositions will enable our children to find the joy of learning and develop their intrinsic motivation and engagement in learning.

Engagement

Children who are engaged are immersed in learning and enjoy what they do.



What my child may say.

I ENJOY LEARNING.
I AM EXCITED ABOUT LEARNING.

Why this may be important.

When our children are involved and engaged, they enjoy what they are learning and seek new opportunities to learn. Being engaged also helps them to take responsibility for their own learning.

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Home-School Partnership

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Learning dispositions

1

Build positive parent-child relationships

- Be warm and responsive – child needs to feel, secure and supported.
- Ask open ended questions to find out more about how your child is feeling.
- Follow your child's interest to widen the topics of discussion.

2

Establish routines

- Routines help to build habits.
- Important routines includes meal times, bed times, study time and rest times.

3

Structure the environment

- A predictable and supportive environment will develop the self-regulation in a child.
- An environment to problem-solve together also develops the reflective skills in the child.

4

Soothe your child

- Calm your child down before teaching or reasoning with him.
- This will help to teach them how to manage overwhelming emotions.

5

Validate your child's feelings

- Even if you disagree with their behaviour, validate their feelings so they feel understood. This builds their reflective skills.

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Role Models

You play a significant role in 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. Adults not using devices during mealtimes, respectful online communication



Role modelling respectful conversations –

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



Real Connections

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

Build strong bonds through shared experiences and meaningful conversations

Teach children to recognise and communicate their emotions effectively

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



Compilation of Useful Resources

You can access all digital parenting resources by scanning this QR code!

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG



<https://go.gov.sg/cwresources-parent>

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Year Head Segment

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Home School Partnership



Home · School · Community

MOE Home-School-
Community Partnerships

**Building on Trust,
Partnering as One**





P2 Learning Experiences



Key Learning Experiences

Programmes	Term
<ul style="list-style-type: none">• FDOS• CNY Celebrations• Total Defence Day• Healthy Lifestyle Week• P2 Forest Adventure• Learning Journey to Children's Museum	1
<ul style="list-style-type: none">• Hari Raya Celebrations• Maths & Science Week• International Friendship Day• Drama Appreciation (CL Students)• Guided Tour for Hawker Centre• Prata-making Workshop	2
<ul style="list-style-type: none">• Singapore Armed Forces Day• MTL Fortnight• Racial Harmony Day• National Day Celebrations• Sports Exposure Programme	3
<ul style="list-style-type: none">• ArtBeat Week• Character Recognition Day• HeARTS Shine• Inclusion Week• Watch a Play: Butterfly is Born• Little Achievers Award Day	4

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Building the Foundation (ALP)

- **Foundation level:** Scratch Junior App.
- **Curriculum alignment** with English Stellar 2.0 Big Book
- **Creation of digital animation** based on the theme “Care”
- Term 2 (12 hours)

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Addressing Queries from PG

We have noted some of the queries/feedback provided via PG. If there are further queries/feedback, parents can submit via the feedback form at the end of the session

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More Canteen Stalls and Student Well-being for Recess:

The school currently has sufficient canteen stalls and has recently added a new snack vendor. We are continuing to source additional vendors where possible. In the meantime, students may bring packed meals on days with longer queues, and those who need more time to finish eating can approach the teachers on duty for assistance.

Healthy Food Options:

We encourage students to eat healthily at school and make balanced food choices. The canteen offers hot meals as well as fresh fruits such as apples, oranges, papaya etc. each day. During snack breaks, students are also strongly encouraged to bring portable fruits like apples, grapes or bananas for healthy snacks breaks.



Getting Ready for P3	<i>Already covered in SL/YH slides</i>
Raising Confident Children	<i>Already covered in SL/YH slides. For more parenting strategies, please sign up for the upcoming seminars listed on Parent Gateway.</i>
Students' Safety (Installing of Bike Rack)	<i>School will evaluate its feasibility considering space, safety and school operations.</i>
Parent Support Group Chat:	<i>Teachers communicate with parents through platforms like ClassDojo or PG. To protect parents' privacy under PDPA guidelines, contact numbers cannot be shared without consent.</i>



Helping Your Child Listen Without Stress

Stay calm and give simple instructions. Avoid nagging or children may stop listening the first time. Offer small choices, give consequences if needed, praise good behaviour and keep rules clear and consistent.

Enhancing Reading Skills

School will monitor pupils' reading progress and provide the necessary interventions if the reading age is below the recommended level. At this age, fostering a love of reading, confidence and positive learning habits is key to helping skills develop over time.



CCAs in P3	<i>Primary 3 students must join a CCA. For more enquiries, please contact the HOD PE.</i>
Homework	<i>Our focus is on both academic learning and on strengthening learning dispositions in preparation for Primary 3. Homework is carefully paced to ensure it is meaningful while safeguarding students' well-being.</i>
Learning Journey	<i>Already covered in SL/YH slides</i>
Edusave Awards	<i>Already covered in SL/YH slides</i>



Next Segment: Time with Care Teachers (CT)



Please note that the next session for parents to meet the CTs will take place at the end of Term 2.

During this session, parents will have a one-on-one conversation with the CTs as part of the *Grow With Me!* Conversations.

Please scan the QR code to provide us with more information about your child or request for C4RE Teachers to give a return call to you.



CT Time : Online

- ***Please proceed to the next session with the Care Teachers.***
- ***You may exit this session and refer to the online meeting link provided via PG.***





*Thank You
For Your Attention*

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