

# P3 School-Parents Engagement & Communication Session (SPECS)

**WELCOME P3 PARENTS**

**13 Feb 2026**

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<i>Vice-Principal</i>	<i>Principal</i>	<i>Vice-Principal</i>



# 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

## SL Time

- ❖ Supporting your child towards success
- ❖ New P3 learning experiences (CCA and Science)
- ❖ Home-school partnership

## YH Time

## Workshop

## CT Time

Learn , grow , EXCEL TOGETHER



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# Supporting your child towards success

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# P3 Check-In Insights: Guiding Our Support and Partnership

Our P3 students shared both their worries and things they look forward to during a recent check-in survey. This helps us plan support more intentionally and work closely with parents.

## ***Top 3 things our P3 students look forward to at the start of the year :***

*Spending time with my friends*

*Learning new things*

*Going for CCA and Competitions*

## ***Top 3 worries for our P3 at the start of the year :***

*Tests and exams*

*Too much school work*

*Difficulty making new friends*

In response to these insights, the following segments share how the school is supporting our P3 students and how parents can partner us.

# Well-being

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

SUPPORTING YOUR CHILD TOWARDS SUCCESS



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# Primary 3 and 4

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

## Strengthening Resilience and Well-being

- Developing resilience

## Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

## Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

## Overcoming Challenges; Managing Changes and Transitions

- Embracing new roles and challenges
- Managing physical and emotional changes during development

**We Change as We Grow** ②

**How I Can Support My Friend**

**C H E E R**

- Calm them down**
  - Give your friend time to cool down.
  - Ask your friend to take deep and slow breaths to calm his/her feelings.
- Hear them out**
  - Listen attentively to your friend's words and feelings.
  - Keep an open mind and do not judge.
  - Do not interrupt.
- Empathise with them**
  - Show interest.
  - Check if you had understood your friend's issue and feelings correctly.
- Encourage seeking help**
  - Encourage your friend to tell a trusted adult such as a parent, teacher or school counsellor.
- Refer to a trusted adult**
  - Tell a teacher if you are worried your friend is in danger or may hurt himself/herself or others.

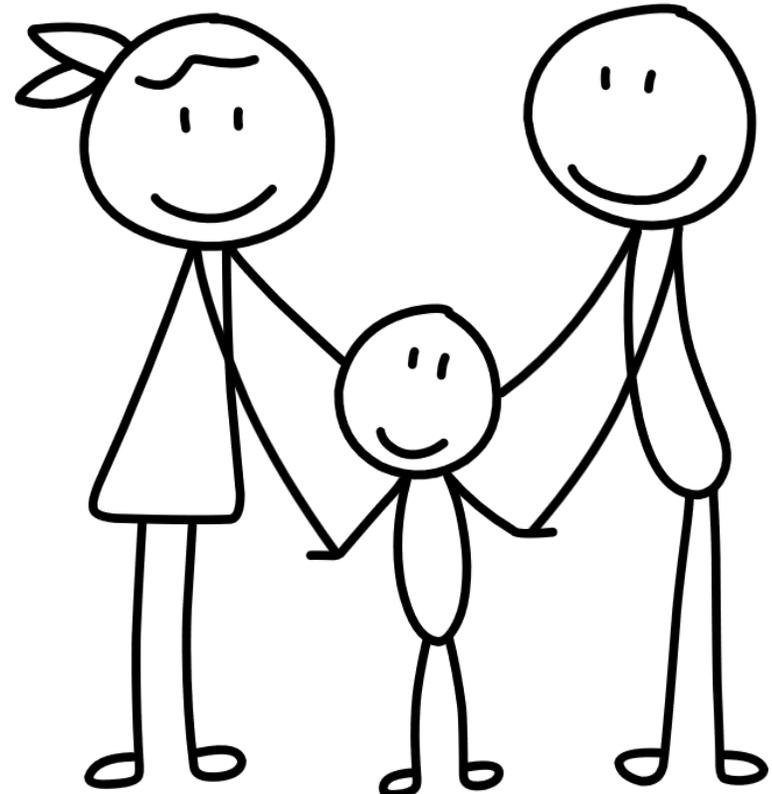
**Taken from P4 CCE Journal P.7**



Parents can practise the CHEER skills with their child to help them build positive peer relationships.

# 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.

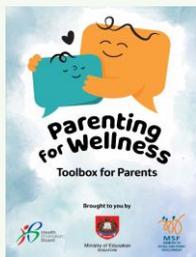
# Did You Know?

## *The Difference between Stress and Distress*



# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.



**ARE YOU FEELING TOO MUCH STRESS?**

**We can LOOK out for:**

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

# Cyber Wellness

## TYPES OF ONLINE HARASSMENT (%)



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...

<b>1 in 3</b> children has chatted with strangers online	<b>1 in 3</b> children has been exposed to pornographic materials	<b>1 in 4</b> children has overshared their personal information
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Source: [MLC-TOUCH Parent Child Poll Findings](#) (30 Nov 2023)



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

## Did you know?

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Most social media platforms and popular games have **App Store age-ratings:**

- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

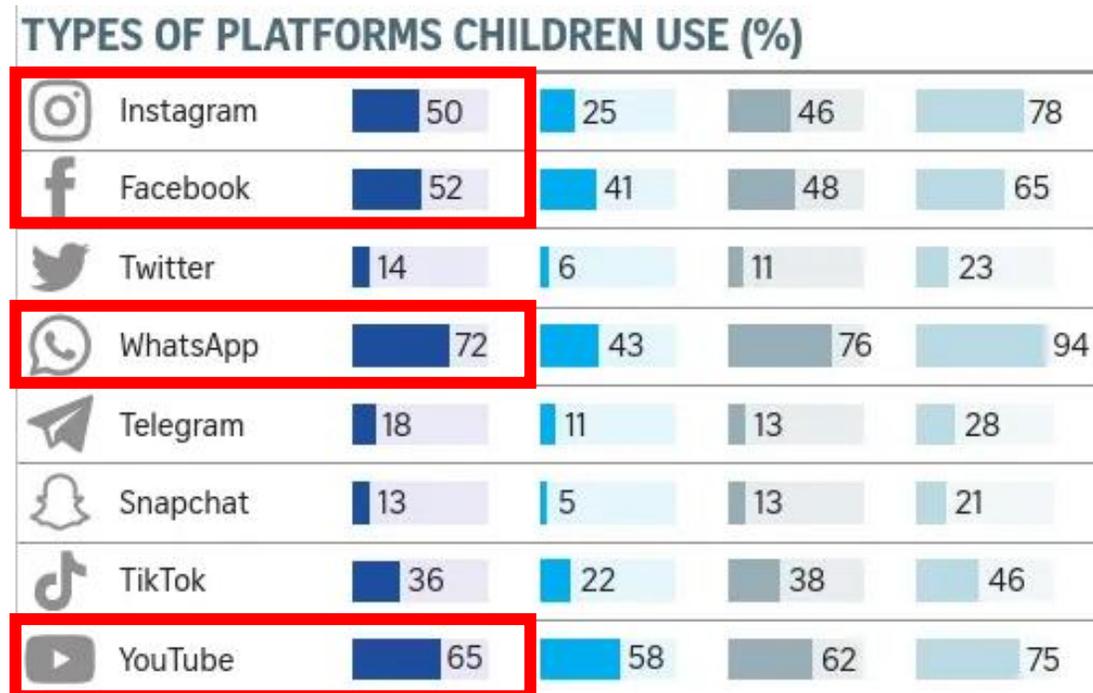
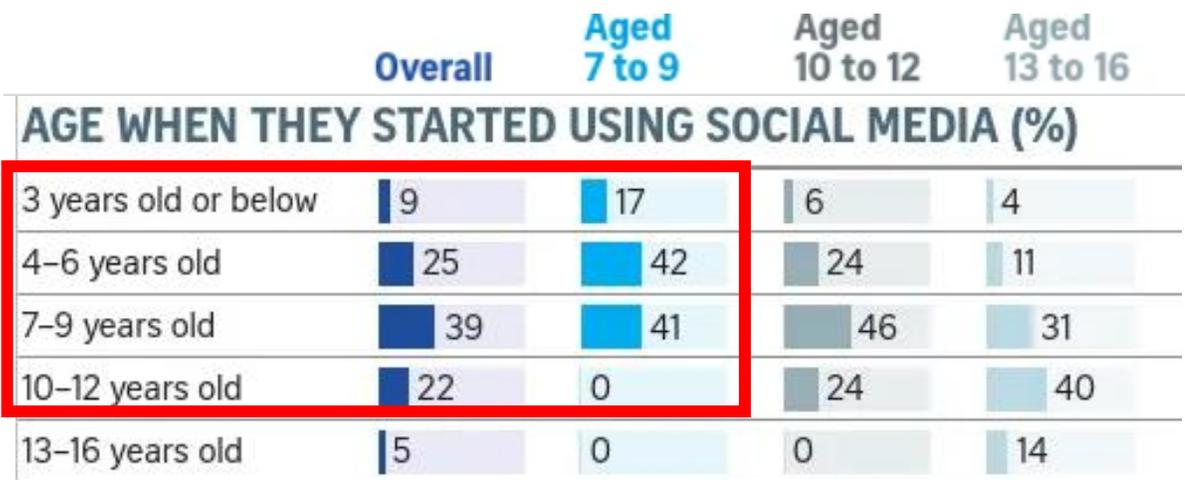
But the **majority of our children** have access to social media **before the recommended ages**.

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?

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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.



## 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)



## 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:

<b>Are they ready?</b>	Can your child: <ul style="list-style-type: none"><li>• keep track of their belongings independently?</li><li>• handle their own responsibilities without constant reminders?</li><li>• obey rules and guidelines set in place?</li><li>• differentiate between appropriate and inappropriate content?</li></ul>
<b>Are you and your family ready?</b>	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 **monitor** my child's online activities and keep them safe?

**#8 Resources** on considerations for giving your child their first smartphone, parental controls, and in-app safety features are available at the end of the presentation.

When you decide that your child is ready to own a phone, it's important to **provide structure and support** and not simply hand over the device.

Experts recommend that parents:

- build on having a warm relationship with their child,
- set and communicate limits regarding phone use,
- pair rules with active supervision, and
- have regular conversations about your child's phone use.

In addition to these strategies, **take time to set up parental controls** on your child's device. Most phones allow you to:

<b>Limit usage times</b>	Control what time of the day and for how long the phone can be used.
<b>Restrict content</b>	Block access to content that is not age appropriate.
<b>Manage activities</b>	Allow only certain games or apps to be used, decide who can be added as friends, and determine whether private messaging is allowed.
<b>Safeguard against unwanted spending</b>	Restrict app store and in-app purchases.

It's important that you **actively monitor and discuss these controls** — especially at the beginning.

# Primary 3 and 4

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

## Balanced use of digital devices

- Time management and spending time on screen-free activities

## Netiquette

- Show respect to others online
- Be considerate when posting opinions online
- Reflect on how our interactions can affect others online

## Stand up against cyber bullying

- What to do when encountering cyber bullying
- How to speak up and stand up against cyber bullying

## How to stay safe online

- Steps to take to determine if an online friend is trustworthy

**My Healthy Screen Time Pledge**

I, \_\_\_\_\_, pledge to be responsible  
(my name)  
and practise self-control when it comes to using  
the computer or the mobile phone.

Tick (✓) 3 things you would like to start practising. I pledge to:

- set aside time to complete my homework, rest, exercise and spend time with my family.
- stop my screen time when having my meals and practise the 20-20-20 rule\*.
- put my devices away at least 60 minutes before bedtime.
- stop my screen time when I have reached the time limit my parents/guardians have set for me.
- set the alarm for 30 minutes and stop my screen time when it goes off.
- stop my screen time when I am feeling tired.
- seek help from my family when I need support/reminders to manage my screen time responsibly.
- Other(s): \_\_\_\_\_

**REMINDER TO SELF!**

Paste this pledge at a place where I can see it every day.

\* 20-20-20 rule: Look at something 20 feet (approximately 6 metres) away for 20 seconds after 20 minutes of screen time.

Do My Best **27**



Discuss your child's healthy screen time pledge at home and cultivate accountability.

# Role Models

*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.*



**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** –

- 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.



# Additional Resources:

## *Parenting for Wellness*



For more bite-sized, 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**.

You can also access the **Parenting for Wellness website** on Parent Hub (hosted by HPB) for personalised access to the full content!

Scan here to  
access the PfW  
Toolbox for Parents:



## *Positive Use Guide on Technology and Social Media*

Scan here to access  
the Positive Use Guide:



The **Positive Use Guide on Technology and Social Media** draws on research to support families as they navigate the digital landscape together. It offers strategies for balanced screen time, how to build healthier digital habits and provides tools like self-check worksheets and curated resources. Scan the QR code on the left to access the guide on the Digital for Life website.

### Positive Use Guide

Evidence-Based Insights on the Impact of Digital Devices  
on Child and Adolescent Wellbeing



# What is Generative AI (Gen AI)?

## What opportunities does it present?

*'Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn**. While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being**' – <sup>1</sup>UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback
- Assists with ideation
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

# Use of AI and EdTech in T&L

## What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.

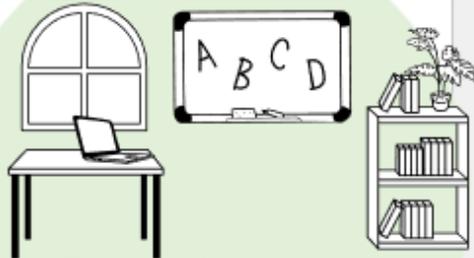


About **1 in 2** teens would trust AI-generated news story to the same extent or more than one written by a human.<sup>2</sup>



# Primary 1 to 3

How will your child use AI for his/her learning?



To access information on MOE's NDLP



## WHAT IS AGE-APPROPRIATE USE OF AI?

Schools are given guidance on the age-appropriate use of AI. These guidelines are informed by learning sciences.

### P1 to P3

**Concrete, hands-on learning experiences, and social interactions should be prioritised** to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

- *Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human*



### P4 to P6

The use of AI could be **gradually introduced to students** under the guidance of teachers.

- *When using chatbots, students should be supervised and guided to discern the output as they develop in their ability to be safe and responsible users of AI*

### Sec

There should be a gradual release of responsibility to **allow for independent use of AI**, so that students learn to use AI to support learning while **not over-relying on it**.

- *Students will be given opportunities to reflect on their use of AI so that they develop into confident and ethical AI users*

### Pre-U

As **students become more empowered to use AI as a collaborator**, emphasis on the use of AI in a **safe, responsible, and ethical** manner continues.

- *Students will be given opportunities to innovate with AI and reflect on their use to guard against misuse of AI*

### P1 to P3

**Concrete, hands-on learning experiences, and social interactions should be prioritised** to allow students to build foundational knowledge, cognitive and social skills, and human relationships.

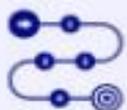
- *Direct use of AI tools by students is not advisable as students may not be able to discern the output and may mistake AI as human*

# AI CAN MEANINGFULLY TRANSFORM TEACHING AND LEARNING



MOE harnesses Artificial Intelligence (AI) as a strategy to achieve the desired student outcomes, empowering self-directed learning and customising students' learning experiences.

Three AI-enabled systems are now available on the Student Learning Space (SLS):



**Adaptive Learning System**



**Teaching and Learning Assistants**



**Learning Feedback Assistants**

FIND OUT MORE ABOUT THEM ON THE NEXT PAGE >>>

## GREATER CUSTOMISATION OF LEARNING

- **Adaptive Learning System (ALS)** provides personalised learning pathways to enable students to learn at their own pace.
- **Teaching and Learning Assistants**, such as the **Learning Assistant (LEA)** guides students self-directed learning through dialogue and iterative questioning based on curated learning materials in its knowledge base.

I can correct my own errors... click to hear more!

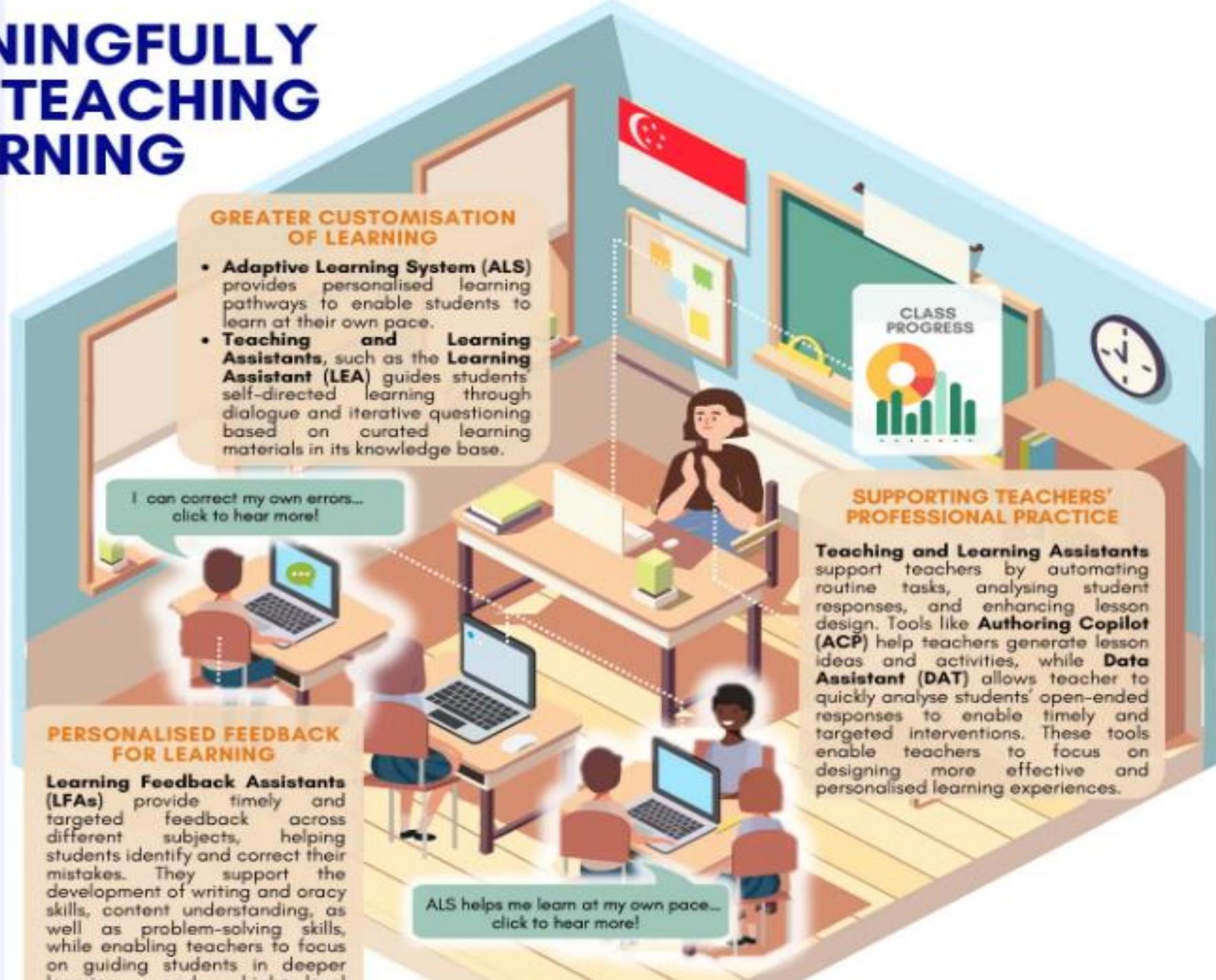
## PERSONALISED FEEDBACK FOR LEARNING

**Learning Feedback Assistants (LFAs)** provide timely and targeted feedback across different subjects, helping students identify and correct their mistakes. They support the development of writing and oracy skills, content understanding, as well as problem-solving skills, while enabling teachers to focus on guiding students in deeper learning.

ALS helps me learn at my own pace... click to hear more!

## SUPPORTING TEACHERS' PROFESSIONAL PRACTICE

**Teaching and Learning Assistants** support teachers by automating routine tasks, analysing student responses, and enhancing lesson design. Tools like **Authoring Copilot (ACP)** help teachers generate lesson ideas and activities, while **Data Assistant (DAT)** allows teacher to quickly analyse students' open-ended responses to enable timely and targeted interventions. These tools enable teachers to focus on designing more effective and personalised learning experiences.





# New P3 learning experiences (Science and CCA)

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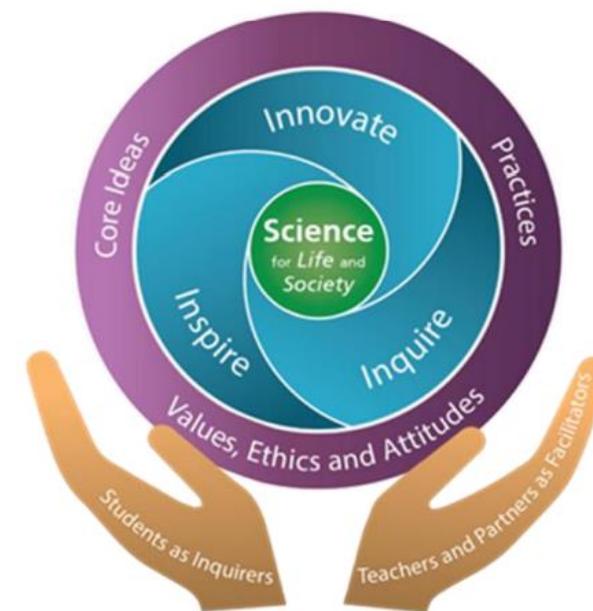
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# Learning of Science

***Vision: Every White Sandian a Curious Inquirer, an Innovative Problem-Solver, and a Responsible Steward.***

*Parents to partner teachers to facilitate learning of core ideas (concepts), practices, and inculcate correct values, ethics and attitudes, to apply Scientific concepts in daily life and for the good of the society.*

<b>Topics</b>	<i>Diversity of Living and Non-living Things, Classification of Living Things, Diversity of Materials, Properties of Magnets, Making and Using Magnets, Life Cycles of Plants, Life Cycle of Animals</i>
<b>School-based Curriculum Enrichment/Support for Application in Real-life</b>	<i>Mushroom Growing Workshop and Kit, Making of Magnetic Toys using Magnetic Kit, Insect Kits for observing Life Cycles, Every Child a Seed Kit</i>



**Figure 1:** The Science Curriculum Framework

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# Co-curricular Activities (CCA)

## Purpose of CCA

- Discover their interests and talents.
- Fuel in the individual a life-long love for a particular activity, be it a sport or a musical pursuit.
- A common space for friendships and social integration amongst students of diverse backgrounds.

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# Co-curricular Activities (CCA)

- CCA is a key component of students' holistic education.
- Students discover their interests and talents through CCA.
- Sustained participation in any of the CCA types allows students to progressively develop CCA-specific knowledge, skills and values.
- CCA provides varied and authentic opportunities for students to learn, apply and demonstrate School Values, Social-Emotional Competencies and E21CC.



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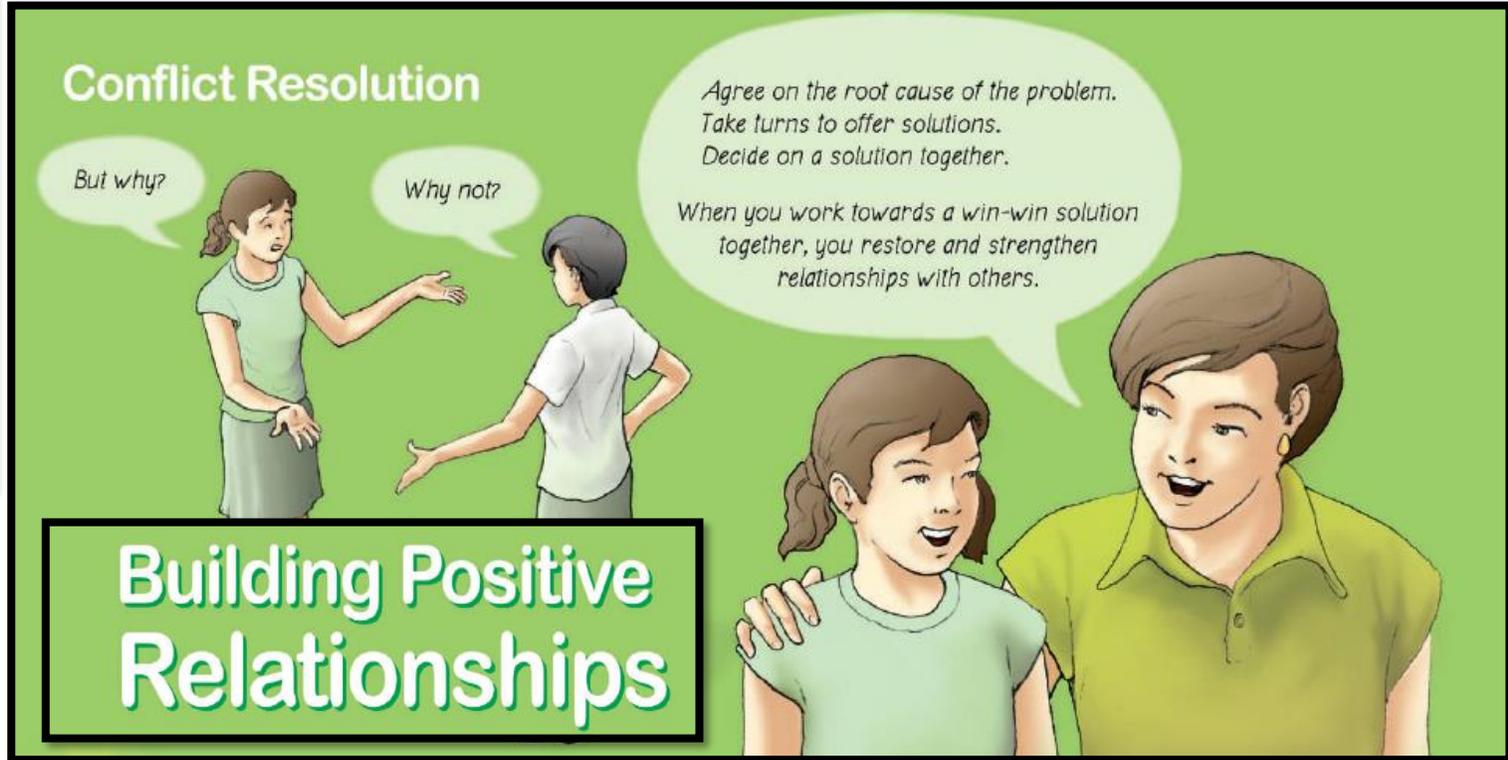
# Home-school partnership

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# Home-School Partnership



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## Your child may be experiencing

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations



What your child  
may be  
experiencing

## Supporting your child

### Tips on how you can support your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.
- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve. Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.



## Supporting your child

### Tips on how you can support your child

- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the believe that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.





# Year Head Segment

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# Home School Partnership



Home · School · Community

MOE Home-School-  
Community Partnerships

**Building on Trust,  
Partnering as One**



# Updates on Hurtful Behaviour

## What are hurtful behaviours and bullying?

In Singapore, local studies show that **verbal/social bullying forms the bulk of the types of bullying experienced in schools** and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

### **Hurtful behaviours**

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

### **Bullying**

Happens when a person behaves in a way that hurts someone

**repeatedly and on purpose**



# Examples of Hurtful Behaviours

## Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours

It can extend from offline to online platforms, amplifying its visibility

## Social

Leaving someone out of a group or things on purpose

## Verbal

Name-calling, spreading rumours or making threats

## Cyber

Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

*Multiple forms could be experienced by the same student at the same time or sequentially.*

*Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.*



# Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.  
We will take action when informed of such cases.

We will focus on developing a **caring and enabling school environment** by:

- *Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building*
- *Developing **peer support culture** among students*
- *Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships*
- *Fostering **positive teacher-student relationships***
- *Conducting **regular professional learning** for school staff*
- ***Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents***



## ROLE OF PARENTS

# What our students would like their parents to know (From FGDs)

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."



# ROLE OF PARENTS

## What can parents do when their child encounters a bullying incident?

Using C.H.E.E.R as a guide was mentioned earlier in the SL slides

### If your child is bullied

**Remain calm** to assess the situation and provide emotional support to your child.

Have a conversation with them using **C.H.E.E.R.** as a guide to understand what they are experiencing.

- **C**alm them down. Speak in a gentle tone.
- **H**ear them out. Lend them a listening ear.
- **E**mpathise with and acknowledge their feelings.
- **E**ncourage them to seek help.
- **R**eassure them that you will always be there to support them and listen to their problems.



# ROLE OF PARENTS

## What can parents do when their child encounters a bullying incident?

### If your child is the bully

Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g. social media posts.
- Reach out for **extra support from school**.

That action was hurtful, but you're capable of being kind.



# ROLE OF PARENTS

## What can parents do when their child encounters a bullying incident?

### If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.



Telling an adult is helping, not tattling.



# 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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**Safety of Students to and from School**

*Traffic marshals are strategically deployed at specific locations where traffic monitoring or control is required. For example, they are positioned at drop-off points such as school foyer where students alight from or board vehicles.*

**Overall P3 Transition Support for Student Well-being**

*At WSPS, we focus on the overall well-being and development of students.*

*We adopt Positive Education approach covering Values Inculcation, Social Emotional Competencies and Growth Mindset as part of their lifeskills as well as to build resilience.*

*We also have check-in surveys for students and a one-on-one Heart-to-Heart(H2H) sessions between Care Teachers and students. We are mindful to strike a good balance when planning activities for students for their Holistic Development.*

## Holistic Development of Students

*The school provides holistic development of students during curriculum and beyond curriculum hours covering Cognitive, Aesthetics, Leadership, Moral, Physical and Social-Emotional domains. Eg EMS/MT/PAM, CCE lessons, Learning Journey, ALP on Coding, etc*

*Key learning experiences for P3 are as follows :*

*Term 1 : Confidence on Wheels, Theatre Experience*

*Term 2 : P3 ALP*

*Term 3 : Swim safer*

*Term 4 : LJ – Thow Kwang Pottery*



**Updates on CCA Allocation and CCA Point of Contact**

*We have updated the students on their CCA allocation and the teachers in-charge and their email can also be found on the website.*

*Parents can email queries to HOD PE/CCA (Mr Jerry Chua) at [chua\\_chun\\_wei@schools.gov.sg](mailto:chua_chun_wei@schools.gov.sg)*

**Support for CCA Transition**

*Most of the P3s will only attend CCA once a week on Wednesdays to allow gradual transition, and the teachers/instructors along with the Seniors will watch over them closely.*

*We also have CCA Student Development Plan where the new P3s will be slowly ease in.*

**Updates on Swim Safer**

*It will start in Term 3, Tuesdays, 10.30am to 1.30pm.  
More information will be provided nearer to the date.*



## **Support for Weighted Assessments**

*There will be an assessment briefing to inform students of the Do's and Don'ts.*

*Subject teachers will also be going through the assessment format with their classes.*

*Past year papers will be printed for students to be familiar with the type of questions and format of assessment.*

## **Foundation MT For SEN students**

*Foundation subjects are only offered from P5 onwards. There is no foundation subjects offered in P3.*

*There is MTSP programme offered at P3 and P4 for selected MTL students. A support programme to bridge students who are weaker. The subject teachers will choose the students accordingly.*

*We also keep the class size small.*

## Heavy bags due to school textbook

*We advise that students bring their textbooks home for revision. Science lesson is not everyday so students have to learn to pack their bags and take out books that they do not need. EL has no textbooks as well.*

*Hence the load of their school bag should be manageable.*



# 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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# Workshop

## Helping your Child Establish Routine for Learning

every white sandian, a success story



WHITE SANDS PRIMARY SCHOOL



**CT Time**

**Please proceed to your child Care Class.  
We will start in 10 minutes time**

**every white sandian, a success story**



**WHITE SANDS PRIMARY SCHOOL**